

FINAL REPORT PHASE 1 AND 2 OF THE STUDY

November 2022











TABLE OF CONTENT

1. 1	THE CONTEXT OF THE STUDY	7
	OBJECTIVES AND METHODOLOGIES O	
PF	HASE ONE AND TWO OF THE STUDY	
1.	Objectives of the two phases of the study	
2.	Methodology of phase one of the study	
	Ethiopia	
	Ivory Coast	
3.	Methodology of phase two of the study	
4.	Ethiopia	
5.	Ivory Coast	13
III.	FINDINGS AND RECOMMENDATIONS	
FR	OM THE STUDY IN ETHIOPIA	14
1.	Findings	14
	Findings related to operational	
	or implementations issues	14
	Findings related to the WSOL model	19
2.	Recommendations	20
	Recommendations related to operational or	
	implementations issues	20
	Recommendations related to activity 4 Income Generating Activities (IGA)	20
	Recommendations related to WSOL model	
		∠∠
	FINDINGS AND RECOMMENDATIONS	
FR	OM THE STUDY IN IVORY COAST	24
1.	Findings	24
	Findings related to operational	
	or implementations issues	
	Findings related to the WSOL model	
2.	Recommendations	27
	Recommendations related to operational or implementations issues	27
	Recommendations related to WSOL model	
	Recommendations related to MOOF Hodel	

IN RELATION TO THE IMPLEMENTATION OF FAIRTRADE/MAX HAVELAAR GENDER STRATEGY BOTH IN ETHIOPIA AND IVORY COAST......31 1. Findings......31 Limitation of the intervention in terms of transforming gender relations.....31 Lack of a solid data collection limits the coherence of the intervention......31 2. Recommandations......32 Position more clearly the project toward a transformative gender approach......32 Establish a gender advisory committee at country level......32 Support women access to decision making positions......32 Develop a coherent monitoring and evaluation system..... BIBLIOGRAPHY......34 WEBSITES34 ANNEXES 35 1. Respondents phase 1 and 235 2. Guidelines for interviews phase 1 and 241

V. FINDINGS AND RECOMMENDATIONS





Final report - November 2022

Abbreviations



ABBREVIATIONS

EHPEA: Ethiopian Horticulture Producers Exporters Association

FAFCI: Fonds d'Appui aux Femmes de Côte d'Ivoire (in English Ivory Coast Women's Support Fund)

Fairtrade: Fairtrade label and mark held by Fairtrade International.

FGD: Focus group discussion

FGD: Focus Group Discussion

FPCC: Fairtrade Premium Committee

FTA: Fairtrade Africa (Continental Network of Fairtrade International in

Africa)

GC: Gender Committee

GTA: Gender Transformative Approach

IGA: Income-generating activity

IGAS: Income-generating activities

LU: Labour Union

MHF: French representation (French NGO) of Fairtrade International/

Max Havelaar

RICE: Ivorian Fair Trade Network/ Réseau Ivoirien du Commerce

Equitable

SACCO: Savings and credit cooperative Organisations

SPO: Small producers organisation

TOR: Terms of reference

VSLA: Village saving & loans association

WISE: Women in Self-Employment

WSOL: Women School of Leadership







I. THE CONTEXT OF THE STUDY

As part of its mandate to empower producers, the Fairtrade/Max Havelaar movement is committed to the fight for gender equality. The Fairtrade standards set for producer organisations under the Fairtrade label include specific criteria against gender discrimination. The theory of change envisages "increased cooperation and gender equality within communities". The movement has also established a gender strategy 2016-2020 which was being implemented in the different networks in Africa, Asia and Latin America: FTA, CLAC and NAPP, through specific interventions such as the Women's School of Leadership.

According to Fairtrade gender strategy (2016-2020), equity and justice will be achieved by strengthening women's four forms of capital¹:

- Human capital. For example, production knowledge and skills, leadership knowledge and skills, management skills, confidence, ability to convince and persuade, business skills.
- **Social capital.** For example, networks, alliances, partnerships, mentoring programs.
- **Financial capital.** For example, a diversified financial base, access to loans, personal savings.
- **Physical capital.** For example, land, tools of production, individual assets, community assets.

Building on the positive experience of the Women School of Leadership developed in Latin America, Fairtrade Africa initiated a similar project in Ivory Coast in 2017 with the participation of 19 women and 3 men and 7 cooperatives in the cocoa sector. The project was also implemented in Ethiopia in 2018 in the flower sector with 19,037 workers of the 6 producer organizations (14,782 women) and (4,255 men). The participants of WSOL were 66 (47 women; 19 men). In 2021, Fairtrade planned to extend the project to Ghana and Kenya.

The objective of the Women School of Leadership is to:

- 1. **Gain power over** their lives through increased ability to make and implement decisions.
- Take control and manage resources by actively participating in the activities of the cooperative or workers' unions.
- 3. **Voluntarily take on leadership** roles in cooperatives or workers' unions and in their communities.
- Influencing policy and participating in high-level discussions at local, national or international level (conferences, fairs and international events).

In those two countries, the Women School of Leadership (WSOL) has trained men and women members of the cocoa cooperatives (in Ivory Coast) and workers of the flower farms (in Ethiopia). Selected male and female trainees become ambassadors and support women's empowerment in addition to working at community level to raise awareness in the community. Some participants in the training as well as non-participants are involved in income generating activities derived from their interest and available local opportunities.

The four main activities of the WSOL are:

-

Activity 1 - Leadership training

•

Activity 2 - Ambassadors' action for women's empowerment and gender equality

•

Activity 3 - Awareness raising in communities and cooperatives

→

Activity 4 - Income Generating Activities (IGA)

¹ Or five forms of capital https://www.researchgate.net/publication/4861087-03-07 Five Kinds of Capital Useful Concepts for Sustainable Development and https://www.forumforthefuture.org/the-five-capitals



Table 1: Summary of work carried out in Phases 1, 2 and 3 in Ivory Coast

PHASE 1 2017 - 2018 PILOT ABENGOUROU'S ZONE 7 FAIRTRADE CERTIFIED SPOS	PHASE 2 2019 - 2020 ADAPTATION + DEVELOPMENT EAST ZONE + WEST ZONE 7 FAIRTRADE CERTIFIED SPOS (YEAR 1) + 7 FAIRTRADE CERTIFIED SPOS (YEAR 2)	PHASE 3 2021 - 2024 SCALE UP EAST AND WEST ZONE TOTAL OF 14 CERTIFIED SPOS
Raising awareness and training 1 165 producers of which 923 women (79%)	36 training sessions in the different communities of residence of Cohort 2 participants, 2,598 indirect beneficiaries were reached on the first 06 training modules in the program, including 2,149 women, i.e. a 82% participation rate.	50 ambassadors 144 participants Implementation of apprenticeships Year 2 (project funding, training materials, etc.

The School of Leadership project is being implemented in Ethiopia on 6 Fairtrade certified flower farms.

Table 2: Summary of work carried out in Phases 1 and 2 in Ethiopia

PHASE 1 2019	PHASE 2 2020
32 participants, including 3 with disabilities: 7 men and 25 women. 26 people (20 women and 6 men) graduated	40 participants, including 8 with disabilities, - 12 men and 28 women

The Fairtrade/Max Havelaar gender strategy 2016-2020 has been the subject of a gender impact analysis. This global study analyses the Women School of Leadership in Latin America (CLAC) and Asia (NAPP)². It is now necessary to assess the impact of the WSOL in Africa while keeping the results of the global study in perspective.

To verify the extent to which the targeted objectives of the WSOL program have been achieved and to as-

sess their relevance, impact, effectiveness, coherence, sustainability and efficiency at individual, household, institutional and policy level, Max Havelaar France and Fairtrade Africa asked Prospective and Cooperation to verify the extent to which the targeted objectives of the WSOL program have been achieved and to assess their relevance, impact, effectiveness, coherence, sustainability and efficiency at individual, household, institutional and policy level.

 $^{2 \}qquad \underline{\text{https://files.fairtrade.net/publications/2020-womens-access-equity-and-empowerment-study.pdf} \\$



II. OBJECTIVES AND METHODOLOGIES OF PHASE ONE AND TWO OF THE STUDY

The study had two phases whose objectives and methodologies are presented in this chapter.

1. OBJECTIVES OF THE TWO PHASES OF THE STUDY

The first study was the result of a week of fieldwork in February/March 2021 in Ivory Coast and Ethiopia and focused on assessing the relevance, effectiveness, efficiency, impact, sustainability and coherence of the project. In addition, the first phase of the study analysed the impact and sustainability of women's empowerment and leadership at five levels:

- Individual: education, access to information, capacity building, leadership training, coaching
- At the **household** level
- The role and participation of women in the community
- Institutional spheres and
- Policies level are included to capture the social equity and sustainability dimension.

The second phase of the study was conducted in June 2022 over a period of 5 days and focussed on bringing suggestions to adopt a more transformative gender approach in the project:

- Identify ways to adopt a more gender transformative approach (GTA) at different institutional and policy levels (Women school of leadership, Fairtrade Africa and stakeholders). Specifically, what is missing for women to join trade unions in Ethiopia or cooperatives in Ivory Coast to pave the way for GTA.
- Suggest additional interventions to support women's empowerment and better take into account the specificity of each context.
- Examine synergies with other Fairtrade projects
 (e.g. in Ivory Coast, VSLA is not part of the WSOL but
 it was mentioned as a project adopted by WSOL stu dents, and in Ethiopia, on flower farms, Fairtrade pre mium committees managing FTA premiums to sup port workers).
- Propose indicators to measure progress in terms of women's empowerment.
- Develop recommendations on how to scale up, including capacity building to address identified gaps.



2. METHODOLOGY OF PHASE ONE OF THE STUDY

ETHIOPIA

The data collection was carried out in Zeway town were the project is implemented: Sher, AQ Roses, Herburg, Zeway and Dummen Orange in Koka and Yassin in Bishoftu.

A total of 105 people (64 women) participated in the

study. The table below gives details of the participants in different research events. In addition, the researcher visited the IGA and a co-construction meeting was held with 12 participants (5 men and 7 women) to discuss preliminary findings and to develop and agree on suggestions to be brought forward.

Table 3: Participants engaged in the data collection

	NB DE GF	FEMME	НОММЕ	TOTAL
Individuel interviews (FM, Com, LU, EPHAE, FTA, HR, etc.)		18	14	32
FGD of female ambassadors and IGA participants	3	16		16
FGD of male ambassadors	T		7	7
FGD of non participant women	3	30		30
FGD of non participant men	3		20	20
TOTAL	10	64	41	105



IVORY COAST

In Ivory Coast, in order to study the impact of the school on the participants of phase 1 and 2, we visited the Eastern and Western regions. Group discussions were held in the West (ECAM, CPSL, ECAMOM) and in the East (CAPRESSA, CAEK, CAYAT).

A total of 44 participants (29 women) participated in the first phase of the study. The table below indicates the people who participated in the key informant interviews and in the focus group discussions. Female ambassadors and participants in the WSOL can be both members of

the cooperatives or wife of members. Women non participants are members of the cooperatives and the community. All men interviewed were member of the cooperatives and husbands of the female participants in the WSOL. The researcher also visited two groups of people involved in an income generating activity and observed the work that was carried out. A co-construction meeting was held to share the preliminary findings of the study and to suggest measures to overcome the situations identified.

Table 4: Characteristics of participants for the fieldwork in Ivory Coast

	NB DE GF	НОММЕ	FEMME	TOTAL
Entretiens individuels		6	3	9
GF avec les ambassadeurs et ambassadrices	1		10	10
GF avec des participantes de l'école de leadership des femmes	1		6	6
GF avec des femmes non participantes à l'école de leadership des femmes	1		9	9
GF avec les dirigeants des coopératives	1	9	1	10
TOTAL		15	29	44

3. METHODOLOGY OF PHASE TWO OF THE STUDY

Overall, the methodology of the study consisted of:

- Individual interviews with key people from Fairtrade Africa and Fairtrade International.
- Individual interviews with stakeholders in each country, such as women, social affairs representatives, the Ethiopian Horticulture Producer Exporters Association EPHAE (Ethiopia) at the management level and non-governmental organisations working specifically on women's empowerment.
- Group discussion with members of cooperatives (Ivory Coast) and company workers (Ethiopia) and with men and women leaders, representatives of trade unions at woreda (Ethiopia), federation and confederation levels.
- Co-construction workshop.



ETHIOPIA

INTERVIEWS

A total of 17 individual interviews were conducted in Addis Ababa and at the production sites before and after the fieldwork.

Individual interviews were conducted with stakeholders such as the president of the National Farmers Federation, the head of the Batu Worda social management process and the executive director of the non-governmental organisation Women in Self-Employment (WISE).

At the farms sites, individual interviews were conducted with the farm manager, human resources, Savings and Credit Cooperative Organisation (SACCO) managers, Fairtrade Premium Committee (FPCC) management, compliance officers, representatives of income generating activities (IGAs), non-fairtrade certified farms and their various components, etc.

DISCUSSION GROUPS

Eight focus group discussions were held, with a maximum number of participants of 11 and a minimum of three. The participants in the focus groups were members of the Gender Committee, members of the Fairtrade Premium Committee, union members and leaders (male and female). The total number of participants in the focus group discussions was 26 men and 29 women. In addition, discussions were held with representatives of two IGA groups (*Sher* and *Herburg* farms).

CO-CONSTRUCTION WORKSHOP

After completing the fieldwork, a co-construction meeting was held, attended by representatives of Sher, Zeway Roses, Herburg, Dummen and FTA staff in Ethiopia, as well as the two other consultants in this study. The co-construction meeting was conducted virtually.

Table 5: of the participants in the Ethiopia fieldwork

	GF NO.	НОММЕ	FEMME	TOTAL M/F
Individual interviews (FM farm, Com farm, LU, Federation, FTA farm, Human Resources, SACCO, Social Affairs, NGOs, etc.)		9	8	17
Focus groups with the GC farm	3	1	13	14
Focus groups with the LU farm	2	8	3	11
Focus group with the FPC farm	1	7	4	11
Focus group with Mgmt Farm	2	10	9	19
Discussion with AGI participants		1	2	
Visit to the community work of the Sher Society				
Co-construction workshop		5	2	7
TOTAL	8	35	37	72



IVORY COAST

The overall fieldwork consisted of a total of 12 individual interviews, 7 focus group discussions, 4 case studies and 2 co-construction workshops. Some interviews were conducted in the capital before the fieldwork. In total, approximately 136 people were consulted in Ivory Coast.

INTERVIEWS

Some of the individual interviews were conducted in Abidjan the capital city of CDI with officials and partner or counterpart organisations. Some interviews were conducted by telephone. In some cases, they involved up to 3 people (e.g. with trainers). The following people took part in these conversations:

- Cooperative Director;
- Ambassadors who can be both members of the cooperatives or wife of members;
- Women participants were members of the cooperatives and the community;
- Sustainability officer at cooperative level;

- Non-participating women are members of the cooperatives and the community;
- Head of an agricultural structure.

FOCUS GROUP DISCUSSIONS

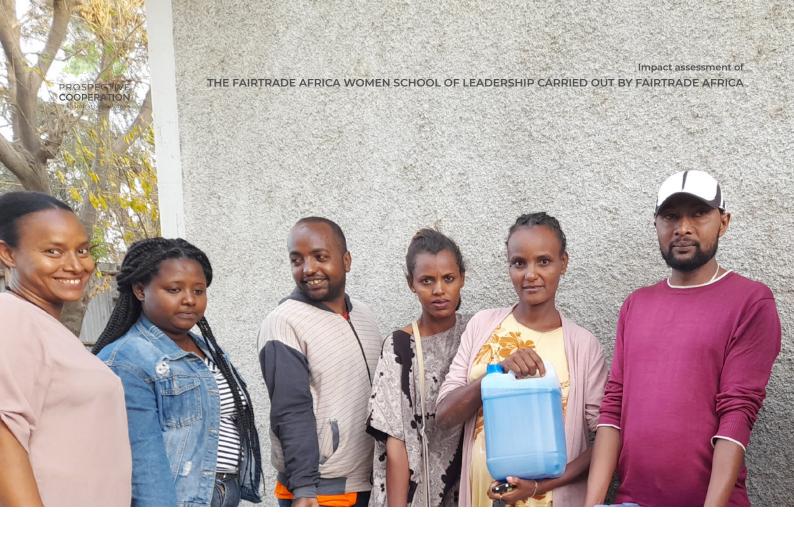
The focus groups were conducted with participants of the same gender. The total number of participants was not to exceed 12, with a minimum of 6. The participants came from different villages or districts and producer organisations. See detail of participants in the table below.

CO-CONSTRUCTION WORKSHOP

Two construction workshops were organised with a total of 23 participants (15 women and 8 men). The co-construction workshop consisted of an initial validation of the data collected during the discussions in the field. It was also an opportunity for the participants to come back to certain grey areas for clarification. A strong mobilisation of the stakeholders and a very participative discussion were observed.

Table 6: Characteristics of fieldwork participants in Ivory Coast

ACTIVITÉS	GF NO.	НОММЕ	FEMME	TOTAL M/F
Individual or small group interviews	10	20	4	24
Individual interview cooperative leader	2	2	0	2
Individual interviews with men who are not participants in the school	1	1	NA	1
Focus groups with ambassadors	2	0	22	22
Focus groups with participants	2	1	10	11
Focus group with women non participants in the WSOL	2	0	12	12
Focus group with women participants in an IGA	2	NA	22	22
Focus group with non-participating women	2	0	11	11
Visit IGA	2	1	12	13
Co-construction workshop	2	8	15	23
TOTAL		33	108	141



III. FINDINGS AND RECOMMENDATIONS FROM THE STUDY IN ETHIOPIA

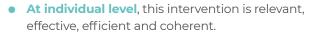
This chapter presents findings and recommendations related to the operational or implementations issues and to WSOL model.

1. FINDINGS

FINDINGS RELATED TO OPERATIONAL OR IMPLEMENTATIONS ISSUES

- Activity 1 Women's leadership development and sensitization in the communities
- Activity 2 Ambassadors' action for women's empowerment and gender equality
- Activity 3 Awareness raising in communities and cooperatives





Our study shows that the WSOL has had a **considerable impact among male and female ambassadors at individual level** on issues such as self-esteem and self-confidence. Considering the three forms of power and empowerment it can be said that the training has a positive impact on.

- The power within:
 - o self-esteem;
 - o self-confidence;
 - o knowledge of women's rights;
- The power to:
 - o leadership capacity;
 - o negotiating skills;
 - o financial management and savings capacity;
- Power with:
 - o Possibility to participate in income generating activities (IGA) groups



The majority of female agricultural workers have a low level of education³. As a result, their chances of reaching a management position are very low. Even if they seem to be very active and diligent, they will remain at the level of lower or senior supervisors and will not be able to reach a higher management level.

The WSOL trainees, after completing the training, passed it on to their peers. More than 1,000 workers were trained in cascade. However, the trainers haven't planned to follow up on the training.

A female beneficiary of the WSOL training from Herburg farm said: "We have found an in-depth knowledge. The training gave me knowledge on how to live my life appropriately. Before the training I didn't have saving, I didn't have a cent in a bank I used to spend my income on social affairs, after I returned from the training the first thing I did was to buy a goat and send it to my family in the country side. I attended many trainings in federation and confederation of labor union and also from the Gender committee but this training gave me an insight to many things especially in saving".

Regarding training, the flower farms provide continuous training on farm products to their workers. Training is frequently provided to workers, from induction stage onwards like safety, production-related training, gender training, etc. However, most of these trainings are not provided through cascading like WSOL. In the same way that the farm involve workers in regular training, gender issues should be regularly updated through training.

 At community level the benefits are diffused and many testimonies from non-participants reflects that the cascade approach is relevant even if difficult to measure.

Thanks to repeated gender trainings on the farms as well as support from the farms managements, the situation of gender awareness among the workers is considered better by the study participants.

³ A number of studies have been conducted to identify gender issues in the floriculture industry in Ethiopia, which revealed that more than 85% of the floriculture workforce is female and 88% of the workers are in the age group of 18-30 years. Of the total number of female workers, more than 60% are single and 62% of female workers have only completed primary education (EPHAE, 2018).



However, in the community, the situation has not changed much due to inhibitive cultural practices, patriarchal system, etc. When cases of harassment occur in the farm, the farms take action with the support of the gender committees. But the situation in the communities is not conducive for the victims to feel free. In most cases, the communities tend to favour the perpetrators and oppose the measures taken by the farm. This shows how important it is to develop a gender transformative intervention in the community. This also indicates that if reliable approaches are developed to work with the community and local government, the safety of the victims or female workers will be improved. The options recommended to FTA is to work closely with the local government and the community leaders.

- At institutional level, the study did not clearly assess the links between WSOL and the labor union.
 Only one labor union member attended the WSOL training.
- At political level, the impact of the school has not been observed. Despite the strengthening of negotiation skills, the trained ambassadors did not have the opportunity to commit themselves in advocacy activities to claim for their right (access to daycare for example).

Activity 4 - Income Generating Activities (IGA)

The research team visited groups of people involved in IGA and had conversation with them and with people not involved in the IGA.

These WSOL activities were planned to be supported by **Fairtrade Premium Committee (FPC)** that has extensive experience in designing projects to benefit farm workers and it was implemented in that way.

The following was observed:

- It is difficult to assess the impact of the IGA from a financial point of view as the activities are very new (training about IGA at the end of 2021).
- Participants are very much involved and some are considering being self employed (selling food, clothes, water, cattle fattening, etc.).
- The implementation modalities were not sufficiently

carefully thought beforehand which led to difficulties with the farms management and between workers to be engaged in the IGA. The management of the IGAs were not thought beforehand since the members of the IGA are fulltime workers in the farm and do not have extra time to do additional work.

In Yassin farm the IGA group started their business buying flour and pasta from Factories and selling it to the workers. The farm assisted them by writing a support letter for distributing the products to the farm workers. They have sold for two months. The farm has constructed a shop in front of the gate. Workers pay the goods on credit which will be deducted from their salary. However due to their work load and the number of the groups they have currently stopped the business. However, the request from the workers is high. The Fairtrade Premium Committees (FPCs) is in the process to get legalized. The members of the IGA group are three a small number for the quantity of work, the reason why they stopped. Another issue is the legal status of the IGA that was not considered by the group and needs a solution. In Ethiopia, people who are employed cannot engage in another IGA activity.

Fairtrade Certified farms developed other activities (independently of WSOL) such as buying food from factories at full selling price and selling it to workers at a minimal cost to minimise the increase in the cost of living is widely practised in most farms, except in a few cases. This activity is advantageous for the workers for several reasons:

- The price of the items is very low compared to the external price.
- The committees give the items on credit, which gives the workers confidence to get the products on time;
- Workers save time by going to the farm shop compared to buying food at the local market.

Fairtrade Premium Committees (FPCs) improve workers' skills giving them the opportunity to obtain a driving licence, training in catering, design, car mechanics, etc. These types of training help farm workers to improve their situation even if they leave the farm, enabling them to be employed as skilled workers. For example, farms like Dummen have learned from WSOL who trained

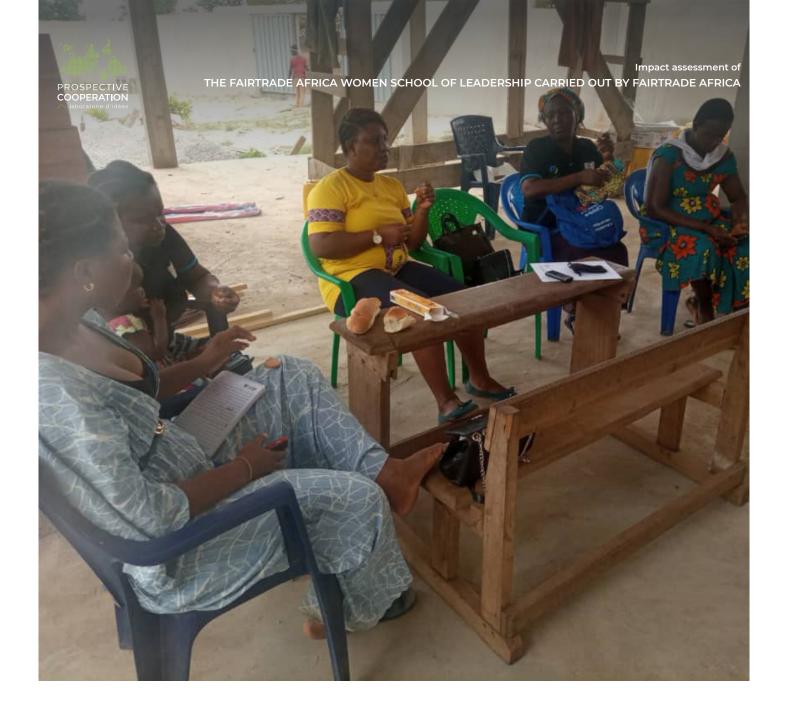


them on how to develop a business how to effectively design projects that support workers and have also put into practice what they have learned from the training, reflecting the collective rather than individual benefits of the training.

In Herburg, a male trained participant of WSOL supported his wife by initiating a business idea and started an IGA at home. The business started by drilling water in his compound to sell to farmers who came to market by passing his house. The farmers easily get water for their cattle's. Thus, his wife is managing the business in which currently the household is getting enough revenue in addition to his income from the farm. He said that his wife is economically empowered and he has also started to support her in the domestic activity since she is engaged in additional IGA. She is managing perfectly the business, according to him.

In term of existing support to improve the well-being and income of farm workers we identified, in addition to the work done by the WSOL, the saving and credit cooperatives were mentioned. Savings and credit cooperative Organisations (SACCOs) enable male and female farm workers to be financially independent. The Fairtrade Premium Committees on some farms provide a very small loan on a monthly basis and are planning to improve the loan ceiling in the near future, while some farms have established a well-organised savings and credit cooperative system. This shows the approach to address the financial need of the workers. For women to be economically empowered, access to finance is vital. An example is Dummen Farm which has a well-functioning credit union. This savings and credit cooperative was created by the management as a way to fill the gap in terms of credit activity. Currently, this cooperative has ETB 11,303,294 in savings and ETB 11,018,860 in disbursed loans (approximately '210,000).

The Sher's social responsibility to the community and its community intervention program was visited.



Houses for poor households were renovated, schools for the children of the community built besides a hospital built and giving services for the community. Most of the farms are experienced to work with the community. They are supporting the community through provisions of food items, stationeries for their children and the like. Moreover, farms in Zeway are involved in addressing community issues by constructing houses for poor and vulnerable persons (Zeway), health clinics and schools (Sher Ethiopia). This approach could be enhanced and amplified to include gender issues and allow the farms to work closely with the community creating awareness on gender issues and narrowing the existing gap.

The WSOL experience should be integrated to pertinent bodies (Social Affairs, law enforcement bodies, Women affairs etc.). Here, the stakeholders in the government offices and local institutions such as Idirs⁴ could be reliable entry points. This observation showed the capacity of the farms to intervene in the community to address capacity building issues, which is an opportunity to address gender issues. The trust built by the Farm (*Sher*) with the community will be an opportunity to design approaches to address gender issues at community level.

⁴ The Idir is a very common community-based local institution, which is mainly used to solve community problems in case of death, illness, etc. The leaders are well accepted by the community and respected. Today, they are engaged in various activities for the benefit of the community.



FINDINGS RELATED TO THE WSOL MODEL

Analysing the WSOL model we identified possibilities of synergies and missed opportunities as well as activities that could complement the WSOL model.

as the GCs their contribution to women empowerment will be enhanced. Accordingly, FTA should propose training to the WCs to upgrade their gender awareness.



Gender activities on the farms

Looking at the existing gender structures existing in the farm we identified the gender committees and the Labour Union Women's committees.

Gender committees play an important role in raising awareness of gender issues among workers, collaborating with health workers who disseminate information on reproductive health issues, and providing assistance to the human resources department with regard to female workers. In most cases, they meet regularly to discuss the current gender situation. They are accountable to the farm management and in some farms they are also involved in hiring by reviewing candidates for each position. In some operations, in collaboration with management, the committee also has the role of penalising workers who cause sexual or other forms of harassment. Some gender committees work closely with the women's affairs office to protect women workers from retaliation through the legal support provided by law enforcement agencies.

Labour Union Women's Committee (WC) vs. Farmers' Gender Committee (GC).

The frequent turnover of workers on some farms makes it difficult to strengthen **gender committees** and improve the level of gender awareness and capacity of workers. The members of the gender committees are volunteers and their functions are not included in the performance of the farming activity. There is no established reporting mechanism to monitor and measure the results achieved. Large farms (Sher) have a gender equity plan, other farms do not. The WC in the abour union (LU) are not as strong as the GC. But they are recognized by the labour proclamation. If they are strengthened in the same way

Labour Union Women's committees are established in the union⁵ to include women's issues in the collective bargain agreement and to articulate the issues in the proposed policies. The women's committees consist of three members who work with the executive committees on women's issues. The main objectives of setting up these committees are to strengthen women's participation in the workers' union and to express women's needs and demands. On flower farms, most workers, 70-80%, are women. However, their representation in management committees is very minimal. As a good practice, it is essential to have at least one woman in the executive committee and one in the audit committee. With the exception of AQ roses, most of the women on the executive committee are finance officers or secretaries. In AQ, the president of the union is a woman. On some farms, women's committees are involved in collective agreements for the benefit of the workers.

If we compare the union's women's committee and the farm gender committees, it is the latter that seem to be more active and dynamic.

In the non-Fairtrade certified farm visited (JOY Tech farm), the research team learned that management plays an important role in prioritising women in management positions and providing a safer working environment to minimise worker turnover.

⁵ The labour union is established by the federation in collaboration with the social affairs office. Currently, the ministry responsible for labour matters is the Ministry of Labour and Skills. This is a very critical body for the protection of workers' rights. The Labour Union Proclamation No. 89 of September 2019 reveals the existence of women's committees responsible to the Labour Union.



2. RECOMMENDATIONS

RECOMMENDATIONS RELATED TO OPERATIONAL OR IMPLEMENTATIONS ISSUES

Recommendations related to:

- Activity 1 Women's leadership development and sensitization in the communities
- Activity 2 Ambassadors' action for women's empowerment and gender equality
- Activity 3 Awareness raising in communities and cooperative

Women must have access to information, knowledge and skill development, advocacy platforms and sharing of experiences with other women. Women must have access to information as well as experience. Training can be one of the methods to learn, but it needs to be complemented by other opportunities for exposure to the relevant field. Development and empowerment take time. Then, the study recommends:

- To establish a FTA training department or a training coordinating unit in the big farms or Farm compound for the facilitation or planning of trainings. This would minimize the repetitiveness of the training as well as avoiding individuals from taking similar trainings repeatedly.
- A steering committee to screen the participants should established to harmonize the selection criteria.
- The number of trainees should be proportional to the number of workers in the respective farms.
- When planning a training take into consideration the peak season for the farm and the distance of the venue from the farm.
- Make sure that trainees who receive only distance training due to COVID 19 receive a follow-up training.
- Due to a high level of turnover of the workers, promote regular training and follow-up.
- Develop clear guideline for the cascading process.

Working with the community. Most of the farms are used to working with the community. They support the community by providing food, stationery for their child-

ren, etc. In addition, Zeway&Sher farms are involved in solving community problems by building and renovating houses for poor and vulnerable people (Zeway), clinics and schools (Sher Ethiopia). **This approach could be improved and scaled up to include gender issues and enable the farms to work closely with the community to raise gender awareness and reduce the existing gap.**

The WSOL experience should be integrated with relevant agencies (social affairs, law enforcement agencies, women's affairs, etc.). Stakeholders from government offices and local institutions such as Idirs could be reliable entry points.

Activities focusing on masculinity in order to deconstruct stereotypes can also be envisaged by including in the WSOL training a specific module on activities to be developed in the communities in this sense.

Recommendations related to

Activity 4 - Income Generating Activities (IGA)

In relation to the support to IGA, it appears that creating **synergies** with **Savings and credit cooperative** Organisations (SACCOs) to access financial resources at the farm level benefits workers. For example, the WSOL could have been linked to credit unions in order to maintain a credit service that benefits most workers. Therefore, it will be productive in a future intervention to establish or assist farms to establish viable savings and credit cooperatives to access financial resources.

In **addition**, the following recommendations were drawn:

- Provide business development service training to all the IGA groups and attach them to a technical and a financial assistant.
- Facilitate an advisory support from pertinent bodies and link with appropriate sectors for sustainability.



- Even though the IGA are supporting the women to meet their household requirements and to be economically empowered there should be a support to minimize women work burden at household level by introducing labour saving technologies.
- It seems more appropriate to establish an activity benefiting the workers.
- The arrangements of the IGA should be in the form of a cooperative to be sustainable.
- The number of the participants in the IGA is too small, in some farms, and it is necessary to find way to increase the number of beneficiaries.
- The business model /IGA should be contextualized taken the countries standard and local condition.
- Indicator to measure progress in women's empowerment

The following indicators were developed.

QUANTITATIVE INDICATORS:

- Number and % of male and female members of the farms by literacy rate;
- Number and % of women by financial literacy level;
- Number and % of women with access to financial institutions;
- Existence of training leading to a position in the farm

- (paid and unpaid);
- Existence of training leading to a position in the labour union;
- Number and of women running for elected office;
- % of men and women at different levels of the organisation (board of directors, supervisory board, staff);
- % of trained women who have completed a placement in a management body of the farms, the labour union;
- % of women who think that since the start of the project, their 5 different forms of capital have increased;
- % of men and women who think that gender equality can help improve household livelihoods;
- Number and % of women whose position in the company has progressed;
- Number and % of women involved in social dialogue bodies within companies or in dialogue with local institutions.

QUALITATIVE INDICATORS

- Existence of male engagement activities to reduce women's workload;
- Quality of the participation of women in decision making committees;
- Speaking time of women in decision making committees;
- Opinion of women on the capacity of the project to empower them.



RECOMMENDATIONS RELATED TO WSOL MODEL



Work in synergies with existing gender structures

Thus, the Women's Committees could be supported by the unions to address women's issues on the basis of the Labour Union (LU) proclamation.

Both the Gender Equality Committee and the Women's Committees are responsible for improving the situation of women workers and voicing the needs of women workers. However, even if they are not very functional, the Women's Committees have the mandate to promote transformational changes in the adopted policy on women.

In view of the above, to empower women⁶ and reduce problems, participants suggested to:

- Strengthen the relationship with legal entities and improve awareness of existing legal frameworks/ claims;
- Create a forum for gender committees to work with women's committees to alleviate core women's rights issues through transformative approaches;
- Work closely with existing components⁷ to change attitudes in the institutions;
- Strengthen the knowledge and capacity of the women's committee.

Synergy between gender entities on the farm needs to be strengthened to avoid duplication of efforts. For example, access to finance should be improved on all farms (by establishing savings and credit cooperatives) rather than giving a small amount of money to a limited number of workers.

Furthermore, synergies between existing entities and committees (women's and gender committees) should be transparent and accountable to the workers.

Strengthen the capacity of existing gender committees and institutions (gender committee and women's committee) on farms (Fairtrade premium committee, savings and credit committee, safety com-

mittees) to address the problems of workers, especially women workers. This could be implemented by facilitating frequent capacity building and intensive trainings such as WSOL to better understand the different situations and carry out regular monitoring.

The Labour/trade unions need to be strengthened and the women's committees of the different flower unions need to be trained to play their role in proposing changes in the lives of women. In addition, there should be a strong integration between the women and the gender committee to address the gender transformation approach.



Train and sensitize the farm management and existing gender and women's committees

Farm leaders should be an integral part of WSOL partners and they should benefit from gender training.

Similarly, the Gender Committee and the Women's Committees should be part of the WSOL and participate in the training and contribute to the orientation of the activities of the WSOL. For example, training on gender equality could be conducted in collaboration with the women's committee to improve the level of awareness of the workers.



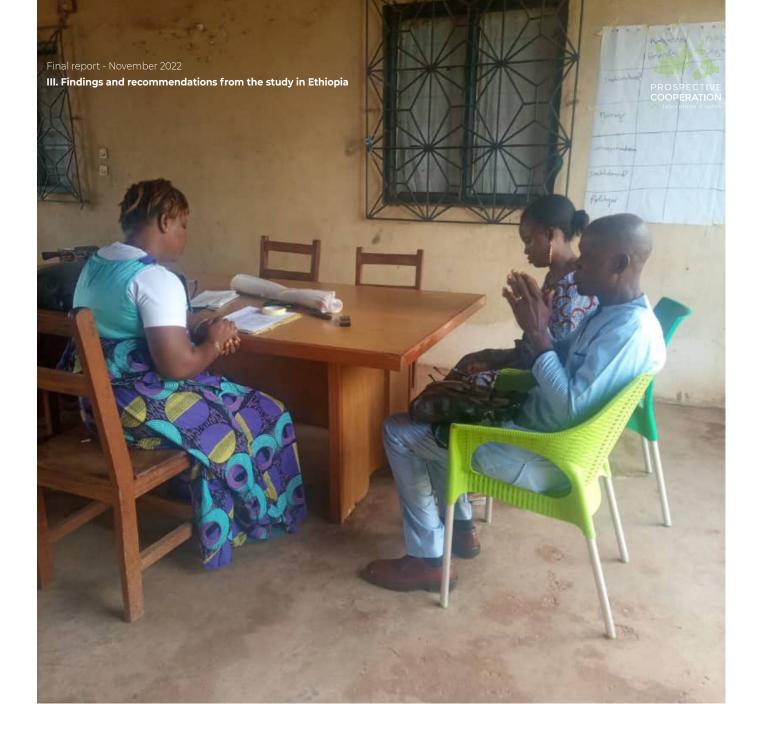
Collaborate and support a more holistic approach to the improvement of workers needs

Some of the businesses related to FTP activity might get overlapped, thus facilitating the creation of an integral managing body to address the workers' needs, is necessary. Currently, the IGA is benefiting only the members it should be designed to have an impact on the majority of farm workers.

Try to address the very basic issues related to transformative gender issues which benefit the majority of the workers: such as intervention to retain female workers

⁶ It should focus on the transformational approach by creating conditions that reduce domestic work and recognise unpaid work.

⁷ The main components existing in each flower farm, in addition to those responsible for gender, are the workers' union (LU), the Fairtrade premium committee (FPC), the safety committee, the saving and credit cooperatives (SACCO) depending on availability, etc.



such as facilitating daycare. Ex: in coordination with the government sector establish daycare centers in the nearby residential area through cost sharing. Develop a core program benefiting the workers at large by aligning with the government and its policy (land, required resources, etc.).

level of female workers and to design projects based on their interests and thus improve their educational level through different means such as distance learning. Support to female workers to enhance their educational status would allow them to move from lower or middle level to senior positions in the farms.



Additional interventions to support women's empowerment

It is recommended to **improve the educational level of the women** and enable them to take up management positions. It is suggested to assess the educational



IV. FINDINGS AND RECOMMENDATIONS FROM THE STUDY IN IVORY COAST

This chapter presents findings and recommendations related to the operational or implementations issues and to the WSOL model.

1. FINDINGS

FINDINGS RELATED TO OPERATIONAL OR IMPLEMENTATIONS ISSUES

- Activity 1 Women's leadership development and sensitization in the communities
- At individual level, this intervention is relevant, effective, efficient and coherent. This is also true at the level of ambassadors

Our analysis shows that the WSOL has had a considerable impact among male and female participants **at the individual level** on issues such as self-esteem and self-confidence, the ability to organize in Village saving & loans

association (VSLA) or Association Villageoise d'Epargne et de Crédit (AVEC), and at the level of leadership and savings. Considering the three forms of power and empowerment it can be said that the training has a positive impact on:

- The power within:
 - o self-esteem;
 - o self-confidence;
 - o knowledge of women's rights;



- The power to:
 - o leadership capacity;
 - o negotiating skills;
 - o financial management and savings capacity;
- Power with:
 - o Possibility to participate in VSLA and in IGA groups;
 - o Possibility of support for access to land title from colleagues.
- At the household level, the positive impact is seen in the capacity for discussion and exchange within the household and in the joint management of resources and children.

The main difficulty is access to land for women.

A man from COOPAME who received the training explains that he gained an open mind thanks to the women's leadership school. He says: "We thought that only men were masters of the land, but when I came out of the school, I gathered all the members of the family. Because after the old man's death, I was in charge of the family. You have to admit that the old man had many children. Now what should be done? Before, each man ran the women's plot. I said no. I got my brothers together and I said let's try to give each woman a plot. But the other brothers refused. I said ok, since we divided the plot into three, I got my eight sisters together and gave them each a hectare"

- At community level the benefits are diffuse and difficult to measure.
- At the institutional level, women have been able to join the Board of Directors, which used to be the preserve of men.

However, according to the focus groups and interviews, their presence remains low.

 At the political level, the impact of the school led some women to claim their right to land.

This was achieved through the negotiation skills learned at the leadership school, but more importantly through awareness of their right.

Activity 2 - Ambassadors' action for women's empowerment and gender equality and Activity 3 Awareness raising in communities and cooperatives

The activities of the ambassadors for women's empowerment and awareness raising among communities and cooperatives are not clearly defined.

"We had 368 certified producers, among them 50 women producers. Today, we have grown to 175 women producers, especially with the leadership school, with FAIRTRADE we did sensitisation throughout the sub-prefecture. At the same time, we have made women responsible as rural animators. Public speaking was difficult for them. But with the leadership school and what they learned, it became possible. Today, one of them is the secretary of the IGA and the first secretary of the VSLA. She is the one who galvanises, she goes to the whole sub-prefecture to raise awareness. The leadership school has enabled her to bring out what is in her." Group interview with 2 male leaders of the COPACA COPAME cooperative.

Although access to leadership by women is presented as a priority it has proved difficult to obtain data on the current situation on leadership and to have baseline information for the 2nd and 3rd cohorts to see how the situation is evolving. This suggests that **monitoring and evaluation is not collecting this data systematically and regularly** and that the link between the leadership school, the work of the ambassadors, and the actual participation of women in decision-making bodies is not sufficiently monitored and evaluated.

Some cooperatives were able to email some of the data based on their M&E system to the research team, but most did not. This shows a lack of monitoring of the women's empowerment process in the cooperatives visited at the institutional level. In addition, the information received does not seem very accurate.





Activity 4 - Income Generating Activities (IGA)

It is difficult to assess the impact at the individual level and from a financial point of view as the IGAs are not very stable and do not appear to be fully sustainable - little data is available on expenditure and benefits. However, participants say that IGAs when financed in time and with proper supervision will take the business to the next level and **can have a positive impact** on women's empowerment.

The need for support in their plantations rather than developing IGAs also came up in conversation. This fact did not come up very often, but some insisted on it. Indeed, some participants prefer to be supported in the fields rather than in IGAs because, according to them, the succession in IGAs is not guaranteed and IGAs generate more work, especially for women producers. These comments illustrate this thought. "I prefer that they (FAIRTRADE) insist on plantations rather than IGAs. Because we are older and young people don't like to work". Focus Group, ARG CAPRESSA, Abengourou.

As far as synergies are concerned, the participants of the Women School of Leadership have just appropriated projects set up by other donors. In fact, two donors have set up the VSLA system. There is the VSLA (Association Vil-

lageoise d' Epargne et de Crédit, AVEC) initiated by the chocolate group Tony's⁸ through its Sanwick project and the VSLA initiated by an NGO called SOLIDARIDADE. The VSLAs seem more adapted to the personal level of the women because they allow them to save at their own pace and to benefit from money loans to carry out IGA according to their possibilities and in complete autonomy⁹. This VSLA strategy appears as a social net to women and even to some men who want to participate.

Members of the cassava processing and marketing IGA CAPRESSA mentioned the need for funding: "We need more funds because we need land to grow cassava, so we need to buy land and we need a shop. The lack of funds meant that we didn't start quickly. It was thanks to another partner that we were able to start because the funds were not enough."

The synergy of this self-help or village savings strategy with Fairtrade comes at a time when, after graduating from the Women's School of leadership, the female participants took ownership of the VSLAs, which allowed them to gain notoriety in their community but even more so with other women. This is a result of the self-confidence and leadership training they received during the Fairtrade training. Most of the students of the WSOL are now the leaders of VSLA in their communities. Combining VSLA and the WSOL reinforce women's empowerment

FINDINGS RELATED TO THE WSOL MODEL

Analysing the WSOL model we identified possibilities of synergies and missed opportunities as well as activities that could complement the WSOL model.



Gender activities in the cooperatives

The cocoa cooperatives certified Fairtrade are organised within the Ivorian Fair Trade Network (in French: Réseau

url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi04rCEn]b5AhWj8lUKHVVyCA8QFnoECAcQAQ&url=https%3A%2F%2Ftonyschocolonely.com%2Fint%2Fes%2Fdownload%2Fannual-fair-report-1819-l.pdf&usq=AOvVaw2lRqH3M5p_CR27Dm_xlKBU.

⁸ https://www.google.com/

⁹ The particularity of the Sanwick project initiated by Tony's is that the vulnerable wives of producers or even vulnerable women producers have been identified and the project grants them the sum of 5000 CFA Francs (7.7 euros) per week so that they can meet the needs of the household. They also have the possibility to make this amount grow by setting up a personal IGA. In this project, the VSLA has only 15 members. It should be noted that in each zone two types of groups are selected: those who are given 5000 CFA francs per week and those who are given nothing in order to make a comparison at the end of the project. There can be several VSLAs, but only a total of 15 members each. The amount of savings is determined by the members with an associated solidarity fund for happy or unhappy events. The redistribution of savings is done over a period of 50 weeks for a complete cycle. It should be noted that the project does not extend to all villages, the choice was made by the donor and the women were chosen by a group made up of the village chief, the youth president and a representative of the cooperative. In the case of VSLA, initiated by the NGO SOLIDARIDAD, unlike Tony's Sanwick project, the donor does not give money. However, it encourages its members to save money, the amount of which is determined by the members. VSLA is associated with a solidarity fund. The VSLA initiated by the NGO SOLIDARIDADE is made up of 25 members per VSLA.



Ivoirien du Commerce Equitable, RICE)¹⁰ but are not organised in a national or specific cooperative network for cocoa producing cooperatives only. RICE is an association of Producer Organisations that are certified against various "Fair Trade" or sustainability labels like Fairtrade, World Fair Trade Organisation (WFTO), Fair for Life etc.

Thus, when women from cacao cooperatives look for a network where to lobby on issues related to access to land, or access to recognition of women's work in the cocoa sector, RICE appears as a network were lobbying in relation to land rights and access to cooperative membership **could be developed**.

2. RECOMMENDATIONS

RECOMMENDATIONS RELATED TO OPERATIONAL OR IMPLEMENTATIONS ISSUES



Activity 1 - Women's leadership development and sensitization in the communities

Internship. Women would like to have leadership roles in the cooperative and would like to be prepared for it. They regret that they are not effectively integrated into key management positions in the cooperatives and would like to be supported by Fairtrade. To this end, they proposed that Fairtrade should advocate to the management and the board of directors so that, at the end of their studies, they are able to do an internship in these institutions to learn in practical terms. That is, after their training, women should be placed within the cooperatives of which they are members or in a similar institution to learn more as interns or apprentices. Women indicated their desire to pursue their studies in a more practical way by doing an internship.

Training module on the legal and administrative documents of the cooperatives. The women say that they do not know the documents that govern cooperatives. They refer to all the policies documents, the constitution, the manual of procedures, the rules existing that they would like to know to understand better the functioning of the cooperatives. This seems to be a reason, according to them, for their inability to contribute in the meetings of the cooperative and in assuming leadership positions. They also mentioned that they are not aware of their

rights at the cooperative level, nor of the process of accession to certain positions of responsibility. They think that it contributes to slowing down the dynamics of empowerment and leadership.

Training module on the different structures and positions in cooperatives. Participants also suggested that Fairtrade training, beyond the WSOL modules, should be more specific and qualifying. Indeed, they say that if the training is specific to the different positions they can occupy or aspire to, it will give them more courage to aspire to higher positions and position themselves effectively as leaders.

Lobbying for women's access to land. It was felt that in order to grow, FTA should support WSOL's students and ambassadors to advocate for women's access to land through land titling. Land ownership is seen by women as a prerequisite for empowerment and effective leadership in the cooperative. As premiums and IGAs are already shared with women who are not members of cooperatives but simply wives of members, women's full participation in cooperatives in their own right and their full access to land could allow for greater and more sustainable involvement of women in agricultural activities. According to some participants, at the policy level, if the same awareness-raising principle led by Fairtrade is adopted, women will be able to access land because customs will be reviewed in the light of social changes.



Literacy. The problem of illiteracy was also raised as a limitation to women's leadership and empowerment. To address this, they propose that Fairtrade initiate a literacy program that will support women's leadership.

Involve cooperative management and community leaders in the training. Training should involve more cooperative management, village and religious leaders to become more sustainable and impact individual leaders. Special modules should be developed specifically for the cooperative leadership and community leaders.



Activity 2 - Ambassadors' action for women's empowerment and gender equality

From individual interviews with cooperative leaders and group discussions with cooperative members, it emerged that in order to adopt a gender-transformative approach, Fairtrade should focus on changing men's attitudes towards women by sensitising and training as many men as women. The social categories to be trained, according to the respondents, should first be the leaders of the cooperative (directors, chairman of the board), then the traditional leaders and finally the **producers**. These sensitisations should focus on access to land and customs that place women in second place. This view was clearly expressed in a focus group of women: "Fairtrade, in addition to women, needs to sensitise everyone: cooperative directors, chiefs and even producers" (focus group participant). Similarly, a focus group of men and women with ambassadors explained: "After these sensitisations, they will understand that the tradition of before is no longer there, is no longer in its place" (Focus group mixed male and female ambassadors).

In addition to the proposed awareness-raising activities, respondents suggested training sessions conducted by Fairtrade that clarify the concept of gender. In their view, misinterpretations of gender negatively influence men and contribute to men's non-acceptance of the issue. A misunderstanding of gender issues leads men to see women as competitors and insubordinate, and this delays women's involvement at many levels. Men tend not to see the benefits of gender equality and women's empowerment. According to the participants, if these measures are followed at the institutional level, women will be able to assert themselves and show real and effective leadership.

At the institutional level, Fairtrade should find mechanisms for greater representation of women as members and in the decision-making bodies of cooperatives.

Regular support for the implementation of practices aimed at the participation of women as members of cooperatives, board members and employees was also recommended.

Regular support for the implementation of practices aimed at the qualitative participation of women in decision-making bodies (respect for women's voices, respect for women's speaking time, distribution of tasks, etc.) also was requested.



Activity 3 - Awareness raising in communities and cooperative

Community work. Participants suggest that Fairtrade should make **effective use of the ambassadors** they have trained by providing them with transport or per diem so that they can pass on the training they have received to others. This presupposes the effective involvement of former students in the training of the new generation. As a consequence, the following recommendation were mentioned:

- Long-term planning and support for the ambassadors' work in the community for an effective involvement of the alumni;
- Empowering ambassadors by providing them with defined activities and motivating them;
- Form several classes and ensure follow up training of old classes;
- Raising awareness on the importance of positive masculinity.



Activity 4 - Income Generating Activities (IGA)

Participants were of opinion that it would be relevant to redirect the efforts of IGAs toward the VSLA

Interviewees indicated that it was necessary to link interested groups with institutions competent in the fields of relevant profit-making activities. Similarly, it was important to link interested groups with existing credit and financing organisations.





Indicator to measure progress in women's empowerment

Establish a robust monitoring system including qualitative and quantitative data.

QUANTITATIVE INDICATORS

- Number and % of male and female members of the cooperative by literacy rate;
- Number and % of women by financial literacy level;
- Number and % of women with access to financial institutions;
- Existence of training leading to a specific position in the cooperative (paid and unpaid);
- Number and of women running for elected office;
- % of men and women at different levels of the organisation (board of directors, supervisory board, staff);
- % of trained women who have completed a placement in a management body of the cooperative.
- Number and % of the female partner of the male member of the cooperative who owns land titles;
- Number and % of women whose male partner is a

- member of the cooperative and who are themselves members of the cooperative;
- Number and % of women without a male partner in the cooperative who are themselves members of the cooperative.
- % of women who think that since the start of the project, their 5 different forms of capital have increased;
- % of men and women who think that gender equality can help improve household livelihoods;
- Number and % of women whose position in the cooperative has progressed;
- Number and % of women involved in social dialogue bodies within cooperative or in dialogue with local institutions.

QUALITATIVE INDICATORS

- Existence of male engagement activities to reduce women's workload;
- Speaking time of women in decision making committees:
- Opinion of women on the capacity of the project to empower them.



RECOMMENDATIONS RELATED TO WSOL MODEL



Work in synergies with existing gender structures



Train and sensitize people in leadership position as well as traditional chiefs

Synergies with other projects strengthened according to participants. Specifically link the WSOL income-generating activities initiative with other sources of funding such as the Association Villageoise d'Epargne et de Crédit (VSLA, AVEC in French) was suggested.

Advocacy and collaboration/network on gender:

The WSOL experience should be presented and promoted in relevant bodies (social affairs, law enforcement agencies, women's affairs, etc.).

Support platforms for raising awareness and sharing their experiences with other women should be identified. The RICE network seems to be an important platform for raising the issues of land right and access to membership in cooperative in the absence of land title.

Train the people in the leadership **of institutions**. In Ivory Coast, cooperative leaders and traditional chiefs should be trained in the same way as students.

Additional interventions to support women's empowerment

- Implementing a literacy programme to improve women's educational level;
- Internship in cooperative after the WSOL training;
- Develop additional training modules about the functioning of the cooperative and the documents that inform the activities and procedure;
- Develop specific measure, strategies or awareness in relation to the importance of the participation of women in the decisions making bodies of the cooperatives.



V. FINDINGS AND RECOMMENDATIONS IN RELATION TO THE IMPLEMENTATION OF FAIRTRADE/MAX HAVELAAR GENDER STRATEGY BOTH IN ETHIOPIA AND IVORY COAST

1. FINDINGS

At the management and implementation level, the WSOL approach to gender hesitates between an accommodating and a transformative approach.



LIMITATION OF THE INTERVENTION IN TERMS OF TRANSFORMING GENDER RELATIONS

While the intervention has transformative potential, its effectiveness is lessened because the approach does not follow through on its logic of changing power relations between men and women by actually engaging

cooperatives and the farms in a broader process.

As a consequence, the **impact of the intervention is limited in terms of transforming gender relations**, but it does show a relevant direction to follow.



LACK OF A SOLID DATA COLLECTION LIMITS THE COHERENCE OF THE INTERVENTION

The **coherence of the intervention** that aims to promote women's leadership but does not collect specific data on this aspect raises questions. If the leadership school aims to improve women's leadership but does not measure its evolution of it, it can be said that a certain **lack of effectiveness and coherence** can be observed.

Similarly, the sustainability of the intervention cannot be observed or guaranteed if the leadership school does not aim in practice to contribute to increasing women's leadership in labour union in Ethiopia or to increase the leadership of women in the cooperatives in Ivory Coast. Thus, the sustainability of the intervention is questioned as well as its efficiency.



2. RECOMMANDATIONS



POSITION MORE CLEARLY THE PROJECT TOWARD A TRANSFORMATIVE GENDER APPROACH

Position more clearly the project toward a transformative gender approach and engage in intervention with the labour unions in Ethiopia and with network of cooperative in Ivory Coast and communities to ensure women's rights and thus achieve more extensive, coherent and sustainable work. In Ethiopia, engage WSOLs' participant in advocacy in relationship with the labour unions approach. On day care for example, WSOL ambassador

could be relevant allies in conducting a feasibility study on mutual advantages to promote this social benefit. Under FTA's strategic pillar on advocacy, support WSOLs' participants, in Ivory Coast, in lobbying activities to ensure women's right to land and access to the cooperative membership at it is dependent on her ownership of land.



ESTABLISH A GENDER ADVISORY COMMITTEE AT COUNTRY LEVEL

At country level establish a gender advisory committee to guide and support the effort to include a transformative gender approach. This gender advisory committee could also link WSOL with institutions, organisations and experts working on gender transformative issues.



SUPPORT WOMEN ACCESS TO DECISION MAKING POSITIONS

Ensure that concrete steps are taken in each country to ensure that women are trained to practically assume leadership positions in the relevant institutions (labour union, farm management, cooperative). Providing women with practical knowledge about the functioning of the institutions and supporting an internship phase in these institutions to strengthen their capacities so that they feel more comfortable applying for positions.



DEVELOP A COHERENT MONITORING AND EVALUATION SYSTEM

Develop a coherent monitoring and evaluation system to study the evolution of women's empowerment with the collection of relevant indicators at the level of

membership but also at the level of decision-making and women's employment both in Ethiopia and Ivory Coast.







BIBLIOGRAPHY

UNESCO. 2019. Adopting a transformative gender approach in programmes addressing sexual and reproductive health and gender-based violence rights with five modules. Paris: UNESCO

Ethiopian Horticulture Producers and Exporters (EHPEA). 2018. WSOL women's leadership school project Pre-intervention evaluation report. Addis Ababa: EHPEA Gender Department.

Feasibility study on alternative income generating activities for WSOL beneficiaries. 2020. Addis Ababa: Trickle Management Consulting.

CAFOD, SCIAF and Trócaire (CST). 2021. Women's Socio-Economic Empowerment: A Comparative Study of Rural and Urban Realities of Programme Beneficiaries (Country Strategic Plan (CSP). Addis Ababa: CAFOD, SCIAF and Trócaire.

WEBSITES

http://www.famille.gouv.ci/public/documents/doc_drcc/loi_2019-570_sur_le_mariage.pdf

https://cndh.ci/le-cndh-vulgarise-les-textes-de-loi-sur-les-vbg/

 $\underline{https://cotedivoire.un.org/fr/106394-les-femmes-elues-simpregnent-des-recents-textes-de-lois-sur-la-representation-des-femmes}$

https://documents1.worldbank.org/curated/en/374581499668123584/pdf/117223-FRENCH-REVISED-CIVReportNumber.pdf

https://knowledge.uclga.org/IMG/pdf/resumedudocumentdepolitiquenationalesurlegalitedeschanceslequiteetlegenre.pdf/deschanc

https://openknowledge.worldbank.org/handle/10986/23696?show=full&locale-attribute=fr

https://rf-efh.org/carte/fiche/ci.pdf

https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/CIV/CEDAW_C_CIV_4_5929_F.pdf

https://www.fao.org/gender-landrights-database/country-profiles/listcountries/nationallegalframework/fr/?country_iso3=CIV

https://www.fao.org/gender-landrights-database/country-profiles/listcountries/nationallegalframework/womenspropertyanduserightsinpersonallaws/fr/?country_iso3=CIV

https://www.gouv.ci/_actualite-article.php?recordID=8765



ANNEXES

1. RESPONDENTS PHASE 1 AND 2

FAIRTRADE AFRICA

Susam Limisi - Gender coordinator

Kipruto Tallam - D4A MEL Manager

Gonzaga Mungai - FTA's Flower Manager

FAIRTRADE AFRICA ETHIOPIA

Kiddist Kebede - Gender and Disability Inclusion Officer

FAIRTRADE AFRICA CDI

Francis Donzuo - MEL West Africa

Noelle Yapi - Gender project coordinator

Anne Marie Yao - Program Manager Cocoa West Africa

FAIRTRADE/MAX HAVELAAR FRANCE

Laurie Roubas - Head of Programs, Impact and Productors relations

Tiphaine Degoute - Program Manager

Emilie Durochat - Programme Manager at Fairtrade France

Manon Lelarge - International Officer at Fairtrade France

Kouadio Antoinette - President of the cooperative society Holly Honey and vice-president of the Réseau Ivoirien du Commerce Equitable (RICE)¹¹, Ivory Coast



PARTICIPANTS ETHIOPIA PHASE 1

	NAME	SEX	POSITION	FARM	KII	CO CONSTRUCTION
1	Anna saminta	F	Compliance Manager	Sher	√	√
2	Selamawit Haile	F	HR	Sher	√	
3	Solomon kassaye	М	Supervisor	Sher	√	
4	Adanaech Dhuka	F	Sécurity	Sher	√	√
5	Akalu	М	RH	AQ	√	
7	Mimi Dametew	F	Compliance Manager	SAQ	√	√
8	Mohammed	М	Farm manager	SAQ	√	
9	Biniyam Amare	М	Farm manager	Herburg	√	
10	Edeo Demu	М	RH	Herburg	√	
11	Bonsa Guracho	М	Workers Union	Herburg	√	
12	Roman Kufa	F	IGA	Herburg	√	
13	Embet Hailu	F	Supervisor	Herburg	√	
14	Haimanot	F	conformity	Herburg		√
15	Yalfal Tekalgne	F	FTA	Herburg	√	
16	Ermias Solmon	М	Farm director	Zeway	√	√
17	Yenesh Wedajo	F	Supervisor	Zeway	√	
18	Abdi Mohammed	М	HR	Zeway	√	√
19	Haliye Nigussie	М	Farm director	Yassen	√	√
20	Chaltu Hailu	F	Workers union	Yassen	√	
21	Hareguwa Ayalew	F	Supervisor	Yassin	√	
22	Hager Aseefa	F	Conformity	Yassen	√	√
23	Abebe shre	М	HR	Yassin	√	



	NAME	SEX	POSITION	FARM	KII	CO CONSTRUCTION
24	Mosisa Teferi	М		Dummen	√	
25	Sebel Hailu	F	Farm manager	Dummen	√	
26	Getachew	М	G/Manager	Dummen		√
27	Nesanet	F	RH /Compliance	Dummen	√	
28	Hailu Kebede	М	FTP/MA	Dummen	√	
29	Gemechis	М	Workers union	Dummen	√	
30	Yodit Girma	F	Gender coordinator	ЕРНАЕ	√	
31	Mahelet Merid	F	Sex equality	EPHAE	√	
32	Teemu	М	FTA		√	
33	Adey Zeleke	F	State representative	WAO	√	
34	Kidest Kebede	F	FTA			√
35	Kiprutu	М	FTA			√
36	Brigitte	F	Consultant			√
37	Mekdes Minda	F	Production	Dummen	√	
38	Meseert Tesfaye	F	Gender/quality/ security	Dummen	√	



PARTICIPANTS IN THE CO-CONSTRUCTION WORKSHOP IN ETHIOPIA PHASE 2

	NAME	GENDER	POSITION	FARMS	INDIVIDUAL INTERVIEWS	CO- CONSTRUCTION
1	Anna saminta	F	Compliance Manager	Sher	√	√
2	Habtamensh Dametew	F	Compliance Manager	SAQ		√
3	Haimanot	F	compliance	Herburg		√
4	Abdi Mohammed	М	HR	Zeway		√
5	Haliye Nigussie	М	Farm Manager	Yassen	√	
6	Habtamu Melka	М	Fairtrade Premium Committee chair	Yassen	√	
7	Hailu Kebede	М	FPC/MA	Dummen	√	
8	Gemechis	М	Labour union	Dummen	√	
9	Kidest Kebede	F	Gender	Addis Abeba	√	√
10	Wondemenh	М	Programme	Addis Abeba	√	
11	Kemal Negu	М	Social Affairs	Zeway	√	
12	Tsiege Haile	F	WISE/ED	Addis Abeba	√	
13	Gebyehu Adugna	М	Federation/President	Addis Abeba	√	
14	Zewdu Yami	М	Labor Union	Joy Tech	√	
15	Sr Mekdes Abdissa	F	GC	Joy Tech	√	
16	Eyersalem Tadege	F	HR	Joy tech	√	
17	Meron	F	Compliance Eating	Joy Tech	√	
18	Légesse d'Alemshet	М	Saving and credit cooperatives SACCO	Dummen	√	
19	Brigitte Bagnol	F	Foresight and Cooperation Consultant			√
20	Benoit Berger	М	Foresight and Cooperation Consultant			



PARTICIPANTS IVORY COAST, PHASE 1

FAIRTRADE AFRICA CDI

Noelle Yapi – Gender project

coordinator

Anne Marie Yao – Program Manager

Cocoa West Africa

WEST OF THE COUNTRY
ECAM FEMMES PARTICIPANTES

Oupoh Hortense

Aminata Traoré

Ahou Akissi viviane

N'Guessan Rosine

Ekra Amenan Massara

WOMEN AMBASSADORS ECAM-ECAMOM-CPSL

Kouassi Angèle

Traoré Aminata

Nimlin Rosine

Djédjé Nehi Geneviève

Sonan Edjé Edith

Kouadio Rose épse Kablan

LEADERS OF COOPÉRATIVE

Coulibaly

Adjé Marceline

Dozo Abou

Mamadou Gouré

N'Zissou Raymond

Kouamé Julien

Mel Esmel Arthur

ENTRETIEN GROUP

Entretien Individuel responsable AGR ECAM (Escagotière)

Mme Kouadio Rose épse Kablan

FGD MALE PARTICIPANTS ECAM-CPSL

Koffi konan Paul Trésor

Allaikon Joseph jacques

Kablan

GROUP MEETING HOMME ET WOMEN NON PARTICIPANTS

Dano Asso Cecile

Assi Daniel

ZONE DE L'EST ENTRETIEN INDIVIDUEL AMBASSADRICE

Kuimassi Thérèse

FOCUS GROUP AGR CAYAT

Kouakou Ama kra Clementine

Mme Assalé

Jeanne

Assamoi

Adouaj Therese

Atta

Kouamé Véronique

Colette

Kouadio Ella

Aichatou Koné

Assi né Békoin

FGD MALE PARTICIPANT (COOPACA- COOPAME)

Amoi Hernance Didier

Amoikon

FOCUS GROUP AGR CAEK (KOTOBI)

Kouadio Amenan Hortense

Adom Kpeim Marie

N'Doly Akoua

N'zi Akoua Simone

N'Goran Aya

Akoua bedi Bekoin

Brou Akassi Marie France

FOCUS GROUP AGR CAPRESSA (FEMALE MEMBRES AND WIFE OF MEMBERS)

Kouadio yah Soko Juliette

Kouamé Ama Bié

Kouadio Adjo Helène

Yao Loukou Gisèle

N'Guessan Helène

Adja Françoise

Koffi Adjo

Bediakon Viviane



PARTICIPANTS TO THE CO-CONSTRUCTION MEETING IN IVORY COAST, PHASE 2

NOM	GENRE	POSITION	COOPÉRATIVE
Kouassi Adjoua Bertine	F	Member	Ecakoog
Ouattara Mariam	F	Member	Ecakoog
Kouamé Aya Béatrice	F	Member	Ecakoog
Dah Bokilela	F	Member	Ecakoog
Yao Amani Adèle	F	Member	Ecakoog
N'Grogouan Ahou Emma	F	Member	Ecakoog
Kouadio Badjè Jacqueline	F	Member	Ecakoog
Yoboué Affoué Marcelle	F	Member	Ecakoog
Sangla Abibou	М	Member	Ecakoog
Malan Yao	М	Member	ECAM
M.Koffi	М	Director	CPSL
Konaté Brahima	М	Membre	CAYAWA
Mme Assi	F	Président	CAYAT
Koné Aichatou	F	Member	CAYAT
Kobo Chiepo Nicole	F	Member	CAYAT
N'Guettia Yah Véronique	F	Member	CAYAT
Kouadio Yawa Ella	F	Member	CAYAT

Annexes



2. GUIDELINES FOR INTERVIEWS PHASE 1 AND 2

GUIDELINES PHASE 1

CRITERION - RELEVANCE AND COHERENCE OF THE PROJECT APPROACH SCHOOL OF LEADERSHIP

- To what extent have the project objectives and activities been relevant and consistent with the public policies of both countries and the strategic needs at national, local and sectoral levels?
- · Are the project objectives consistent with the needs, demands and priorities of the target beneficiaries?
- Did the objectives and modalities of intervention take into account the specific contexts of the participants in each of the two countries?
- To what extent do all the activities constitute a coherent and complementary support/accompaniment to the issues and challenges raised?
- · What added value does the masculinities approach bring to the project?
- · To what extent were the target audiences involved in designing the project and defining its objectives and activities?
- · How the project contributes to the implementation of Fairtrade International's gender strategy 2016-2020?
- · What are the connections with other projects of the movement?
- To what extent have the projects had an impact on the 4 aspects of empowerment (power within, power from, power with, power over)?
- · What is the added value of the empowerment approach compared to other projects in Ethiopia and the Ivory Coast?

CRITERION - RELEVANCE OF THE ACTIVITIES DEVELOPED

Activities 1:

- · Are the training modules adapted to the needs of the participants? Does the format allow a good assimilation of knowledge? Are there additional modules that should be included?
- · Is the involvement of men (and which men) in this activity effective in achieving the project objectives?

Activity 2:

• Is the peer-to-peer approach of the ambassadors effective in achieving the objectives of the project in Côte d'Ivoire? Does it allow for the accompaniment of the beneficiaries? Does it improve the sustainability of the project and the dissemination of activities?

Activity 3:

- Do awareness raising activities create sustainable changes at community, cooperative and farm levels? Do they create conditions for women's empowerment?
- Do awareness-raising activities take into account people with disabilities? Does it improve the inclusion of people with disabilities in communities and on farms?

Activity 4:

- · How sustainable is AGR?
- · What financial benefit do they represent? Do they offset income inequalities?



INDIVIDUAL

- Do the projects empower more women and girls by offering them the opportunity to have equal access to Fairtrade benefits?
- · Have women, and which ones (ethnicity, age, social class, family status, disability), acquired key knowledge that empowers them?
- To what extent do the activities build self-confidence? Are women better able to make decisions and take control of their lives as a result of the project? Do the women see themselves as potential leaders/champions? If so, which women?
- · Are the women, and which ones, able to pass on the knowledge gained from the project to others?
- · Do the men and women who benefit from the project become allies who can advocate and support women?
- · Do the project's activities lead to economic empowerment of women, and of which women? If so, is it sustainable?
- · Is engagement in income-generating activities an asset or an obstacle to empowerment?

HOUSEHOLD

- Are women able to have better leadership in their homes? Is there a change in women's decision-making power? In particular, has there been any change in decision-making power with regard to finances and control of resources?
- · Do income-generating activities and access to credit change household dynamics?
- · Were there any unintended negative impacts (e.g. domestic violence, financial disengagement of husbands)?

COMMUNITY

- Do women (and which women) manage to take on leadership roles? Do they participate more and influence strategic decisions (especially in general assemblies and in the management of the premium in cooperatives)?
- Is there evidence of active and equal participation of women (50-50) in the governance bodies of small-scale producer organisations and Fairtrade-certified worker farms?
- Under the impetus of the project, do cooperatives, communities and farms create favourable and sustainable frameworks for the emancipation and autonomy of women (and which women)?

INSTITUTIONAL

- Does the introduction of income-generating activities and access to credit change the dynamics within organisations? Does it make it easier for women (and which women) to take responsibility and influence decisions?
- · Are the group dynamics (gender committees, associations, etc.) created during the project sustainable beyond the project?
- · Were there any unintended negative impacts?
- · How are the companies involved impacted by the project beyond its scope?



POLICY

- · What are the policy issues on which projects should focus in order to increase the impact of the programme? (Minimum wage, access to land, invisibilisation of labour, etc.)
- · What progress has been made in terms of women's participation in the different stages of the value chain?
- · Does the project contribute to promoting a transformative approach?

CRITERION - EFFECTIVENESS

- · To what extent have the intended objectives been achieved/are they likely to be achieved?
- What are the main factors that determined the achievement or non-achievement of the objectives? What are the key activities that contribute to gender equality?
- · What is the typology of the partnerships established in the framework of the projects? How do these partnerships contribute to achieving the objectives?
- · How have any unforeseen negative effects been dealt with?

Activities:

- Is the methodology for selecting participants sufficiently robust? Does the selection allow for sufficient representativeness and diversity in terms of ethnicity, social class, family status, disability? Does the selection allow for particularly vulnerable women to be reached? Are some vulnerable women excluded from the selection process, and if so, which ones? Does the number of beneficiaries per cohort allow for structural and transformative changes on communities, cooperatives and farms?
- Are the partnerships formed effective and do they ensure the sustainability of the project? If effectiveness is not proven / too low, how can it be remedied / strengthened?
- Is the methodology for income-generating activities effective and adapted to each context? Does it allow for a good sustainability of the projects launched? Do the projects have a sustainable impact on the lives of women?
- · Are gender committees effective and sustainable? Are savings and credit associations effective and sustainable?
- · If effectiveness is unproven / too low, how can it be remedied / strengthened?

CRITERION - FEFICIENCY

- Did the technical, financial, institutional and partnership means chosen contribute to achieving the project's objectives and results?
- How does the intervention demonstrate its effectiveness in relation to other projects/programmes of the same or other scale that target the same objective in the same territories?

CRITERION - SUSTAINABILITY

- Can the effects generated by the project be sustained over time? Has the project sought/succeeded in generating effects beyond the target beneficiaries?
- What are the lessons, strengths and weaknesses to be capitalised on for the continuation of the activities and their spin-off?
- · What factors might negatively affect the sustainability of the project (compared to the positive changes achieved) and how can this be taken into account in future activities?
- If effectiveness is unproven / too low, how can it be remedied / strengthened?
- · What adjustments need to be made to the overall approach and activities?



FOCAL GROUP WITH ENTERPRISE SUPERVISORS/MANAGERS (ETHIOPIA) AND COOPERATIVE LEADERS (CÔTE D'IVOIRE)

CDITEDION - DELEVANCE AND COHEDENCE OF THE DROJECT ADDROACH SCHOOL OF LEADERSHIP

- To what extent have the project objectives and activities been relevant and consistent with the public policies of both countries and the strategic needs at national, local and sectoral levels?
- · Are the project objectives consistent with the needs, demands and priorities of the target beneficiaries?
- Did the objectives and modalities of intervention take into account the specific contexts of the participants in each of the two countries?
- To what extent do all the activities constitute a coherent and complementary support/accompaniment to the issues and challenges raised?
- · What added value does the masculinities approach bring to the project?
- · To what extent were the target audiences involved in designing the project and defining its objectives and activities?
- How the project contributes to the implementation of Fairtrade International's gender strategy 2016-2020?
- · What are the connections with other projects of the movement?
- To what extent have the projects had an impact on the 4 aspects of empowerment (power within, power from, power with, power over)?
- · What is the added value of the empowerment approach compared to other projects in Ethiopia and the Ivory Coast?

CRITERION - RELEVANCE OF THE ACTIVITIES DEVELOPED

Activities 1:

- Are the training modules adapted to the needs of the participants? Does the format allow a good assimilation of knowledge? Are there additional modules that should be included?
- · Is the involvement of men (and which men) in this activity effective in achieving the project objectives?

Activity 2:

• Is the peer-to-peer approach of the ambassadors effective in achieving the objectives of the project in Côte d'Ivoire? Does it allow for the accompaniment of the beneficiaries? Does it improve the sustainability of the project and the dissemination of activities?

Activity 3:

- Do awareness raising activities create sustainable changes at community, cooperative and farm levels? Do they create conditions for women's empowerment?
- Do awareness-raising activities take into account people with disabilities? Does it improve the inclusion of people with disabilities in communities and on farms?

Activity 4:

- · How sustainable is AGR?
- \cdot What financial benefit do they represent? Do they compensate for income inequalities?



INDIVIDUAL

· What impact (positive or negative) have you observed at the individual level?

HOUSEHOLD

· What impact (positive or negative) have you observed at household level?

COMMUNITY

· What impact (positive or negative) have you observed at community level?

INSTITUTIONAL

· What impact (positive or negative) have you observed in your company/cooperative?

POLICY

CRITERION - EFFECTIVENESS

- To what extent have the intended objectives been achieved/are they likely to be achieved?
- · What are the main factors that determined the achievement or non-achievement of the objectives? What are the key activities that contribute to gender equality?
- · What is the typology of the partnerships established in the framework of the projects? How do these partnerships contribute to achieving the objectives?
- · How have any unforeseen negative effects been dealt with?

Activities:

- Is the methodology for selecting participants sufficiently robust? Does the selection allow for sufficient representativeness and diversity in terms of ethnicity, social class, family status, disability? Does the selection allow for particularly vulnerable women to be reached? Are some vulnerable women excluded from the selection process, and if so, which ones? Does the number of beneficiaries per cohort allow for structural and transformative changes on communities, cooperatives and farms?
- Is the methodology for income-generating activities effective and adapted to each context? Does it allow for a good sustainability of the projects launched? Do the projects have a sustainable impact on the lives of women?
- · Are gender committees effective and sustainable? Are savings and credit associations effective and sustainable?
- · If effectiveness is unproven / too low, how can it be remedied / strengthened?



CRITERION - EFFICIENCY

- Did the technical, financial, institutional and partnership means chosen contribute to achieving the project's objectives and results?
- How does the intervention demonstrate its effectiveness in relation to other projects/programmes of the same or other scale that target the same objective in the same territories?

CRITÈRE - PÉRÉNITÉ

- Can the effects generated by the project be sustained over time? Has the project sought/succeeded in generating effects beyond the target beneficiaries?
- · What are the lessons, strengths and weaknesses to be capitalised on for the continuation of the activities and their spin-off?
- What factors might negatively affect the sustainability of the project (compared to the positive changes achieved) and how can this be taken into account in future activities?
- · If effectiveness is unproven / too low, how can it be remedied / strengthened?
- · What adjustments need to be made to the overall approach and activities?

FOCAL GROUP WITH AMBASSADORS

CRITERION - RELEVANCE OF THE ACTIVITIES DEVELOPED

Activities 1:

- Are the training modules adapted to the needs of the participants? Does the format allow for a good assimilation of knowledge? Are there additional modules that should be included?
- · Is the involvement of men (and which men) in this activity effective in achieving the project objectives?

Activity 2:

• Is the peer-to-peer approach of the ambassadors effective in achieving the objectives of the project in Côte d'Ivoire? Does it allow for the accompaniment of the beneficiaries? Does it improve the sustainability of the project and the dissemination of activities?

Activity 3:

- Do awareness raising activities create sustainable changes at community, cooperative and farm levels? Do they create conditions for women's empowerment?
- Do awareness-raising activities take into account people with disabilities? Does it improve the inclusion of people with disabilities in communities and on farms?

Activity 4:

- · How sustainable is AGR?
- · What financial benefit do they represent? Do they offset income inequalities?



INDIVIDUAL

- Do the projects empower more women and girls by offering them the opportunity to have equal access to Fairtrade benefits?
- Have women, and which ones (ethnicity, age, social class, family status, disability), acquired key knowledge that empowers them?
- To what extent do the activities build self-confidence? Are women better able to make decisions and take control of their lives as a result of the project? Do the women see themselves as potential leaders/champions? If so, which women?
- · Are the women, and which ones, able to pass on the knowledge gained from the project to others?
- · Do the men and women who benefit from the project become allies who can advocate and support women?
- · Do the project's activities lead to economic empowerment of women, and of which women? If so, is it sustainable?
- · Is engagement in income-generating activities an asset or an obstacle to empowerment?

HOUSEHOLD

- Are women able to have better leadership in their homes? Is there a change in women's decision-making power? In particular, has there been any change in decision-making power with regard to finances and control of resources?
- · Do income-generating activities and access to credit change household dynamics?
- \cdot Were there any unintended negative impacts (e.g. domestic violence, financial disengagement of husbands)?

COMMUNITY

- Do women (and which women) manage to take on leadership roles? Do they participate more and influence strategic decisions (especially in general assemblies and in the management of the premium in cooperatives)?
- Is there evidence of active and equal participation of women (50-50) in the governance bodies of small-scale producer organisations and Fairtrade-certified worker farms?
- Under the impetus of the project, do cooperatives, communities and farms create favourable and sustainable frameworks for the emancipation and autonomy of women (and which women)?

INSTITUTIONAL

- Does the introduction of income-generating activities and access to credit change the dynamics within organisations? Does it make it easier for women (and which women) to take responsibility and influence decisions?
- Are the group dynamics (gender committees, associations, etc.) created during the project sustainable beyond the project?
- · Were there any unintended negative impacts?
- · How are the companies involved impacted by the project beyond its scope?



POLICY

- What are the policy issues on which projects should focus in order to increase the impact of the programme?
 (Minimum wage, access to land, invisibilisation of labour, etc.)
- · What progress has been made in terms of women's participation in the different stages of the value chain?
- Does the project contribute to promoting a transformative approach?

Using the above questions as a basis, complete the table below to list the impacts on gender inequalities at the 5 levels identified

	POSITIVE ASPECTS	NEGATIVE ASPECTS	COMMENTS/ IMPLICATIONS/ WHAT TO DO?
Individual			
Household			
Community			
Institutional			
Policy			

FOCUS GROUP WITH NON-PARTICIPATING MEN AND WOMEN

CRITERION - IMPACT ON GENDER INFOUALITIES

INDIVIDUAL

- Do the projects empower more women and girls by offering them the opportunity to have equal access to Fairtrade benefits?
- · Have women, and which ones (ethnicity, age, social class, family status, disability), acquired key knowledge that empowers them?
- To what extent do the activities build self-confidence? Are women better able to make decisions and take control of their lives as a result of the project? Do the women see themselves as potential leaders/champions? If so, which women?
- · Are the women, and which ones, able to pass on the knowledge gained from the project to others?
- · Do the men and women who benefit from the project become allies who can advocate and support women?
- · Do the project activities lead to economic empowerment of women, and of which women? If so, is it sustainable?
- · Is engagement in income-generating activities an asset or an obstacle to empowerment?



HOUSEHOLE

- Are women able to have better leadership in their homes? Is there a change in women's decision-making power? In particular, has there been any change in decision-making power with regard to finances and control of resources?
- · Do income-generating activities and access to credit change household dynamics?
- · Were there any unintended negative impacts (e.g. domestic violence, financial disengagement of husbands)?

COMMUNITY

- Do women (and which women) manage to take on leadership roles? Are they participating more and influencing strategic decisions (especially in general assemblies and with regard to premium management in cooperatives)?
- Is there evidence of active and equal participation of women (50-50) in the governance bodies of small-scale producer organisations and Fairtrade-certified worker farms?
- Under the impetus of the project, do cooperatives, communities and farms create favourable and sustainable frameworks for the emancipation and autonomy of women (and which women)?

INSTITUTIONAL

- Does the introduction of income-generating activities and access to credit change the dynamics within organisations? Does it make it easier for women (and which women) to take responsibility and influence decisions?
- Are the group dynamics (gender committees, associations, etc.) created during the project sustainable beyond the project?
- · Were there any unintended negative impacts?
- · How are the companies involved impacted by the project beyond its scope?

POLICY

- · What are the policy issues on which projects should focus in order to increase the impact of the programme? (Minimum wage, access to land, invisibilisation of labour, etc.)
- · What progress has been made in terms of women's participation in the different stages of the value chain?
- Does the project contribute to promoting a transformative approach?



Using the above questions as a basis, complete the table below to list the impacts on gender inequalities at the 5 levels identified

	POSITIVE ASPECTS	NEGATIVE ASPECTS	COMMENTS/ IMPLICATIONS/ WHAT TO DO?
Individual			
Household			
Community			
Institutional			
Policy			

FOCUS GROUP WITH WOMEN PARTICIPANTS

CRITERION - IMPACT ON GENDER INEQUALITIES

INDIVIDUAL

- Do the projects empower more women and girls by offering them the opportunity to have equal access to Fairtrade benefits?
- · Have women, and which ones (ethnicity, age, social class, family status, disability), acquired key knowledge that empowers them?
- To what extent do the activities build self-confidence? Are women better able to make decisions and take control of their lives as a result of the project? Do the women see themselves as potential leaders/champions? If so, which women?
- · Are the women, and which ones, able to pass on the knowledge gained from the project to others?
- · Do the men and women who benefit from the project become allies who can advocate and support women?
- · Do the project activities lead to economic empowerment of women, and of which women? If so, is it sustainable?
- · Is engagement in income-generating activities an asset or an obstacle to empowerment?

HOUSEHOLD

- Are women able to have better leadership in their homes? Is there a change in women's decision-making power? In particular, has there been any change in decision-making power with regard to finances and control of resources?
- · Do income-generating activities and access to credit change household dynamics?
- · Were there any unintended negative impacts (e.g. domestic violence, financial disengagement of husbands)?



COMMUNITY

- Do women (and which women) manage to take on leadership roles? Are they participating more and influencing strategic decisions (especially in general assemblies and with regard to premium management in cooperatives)?
- Is there evidence of active and equal participation of women (50-50) in the governance bodies of small-scale producer organisations and Fairtrade-certified worker farms?
- Under the impetus of the project, do cooperatives, communities and farms create favourable and sustainable frameworks for the emancipation and autonomy of women (and which women)?

INSTITUTIONAL

- Does the introduction of income-generating activities and access to credit change the dynamics within organisations? Does it make it easier for women (and which women) to take responsibility and influence decisions?
- Are the group dynamics (gender committees, associations, etc.) created during the project sustainable beyond the project?
- · Were there any unintended negative impacts?
- · How are the companies involved impacted by the project beyond its scope?

POLICY

- · What are the policy issues on which projects should focus in order to increase the impact of the programme? (Minimum wage, access to land, invisibilisation of labour, etc.)
- · What progress has been made in terms of women's participation in the different stages of the value chain?
- Does the project contribute to promoting a transformative approach?

Using the above questions as a basis, complete the table below to list the impacts on gender inequalities at the 5 levels identified

	POSITIVE ASPECTS	NEGATIVE ASPECTS	COMMENTS/ IMPLICATIONS/ WHAT TO DO?
Individual			
Household			
Community			
Institutional			
Policy			



MAINTENANCE OF AGR/ VISIT TO AGR

CRITERION - RELEVANCE AND COHERENCE OF THE PROJECT APPROACH SCHOOL OF LEADERSHIP

- To what extent have the project objectives and activities been relevant and consistent with the public policies of both countries and the strategic needs at national, local and sectoral levels?
- Are the project objectives consistent with the needs, demands and priorities of the target beneficiaries?
- Did the objectives and modalities of intervention take into account the specific contexts of the participants in each of the two countries?
- To what extent do all the activities constitute a coherent and complementary support/accompaniment to the issues and challenges raised?
- · What added value does the masculinities approach bring to the project?
- · To what extent were the target audiences involved in designing the project and defining its objectives and activities?
- How the project contributes to the implementation of Fairtrade International's gender strategy 2016-2020?
- · What are the connections with other projects of the movement?
- To what extent have the projects had an impact on the 4 aspects of empowerment (power within, power from, power with, power over)?
- · What is the added value of the empowerment approach compared to other projects in Ethiopia and the Ivory Coast?

CRITERION - RELEVANCE OF THE ACTIVITIES DEVELOPED

Activities 1:

- Are the training modules adapted to the needs of the participants? Does the format allow for a good assimilation of knowledge? Are there additional modules that should be included?
- · Is the involvement of men (and which men) in this activity effective in achieving the project objectives?

Activity 2:

• Is the peer-to-peer approach of the ambassadors effective in achieving the objectives of the project in Côte d'Ivoire? Does it allow for the accompaniment of the beneficiaries? Does it improve the sustainability of the project and the dissemination of activities?

Activity 3:

- Do awareness raising activities create sustainable changes at community, cooperative and farm levels? Do they create conditions for women's empowerment?
- · Do awareness-raising activities take into account people with disabilities?
- · Does it improve the inclusion of people with disabilities in communities and on farms?

Activity 4:

- How sustainable is AGR?
- · What financial benefit do they represent? Do they offset income inequalities?



Fill in the table below to list the impacts on gender inequalities at the 5 levels identified

	POSITIVE ASPECTS	NEGATIVE ASPECTS	COMMENTS/ IMPLICATIONS/ WHAT TO DO?
Individual			
Household			
Community			
Institutional			
Policy			



CRITERION - EFFECTIVENESS

- · To what extent have the intended objectives been achieved/are they likely to be achieved?
- · What are the main factors that determined the achievement or non-achievement of the objectives? What are the key activities that contribute to gender equality?
- · What is the typology of the partnerships established in the framework of the projects? How do these partnerships contribute to achieving the objectives?
- · How have any unforeseen negative effects been dealt with?

Activities:

- Is the methodology for selecting participants sufficiently robust? Does the selection allow for sufficient representativeness and diversity in terms of ethnicity, social class, family status, disability? Does the selection allow for particularly vulnerable women to be reached? Are some vulnerable women excluded from the selection process, and if so, which ones? Does the number of beneficiaries per cohort allow for structural and transformative changes on communities, cooperatives and farms?
- Are the partnerships formed effective and do they ensure the sustainability of the project? If effectiveness is not proven / too low, how can it be remedied / strengthened?
- Is the methodology for income-generating activities effective and adapted to each context? Does it allow for a good sustainability of the projects launched? Do the projects have a sustainable impact on the lives of women?
- · Are gender committees effective and sustainable? Are savings and credit associations effective and sustainable?
- If effectiveness is unproven / too low, how can it be remedied / strengthened?

CRITERION - EFFICIENCY

- Did the technical, financial, institutional and partnership means chosen contribute to achieving the project's objectives and results?
- How does the intervention demonstrate its effectiveness in relation to other projects/programmes of the same or other scale that target the same objective in the same territories?

CRITERION - SUSTAINABILITY

- Can the effects generated by the project be sustained over time? Has the project sought/succeeded in generating
 effects beyond the target beneficiaries?
- · What are the lessons, strengths and weaknesses to be capitalised on for the continuation of the activities and their spin-off?
- What factors might negatively affect the sustainability of the project (compared to the positive changes achieved) and how can this be taken into account in future activities?
- If effectiveness is unproven / too low, how can it be remedied / strengthened?
- · What adjustments need to be made to the overall approach and activities?

Annexes



ENGLISH TITLE?

GUIDELINES FOR INDIVIDUAL INTERVIEWS AT INTERNATIONAL AND NATIONAL LEVEL PHASE 2

Explain the main results of Phase 1

- At the individual level, women are empowered through training and knowledge of their rights (personal capital) and gain a more prominent social position in their households and communities (by becoming ambassadors of gender awareness). Savings and knowledge of household economic management empower women and give them greater financial capital.
- For income-generating activities, the results are not yet clearly visible and measurable in most cases.
- At the policy level, or at the level of gender mainstreaming, the Women's Leadership Academy vacillates between an accommodating and a transformative approach. As a result, the impact of the intervention is limited in terms of transforming gender relations, but it points in a relevant direction.
- Although the intervention has transformative potential, it is less effective because it does not follow through on its logic of changing power relations between men and women by actually engaging cooperatives in a wider process.
- In this context, what do you think WSOL should do to ensure that the objective of improving women's leadership in the cooperative and in Fair Trade is achieved (Ivory Coast)? At the flower farm level - strength of gender committees and relationship with trade unions (Ethiopia).
- From your point of view and knowledge, what is missing to enable women to reach leadership positions?
 What are the requirements for a management position?
- From what we understand, it is as if the women received a driving licence but still lacked the car to be able to put their new skills into practice. How to share the leadership position with women both in the cooperative/enterprise/ and in the fair trade farms/flowers? What are the barriers to a transformative approach? What are the potential supports for a transformative approach?

- While Fairtrade's gender strategy clearly advocates for a gender transformation strategy and the promotion of women's leadership (Women School of Leadership), it helps to ensure that women have the same opportunities as men to access the Producers' Organisation (PO) and Fairtrade. In Ivory Coast, women are left behind in terms of access to land, access to membership of the cooperative (as they have no land) and therefore access to the benefits of Fair Trade. In Ethiopia, what benefits have women gained access to through women's empowerment strategies (maternity leave)? How can we ensure that the objectives of Fair Trade gender strategies are fully articulated in the WSOL?
- In Ethiopia, what is the role of gender committees in gender mainstreaming? What role do they play in workers' rights and relations with trade unions?
- Some projects such as Promundo have trained men on gender and masculinity to promote a change of attitude. How do you think such an initiative can help to engage men in a process of supporting women in their producer organisations?
- Mentoring women to become leaders has been defined as supporting women for one or two years to take up leadership positions in their organisations. Do you have experience of such processes, what do you think of them? Could they be applied in the WSOL context?

GUIDELINES FOR GROUP DISCUSSIONS AT NATIONAL LEVEL

Explain the main results of Phase 1

- At the individual level, women are empowered through training and knowledge of their rights (personal capital) and gain a more prominent social position in their households and communities (by becoming ambassadors of gender awareness). Savings and knowledge of household economic management empower women and give them greater financial capital.
- For income-generating activities, the results are not yet clearly visible and measurable in most cases.



- At the policy level, or at the level of gender mainstreaming, the Women's Leadership Academy vacillates between an accommodating and a transformative approach. As a result, the impact of the intervention is limited in terms of transforming gender relations, but it points in a relevant direction.
- Although the intervention has transformative potential, it is less effective because it does not follow through on its logic of changing power relations between men and women by actually engaging cooperatives in a wider process.
- What additional activities or interventions should be designed to ensure that more men understand women's perspectives and change their mindsets?
- What additional activities need to be developed for women to have access to land (Ivory Coast) or to participate in the union and FTC (Ethiopia)?
- What additional activities need to be developed/designed to promote women's participation in cooperative leadership?
- If you think back in 10 years, what would you like to see as an outcome of WSOL? What are the important gender transformation issues that should be addressed?

POSSIBLE INDICATORS:

- Wife of male member of producer organisation with land (Ivory Coast)
- of women of men members of the producer organisation who are also members of the cooperative (Ivory Coast).
- Percentage of women in the union (Ethiopia).
- Percentage of women and men in the different positions/levels of the organisation
- of women who consider that since the beginning of the project, their ⁵ different forms of capitall2 have increased (personal capital, human capital, social capital, financial capital, physical capital). See Annex K for more information.
- Percentage of male and female respondents who think that gender equality can contribute to improving household livelihoods.

¹² The five forms of capital https://www.researchgate.net/publication/4861087 03-07 Five Kinds of Capital Useful Concepts for Sustainable Development and https://www.forumforthefuture.org/the-five-capitals

Final report - November 2022

Annexes









PROSPECTIVE & COOPERATION

1, place Gabriel Péri - Vieux port 13001 MARSEILLE - FRANCE

contact@prospectivecooperation.org T. +33 (0)6 84 31 24 54

prospectivecooperation.org

Association Coopérative loi 1901 - SIREN 791 758 956