



Closing the gender gap in agriculture: A trainer's manual

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Kathleen Earl Colverson

'Closing the gender gap in agriculture... could increase yields on farms by 20–30% which... could raise total agricultural output in developing countries by 2.5–4% which... could reduce the number of hungry people in the world by 12–17%.'

State of Food and Agriculture (FAO 2011)

Author's affiliation

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Editing—Tezira Lore

Design and layout—ILRI Editorial and Publishing Services, Addis Ababa, Ethiopia.

Cover photo—ILRI/Zerihun Sewunet

ISBN 92-9146-325-6

Citation: Colverson, K.E. 2013. *Closing the gender gap in agriculture: A trainer's manual*. ILRI Manual 9. Nairobi, Kenya: ILRI.

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Foreword

There is a profound need for specific guidelines for addressing gender in agriculture. Acknowledgment of the significant function women serve in agricultural development around the world has not always rendered effective ways of working with women farmers. In many countries, women make up over 70% of the agricultural labour. Women participate along the entire agricultural value chain, contributing as producers, distributors, processors, storers and marketers, as well as, being responsible for feeding and caring for their families. Women and men assume different roles in society and therefore often have unique needs. The World Bank, in its 2009 Gender in Agriculture Sourcebook, states: 'The failure to recognize the roles, differences, and inequities between men and women poses a serious threat to the effectiveness of the agricultural development agenda'.

This manual has been prepared to assist with closing the gender gap in agriculture. The manual contains sessions developed and enhanced through feedback received during gender workshops held in multiple countries. The manual not only includes useful content for facilitators and practitioners, but the different sessions also provide a participatory atmosphere to engage in the discussion of a critically important topic for agricultural development.

This user-friendly training manual is easy to read and apply in facilitating gender workshops. I am sure that the manual will serve as a valuable tool for gender training across different CGIAR centres and with partners.

Jimmy Smith

Director General, ILRI

Acknowledgements

The production of this training manual would not have been possible without the guidance and support from the following individuals and organizations:

United States Agency for International Development (USAID)

Modernizing Extension and Advisory Services Consortium, University of Illinois: Paul McNamara and Andrea Bohn

Makerere University: Margaret Mangheni and Robert Ochago

Sokoine University: Joyce Lyimo-Macha and Devotha Moshia

Janet Henderson, Independent Consultant

University of Florida International Center staff: Delainie McNeil, Jessica Childers and Nargiza Rakhimova

University of Florida Center for Instructional Technology: Rebecca Williams

Our appreciation and thanks go to ILRI's publishing team for assisting with the final preparation of the manual.

We especially acknowledge the role played by participants of the training forums where the content and procedures used have been developed, delivered and refined, and especially the evaluation and feedback they have provided to ensure the manual serves its objective effectively.

Kathleen Earl Colverson

April 2013

Introduction

Closing the gender gap in agriculture is critical for increasing productivity in both rural sectors and the national economy and for providing adequate and appropriate services for both women and men. The analysis and incorporation of gender issues is rarely included in agricultural development work. Yet, women are the primary agricultural labour force throughout the world and perform agricultural tasks with fewer resources, less access to technology and the added responsibility of child and family oversight. The vast majority of rural development workers are male, and are not trained in how to work with women farmers. Few recognize the contributions that women make to agriculture, nor are they aware of how best to serve this population's needs. As extension and other development organizations and agencies remain a significant resource of information for limited resource farmers, (the majority of whom are women), the inclusion of methodologies and approaches that address gender is critical for the continued success of agricultural development work.

The International Fund for Agricultural Development (IFAD) has identified several factors that can positively contribute to gender equity and mainstreaming in a variety of projects, regions and subsectors (IFAD 2013a). These include the following:

- integrate women from the start, not as an afterthought, and involve both men and women in needs assessments;
- consider and reflect the different roles and responsibilities of men and women in project design and implementation, and ensure that communication, training and extension address both men's and women's needs and expertise;
- identify and take into consideration institutional and legal barriers that limit women's access to resources and services;
- strengthen women's groups and support women to participate in community-level decision-making and planning, recognizing social and religious barriers to their participation and seeking culturally acceptable means of surmounting them. Strengthen women's groups;
- apply a gender perspective in the analysis of constraints and opportunities, and a gender-specific assessment of labour availability;
- treat women as individual farmers, not just part of the household labour force;
- identify and promote income-earning opportunities of special interest to women; and
- ensure that monitoring and management information systems continuously assess the extent to which men and women are reached by project activities build in corrective mechanisms so that gender biases are rectified in a timely manner.

IFAD (2013a) asserts that secure access by women to productive resources such as land, water and financial capital has a ripple effect. When women build assets and achieve better economic status, they develop higher self-esteem, are more visible in their communities, more mobile, and their children are better fed. Wider impacts can include greater respect for women's rights, better ability of women to negotiate sexual relations and a consequent reduction in HIV infection, and positive changes in gender roles.

Women not only need access to productive resources, they need to be able to use and control those resources. This requires well-focused training tailored to women's needs, education, access to markets and market information, and production support amenities such as rural advisory services (IFAD 2013b).

Taking gender into account usually, but not always, involves a focus on women since women most often occupy a subordinate position in society or are the most marginalized in their communities. Women have traditionally held lower status than men in most countries around the world. Experience has shown that sustainable changes are most fully realized through activities focused on engaging both men and women to transform harmful attitudes and behaviours. This is because men can also be disadvantaged due to their sex and their related gender roles. For instance, young boys in southern Africa are taken out of school at certain times of the year due to animal herding responsibilities. In cases where there is societal pressure for men to be aggressive and dominant, such male gender norms may negatively impact women, families and communities by encouraging violence against women. Thus, even programs that primarily focus on women should also work with men to transform harmful attitudes and behaviours. A program that promotes women's economic empowerment should consider whether there are societal expectations for men to be the sole provider in their families; if so, men may feel disempowered by such a program and domestic violence could be an unintended consequence (USAID 2013).

Although women produce nearly half of the food grown in the developing world, they often do not have secure rights to the land they farm and are denied equal rights to access, inherit or own it. As a result, these women are at an increased risk of losing their source of food, income and shelter should they lose their only link to the land they till: husbands, fathers or brothers taken by illness, violence or migration.

When women have secure rights to land, they are better able to provide for their family's needs, especially those of their children (Landesa 2013).

Boodhna (2011) states that women play active roles as traders, processors, labourers and entrepreneurs—roles for which they are largely unrecognized. Factors that restrict women's productivity include:

- a large work burden and poor working conditions;
- limited access to education and financial products; and
- a lack of economic and social power in making income-generating investments and becoming managers and supervisors.

Constrained productivity across a supplier base will have negative effects throughout the value chain and a project that does not fully address the factors that affect women's productivity will not produce a strong financial return. Costs may be higher, adaptation to new technologies will be slower, lead times may be longer, quality may be lower and more goods may be discarded. Sourcing strategies need to avoid simply increasing the numbers of women involved and instead improve women's access to and involvement in the various segments in agricultural value chains (Boodhna 2011).

This manual is intended for use by development workers or others who wish to increase the awareness of gender issues related to agricultural production systems. The manual is designed to provide:

- A brief overview of the importance of gender issues in agriculture
- The shortcomings of agricultural development in addressing gender issues
- The need for gender analysis in agricultural development work
- Tools and techniques that can be used to collect sex-disaggregated data
- Participatory communication strategies that address gender issues
- Examples for using a gendered approach in agricultural value chains

The manual uses an interactive, experience-based, practical and impact-oriented approach that involves role plays, hands-on exercises and case studies. The manual provides a summary of the steps and processes to be followed by facilitators during the workshop. Each manual session has two parts. The first part of a session gives a summarized introduction. The second part contains a session guide, objectives to be achieved and the training activities and material requirements with notes for the facilitator(s).

The PowerPoint slides to be used for the plenary presentations may be downloaded from <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>.

The annexes contain case studies and gender tool examples for use during specific workshop sessions. There are also pre and post evaluations that can be administered before and after the workshop to track participant learning outcomes. A sample agenda is included for a three-day workshop.

To be most effective, the training should be facilitated by a gender expert who has knowledge of, and experience in, a wide variety of gender issues and topics. Specifically, the facilitator should be familiar with, and have experience in, conducting gender analyses using various tools and techniques.

A facilitator with gender expertise can:

- provide depth and insight to the conversations and activities throughout the training;
- highlight key points that emerge from each session, including important 'take-home' messages; and
- explain the consequences of not including particular sessions in the training (for example, what fundamental concepts would be missed).

Having two facilitators is also recommended, especially if the training involves more than one day and more than 15 participants. Davis (2012) offers this advice regarding cofacilitation:

When it comes to presenting a workshop, it is often much easier on everyone if there is more than one person leading the group. Here are several ways in which cofacilitation can benefit both the facilitators and the participants.

Capitalizing on strengths: Cofacilitation allows one person to present while the others observe and support their partner. Partners can divide the material in a way that lets them capitalize on individual strengths and have their own moment in the spotlight.

Conserving energy: Presenting can be tiring both for facilitators and participants. Cofacilitators provide diversity in voices, presentation styles and energy levels which can serve to hold the attention of the group, while giving each facilitator time to shine and time to rest.

Maximizing diverse resources: No one, no matter how well educated or skilled, has a talent for or knows everything. Working as a team allows each person to contribute the best of his or her gifts, talents and resources.

Extra eyes, ears and hands: Two facilitators can manage a group better than one. The second person can help gauge participants' reactions and notice whether people seem to be tracking with the process. Cofacilitators can also help hand out materials, assist in monitoring discussions and/or coaching participants in breakout groups. Finally, cofacilitators can monitor and handle problems with the physical environment, latecomers, phone calls, audiovisuals and other logistical matters.

Providing mutual support: Everyone can have an 'off' day. Perhaps an activity did not go as planned, or maybe your energy is low or scattered. Cofacilitators bring balance to the team. I find that when one facilitator is off, usually the others will be on. Cofacilitators' behaviour towards one another, if it's supportive, respectful, and collaborative, serves as a model for the way participants can behave towards each other.

Session I: Welcome, introductions and workshop logistics

Session introduction

The purpose of this session is to allow participants to get acquainted with each other, to discover commonalities they share and to begin the networking process among participants. This session aims to create a supportive and accepting learning environment to encourage participants to experiment with new behaviours, attitudes and ideas. The session is inductive in nature, allowing participants to connect with what they already know and feel about the topic of gender.

Session guide

Objectives

By the end of this session participants will be able to:

- Name and share some information about the other people attending the workshop
- Articulate their initial understanding of and attitudes about gender

Training activities

| Activity | Details | Time |
|----------------|--|---------|
| Group exercise | <p>Select a variety of simple illustrations or photos and cut them in half.</p> <p>Mix up the photo halves and distribute one photo half to each participant.</p> <p>Have each participant 'find' their other photo half and pair up participants by photo pieces.</p> <p>In pairs, ask participants to answer the following questions about each other:</p> <p><i>How do you engage in gender activities in your professional work?</i></p> <p><i>What interests you most about gender issues?</i></p> <p><i>Tell me something that no one would guess about you!</i></p> <p>Have pairs introduce themselves to the rest of the group members using information from the questions.</p> <p>Review logistics to reduce questions and concerns regarding location of restrooms, meal and break times etc.</p> | 45 mins |

Training materials

Pairs of photos or illustrations cut in half, enough for all participants. If an odd number of participants attend the training, have one group of three members.

Session 2: Workshop expectations

Session introduction

The purpose of this session is to match the expectations of the participants with the stated objectives of the workshop and to discern and discuss any discrepancies. If most participants' expectations are significantly different from the workshop organizers' some adjustment may be needed at this point.

Session guide

Objective

At the end of this session the participants will be able to:

- Express and examine their own and the group's expectations for the workshop

Training activities

| Activity | Detail | Time |
|---------------------|--|---------|
| Individual exercise | Give each participant a piece of scrap paper and ask them to write their expectations for the workshop. | 15 mins |
| Small group | Ask participants to share their list with two other participants. Instruct each small group to select their most clear and concise expectations. Ask the small groups to write these expectations on cards (one idea per card), using LARGE letters and 3 to 5 words. Provide an example and place on the sticky wall. | 20 mins |
| Plenary | Ask one member from each small group to place an expectation on the sticky wall. Repeat with each group until all expectations are on the wall, clustering common ideas. Discuss expectations. Keep expectations up during workshop to refer to throughout the workshop and at the end. | 30 mins |
| | Review workshop agenda and objectives. Have the workshop objectives on a flip chart to keep up during training. | |

Training materials

- Scrap paper
- Markers
- Sticky wall (refer to Annex 13, 'How to make a sticky wall')
- Cards for sticky wall
- Masking tape
- Sample sticky wall card

Session 3: What is gender and why does it matter?

Session introduction

The purpose of this session is to differentiate between the terms 'sex' and 'gender' and to introduce workshop participants to a series of gendered statistical data, allowing them to reflect on the information using their own experiences. The session is oriented towards connecting with what the participants already know about gender and women farmers while at the same time examining new information and attitudes.

Session guide

Objectives

At the end of this session the participants will be able to:

- Differentiate between gender and sex.
- Explain why examining gender roles is important and why agricultural services have not successfully addressed gender in the past.

Training activities

| Activity | Detail | Time |
|---------------------|--|---------|
| Individual exercise | <p>Give each participant a piece of scrap paper and ask them to respond to the following question:</p> <p>What are the differences between the terms 'sex' and 'gender'?</p> <p>Have participants share their responses with a neighbour and then ask for a few examples to share with the entire group.</p> | 20 mins |
| Plenary | Present the information on each PowerPoint slide, asking participants to provide examples from their experiences to highlight main ideas. | 60 mins |

| | | |
|-------------|---|---------|
| Small group | <p>Have participants count off by 4s. Have all the 1s join one group. Do the same for 2s, 3s and 4s. Using the information illustrated in the PowerPoint presentation, ask the groups to reflect on the following questions:</p> <p>What attributes, roles, activities and responsibilities are typically assigned to women in your culture?</p> <p>What attributes, roles, activities and responsibilities are typically assigned to men in your culture?</p> <p>What are the major constraints facing women farmers in your locale?</p> <p>What assumptions do you make or have you made regarding women farmers?</p> <p>What rationale would you provide to funding agencies for addressing gender in agriculture? What would be your strongest arguments?</p> <p>Why is differentiating between sex and gender important?</p> <p>Allow the small groups to work for approximately 30 minutes then ask for a few responses to each question, capturing the main reflections on flip chart paper.</p> | 45 mins |
|-------------|---|---------|

Training materials

- Projector

PowerPoint slides for Session Three (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Pieces of scrap paper

Markers

Flip chart paper

Flip chart stand

Session 4: Making connections among gender, productivity and agricultural services

Session introduction

This session illustrates that gender issues and concerns do not occur in isolation, but are linked to agricultural productivity and development work. Understanding the relationships among the three is critical for development workers, administrators and policymakers as they strive to increase gender equity worldwide. The session emphasizes an active process with participants interacting with the material and with each other.

Session guide

Objective

At the end of this session the participants will be able to:

- Analyse the connections among gender, productivity and rural advisory services.

Training activities

| Activity | Details | Time |
|-------------|--|---------|
| Plenary | <p>Ask the participants to individually complete the matrix below as they watch the brief video clips.</p> <p>Question</p> <p>Women</p> <p>Men</p> <p>What are people doing?</p> <p>What opportunities?</p> <p>What challenges?</p> <p>Gendered approaches or techniques?</p> <p>How to increase agricultural productivity?</p> <p>Show the videos.</p> <p>Who Feeds Our World? (http://vimeo.com/11235916)</p> <p>Why Women Matter (http://www.youtube.com/watch?v=1S0eHdHDo6U)</p> <p>After the videos, allow 10 minutes for participants to finish completing their matrix.</p> | 60 mins |
| Small group | <p>After individuals have completed their matrix, divide the participants into 4 groups by birth month: January–March/April–June/July–September/October–December (groups do not have to be even, just close). Give each group markers and flip chart paper.</p> <p>Ask the small groups to review and discuss their individual matrices then create a group matrix on flip chart paper incorporating their individual ideas. Have each small group post their matrix on the wall when completed. Take a 'gallery walk' to observe responses from the other small groups.</p> | 60 mins |
| Plenary | <p>Review the highlights of the matrices with the whole group by asking the following question:</p> <p><i>What observations can you make about the connections among gender, productivity and agricultural services from the information in the videos and on the matrices?</i></p> | 20 mins |

Training materials

- Projector
- Video clips

PowerPoint slides for Session Four (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Copies of matrix

Markers

Flip chart paper

Flip chart stand

Session 5: What is gender analysis?

Session introduction

Becoming familiar with the terminology and techniques used in gender analysis will provide a foundation for participants as they begin examining and applying several gender analysis tools. Gender analysis provides a lens through which agricultural workers can explore and assess the differences between the roles that women and men play, the varying levels of power they hold, their differing needs, constraints and opportunities and the impact of these differences on their lives. Gender analysis helps development workers make decisions and implement programming that promotes gender equity.

Session guide

Objectives

At the end of this session the participants will be able to:

- List the key elements of gender analysis.
- Explain the concept of gender mainstreaming.
- Identify some basic tools for conducting a gender analysis.

Training activities

| Activity | Detail | Time |
|----------|---|---------|
| Plenary | Ask participants to listen to a mini-lecture on gender analysis: definition of gender analysis, why gender analysis is conducted, the triple roles of women, strategic and practical gender needs, gender mainstreaming, collection of sex-disaggregated data, and common theoretical frameworks and tools used in gender analysis. | 60 mins |

As the information on each PowerPoint slide is presented, ask participants to provide examples from their experiences to highlight main ideas.

Training materials

- Projector

PowerPoint slides for Session Five (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Session 6: How to conduct a gender analysis

Session introduction

This session provides an opportunity for participants to implement information from the previous lessons. The session emphasizes the maxim that 'learning is more effective when it is an active rather than a passive process'. By applying a specific gender tool to an agricultural case study the participants can begin to internalize and adapt the information to their individual settings. Recognizing factors that maintain gender inequality is essential when planning and implementing agricultural programming for both men and women farmers. Conducting a gender analysis is a first step to addressing gender inequality.

Session guide

Objective

At the end of this session the participants will be able to:

- Apply gender analysis tools to an agricultural development situation.

Training activities

| Activity | Detail | Time |
|-------------|---|---------|
| Small group | <p>Write four guiding questions on flip chart paper:</p> <p><i>What are the benefits of using the gender analysis tool?</i></p> <p><i>What are the challenges of using the gender analysis tool?</i></p> <p><i>Who needs to be involved when using the gender analysis tool?</i></p> <p><i>Under what circumstances would you use or not use the gender analysis tool?</i></p> <p><i>In what ways do issues of power at the level of family, community and state/nation affect the use of the particular gender analysis tool?</i></p> <p>Get participants into 4 groups by their favourite farm animal:</p> <p>cow/goat/chicken/pig</p> <p>Provide each small group with copies of one gender analysis tool:</p> <ul style="list-style-type: none"> • Access and control profile • Activity profile • 24-hour day activity • Seasonal calendar activity <p>and one case study:</p> <ul style="list-style-type: none"> • Commercial crops • Livestock • Natural resource management • Subsistence crops <p>The gender analysis tools and case studies are located in Annexes 5 to 11.</p> <p>Allow the small groups to work for 45 minutes.</p> | 45 mins |
| Plenary | <p>Bring the small groups back to the larger group. Ask one group to begin the discussion by sharing their responses to the questions. Have the remaining three groups add 'new' responses, ensuring no duplicate information. Capture main reflections on flip chart paper.</p> | 30 mins |

Training materials

- Projector

PowerPoint slide for Session Six (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Copies of gender analysis tools and case studies

Flip chart paper

Flip chart stand

Session 7: Gender energizers

Session introduction

Energizers are activities that initiate or bring closure to a learning activity, develop feelings of belonging, stimulate the body and brain, kindle discussion or vary the pace of a workshop. Energizers can be incorporated into a training workshop to introduce a new concept, create a change of pace, have fun or when energy is low. This energizer allows participants to examine their underlying perceptions of the roles of women and men.

Session guide

Objective

At the end of this session the participants will be able to:

- Demonstrate a short, interactive energizer that can introduce gender issues.

Training activities

| Activity | Detail | Time |
|----------|--|---------|
| Plenary | Set up a flipchart and easel. Draw a line down the middle of the flip chart paper and print two names at the top, for example 'Margaret' and 'Martin'. Ask for a participant volunteer to write responses in the 'correct' column. | 30 mins |

Ask the remaining participants to form a large circle. Demonstrate the energizer by giving a ball (or similar item to toss) to one participant and ask him or her to toss the ball to someone else in the circle. As the person throws the ball they say 'Margaret' or 'Martin' to the person who catches the ball. The person who catches the ball shouts out an adjective that describes 'Margaret' or 'Martin'. Ask the volunteer recorder to write the adjective in the correct column. Continue the energizer and increase the speed.

After most participants have provided an adjective, ask the group to gather around the flip chart. Review the responses by asking the participants the following questions:

- What are some observations you can make about the adjectives in the two columns?
- Where and how do we obtain our impressions of what is appropriate for men and women?
- What is a stereotype? How do stereotypes impact your work?

Training materials

- Small ball or other similar item to throw
- Flip chart paper
- Flip chart stand
- Markers
- Projector

PowerPoint slide for Session Seven (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Session 8: Participatory communication for a gendered approach

Session introduction

Gender integration entails the identification and subsequent treatment of gender differences and inequalities during program/project design, implementation, monitoring and evaluation. Chambers (2002) states: 'Good facilitation and empowering others demands action, reflection, learning and change which are continuous and have no end. Participatory strategies encourage participants to work in groups to do their own appraisal, analysis and planning, take their own action, and do their own monitoring and evaluation'. This session focuses on ways to work with women and men farmers using a proactive, participatory approach.

Session guide

Objectives

At the end of this session the participants will be able to:

- List key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.
- Compare and contrast techniques to engage mixed and single gender groups.
- Identify methods for monitoring and evaluating gender responsive programming.

Training activities

| Activity | Detail | Time |
|-------------|--|---------|
| Warm-up | <p>Place one flip chart in front of the room with two facilitators.</p> <p>One facilitator asks the participants:</p> <p><i>What do you currently do to engage farmers in agricultural programming?</i></p> <p>The other facilitator records the responses on the flip chart.</p> | 15 mins |
| Plenary | <p>Present the information on each PowerPoint slide. Ask participants to provide examples from their experiences to highlight main ideas.</p> <p>After the presentation, return to the flip chart with responses. Ask participants the following questions to begin the discussion:</p> <p><i>Based on the slide presentation, what can we add to our list of ways to engage both men and women in agricultural programming? What can we modify?</i></p> <p><i>How will the different roles and status of women and men within the community, political sphere, workplace and household affect agricultural programming to be undertaken?</i></p> <p><i>How will the anticipated results of agricultural programming affect women and men farmers differently?</i></p> <p><i>How will the success of various agricultural programming efforts be monitored and evaluated? What criteria will be established to indicate success?</i></p> <p>Encourage participants to consider message design and communication strategies, monitoring and evaluation activities, and programming techniques. The other facilitator records the responses on the same flip chart and begins another if needed.</p> | 45 mins |
| Small group | <p>Ask participants to get into groups of five people they have not previously worked with during the training.</p> <p>Have two small groups create a radio program aimed at women farmers applying for agricultural credit. Encourage the groups to consider the issues of power within the family, community and state/nation that might impact their message.</p> <p>Have two small groups develop a form for monitoring and evaluating the level of participation and perceptions of women and men farmers to a program on applying for agricultural credit.</p> <p>Ask each small group to briefly (5 minutes) share their work. Ask the participants to reflect on the consequences of 'gender blind' messaging and issues of political, social and familial power on agricultural programming.</p> | 45 min |

Training materials

- Projector

PowerPoint slides for Session Eight (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Flip chart paper

Flip chart stand

Markers

Session 9: Applying a participatory gendered approach

Session introduction

This session allows participants to implement some of the techniques for integrating gender into their work and to try out different ways of designing programs to address gender equity and increased farm productivity.

Session guide

Objective

At the end of this session the participants will be able to:

- Assess when and how to apply gender analysis tools and participatory techniques to various agricultural scenarios.

Training activities

| Activity | Detail | Time |
|-------------|---|---------|
| Small group | <p>Divide the participants into 4 groups by letter of first name:</p> <p>A-F/G-L/M-R/S-Z. Two facilitators take groups A-F and M-R.</p> <p>Two facilitators take groups G-L and S-Z.</p> <p>Read the role play instructions:</p> <ul style="list-style-type: none"> • Assign one or two group members to be agricultural workers visiting the farm to help increase agricultural productivity. Assign the remaining group members to the roles of male and female farmers and children according to the scenario provided by the facilitator. (Farming scenarios for the role play are located in the annexes) • Conduct a role play with the service worker(s) designing a program to increase agricultural productivity that is gender sensitive and includes gendered objectives and indicators of success. • Present your role play to the other participants in your group. • <i>Switch places and observe the role play presented by the participants in the other small group.</i> | 60 mins |
| Plenary | <p>Bring the four groups back together and ask the participants the following questions as they reflect on the role plays.</p> <ul style="list-style-type: none"> • <i>How did the workers engage both women and men?</i> • <i>Will agricultural productivity be increased? Why or why not?</i> • <i>How will the success of the agricultural programming be measured?</i> • <i>How might 'gender blind' programming affect the different family types?</i> • <i>How were issues of power at the family level addressed?</i> • <i>In what specific ways could we design better, gender-responsive programs for each family?</i> | 30 mins |

Training materials

- Projector

PowerPoint slide for Section Nine (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Flip chart paper

Flip chart stand

Markers

Copies of farming scenarios for role play

Session 10: Including gender in agricultural value chains

Session introduction

A value chain in agriculture identifies the set of actors and activities that bring a basic agricultural product from production in the field to final consumption, where at each stage value is added to the product. A value chain can be a vertical linking or a network between various independent business organizations and can involve processing, packaging, storage, transport and distribution. The terms 'value chain' and 'supply chain' are often used interchangeably (FAO 2005). Including gender in a value chain opens opportunities to address ways in which men and women can best be involved and served. The aim of this session is to assess a value chain using a gendered approach.

Session guide

Objectives

At the end of this session the participants will be able to:

- Define the key elements of an agricultural value chain using a gendered approach.
- Make recommendations on assessing a value chain using a gendered approach.

Training activities

| Activity | Detail | Time |
|-------------|--|---------|
| Large group | <p>Put each of the following terms on a large card:</p> <ul style="list-style-type: none"> Equipment and input suppliers Producers Traders and marketers (local) Consumers Transporters Processors/packaging Export marketers Retailers (shops/grocery stores) <p>Mix up the cards and place them on the sticky wall or tape to a wall.</p> <p>Have all the participants come to the wall and decide in which order the cards go to form a value chain. Allow participants to move the cards on the wall and add additional cards as needed.</p> | 20 mins |
| Plenary | <p>Present the information on PowerPoint slides. Ask participants to provide examples from their experiences to highlight main ideas.</p> | 20 mins |
| Small group | <p>Divide participants into four groups by favourite colour: red/blue/yellow/green</p> <p>Assign each group a case study. Using their case study, have each group draw the steps in the value chain and identify where and how to address gender issues in the value chain. Ask groups to answer questions on flip chart paper.</p> <p>After completing the analysis of the case study, ask each group to report out to the larger group. Encourage the participants to reflect on how issues of political, social and familial power will impact women farmers at each step in the chain.</p> | 30 mins |

Training materials

- Projector

PowerPoint slides for Session Ten (available at <http://www.slideshare.net/ILRI/integrating-gender-into-rural-advisory-services-training-material>)

Markers

Flip chart paper

Flip chart stand

Copies of case studies

Sticky wall (refer to Annex 13, 'How to make a sticky wall')

Masking tape

Session 11: Workshop closure and evaluation

Session introduction

The reason for evaluating is to determine the effectiveness of the training: did the training meet the objectives and expectations of the facilitators and participants? Allowing participants to individually and collectively evaluate the training provides valuable feedback for improving future training sessions.

Session guide

Objectives

At the end of this session the participants will be able to:

- Assess the immediate outcomes of the training.
- Articulate strategies for implementing the information gathered at the training.

Training activities

| Activity | Detail | Time |
|------------|---|---------|
| Individual | Ask each participant to complete the training evaluation form and place in the manila envelope. | 15 mins |
| Plenary | <p>When all written evaluations have been completed, ask the participants the following questions:</p> <ul style="list-style-type: none"> • What was the best part of the training for you? • What is a key insight you will remember from the training? • What is one action you will commit to completing based on the training? <p>Review the participant expectations gathered in Session 2. Discuss how their Expectations were or were not met and how to address any gaps in the training.</p> <p>Hand out certificates and discuss any follow-up activities to the training.</p> | 30 mins |

Training materials

- Copies of post-workshop evaluation
- Manila envelope

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Recommended readings

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Annex I: Sample workshop agenda

| Day 1 | |
|-------|--|
| 0800 | Session 1: Welcome, introductions and workshop logistics |
| 0845 | Session 2: Workshop expectations |
| 0930 | Session 3: What is gender and why does it matter?—Part I |
| 1030 | BREAK |
| 1045 | Session 3: What is gender and why does it matter?—Part II |
| 1200 | LUNCH |
| 1330 | Session 4: Making connections—Part I |
| 1430 | BREAK |
| 1445 | Session 4: Making connections—Part II |
| 1500 | Session 5: What is gender analysis? |
| 1630 | Daily wrap-up |
| Day 2 | |
| 0800 | Rapid summary of Day 1 |
| 0830 | Session 6: How to conduct a gender analysis |
| 1000 | BREAK |
| 1015 | Session 7: Gender energizers |
| 1045 | Session 8: Participatory communication for a gendered approach |
| 1200 | LUNCH |
| 1300 | Session 9: Applying a participatory gendered approach |
| 1430 | BREAK |
| 1445 | Session 10: Including gender in agricultural value chains |
| 1630 | Workshop closure and evaluation |

Annex 2: Pre-workshop evaluation

Please rate your **ability to complete** the activities listed below using the following scale:

3 = To a great extent 2 = Somewhat 1 = Very little 0 = Not at all

_____ **Define** where and how 'gender' is a part of one's professional career.

_____ **Differentiate** between gender and sex.

_____ **Explain** why examining gender roles is important and why rural advisory services have not successfully addressed gender in the past.

_____ **Analyse** the connections among rural advisory service work, gender, and agricultural productivity.

_____ **List** the key elements of a gender analysis.

_____ **Identify** some basic tools for conducting a gender analysis.

_____ **Explain** the concept of gender mainstreaming.

_____ **Demonstrate** a short, interactive energizer that can introduce gender issues.

_____ **Describe** how gender analysis tools can be applied to rural advisory service work.

_____ **Apply** a specific gender analysis tool to an rural advisory service situation.

_____ **List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.

_____ **Compare** and **contrast** techniques to engage mixed and single gender groups.

_____ **Identify** methods for monitoring and evaluating gender responsive programming.

_____ **Assess** when and how to apply gender analysis tools and participatory techniques to various rural advisory service situations

_____ **Define** the key elements of an agricultural value chain using a gendered approach.

Annex 3: Post-workshop evaluation

Please rate your **ability to complete** the activities listed below using the following scale:

3 = To a great extent 2 = Somewhat 1 = Very little 0 = Not at all

_____ **Define** where and how 'gender' is a part of one's professional career.

_____ **Differentiate** between gender and sex.

_____ **Explain** why examining gender roles is important and why rural advisory services have not successfully addressed gender in the past.

_____ **Analyse** the connections among rural advisory service work, gender, and agricultural productivity.

_____ **List** the key elements of a gender analysis.

_____ **Identify** some basic tools for conducting a gender analysis.

_____ **Explain** the concept of gender mainstreaming.

_____ **Demonstrate** a short, interactive energizer that can introduce gender issues.

_____ **Describe** how gender analysis tools can be applied to rural advisory service work.

_____ **Apply** a specific gender analysis tool to an rural advisory service situation.

_____ **List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.

_____ **Compare** and **contrast** techniques to engage mixed and single gender groups.

_____ **Identify** methods for monitoring and evaluating gender responsive programming.

_____ **Assess** when and how to apply gender analysis tools and participatory techniques to various rural advisory service situations

_____ **Define** the key elements of an agricultural value chain using a gendered approach.

The **best part** of this workshop was: _____

The **major benefit to the organization** because of my participation in this workshop is: _____

A **key insight** or **new learning** I gained from participating in this workshop is: _____

Two or three actions I will commit to completing because of this workshop is: _____

Some ways to improve future workshops are: _____

THANK YOU!

Annex 4: Case study—Commercial crops

The government of a rich, cacao-producing country wanted to increase its exports to boost the national economy. With the help of a major international donor, access roads were built through 80% of the rural areas so cacao farmers could easily transport their crops to the marketing centres. Access to roads stimulated cacao production, and the incomes of the farmers increased measurably.

In this region, women do most of the agricultural work, both on cash crops and on family foodstuffs. The men are responsible for decisions concerning what to plant where and for the marketing of the crops. The men belong to cash crop cooperatives that collect the cacao, sell it to international marketing boards and then distribute the revenue back to the men according to the amount brought in to market. Women work long, hard hours in the fields using hand tools. They are responsible for feeding the family, making sure children eligible for school are enrolled and participate, and for all family health care needs. Before the cacao boom, a few women had small stands to sell basic items, such as soap, salt and oil, to the community members. With the boom, everyone is involved with producing more and more cacao.

Annex 5: Case study—Livestock

To meet increasing demand for meat and milk products, and improve income generation in an impoverished community, a project was undertaken to provide sheep and goats. A non-governmental organization representative along with an extension agent, and research scientist met with community leaders to discuss which families should be involved and how many animals to distribute. During this discussion, it was decided to also provide the farmers with an improved variety of maize for animal feed. Aside from providing increased nutrition for the family, community members are interested in marketing excess animals to generate income. Marketing usually occurs in the local village, although there is interest in forming a farmer's cooperative to market collectively and gain higher prices. Ultimately, it was decided the final goals of the project would be:

- Increase family protein consumption by providing each family with 10 goats and sheep.
- Increase energy density of feed by providing each farmer with 20 kg of improved maize seed for animal feed.
- Improve marketing opportunities for farmers to using excess animals.

Evaluation of the project was conducted annually by the extension agent and the community.

Annex 6: Case study—Natural resource management

Women (and sometimes girls) are often responsible for providing their households with the basic necessities of life—food, fuel, and water. They rely heavily on natural resources to do this. Men seldom have responsibility for collecting and using natural resources for household use.

It is now known that the major problems related to fuelwood collection include women's and children's exposure to indoor air pollution and heavy workloads for women and girls. Environmental degradation increases women's time for labour-intensive household tasks, such as having to walk longer distances for the collection of fuelwood and water. As a result of gender-differentiated roles in, women often have greater knowledge of indigenous plant varieties with important nutritional and medicinal values. As the keepers of seeds, women often possess knowledge of a variety of genetic resources to adapt to varying climatic conditions such as resistance to drought or pests. However, because men have more secure access to land or land tenure, they have more incentive to contribute to effective natural resources management.

A program supported by IFAD has helped women and men in the domestication, cultivation, and sale of indigenous fruit and medicinal trees. Training on vegetative propagation techniques enabled many farmers to establish their own nurseries. As a result of project, average household incomes increased, and women and men farmers acquired new skills in propagation techniques, such as grafting and the rooting of cuttings. The program has been particularly effective in improving the livelihoods and status of women. Women's groups have established nurseries, enabling women to participate in income-generating activities which have led to an increase in school attendance among children. The tree domestication program has also contributed to increased nutritional wellbeing at the household level, because the women also produce a variety of food for household consumption previously unavailable to them. Men are able to market some of the wood produced, and the women sell the fruit at the local market.

Annex 7: Case study—Subsistence crops

Gender roles vary according to ethnicity, income, and status. Women are largely responsible for nearly all reproductive tasks such as fetching fuel wood and water, cooking, washing, cleaning and child care. In most cases, men are the heads of households and are therefore the principal decision-makers in the household although some consultation with women may take place. Women have longer working hours than men; they carry much of the burden of reproductive work in addition to their productive activities. Women are commonly responsible, along with their children, for taking care of small livestock, production and marketing of butter, cheese and vegetables. They also engage in nonfarm income activities such as petty trading, beer brewing and leather work.

A farm contains mixed agriculture in which livestock are used as a source of draught and transportation. Cereals, pulses, and oil crops are the most important crops of the agricultural system. Cereal crops occupy the largest area, with teff being the most important food crop. However, this crop is highly delicate and fragile and requires a lot of labour. Both males and females participate in farming activities under close supervision of the head of the household. During the agriculture peak seasons, women work more than double the hours done by men. Females play a more significant role than males in manual weeding, threshing and transportation of farm produce. However, both males and females play equal roles in planting, soil conservation and management, application of fertilizers and herbicides, storage and marketing of farm produce.

Teff accounts for about two-third of the daily protein intake in the diet of the population. Its grain is mainly used for making different kinds of bread, porridge, and feed. Teff is also used in making a local alcoholic drink and a native beer. The straw is used mainly for reinforcing mud for plastering wooden walls of buildings and for livestock feed. It is also used as mulch. Teff has a high economic value as its grain can be kept for many years in practically any kind of storage facilities without being seriously damaged by common storage insect pests

In teff production activities, males do most of the field activities from ploughing to threshing, storage and transport. Women have important role mostly in weeding; harvesting or collecting of harvested plants, preparation of threshing ground, transportation and selling of the seeds and the straw in the cities and towns. The rest of the activities such as milling of teff and preparation of food in different forms are exclusively left to the women.

Annex 8: Gender analysis tool—Access and control profile

| | Access | | Control | |
|--|--------|-------|---------|-------|
| | Men | Women | Men | Women |
| Resources | | | | |
| Land | | | | |
| Equipment | | | | |
| Labour | | | | |
| Production | | | | |
| Reproduction | | | | |
| Capital | | | | |
| Education/Training | | | | |
| Benefits | | | | |
| Outside income | | | | |
| Assets ownership | | | | |
| In-kind goods (food, clothing, shelter etc.) | | | | |
| Education | | | | |
| Political power | | | | |

Source: Leach F. 2003. *Practising gender analysis in education*. Oxfam GB, Oxford. (p. 38)

Annex 9: Gender analysis tool—Activity profile

| Activity profile | | |
|------------------|-------------|----------|
| | Women/girls | Men/boys |
| Productive | | |
| Reproductive | | |
| Community | | |

Source: Leach F. 2003. *Practising gender analysis in education*. Oxfam GB, Oxford (p. 37)

Annex 10: Gender analysis tool—24-hour day activity



Annex II: Gender analysis tool—Seasonal calendar activity

| Activity | | Month | MAR | APR | MAY | JUNE | JULY | AUG | SEPT | OCT | NOV | DEC | JAN | FEB |
|-----------------|---------------------------|---------------------|-----|-----|-----|------|------|-----|------|-----|-----|-----|-----|-----|
| | | | | | | | | | | | | | | |
| Crop | Seed Selection | | | | | | | | | | | | | |
| | Tilling/Group Preparation | | | | | | | | | | | | | |
| | Planting | | | | | | | | | | | | | |
| | Fertilizing | | | | | | | | | | | | | |
| | Irrigation | | | | | | | | | | | | | |
| | Weeding | | | | | | | | | | | | | |
| | Harvesting | | | | | | | | | | | | | |
| | Post-Harvest | | | | | | | | | | | | | |
| | Marketing | | | | | | | | | | | | | |
| | Livestock | Livestock Selection | | | | | | | | | | | | |
| Feeding | | | | | | | | | | | | | | |
| Watering | | | | | | | | | | | | | | |
| Grazing | | | | | | | | | | | | | | |
| Veterinary Care | | | | | | | | | | | | | | |
| Birthing | | | | | | | | | | | | | | |
| Care of Young | | | | | | | | | | | | | | |
| Weaning | | | | | | | | | | | | | | |
| Castrating | | | | | | | | | | | | | | |
| Marketing | | | | | | | | | | | | | | |
| Household | Childcare | | | | | | | | | | | | | |
| | Housework | | | | | | | | | | | | | |
| | Elderly Family Members | | | | | | | | | | | | | |
| | Sick Family Members | | | | | | | | | | | | | |

Legend

- Mostly a female adult task
- Mostly a male adult task
- ◻ Joint activity
- Male child
- Female child

Annex 12: Farming scenarios for role play

Using one of the four farming scenarios, design a successful approach to increasing agricultural productivity that is gender responsive being mindful of how to engage both men and women and how to measure the success of the approach.

- A young single female headed household with five children ages 6 months, 2 years, 5 years, 10 years and 12 years.
- A joint headed household with four children ages 2 months, 22 months, 2 year, and 4 years with the husband migrating for work and returning periodically.
- A traditional household with husband and wife present with seven children ages 1 year to 15 years.
- A grandmother caring for five orphaned children ages 2 years to 6 years.

All households are rural, subsistence farmers in sub-Saharan Africa, producing both livestock (poultry, goats, a few cows) and crops (maize and vegetables). Marketing for both livestock and crops occurs in the nearby village. All households want to increase income through agricultural sales.

Annex 13: How to make a sticky wall

Purchase 2 to 3 yards of light weight ripstop nylon. Ripstop nylon is a light-weight nylon fabric with interwoven ripstop reinforcement threads in a crosshatch pattern. The material comes in many different colours and sizes, including thickness. It is woven with coarse, strong warp and filling yarns at intervals so that tears will not spread. Ripstop nylon is waterproof, water resistant, fire resistant, or have zero porosity (will not allow air or water through), and comes in light, medium and heavy weights.

Spray one side of the material with a spray adhesive, such as 3M™ Spray Mount™ Artist's Adhesive. The spray adhesive will bond lightweight materials, such as paper and index cards, instantly to the sticky wall, yet allow the work to be lifted and repositioned.

Spray outdoors.

Fold the sticky sides together when transporting.

Re-spray every 6 to 8 months.

Annex 14: Samples of daily wrap-ups and rapid summaries

Daily Wrap-Up: Sample 1

As you reflect on the day's activities, verbally share your responses to the following questions in the larger group:

- What is one new thing I learned today?
- What is one fear I have about integrating gender into my work?

Daily Wrap-Up: Sample 2

Reflecting on the activities of the day, verbally respond to the following questions in the larger group:

- Provide one reason why gender analysis is important for agricultural programming.
- Describe one situation where you could use gender analysis in your work.
- Identify one consideration when creating gender sensitive programming.

Rapid Summary of Day 1

Based on yesterday's activities, verbally respond to the following questions:

- What are the differences between sex and gender?
- Why is addressing gender important in my work?
- What is one thing I can do in my current position to increase women's access to agricultural programming?

Rapid Summary of Day 2

Based on yesterday's activities, share a few responses with the rest of the participants:

- What was your favourite activity from yesterday? Why?
- What is one thing you can apply in your work from yesterday's sessions?

Annex 15: Gender energizers

Gender circles

Objectives

- To allow participants to move around
- To allow participants to give their instant reactions to ideas about gender



Method

1. Ask participants to form two concentric circles, facing each other, and to move around in opposite directions. For a mixed group, you may like to ask the men to be in the inner circle and the women in the outer.
2. After a few seconds, ask them to stop and pair up with the person standing opposite them in the other circle. You can use music to signal when it is time to move around and when to stop.
3. Read out a statement about gender and ask the participants to react to it, talking about it in pairs for about one minute each.
4. Ask them to move around again and repeat the exercise until they have talked about all the statements.
5. Ask participants to form a large group again and comment on the exercise

Materials

A list of statements that the participants may commonly hear, for example:

- Men and women can never be equal because they are biologically different.
- Gender is just another word for women.
- Women should be employed in non-governmental organizations because they are more efficient.
- The word gender is not translatable and therefore not relevant in the field.
- All this talk about gender brings conflict to the family.
- My organization talks a lot about gender but it is not reflected in the structure.
- Work on gender should always respect people's social and cultural context.

Reference: Williams S, Seed J and Mwau A. 1994. *Oxfam gender manual*. Oxfam, UK

Gender hand prints

In pairs, ask participants to respond to the following questions using their hands:

- Palm = What two or three values are most important to you? Who 'taught' you these values?
- Thumb = Who do you most often turn to for help? Who is your 'cheerleader' or major supporter?
- Fingers = Besides members of your family, who was the most influential woman in your life as a child? The most influential man?
- Wrist = What group or organization do you belong to that includes both women and men?

Ask participants to introduce each other to the rest of the group.

Adapted from *The Change Agency* (http://www.thechangeagency.org/dbase_upl/games&energisers.pdf)

ISBN 92-9146-325-6



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