**GRAISEA Gender Transformative Tracker**

**Self-assessment and planning tool for shrimp value chain**

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## **Introduction**

**What is it?**

The Gender Transformative Tracker is a resource to help stakeholders in the prawn supply chain, including buyers, suppliers and producers, to take action to understand and respond to gender equality issues in the shrimp value chain.

The Gender Transformative Tracker includes a set of questions to identify gaps and opportunities to promote gender equality and support women to overcome barriers or challenges that may affect women’s ability to carry out their day to day roles or progress into senior roles.

In addition, the Gender Transformative Tracker provides examples of practical actions that a business can take to support women in the workplace, which can be adapted for producers, farmer organisations or buyers. The examples of practical actions are not intended to be an exhaustive list of all of the activities that can be done to promote gender equality but aim to offer suggestions that can be adapted and used by different stakeholders in the shrimp value chain to support their work on gender issues.

The Gender Transformative Tracker also provides a glossary of key terms and a selection of recommended resources to help women to participate fully in the shrimp value chain, and change the positions traditionally held by women and men inside and outside of the workplace.

**Who should use it?**

The Gender Transformative Tracker has been developed with a particular focus on factories and shrimp processing facilities in the shrimp value chain (in green), however the self-assessment questions include some adapted questions for producers and farmer organisations (in blue). Representatives responsible for different parts of the business including Human resources, Compliance, Operations, Sourcing and Sustainability teams should complete the self-assessment questionnaire together, consulting with trade unions, worker representatives and women and men workers directly to gather their feedback on key areas such as training and development, targeted support and feedback mechanisms.

**How to use it:**

The first step is to respond to a set of questions that will help to review how your policies, practices and activities consider different gender issues that may affect women, men and non-binary people in the shrimp value chain and in the workplace. After completing the self-assessment questions, the next step is to identify the areas you will focus on to close gaps or strengthen existing activities, and create an action plan of activities you will undertake to promote gender equality going forward.

## **Self-assessment questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Self-assessment questions** | **Response**  **Options: Yes/No/Partially**  ***If answer is ‘yes’ or ‘partially’, please include examples in space provided*** | **Take action**  ***If answer is ‘no’ or ‘partially’,***  **What do you plan or expect to do to improve or build on this area?** |
| **Data collection and monitoring** | | | |
|  | Do you collect and monitor worker data that is presented separately for women, men and non-binary workers\*?   *(\*worker data that is collected and presented separately for women, men and non-binary workers is known as “gender-disaggregated data” or “gender data”. Collecting gender data can help to provide an overview of where women are in different parts of your business)* |  |  |
|  | For farmer organisations  Do you collect and monitor membership data that is presented separately for women, men and non-binary members\*?  For producers  Do you collect and monitor data on seasonal labourers that work on the farm that is presented separately for women, men and non-binary labourers\*?   *(\*membership data or data on labourers that is collected and presented separately for women, men and non-binary people is known as “gender-disaggregated data” or “gender data”. Collecting gender data can help to provide an overview of women’s participation in the farmer organisation or help to provide an overview of women’s participation in shrimp production)* |  |  |
|  | In addition to presenting worker data separately for women, men and non-binary workers, do you monitor worker data based on other aspects of identity such as disability status, poverty level (poor / near poor households), ethnicity, education, age and marital status\*?  *\*This is not intended to be a complete list of all the aspects of identity that worker data can be reviewed by. The aim is to provide suggestions of other aspects of identity that can be monitored to identify if workers may face additional barriers in the workplace* |  |  |
|  | For farmer organisations  In addition to presenting membership data separately for women, men and non-binary members, do you monitor membership data based on other aspects of identity such as disability status, poverty level (poor / near poor households), ethnicity, education and age\*?  *\*This is not intended to be a complete list of all the aspects of identity that membership data can be reviewed by. The aim is to provide suggestions of other aspects of identity that can be monitored to identify if members may face additional barriers to participate in the farmer organisation* |  |  |
|  | Part a) Do you use worker data that is presented separately for women, men and non-binary workers to develop policies, processes or activities that specifically support women to carry out their day to day roles at work?  Part b) Do you use worker data that is presented separately for women, men and non-binary workers to develop policies, processes or activities that specifically support women to progress into supervisor, management or leadership roles in your business? |  |  |
|  | For farmer organisations  Part a) Do you use membership data that is presented separately for women, men and non-binary members to develop policies, processes or activities to increase women’s membership and participation in the farmer organisation?  Part b) Do you use membership data that is presented separately for women, men and non-binary members to develop policies, processes or activities that specifically support women to progress into leadership roles or onto the management board in the farmer organisation?  Part c) Do you use membership data that is presented separately for women, men and non-binary members to identify training or activities that support women members to increase their skills and knowledge on key areas of farm management e.g. negotiation, pricing, market access? |  |  |
| **Stakeholder engagement** | | | |
|  | Part a) Have you consulted women workers about their needs and any barriers they may face to carry out their day to day roles at work?  Part b) Have you consulted women workers about their needs or any barriers to progress into supervisor, management or leadership roles at work?  Part c) Have you consulted men workers on how they can support women at work and remove barriers that may affect their ability to carry out their day to day roles?  Part d) Have you consulted men workers on how they can support women at work and remove barriers that may affect women’s ability to progress into supervisor, management or leadership roles? | *When responding to this question, it is important to speak directly with workers and their representatives to gather feedback about the processes in place to carry out consultation and to encourage open dialogue about what is working well and what can be improved* |  |
|  | For farmer organisations  Part a) Have you consulted women members about any support they may need or any barriers they may face to fully participate in meetings and/or contribute to the day to day management of the farmer organisation?  Part b) Have you consulted women members about their needs or any barriers they may face to progress into leadership roles or onto the management board of the farmer organisation?  Part c) Have you consulted male members on how they can support women members to fully participate in meetings and/or contribute to the day to day management of the farmer organisation?  Part d) Have you consulted men workers on how they can support women members and remove barriers that may affect women’s ability to progress into leadership roles or onto the management board of the farmer organisation?  Producers  Part a) Have you consulted with women seasonal labourers about any support they may need or any barriers to fully carry out their day to day role in farm production?  Part b) Have you consulted male seasonal labourers on how they can support women labourers and remove barriers that may affect their ability to carry out their day to day roles in farm production? |  |  |
|  | When you consult with women or men workers, have you made targeted efforts to speak to workers from under-represented groups such as migrant workers, seasonal workers, workers with disabilities, workers of different ethnicity, ages, poverty and education levels about support needed or barriers for them to fully participate or to progress to management level? |  |  |
|  | Farmer organisations  When you consult with members about support needs or barriers for women to fully participate or to progress to management level, have you made targeted efforts to speak to members from under-represented groups e.g. members of different ages, ethnicity, poverty and education levels, members with disabilities? |  |  |
|  | Part a) Do you consult with any women’s rights organisations, trade unions and/or community groups to help understand and remove possible barriers for women to carry out their day to day roles at work?  Part b) Do you consult with any women’s rights organisations, trade unions and/or community groups to help understand and remove possible barriers to progress into supervisor, management or leadership roles? |  |  |
|  | Farmer organisations  Part a) Do you consult with any women’s rights organisations, trade unions and/or community groups to help understand and remove possible barriers for women to join or fully participate in the farmer organisation?  Part b) Do you consult with any women’s rights organisations, trade unions and/or community groups to help understand and remove possible barriers for women members to progress onto management board of the farmer organisation?  Producers  Do you work with trade unions and/or with worker representative organisations to offer additional advice and support to seasonal labourers to carry out their day to day roles in farm production if needed? |  |  |
| **Training and development** | | | |
|  | Part a) Do you have gender awareness training\* for:   * management and leadership? * women workers? * men workers?   Part b) Do you have an individual staff member and/or a team that has specific gender experience or that has completed advanced training on gender issues?  *(\*gender awareness training helps to increase understanding of issues affecting women and men in the workplace and to promote workplace gender equality)* | *When responding to this question, it is important to speak directly with workers and their representatives to gather feedback about the content and effectiveness of gender training in place, encouraging open dialogue about what is working well and what can be improved* |  |
|  | Farmer organisations  Part a) Do you have gender awareness training\* for:   * the management board? * women members? * male members?   Part b) Do you have an individual member or group of members that has specific gender experience or that has completed advanced training on gender issues?  Producers  Do you include gender awareness training\* as part of occupational health and safety training and/or onboarding of seasonal labourers?  *(\*gender awareness training helps to increase understanding of issues affecting women and men and to promote gender equality in farm production or in the farmer organisation)* |  |  |
| **Targeted support** | | | |
|  | Part a) Have management discussed and recorded the different needs and possible barriers for women and men ***inside*** of the workplaceto carry out their day to day roles?  Part b) Have management discussed and recorded the different needs and possible barriers for women and men ***outside*** of the workplace which may affect their ability to carry out their day to day work roles?  Part c) Have management developed a policy, activity, action plan or strategy that aims to respond to the different needs and possible challenges for women inside and outside of the workplace to carry out their day to day roles? | *When responding to this question, it is important to speak directly with workers and their representatives to gather feedback about the processes in place for consultation and to encourage open dialogue about what is working well and what can be improved* |  |
|  | Farmer organisations  Part a) Have the management board developed a gender policy, strategy or action plan that aims to respond to the different needs and possible challenges for women members to fully participate in meetings and contribute to decision making?  Part b) Are there any targeted activities or support to enable members with care or domestic responsibilities to fully participate in meetings and contribute to decision making?  Producers  Are there any targeted support or services available to seasonal labourers with care or domestic responsibilities e.g. flexible work schedules? |  |  |
|  | Have management discussed and recorded the possible risks or negative effects caused by a policy, plan, process or activity that aims to respond to the different needs and possible barriers for women to carry out their day to day roles? |  |  |
| **Feedback mechanisms** | | | |
|  | Part a) Do you have a process or system in place that women and men workers can use to report workplace issues or concerns?  Part b) Do you have a process or system in place that women, men, girls and boys in the wider community can use to report issues or concerns relating to the activities of your business?  Part c) Has the process or system for reporting issues or concerns been designed with women and men workers? | *When responding to this question, it is important to speak directly with workers and their representatives to gather feedback about the processes in place to report issues or concerns and to encourage open dialogue about what is working well and what can be improved* |  |
|  | Farmer organisations  Part a) Do you have a process or system in place that women and men members can use to report issues or concerns about their experiences or actions taken by the farmer organisation?  Part b) Are there different ways for members to raise issues with the management board if needed e.g. suggestion box, access to a hotline or external civil society organisation?  Part c) Has the process or system for reporting issues or concerns been designed with both women and men members?  Producers  Part a) Do you have a process or system in place that seasonal labourers can use to report issues or concerns about their experiences in farm production?  Part b) Are there different ways for seasonal labourers to raise issues with farm management if needed e.g. speaking to supervisor, suggestion box, contact with trade union or worker representative? |  |  |
| **Strategy and planning** | | | |
|  | Is there an annual targeted budget to implement a plan, policy or activity that supports women to carry out their day to day roles and/or responds to possible challenges they may face? |  |  |
|  | Farmer organisations  Is there an annual targeted budget to implement a plan, policy or activity that helps to increase membership of women and/or to support women members to progress to management board? |  |  |
|  | Part a) Do you have targets in place and monitor the following areas:   * % of women in supervisor, management and leadership roles * % of women participating in training * % of women promoted * % of women in trade unions and/or worker committees * % of women on permanent and fixed term/seasonal contracts   Part b) If targets are in place, is data or information collected to monitor progress used to decide the activity the business undertakes to promote gender equality? |  |  |
|  | Farmer organisations  Do you have targets in place and monitor the following areas:   * % of women in on management boards and in leadership roles * % of women members participating in training * % of women members that join and leave the farmer organisation |  |  |
|  | Part a) Is there a strategy, plan or policy that has a specific focus on promoting gender equality in the workplace?  Part b) If present, does the strategy, plan or policy tackle the following issues:   * Impact of gender stereotypes\* * Gender based violence (GBV) and sexual harassment * Impact of unpaid care work\*\*   *\*Gender stereotypes may mean that women and men are expected to work in certain roles or departments of the workplace, and may have different access to technical roles or training*  *\*\* Impact of unpaid care work may mean that workers are unable to balance their care and domestic responsibilities with work if there are not adequate flexible working or childcare policies and support in place* |  |  |
|  | Farmer organisations  Is there a policy to raise awareness, prevent and tackle risk of gender-based violence, sexual harassment and bullying that applies to members?  Producers  Is there a policy to raise awareness, prevent and tackle risk of gender-based violence, sexual harassment and bullying that applies to all individuals that work in farm production including seasonal labourers? |  |  |

## **Examples to promote gender equality**

|  |  |
| --- | --- |
| **Data collection and monitoring** | |
| Gender sensitive   * Collect and monitor gender data for workers, farmer organisation members or seasonal labourers   Gender responsive   * Develop a simple monitoring, evaluation and learning framework, which includes some key indicators to track activities to promote gender equality, female leadership, and sexual harassment prevention | Gender transformative   * Identify additional key social identities (e.g. age, ethnicity, level of education, poor and non-poor households) of workers, members or seasonal labourers that can be collected and monitored * Analyse and use collected gender and social identity data to review and strengthen existing policies and processes to support women and men in the workforce, and to understand the impact of different identities on work experience * Monitor number of women and men progressing in to non-traditional occupations or areas of shrimp production and processing over time |
| **Stakeholder engagement** | |
| Gender sensitive   * Invite trade union or worker representatives to host information sessions or meetings on different workplace policies to increase awareness and encourage workers to raise potential issues   Gender responsive   * Undertake awareness raising campaigns to increase women’s membership and representation in unions, worker or member association groups and/or committees * Identify and remove potential barriers for women and under-represented groups to fully participate in stakeholder consultation e.g. location, timing and format of engagement, support from external partners | Gender transformative   * Provide training to increase awareness and support workers to identify and raise issues as part of stakeholder engagement, highlighting the influence of traditional gender social norms or gender stereotypes on participation of women and men in the workplace * Set up a confidential space for women and men only groups to discuss and address sensitive gender issues faced in their roles as workers or members of the farmer organisation * Work with women’s rights organisations (WROs), civil society organisations and/or trade unions to run focus groups with local communities to raise awareness of gender issues and gender social norms that may impact workers or farmer organisation members * Report on feedback gathered from stakeholder engagement and involve women and under-represented groups in decision making and allocating resources for priority areas or to address issues raised |
| **Training and development** |  |
| Gender sensitive   * Create and communicate career pathways available and key requirements to progress to leadership and management roles in different parts of the business for all workers * Develop training plan to increase awareness on gender equality issues for all workers through training as part of induction, and ongoing professional development and training   Gender responsive   * Identify areas where women workers are significantly under-represented and review potential skills gaps * Develop tailored training topics for women workers to improve their leadership and soft skills * Provide occupational and technical skills training tailored for women workers in areas such as food safety, informatics, and foreign languages to support them to access manager or supervisor positions * Develop a training plan for key leadership team members e.g. Human Resources, Operations to strengthen knowledge and understanding of gender issues, particularly around gender based violence and sexual harassment * Offer mentoring and coaching to women, led by women in management and supervisor roles where possible to support career progression and development | Gender transformative   * Offer targeted training and provide spaces for male workers to discuss different gender issues and to receive support on challenges they may be facing as well as the support they can provide to women workers * Develop capacity-building activities aimed at male workers on gender equality, and roles of men in support of female workers to be promoted to leadership positions * Set target to increase percentage of women represented in leadership position in workplace or on management board in farmer organisation and monitor progress over time * Develop a detailed capacity building plan to increase the ability of women workers to access roles traditionally dominated by men * Highlight role models and examples of women and men in non-traditional roles in the workplace and in the home |
| **Targeted support** | |
| Gender sensitive   * Access to information and support relating to sexual and reproductive health for women and men * Access to on-site childcare and/or support to access off-site services for workers with parental care responsibilities * Offer paid parental leave for women and men workers, with flexible working arrangements available for workers returning from maternity or paternity leave * Collect gender data on pay for different worker roles and levels to identify if there is a gender pay gap   Gender responsive   * Access to sanitary products and option to take menstrual leave for women workers * Option to take emergency leave for women and men workers with parental or care responsibilities * Develop an action plan to close any identified gender pay gap * Use of gender neutral or gender positive language in recruitment for different workers roles or for membership of farmer organisation | Gender transformative   * Develop policies and processes that help reduce and redistribute the responsibility of unpaid care work for women and men * Collect and monitor feedback on perceptions and opinions of women on their level of participation in different fishing activities and decision-making in the workplace or farmer organisation * Collect and monitor feedback from men and women about targeted support and activities to promote gender equality and to remove discrimination in the workplace or farmer organisation * Use gender data to map where women and men are highly represented in different parts of the business, and develop an action plan to increase representation in different areas through targeted recruitment and training |
| **Feedback mechanisms** | |
| Gender sensitive   * Analyse and share gender data about issues raised through feedback mechanism and how they are responded to * Multiple channels available to report issues and specific training on gender sensitive issues that may arise and how to respond to them for responsible staff   Gender responsive   * Set up feedback mechanism committee with women and men workers and management working together to monitor and respond to issues raised through available channels * Record and undertake actions to overcome potential barriers that may prevent women workers or farmer organisation members accessing feedback mechanisms e.g. low levels of literacy, fear of reporting gender-sensitive issues | Gender transformative   * Form partnerships with women’s rights and civil society organisations to provide external contact points for women and men, and to raise awareness of and tackle gender based violence and harassment in the workplace and the community * Hold regular and ongoing safe spaces, workshops and talks on gender based violence and the impact of gender social norms on ability to raise issues separately with men and women workers or farmer organisation members * Work with unions, workers’ groups and WROs to create safe avenues for disclosure of sexual harassment or discrimination for women and men, including off site channels and/or telephone contact details for a safe helpline |
| **Strategy and planning** | |
| Gender sensitive   * Review existing human resource and management regulations or policies relating to equal opportunities and working environment to identify the gaps and potential to promote gender equality * Set up a dedicated committee to help prevent and address cases of sexual harassment and discrimination in the workplace   Gender responsive   * Develop a code of conduct to support a respectful and inclusive workplace which includes a mechanism and specific measures on gender equality and sexual harassment prevention * Create an action plan to carry out specific actions to comply with the Vietnam Labor Code 2019 and other laws on gender equality and sexual harassment prevention in the workplace | Gender transformative   * Assign targeted budget to implement a plan and activities to increase women’s representation at management and leadership level * Establish a formal worker committee of women and men workers with decision making power to develop and improve policies and activities to increase women's representation and gender equality * With support from trade unions and/or other worker organisations, carry out regular reviews of all workplace policies relating to flexible working, equal opportunities, and training with women and men workers, and refine policies and processes based on worker feedback * Set up and/or offer incentives to farmer organisations and producers that have women’s groups or committees in place to help promote gender equality and tackle harassment and gender based violence |

## **Glossary**

**Gender analysis:**

Carrying out a review of the policies, practices and activities of a business to understand how women, men, boys and girls are affected differently by its operations and activities.

Three basic steps to complete a gender analysis are:

1. to collect and review available worker data presented separately for women and men, including identifying gaps where this information is not available
2. identify trends or differences for women and men workers in different areas e.g. contract type, pay, management or supervisor positions, absenteeism, turnover, participation in worker committees etc, and gather further information to understand reasons or ‘root causes’ for differences
3. use information gathered to develop or update a policy, plan and/or activities to remove inequalities between women and men workers.

**Gender awareness training:**

Training that aims to increase understanding of issues affecting women and men in the workplace and to promote workplace gender equality

**Gender-disaggregated data or gender data:**

Worker data that is collected and presented separately for women, men and non-binary worker

**Gender equality:**

When people of all genders have equal rights, responsibilities and opportunities in the workplace and beyond, recognising and responding to the different needs and interests of women, men, and non-binary people

**Practical gender needs:**

Tend to be short-term and relate to immediate daily needs for women inside and outside of work. Practical gender needs are linked to women’s direct experience and can include access to childcare facilities, clean water, sanitation facilities, adequate healthcare, food and housing.

**Social norms:**

The shared beliefs we have about others. This includes beliefs about what others in a group actually do (i.e. what is typical behaviour) and beliefs about what others in a group think others ought to do (i.e. what is appropriate behaviour).

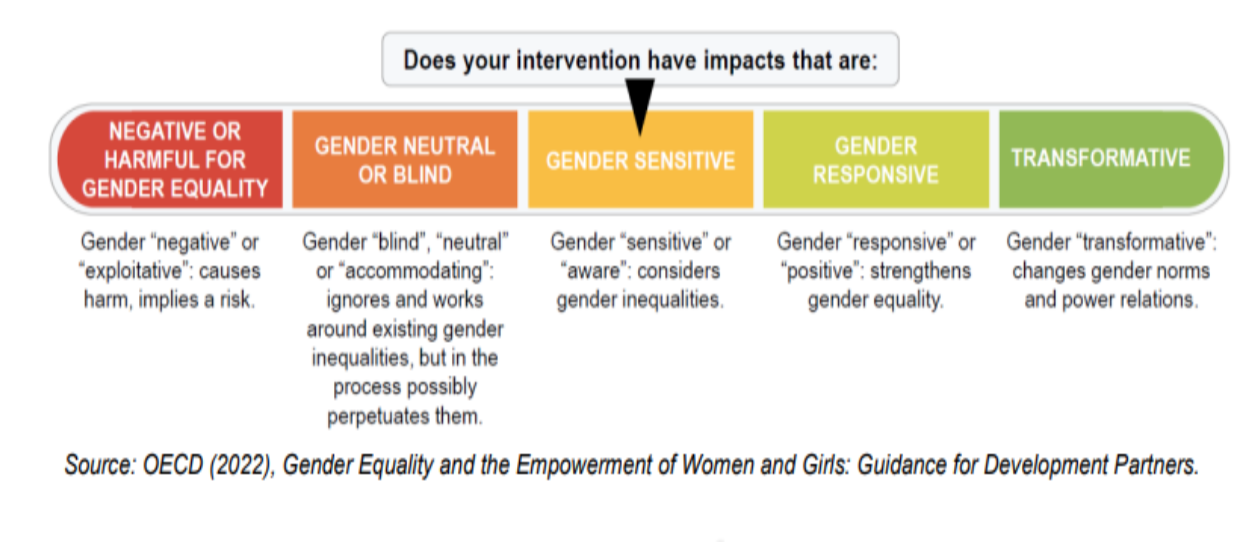
**Strategic gender needs:**

Respond to long-term needs that contribute to changing traditional gender roles and social norms that affect women and men, and aim to increase access to resources and decision-making power for women and under-represented groups in the value chain e.g. support to increase access to land ownership and tenure for women, targets to increase women represented in leadership roles.

**Women’s empowerment:**

Women’s ability to make significant life choices, including decisions about their professional and personal lives, in a context where women’s choices have been previously restricted

Gender Transformative scale developed by OECD to assess activities and processes to promote gender equality



**Gender transformative:**

Aims to change social norms, behaviours and attitudes that affect women’s ability to participate fully in the shrimp value chain and change the positions traditionally held by women and men inside and outside of the workplace

**Gender responsive:**

Considers differences and potential inequalities between women and men and takes action to remove barriers or challenges faced by women e.g. targeted training for women workers, gender policy and action plan to increase women’s representation in senior roles

**Gender sensitive:**

Considers differences and potential inequalities between women and men and takes action to respond to practical needs of women e.g. access to on-site childcare facilities, personal protective equipment (PPE) adapted for women and men

**Gender neutral or blind:**

Limited awareness or understanding of differences for women or men in the workplace, with limited or no action taken to respond to different needs

**Gender harmful:**

Limited or no awareness of differences for women or men in the workplace, with taking action that may increase inequalities or cause harm to women or men

## **Relevant resources**

* [Business Briefing on Unpaid Care and Domestic Work, Oxfam and Unilever](https://policy-practice.oxfam.org/resources/business-briefing-on-unpaid-care-and-domestic-work-why-unpaid-care-by-women-and-620764/) - guidance on why unpaid care by women and girls matters and how companies can address it
* [ETI Gender Data Guidance - Level 1](https://www.ethicaltrade.org/sites/default/files/shared_resources/ETI_GenderDataGuidance_L1.pdf) and [Level 2 and 3](https://www.ethicaltrade.org/sites/default/files/shared_resources/ETI_GenderDataGuidance_L2-L3_1.pdf), Ethical Trade Initiative
* [Gender Equality SDG5 Playbook for Business, CARE International](https://www.care.org/about-us/strategic-partners/corporate-partnerships/sdg5-playbook/)
* [Grievance Mechanisms Toolkit](https://www.oxfamapps.org.uk/grievance-mechanism-toolkit/), Reckitt and Oxfam Business Advisory Service - practical guidance for companies in supply chains on how to implement effective grievance mechanisms
* [IDH Gender Toolkit](https://www.idhsustainabletrade.com/uploaded/2022/01/Gender-Toolkit-with-Guide-1.pdf?x19315) - guidance that shares practical case study examples and approaches to promote gender equality in different agricultural sectors
* [Integrating a gender perspective into supply chain due diligence, OECD](https://mneguidelines.oecd.org/Integrating-a-gender-perspective-into-supply-chain-due-diligence.pdf)
* [Making women visible in occupational health and safety, IUF](http://www.infocop.es/pdf/Makingwomenvisible.pdf) - guidance to support employers to integrate gender into workplace health and safety policies and processes