GATE WORKSHOP MATERIALS:

INTEGRATING **G**ENDER **I**N **A**GRICULTURAL VALUE CHAINS (INGIA-VC) IN TANZANIA

GREATER ACCESS TO TRADE EXPANSION (GATE) PROJECT UNDER THE WOMEN IN DEVELOPMENT IQC

CONTRACT NO. GEW-I-00-02-00018-00, Task Order No. 02

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INTEGRATING **G**ENDER **I**N **A**GRICULTURAL VALUE CHAINS (INGIA-VC) IN TANZANIA

DAY ONE: MARCH 23, 2008
ARUSHA, TANZANIA

Time	Topic – Activity
9:00 AM – 9:30 AM	Session One: Welcome and Introductions • GATE Project Team Facilitators • GATE Project background • Introduction of Workshop Participants • Workshop Objectives • Workshop Purpose • Workshop Process • Review Agenda • Summary of needs assessment
9:30 AM – 9:45 AM	Vote with Your Feet Exercise
9:45 AM – 10:45 AM	Session Two: Gender Concepts and Their Importance in Agriculture • Exercise on Sex and Gender • Key Gender Concepts • Gender issues in Tanzania • Gender Integration in USAID Programming • Goals of Improving Gender Integration in Agriculture
	Coffee Break
10:45 AM – Noon	Session Three: Integrating Gender into Value Chains • Exercise on Mapping Program Value Chains
Noon – 1:00 PM	Lunch
1:00 PM- 2:30 PM	Session Four: A Framework for Gender Analysis • Four Dimensions of Gender Relations • Case Study • Worksheet One • Data Sources
	Coffee Break
2:30 PM - 4:30 PM	Session Five: Identifying Gender-Based Constraints in Value Chain Development • Worksheet Two
4:30 PM – 5:15 PM	Session Six: Identifying Actions to Address Gender-Based Constraints • Plenary Discussion
5:15 PM – 5:30 PM	Summary of the Day

DAY TWO: MARCH 24, 2009
ARUSHA, TANZANIA

Time	Topic – Activity
9:00 AM – 9:15 AM	Review of previous day
9:45 AM – 11:30 AM	Session Seven: Identifying Gender-Based Constraints in SHOP and SEMMA • Worksheet One • Worksheet Two • Plenary Discussion
11:30 AM – Noon	Session Eight: Principles of Gender-Sensitive Indicators • Data Analysis Exercise
Noon – 1:00 PM	Lunch
2:00 PM – 4:00 PM	Session Nine: Preparation for Field Visits • Interviewing Techniques • Exercise on interviewing • Reviewing field interview guide
4:00 PM – 4:30 PM	Close

FIELD VISITS: MARCH 25-26, 2009, SEMMA PROJECT

WRAP UP: MARCH 28, SEMMA PROJECT
TANGA, TANZANIA

Time	Topic – Activity
9:00 AM –9:30 AM	Opening
9:30 AM –10:30 AM	Session Ten: What Do We Know Now That We Didn't Know Before? • Worksheet Four
10:30 AM–12:00 PM	Session Eleven: Identifying Gender-Based Constraints • Worksheet Five
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:30 PM	Session Twelve: How Will What You Know Change Your Program? • Worksheet Six
2:30 PM – 3:00 PM	Session Thirteen: Reflections on Data Collection Process in the Field
3:00 PM – 3:15 PM	Session Fourteen: Evaluation
3:15 PM – 3:30 PM	Closing ceremonies

FIELD VISITS: MARCH 31–APRIL 3, SHOP PROJECT

WRAP UP: APRIL 6, SHOP PROJECT
ARUSHA, TANZANIA

Time	Topic – Activity
9:00 AM – 9:30 AM	Opening
9:30 AM –10:30 AM	Session Ten: What Do We Know Now That We Didn't Know Before? • Worksheet Four
10:30 AM – 10:45 AM	Coffee Break
10:45 AM–12:00 PM	Session Eleven: Identifying Gender-Based Constraints • Worksheet Five
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:30 PM	Session Twelve: How Will What You Know Change Your Program? • Worksheet Six
2:30 PM – 3:00 PM	Session Thirteen: Reflections on Data Collection Process in the Field
3:00 PM – 3:15 PM	Session Fourteen: Evaluation
3:15 PM – 3:30 PM	Closing ceremonies

SESSION ONE: INTRODUCTION

GATE PROJECT WORKSHOP FACILITATORS

Deborah Rubin, Director of Cultural Practice LLC
Deborah is a senior social science development analyst, specializing in gender and agricultural development issues. She has a Ph.D. in Cultural Anthropology, based on research conducted in Tanzania in the 1980s on the gendered division of labor on cooperative and private farms in Tanga Region. She has also conducted research in Kenya on commercial agriculture and its impact on household nutrition. Rubin regularly conducts gender trainings, gender assessments, and reviews materials on gender and agriculture for USAID and other donors. She managed two agricultural policy research projects and has long-term experience working on and supervising multi-disciplinary teams.

Cristina Manfre, International Program Manager, Development and Training Services, Inc. (dTS)
Cristina manages GATE's programs in the Dominican Republic, Peru, and Kenya. She provides expertise in training, research and program management. She has conducted gender-related training and research in the areas of agriculture and natural resource management, value chain development, and micro and small enterprise development. She has a Master's degree in Development Management.

Kara Nichols Barrett, Program and Research Manager, Development and Training Services, Inc. (dTS)
Kara manages GATE's program in Albania and provides expertise in training, research and program management, and project administration. She has conducted gender-related research in the areas of agriculture, labor markets, value chain development, and micro and small enterprise development. She has a Master's degree in Public Anthropology.

SESSION ONE: INTRODUCTION

WORKSHOP OBJECTIVES

To enable workshop participants to:

- become familiar with gender and value chain analysis
- understand key gender concepts
- understand the process of gender analysis in value chain development
- learn to apply gender analysis to address gender-based constraints in value chain development activities

WORKSHOP PURPOSE

To identify and address gender-based constraints in agricultural value chain activities by:

- improving staff members' knowledge of gender analysis
- developing staff members' skills in gender-relevant data collection
- developing staff members skills in applying gender analysis to programs

SESSION TWO: GENDER CONCEPTS AND THEIR IMPORTANCE IN AGRICULTURE

KEY CONCEPTS RELATED TO GENDER

SEX AND GENDER

Gender is not the same as sex. They are not synonyms.

Sex refers to the biological characteristics that define males and females primarily according to reproductive capabilities or potentialities. Sex is universal and (ordinarily) unchanging.

> In Swahili, sex (jinsi) is described as follows:
>
> Jinsi ni maumbile yanayotofautisha kati ya binadamu wakike na binadamu waume. Hakuna mtu anachagua kuzaliwa wakike au waume. Tofauti za kimaumbile kati ya watu hawa zinaonyesha kwamba mwanamke anao uwezo wa kubeba mimba, kujifungua (kuzaa) na kunyonyesha (maziwa au matiti yake mwenyewe) vitu ambavyo mwanaume hawezi kuvifanya. Japo sasa hivi katika nchi zilizoendelea wana sayansi wanajaribu kubadilisha maumbile haya kwa njia za upasuaji, kwa kawaida maumbile hayabadiliki.[1]

Gender refers to social characteristics that groups associate with being a man or a woman.[2] These include the economic, social, political, and cultural attributes and opportunities as well as the roles and responsibilities that are associated with being a man or a woman. Gender is a socially defined category that is defined differently around the world and which changes over time.

Gender differences and the categories that they correspond to should not be assumed but investigated, since they will vary both from one context to another as well as one time period to another. Investigation does not necessarily require primary data collection. A vast literature and network of experts exists, largely but not solely in the social sciences, documenting gender relations in most cultural settings and identifying key gender constraints for development.

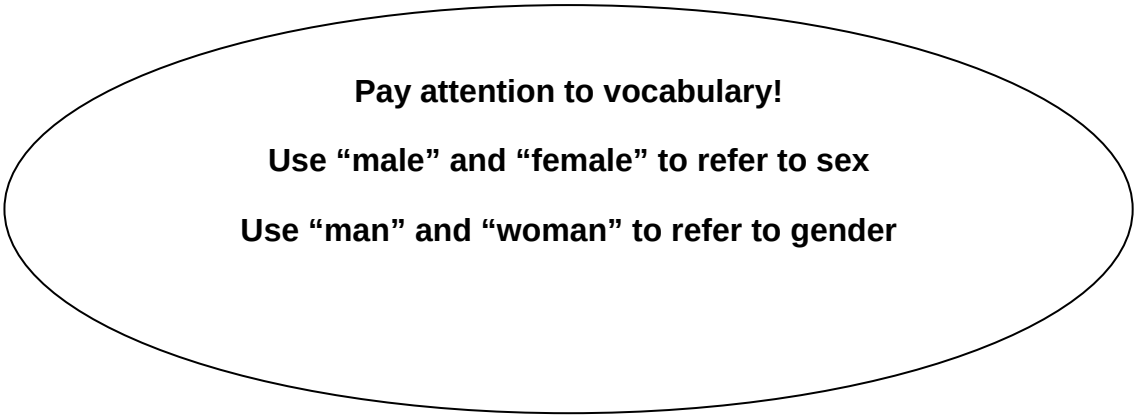
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[1] The Swahili definitions of sex and gender are adapted from reference materials supplied by the Tanzania Gender Networking Programme in Dar es Salaam, Tanzania (see http://www.tgnp.co.tz/swahili_concepts.htm)

[2] Some societies recognize third and forth gender categories as well, but for training purposes we are identifying here only the gender categories of "men" and "women." (See, e.g., the SIDA study "Sexual Orientation and Gender Identity Issues in Development" by Lotta Samelius and Erik Wågberg (2005), (http://www.ilga-europe.org/content/download/1801/11211/file/Sweden%20-%20Sex%20Orient%20and%20Gend%20ID%20issues%20in%20development.pdf).

In Swahili, the description of gender (jinsia) similarly emphasizes that is the learned behaviors on how to be boys and girls and men and women that vary according to custom and culture, and that the associations with a gender category can change.

> Jinsia ni mahusiano ya kijamii yanayotambua wavulana na wasichana, wanawake na wanaume wamelelewa katika misingi tofauti kufuatana na tabia, mila, desturi, utamaduni na matarajio ya jamii husika. Mahusiano ya kijinsia yanajengwa kwa njia ya kuelekeza au kufundisha yaani makuzi na malezi au kwa mtu kujifunza. Kwa hali hiyo, mahusiano ya kijinsia yaliyojengeka vilevile yanaweza kubadilika au kubadilishwa.



SEX-DISAGGREGATED OR GENDER-DISAGGREGATED DATA?

USAID policies make reference to the collection of sex-disaggregated data for indicators and targets. As noted earlier, sex is a universally consistent variable, while gender categories vary across time and space. Disaggregating data by sex (i.e., in categories of males and females) permits valid cross-country comparisons.

Gender analysis of the sex-disaggregated data can be carried out to determine what impact development activities have on gender relations and the results of that analysis is termed gender-disaggregated data.

Unfortunately, these terms (sex-disaggregated and gender-disaggregated) are often used synonymously, with some donors preferring one over the other.

The FAO, which collects large amounts of data on agricultural production and performance, says:

> “Sex-disaggregated data refer to the collection of data by physical attributes, whereas gender-disaggregated data are analytical indicators derived from sex-disaggregated data on social and economic attributes. These concepts are used interchangeably, although this is not correct from a technical point of

view. Gender statistics refer to sex-disaggregated data that reflect observed gender relations."[3]

GENDER ROLES

Gender roles are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of socio-cultural norms and beliefs. Gender roles are usually learned in childhood.

Gender roles change over time, through individual choices or as a result of social and/or political changes emerging from changed opportunities (more education, different economic environment) or times of social upheaval (during disasters, in war, and in post-conflict situations).

GENDER RELATIONS

Gender relations are the social relationships that exist between men and women. The content and shape of these relationships are shaped and reinforced by social institutions such as schools, religious organizations, and governance structures at household, community, and national levels.

Gender relations are often perceived to be "natural" and related to sex and reproduction, but they are conceptually distinct and affect all domains of social life including business, education, politics, and religion. They are socially determined, culturally based, and historically specific. Gender relations are mediated by other identities (ethnicity, class, age). Gender relations are often unequal. Men may have more power in some aspects of a relationship with women; women may have more power in others. Gender relations also change over time.

GENDER ANALYSIS, GENDER ASSESSMENT, AND GENDER AUDIT

Gender Analysis refers to the socio-economic methodologies that identify and interpret the consequences of gender differences and relations for achieving development objectives as well as the implications of development interventions for changing relations of power between women and men. It describes the process of collecting data on gender issues and analyzing that data. An examination of gender differences and relations cannot be isolated from the broader social context.

A **Gender Assessment** is a term that is often used synonymously with gender analysis. While it ordinarily involves carrying out a gender analysis on one or more specific topic, it has also recently been used to describe the process of reviewing the institutional capabilities of an organization to identify the need for and carry out gender analyses within its programs, and the organization's ability to monitor gender issues throughout the program cycle.

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[3] *Agricultural Censuses and Gender: Lessons Learned from Africa* (Rome: FAO, 2005, pg. vi). Available at http://www.fao.org/sd/dim_pe1/docs/pe1_051003d1_en.pdf

A **gender audit** is usually a **self-assessment methodology** undertaken by an organization or program "to systematically take stock of and address the status of gender equality in all aspects of their operations and work." The goal of the audit is to improve how an organization manages its efforts to promote gender equality and women's empowerment. It uses several different tools: a readiness checklist, a questionnaire, and focus group discussions involve all the staff or program members.[4]

GENDER-BASED CONSTRAINTS

Gender-based constraints are factors that inhibit either men's or women's access to resources or opportunities of any type. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic). Customary laws dictating that men can own land are a gender-based constraint on agricultural production and/or economic growth since they can prevent women from producing and/or marketing crops or obtaining credit for other enterprises when land is required as collateral. Laws that prohibit hiring pregnant women reflect a gender-based constraint since they disadvantage women relative to men in obtaining a job. An HIV/AIDS program that is located in an ante-natal clinic would illustrate a gender-based constraint if it inhibits men from getting tested because they would be embarrassed to be seen among pregnant women to whom they were neither married nor related and would not visit the clinic.

GENDER EQUALITY

Gender Equality refers to the ability of men and women to have equal opportunities and life chances. [5] A recent World Bank policy report on gender identifies three dimensions as "equality under the law, equality of opportunity…, and equality of voice (the ability to influence and contribute to the development process)" (2001: 3). As stated in the DAC guidelines on gender (1998),

> The emphasis on gender equality …does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that women and men have equal opportunities to make choices about what gender equality means and work in partnership to achieve it.[6]

Gender equality is a US government endorsed goal of development and development cooperation efforts. It is Goal 3 of the Millennium Development Goals: "Promote gender equality and empower women." Gender equality does **not** mean that resources or benefits must be split 50-50 between men and women.

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[4] Different donors have developed different gender audit methodologies. The one used in conjunction with some USAID programs was created by InterAction (see www.interaction.org)

[5] Gender equity is sometimes used synonymously with gender equality, but the latter term has become increasingly preferred.

[6] OECD: Paris. 1998. DAC Guidelines for Gender Equality and Women's Empowerment in Development Co-operation, page 13 (see http://www.oecd.org/dataoecd/56/46/28313843.pdf).

GENDER EQUITY

Gender Equity refers to a "fair distribution of resources and benefits between men and women according to cultural norms and values."[7] Equity is therefore harder to measure in objective terms, and, because it is based on locally-specific definitions, it varies across countries, and it can be used to describe situations in which women are still significantly disadvantaged relative to men. For example, a situation in which women inherit less than men do, but in a way that is "fair" in local terms, could still be described as equitable.

GENDER INTEGRATION

Two other terms, gender integration and gender mainstreaming, refer to the process working towards the goal of gender equality. **Gender Integration** involves identifying and then addressing gender differences and inequalities during program or activity design, implementation, monitoring, and evaluation. Since the roles and relations of power between men and women affect how an activity gets carried out, attending to these issues on an on-going basis should both achieve more sustainable development outcomes and also achieve greater gender equality. Experience has shown that sustainable changes are not realized through activities focused on women alone. Gender integration is often enhanced through the use of participatory methodologies.

Gender integration involves not only carrying out a gender analysis as part of the planning process of programs or activities as well as ensuring that appropriate indicators are included in project implementation.

GENDER MAINSTREAMING

Where gender integration has come to refer to the program or activity level, **gender mainstreaming** is more inclusive and goes beyond looking at gender in specific programs. It includes incorporating gender dimensions explicitly into all levels of development effort, including policy formulation, planning, evaluation, budgeting, and decision-making procedures. The term, adopted by the 1995 Fourth World Conference on Women in Beijing, addresses the institutional arrangements that are needed to achieve gender equality. Gender mainstreaming requires that gender issues cannot be treated separately from other development efforts.[8]

Gender integration and gender mainstreaming assume that the goals of gender equality should be expressed in both an organization's own structure as well as its activities. In practice, the organization's activities usually – but not always – involve a focus on women because they are more often in a subordinate position in society, but that focus emerges out of an understanding of unequal relationships rather than unequal roles. Recent research interest in the construction of masculinities is also

[7] Caroline Taborga et al. "Gender Glossary" Rome, Italy: World Food Programme.
[8] Gender integration is not always distinguished from mainstreaming, but may be used synonymously.

expanding and the issue of addressing men in gender and development programming is becoming increasingly important.[9]

Most development agencies have over the past twenty years shifted from a terminology of "women in development" (WID) to "gender and development" (GAD).[10] USAID continues to reference the office that addresses gender issues as the Office of Women in Development, but its orientation is consistent with a gender and development approach. Although the terms are often used interchangeably at USAID, there is a conceptual difference, outlined in the following quotation, which also leads to a practical difference:

> A WID focus does not analyze the reasons behind differences in access to resources, services, and opportunities between men and women in a given society or group. It simply designs projects so that these differences are compensated for when necessary. A gender focus identifies the reasons for these differences and their consequences on individuals (men and women), households, communities, and economic development in general, and attempts to modify their negative impact.[11]

[9] For a critical approach to this subject, see Sylvia Chant and Matthew Gutmann, 2000, Mainstreaming Men into Gender and Development: Debates, Reflections, and Experiences. UK: Oxfam.
[10] For an early overview of this shift, see Eva Rathgeberger, 1990, "WID, WAD, GAD: Trends in Research and Practice" *The Journal of Developing Areas* 24: 489-502; a more recent review was carried out by Shahrashoub Razavi and Carol Miller, 1995, "From WID to GAD: Conceptual Shifts in the Women and Development Discourse." Occasional Paper No. 1. UN Fourth World Conference on Women. UNRISD.
[11] Murphy, Josette 1995 Gender Issues in World Bank Lending. Washington, D.C.: World Bank, pg. 23.

SESSION TWO: GENDER CONCEPTS AND THEIR IMPORTANCE IN AGRICULTURE

GENDER INTEGRATION IN USAID PROGRAMMING

The excerpts below are taken from the 200 series of the Automated Directive System (ADS) that constitutes the policy and operations manual for USAID. Although these may be revised at any time, the sections below are the most current statements now available and explain the importance of doing a gender analysis in developing the mission programs and in designing and evaluating activities.

201.3.8.4 Gender Analysis
Effective Date: 01/31/2003

MANDATORY. Strategic Plans must reflect attention to gender concerns. Unlike other technical analyses … gender is not a separate topic to be analyzed and reported on in isolation. Instead, USAID's gender mainstreaming approach requires that appropriate gender analysis be applied to the range of technical issues that are considered in the development of a given Strategic Plan. Analytical work performed in the planning and development of [Strategic Objectives] SOs and [Intermediate Results] IRs must address at least two questions:

a. How will gender relations affect the achievement of sustainable results? and
b. How will proposed results affect the relative status of men and women?

Addressing these questions involves taking into account not only the different roles of men and women, but also the relationship and balance between them and the institutional structures that support them. For technical assistance and additional guidance, consult the Operating Unit or Bureau gender specialist, or the Office for Women in Development (WID) in the Bureau for Economic Growth, Agriculture and Trade (EGAT).

201.3.12.6 Activity Planning Step 2: Conduct Activity-level Analyses as Needed
Effective Date: 01/31/2003

Much of the analytical work needed to plan activities is normally conducted as part of preparing the Strategic Plan. Operating Units should review past Agency and development partner experience, including Agency policy documents, alternative development approaches, best practices, evaluations, and other development literature in designing activities. See comprehensive list of resources in ADS 200.4 and 201.3.9.8, or consult the Development Experience Clearinghouse (see ADS 203.3.12) for Agency experience.

*Additional analysis may be needed before the approval of individual activities. Operating Units should conduct those analyses that they conclude are needed to

plan detailed and rigorous activities to achieve the intended results. Topics of analysis may include economic, financial, environmental, gender, the utilization of faith-based and community organizations, other technical, sector, institutional, and/or cost-benefit analyses. Operating Units should determine the type and level of analysis needed. Further description of these potential analyses follows:

Gender Analysis. MANDATORY. Activities designed following approval of the Strategic Plan must address gender issues in a manner consistent with the findings of the analytical work performed during Strategic Plan development (**201.3.8.4**). Findings from gender analysis, such as any actions identified for overcoming potential obstacles to [Strategic Objective] SO achievement, may help to determine how gender needs to be addressed in the activity. Before approving an activity, Operating Units should ensure that those who will implement that activity are capable of addressing the gender concerns identified during strategic and activity planning. For contracts and grants/cooperative agreements that are issued following a competitive process, this is accomplished by signaling in solicitation documents USAID's expectations regarding gender expertise and capacity, tasking offerors with proposing meaningful approaches to address identified gender issues, and placing appropriate emphasis on gender-related elements of technical evaluation criteria. The following steps must be completed to address this requirement:

(1) For each activity subject to approval, the Operating Unit must, in one page or less, outline the most significant gender issues that need to be considered during activity implementation. These issues should reflect consideration of the following two questions:

> **(a)** Are women and men involved or affected differently by the context or work to be undertaken?
>
> **(b)** If so, would this difference be an important factor in managing for sustainable program impact?

The statement must describe how these concerns will be addressed in any competitive solicitations financed under the activity such as Requests for Proposal (RFPs) and Requests for Assistance (RFAs) or Annual Program Statements (APS). Procurements for goods and commodities are excluded from this requirement. The text of this gender statement must be included in the Activity Approval Document. (See **201.3.12.15**)

(2) If the Operating Unit determines that there are no significant gender issues, it must provide a brief rationale to that effect in place of the gender statement in the Activity Approval Document.

(3) The Approving Official for the activity is responsible for ensuring that the gender statement adequately responds to item #1 in this list. In cases where no gender

statement is made (see #2), (s)he must ensure as part of approving the activity that the rationale is adequate.

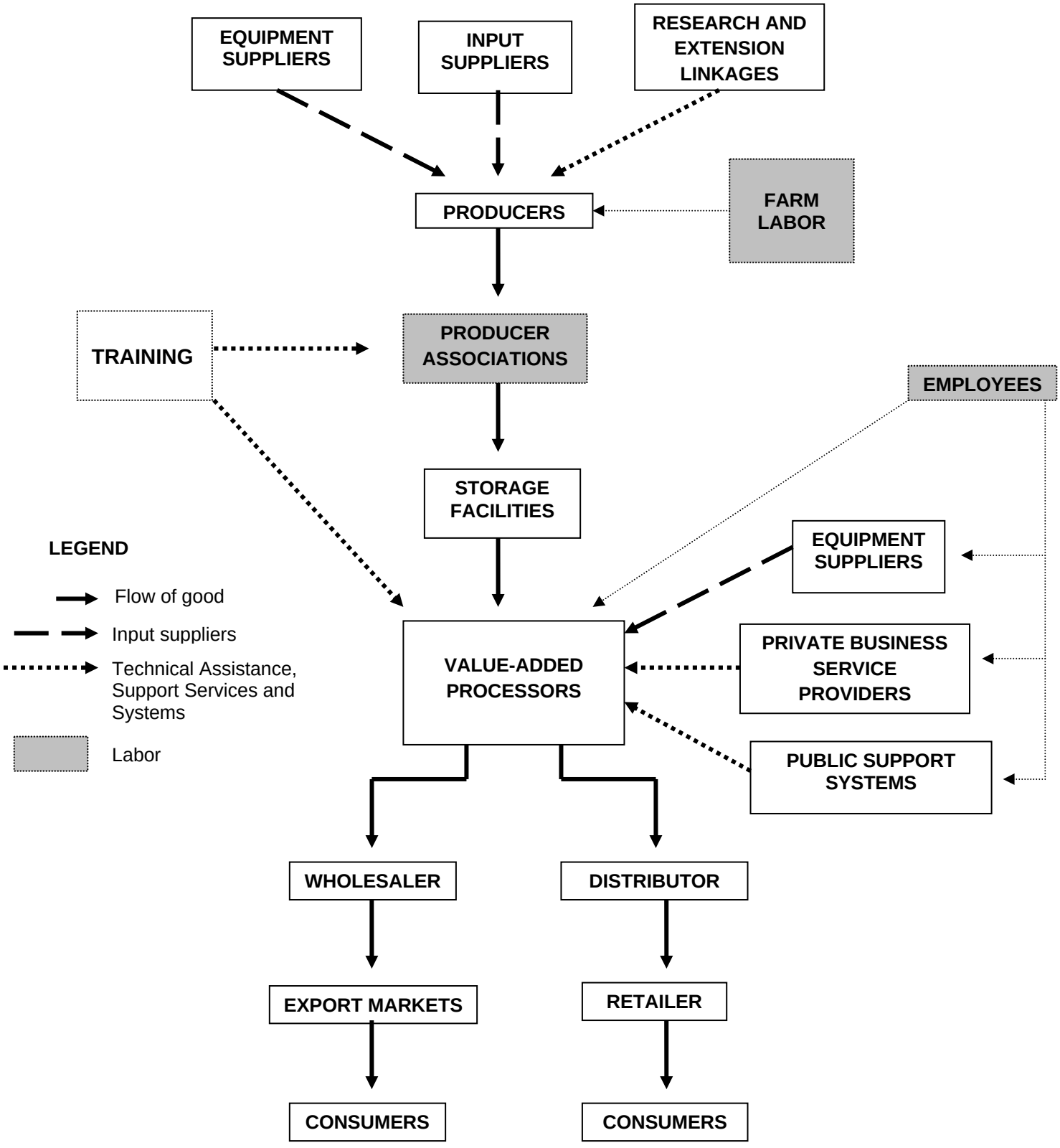
(4) Before issuing or approving an RFP, RFA, or APS, the Contract or Agreement Officer will

(a) Confirm that either the gender statement is incorporated into the resulting RFA, RFP, or APS requirements or that the rationale (#2, above) has been completed as part of activity approval; and

(b) Work with the Operating Unit or SO Team so that the relative significance of gender technical capacity to the Statement of Work or Program Description is appropriately reflected in the technical evaluation criteria.

For technical assistance and additional guidance on integrating findings of gender analysis into activities, consult the Operating Unit or Bureau gender specialist, or the Office for Women in Development (WID) in the Bureau for Economic Growth, Agriculture, and Trade (EGAT).

MAPPING THE VALUE CHAIN



SESSION THREE: INTEGRATING GENDER INTO VALUE CHAINS

QUESTIONS TO ANSWER IN MAPPING THE GENDER VALUE CHAIN

Based on the value chain diagram constructed, please answer the following questions for each actor in the chain:

1. What are the participation rates for men? What are the participation rates for women?

2. What work is done by men/women? What positions do men/women typically occupy within firms or associations?

3. What barriers exist to increase women's participation? What barriers exist to increase men's participation?

4. What percentage of enterprises is owned by men? What percentage is owned by women?

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

GENDER ANALYSIS FRAMEWORKS[12]

As referenced in USAID's ADS guidance (see above) a gender analysis is a mandatory component of planning development activities. **Gender analysis** is a type of socio-economic analysis. In the context of development assistance, it is intended as a tool to illuminate the links between the existing gender relations in a particular society and development problems it needs addressed. The gender analysis identifies the types of gender differences and inequalities that might otherwise be taken for granted – such as how men and women have different access to and control over resources, carry out different social roles, and face different constraints and receive different benefits. Once highlighted, they can be addressed and alleviated by carefully designed programs.

COMMONLY REFERENCED GENDER ANALYSIS FRAMEWORKS[13]

This section introduces five of the commonly used gender analysis frameworks:

1. The Harvard Analytical Framework, also known as the Gender Roles Framework
2. The Moser Gender Planning Framework
3. The Gender Analysis Matrix (GAM)
4. The Women's Empowerment Framework (WEP), and
5. The Social Relations Approach

Before discussing each framework, it is important to highlight some general points.

- In addition to those discussed here, there are other models for collecting and analyzing gender-relevant information, and ways to put that analysis into effect in development interventions. No single framework provides an appropriate way to address all development problems.
- Each model reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes. Some emphasize equity or equality as the key outcome, and do not address other development objectives. Program managers can learn to identify these assumptions to choose the most appropriate model for their specific needs.
- The different institutional settings of the multi-lateral and bilateral development agencies, the foundations, NGOs, and developing and transition country

[12] This document was prepared to reflect USAID positions and priorities but is not an official statement of them. It is based on materials drawn from a wide range of bilateral and multilateral donors' work on gender, particularly the Netherlands Development Organization's materials on gender frameworks in its "Gender Reference Guide" (http://www.snvworld.org/gender/gender-mainstreaming_analysis_1.htm), the International Labour Organization's South East Asia and Pacific Online Gender Learning and Information Module (http://www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm) and Carol Miller and Shahra Razavi 1998 summary, "Gender Analysis: Alternative Paradigms" available on the UNDP website (http://www.sndp.undp.org/gender/resources/mono6.html).

[13] See also Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, A Guide to Gender-Analysis Frameworks, London: Oxfam Publishing, 1999.

government systems call for adaptation of different gender analysis frameworks. Not all models work equally well in every organization; many were designed by specific organizations and are not easy to adapt to other institutional programs. Some are more research oriented and are difficult to use in implementation; others are focused only on a particular implementation style and may omit data useful to other approaches.

- Each model was developed at a particular point in time. Not all have been modified to reflect changes in the way we think about gender or the way in which development priorities and approaches have changed.
- In hiring consultants to carry out gender analyses, to clarify which, if any, framework the consultant follows. Some follow one particular model; others use a combination of methods depending on the situation at hand.

THE HARVARD ANALYTICAL FRAMEWORK OR GENDER ROLES FRAMEWORK

The Harvard Analytical Framework (sometimes referred to as the "Gender Roles Framework" or the "Gender Analysis Framework") was developed by researchers at the Harvard Institute of International Development (HIID) in collaboration with USAID's Office of Women in Development. It represents one of the earliest efforts to systematize attention to both women and men and their different positions in society. It is based upon the position that allocating resources to women as well as men in development efforts makes economic sense and will make development itself more efficient – a position labelled as the "efficiency approach."

Key to the Harvard Analytical Framework is adequate data collection at the individual and household level, and it adapts well to agricultural and other rural production systems. Data is collected on men's and women's activities which are identified as either "reproductive" or "productive" types, and is then considered according to how those activities reflect access to and control over income and resources, thereby "highlighting the incentives and constraints under which men and women work in order to anticipate how projects will impact their productive and reproductive activities as well as the responsibilities of other household members."[14] Data is collected in three components: an activity profile, an access and control profile that looks at resources and benefits, and a list of influencing factors. The approach gives those unfamiliar with gender analysis useful ways of documenting information in the field: according to one donor, "It makes men's and women's work visible."[15]

Because the approach emphasizes gender-awareness and does not seek to identify the causes of gender inequalities, it "offers little guidance on how to change existing gender inequalities."[16] There is the expectation that having good data on gender will, on its own, allow practitioners to address gender concerns in their activities; it assumes that both the problem and the solutions are technical ones. Compared to more recent and more participatory approaches, the Harvard method does not involve informants in describing their views of their development problems.

[14] Netherlands Development Organization, "Gender Reference Guide."
[15] International Labour Organization, "Online Gender Learning and Information Module."
[16] International Labour Organization, "Online Gender Learning and Information Module."

Key Resources:

- Overholt, C., M. Anderson, K. Cloud, and J. Austin. *Gender Roles in Development Projects: Cases for Planners*. West Hartford, CT: Kumarian Press, 1985.
- Rao, Aruna, Mary B. Anderson, and Catherine Overholt. *Gender Analysis in Development Planning: A Case Book.* West Hartford, CT: Kumarian Press, 1991.

THE MOSER GENDER PLANNING FRAMEWORK

This framework, developed by Caroline Moser, links the examination of women's roles to the larger development planning process. The approach introduces the idea of women's "three roles" in production, reproduction, and community management (see below), and the implication that these roles have for women's participation in the development process. In making these links, both between women and the community, and between gender planning and development planning more broadly, Moser's framework encompasses both the technical and political aspects of gender integration into development.

The framework is composed of several components (or tools). In the first, the triple roles of women are identified by mapping the activities of household members (including children) over the course of twenty-four hours.

Reproductive Roles: Childbearing and rearing, domestic tasks that guarantee the maintenance and reproduction of the current and future work force (e.g., cooking, cleaning, etc.)

Productive Roles: Work done for remuneration, in cash or kind. (e.g., wage labor, farming, crafts, etc.

Community Management Roles: Work that supports collective consumption and maintenance of community resources (e.g., local government, irrigation systems management, education, etc.)

The second component identifies and assesses gender needs, distinguishing between practical needs (to address inadequate living conditions) and strategic needs (for power and control to achieve gender equality).

The third component, or tool, disaggregates information about access to and control over resources within the household by sex: who makes decisions about the use of different assets.

The fourth component identifies how women manage their various roles, and seeks to clarify how planned interventions will affect each one.

Finally, the WID/GAD policy matrix evaluates how different planning approaches (welfare, equity, anti-poverty, efficiency, and empowerment) have addressed the triple roles and women's practical and strategic needs.

Key Resource:

Moser, Caroline O.N. *Gender Planning and Development: Theory, Practice, and Training*. London: Routledge, 1993.

GENDER ANALYSIS MATRIX

The gender analysis matrix was developed by A. Rani Parker as a quickly employed tool to identify how a particular development intervention will affect women and men. It uses a community-based technique to elicit and analyze gender differences and to challenge a community's assumptions about gender.

Unlike some of the other tools described, this one is explicitly intended for use by the community for self-identification of problems and solutions. The principles of the Gender Analysis Matrix are:

- All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis
- Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators
- Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.[17]

Each project objective is analyzed at four levels of society: women, men, household and community by various groups of stakeholders. They carry out the analysis by discussing each project objective in terms of how it impacts on men's and women's labor practices, time, resources, and other socio-cultural factors, such as changes in social roles and status.

Key Resource:
Parker, Rani. *Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers*. New York: UNIFEM, 1993.

WOMEN'S EMPOWERMENT FRAMEWORK

The Women's Empowerment Framework was developed by Sara Hlupekile Longwe, a gender expert from Lusaka, Zambia. Her model is explicitly political, arguing that women's poverty is the consequence of oppression and exploitation (rather than lack of productivity), and that to reduce poverty women must be empowered.
The framework postulates five progressively greater levels of equality that can be achieved (listed from highest to lowest):

1. Control – equal control over in decision-making over factors of production.
2. Participation – equal participation in decision-making processes related to policymaking, planning and administration.
3. Conscientisation – attaining equal understanding of gender roles and a gender division of labor that is fair and agreeable.
4. Access – equal access to the factors of production by removing discriminatory provisions in the laws.
5. Welfare – having equal access to material welfare (food, income, medical care).

The framework is intended to assist planners to identify what women's equality and empowerment would mean in practice, and to determine to what extent a development intervention supports greater empowerment.

[17] The Global Development Research Center website, http://www.gdrc.org/gender/framework/matrix.html.

The tool examines elements of a project's design or a sectoral program to determine to see if it affects the five different levels of equality either negatively, neutrally, or positively.

Key Resources:

- Williams, Suzanne. *Oxfam Gender Training Manual*. London: Oxfam, 1994.
- March, Tina and Candida March. *Changing Perceptions: Writings on Gender and Development*. London: Oxfam, 1991.

SOCIAL RELATIONS APPROACH

The social relations framework was created by Naila Kabeer at the Institute of Development Studies in Sussex, UK. It draws on explicitly structural feminist roots. It is broader than earlier approaches, locating the family and household within the network of social relations connecting them to the community, market, and state. Kabeer writes that the triple roles model formulated by Moser is insufficiently attentive to "the fact that most resources can be produced in a variety of institutional locations (households, markets, states, and communities) so that the same resources may be produced through very different social relations."[18] The Social Relations Approach shows how gender and other inequalities are created and reproduced within structural and institutional factors, and then to design policies that can enable women to work to change those factors that constrain them.
The Social Relations Approach asserts that:[19]

- Development is a process for increasing human well-being (survival, security and autonomy), and not just about economic growth or increased productivity.
- Social relations determine peoples roles, rights, responsibilities and claims over others.
- Institutions produce and maintain social inequalities, including gender inequalities. Four key institutions are the state, the market, the community and the family. These have rules (how things get done), resources (what is used and/or produced), people (who is in/out, who does what), activities (what is done), and power (who decides, and whose interests are served), all of which engender social relations.
- How institutions operate reflect their different gender policies. Gender policies differ according to the extent they recognise and address gender issues: gender-blind policies, gender-aware policies, gender-neutral policies, gender-specific policies, and gender-redistributive policies.
- Analysis for planning needs to examine whether immediate, underlying, and/or structural factors are responsible for the problems, and what their effects on those involved.

Key Resource:

Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought.* London, UK: Verso, 1994.

[18] Quoted in Miller and Ravazi, http://www.sdnp.undp.org/gender/resources/mono6.html
[19] Drawn from the Netherlands Development Organization's, "Gender Reference Guide."

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

FOUR DIMENSIONS OF GENDER RELATIONS[20]

USAID has built a requirement for gender mainstreaming into its operations manual, the Automated Directive System (ADS). It requires that all USAID operating units – whether at headquarters or in the field -- examine two key questions with regard to gender issues when engaged in strategic planning:

(1) How will gender relations affect the achievement of sustainable results; and,
(2) How will proposed results affect the relative status of men and women?

To answer the questions, you must be able to describe the *different roles of men and women* in the area in which you are working, as well as *the relationship and balance between them and institutional structures that support them*.[21]

In the gender analysis framework presented here, key aspects of gender relations are described across main dimensions of social life to help clarify how gender differences may create constraints and/or opportunities that may affect your research and /or development results. These four dimensions do not encompass the total range of human activity and there is some overlap among them, but they nevertheless provide a conceptual framework for addressing to the two questions posed by the ADS (listed above).

This gender analysis framework is one of many that have been used in development research and implementation.[22] It facilitates both the data collection about and the analysis of how gender relations operate in different dimensions of social life and development activities. It also helps to identify whether there are specific gender-based structural and institutional constraints that affect the relative status and opportunities open to men and women that can be addressed by development activities. The expectation is that this exercise can help researchers move beyond simply disaggregating data and process indicators by sex. By more carefully considering the questions posed by the USAID operations manual, USAID-funded research will be able to provide better information about the current status of gender relations as well as better information about how development programs are affecting the relative status of men and women so that future interventions can help to overcome gender constraints and achieve the Millennium Development Goals of reducing hunger and poverty while enhancing gender equality.

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[20] The Domains Framework for Gender Analysis on which this is based draws on the principles of the other frameworks described elsewhere, but has been refined specifically for use with USAID programs and projects in large part by Deborah Rubin and Deborah Caro of Cultural Practice LLC under USAID contracts (the WID IQC and the Health Policy Initiative). Many of the components of this approach are available with a health focus on the Interagency Gender Working Group (IGWG) website, www.igwg.org along with many other training materials on gender.

[21] Automated Directive System (ADS) Chapter 201.3.8.4 *Gender Analysis* [excerpted in Section 2 of this training handbook].

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

FOUR DIMENSIONS OF DATA COLLECTION AND ANALYSIS ON GENDER RELATIONS

■ ACCESS TO ASSETS

This dimension describes the social relationships that shape access to the resources that are necessary to be a fully active and productive (socially, economically, and politically) participant in society, including access to land, labor, capital, natural resources, education, employment, and information.

What are the resources needed to participate in agricultural value chains? Do men and women differ in their ability to mobilize those resources? How?

■ PRACTICES AND PARTICIPATION

Gender defines many aspects of how people behave and act. For example, gender affects the division of labor in the household and the kinds of jobs that people take; it affects educational opportunities. Ideas about gender shape who is allowed to travel in different locations, by oneself or in groups, and at what times they are allowed to be there. Gender influences participation in activities, meetings, political processes, services, and training courses.

■ BELIEFS AND PERCEPTIONS

Men and women are socialized to learn about different aspects of life. This dimension covers who knows what and how they know it, describing how these domains of knowledge differ by gender category. What areas of agricultural work and enterprise development are most likely to be learned by boys and men? Are men expected to grow certain crops and not others? Are some crops solely the province of women?

Different cultures have belief systems about gender that shape perceptions about what beliefs (ideology) that shape gender identities and behavior, defining what are considered appropriate for men and women, boys or girls in how they go about their daily lives.

■ LAWS, POLICIES, AND REGULATIONS

Gender influences the way people are regarded by and treated by both customary law and the formal legal code and judicial system. Gender affects rights to legal documents, ownership and inheritance, reproductive choice and personal safety, representation, and due process.

■ Power is a cross-cutting component in each of these four dimensions.

A CASE STUDY IN APPLYING GENDER ANALYSIS TO AN AGRICULTURE DEVELOPMENT PROGRAM

OBJECTIVES OF CASE STUDY EXERCISE:

1. Identify information about men and women.
2. Organize information according to the four dimensions for gender analysis.
3. Identify and discuss how gender-based constraints affect the operation of the different components of a value chain in a horticultural agribusiness activity.

PROGRAM OBJECTIVES:

1. To raise rural household incomes through increased productivity of horticultural crops.
2. To provide employment in horticultural production and processing.

COUNTRY BACKGROUND:

"Twanya," an East African nation of approximately 27 million people, is categorized as a "low- income" country by the World Bank. It has a primarily tropical climate, good water sources, and many micro-climates suitable for the cultivation of a wide range of agricultural products. Agriculture provides nearly one-quarter of the country's gross domestic product (GDP). The economy has grown erratically over the last decade; the current GDP growth rate is 2.8 percent. Per capita GDP is just under $1,300 per year. Inadequate infrastructure, low agriculture productivity, poor export performance, and weak governance have negatively impacted the country's economic performance.

There are several areas of inequality between men and women in Twanya, however, which also hinder it from achieving full economic growth. Although women comprise almost half of all primary and secondary students, women are less likely than men to continue their education at the post-secondary level. Women are under-represented in the fields of agricultural science, veterinary medicine, and engineering. Women do form a large percentage of agricultural laborers, but these are often in lower skilled positions. In addition, customary laws and social attitudes in some of the more rural parts of the country further restrict women's mobility and opportunities to work outside the home after marriage. Furthermore, women are expected to marry soon after reaching 18 years of age; men tend to marry in their mid-20s.

PROJECT INFORMATION:

The new agricultural competitiveness program in Twanya, "Enhancing the Agriculture Sector through Trade" (EAST), will support the development of the horticulture sub-sector–from production to processing to building market linkages. The program builds on a prior project that identified key crops for expansion, especially fruits and vegetables. The project components include:

1. Increase productivity of targeted horticulture commodities.
2. Strengthen trade and producer associations.
3. Increase agriculture trade in domestic, regional, and international markets.
4. Improve policy environment to promote investments in agriculture.

The new program is committed to addressing gender issues. The donor pronounced that the program's effectiveness is linked to the implementing institution's ability to identify and address gender-related issues. The donor country operational plan has identified gender as a cross-cutting theme but unfortunately the strategy itself did not provide details about implementation strategies. No gender assessment was carried out in conjunction with the new program.

Women and men are both actively involved in the horticulture sub-sector. Reports indicate, though, that men and women's roles and responsibilities differ throughout the value chain.

Input Suppliers:

Seventy percent of input supply stores are owned by men. Within the supply shops, men and women are hired for different tasks. Women occupy positions in accounting and sales; men are hired as drivers, porters, and extension agents. Few women possess the qualifications and certifications required for technical positions such as agro-vets and extension workers. While women are physically capable of undertaking the tasks as porters, general social norms deem it unacceptable for women to load trucks.

Input suppliers report that men and women's purchasing patterns and use of inputs differ. Men are typically owners of larger plots, while women possess small gardens. Their purchases also differ by scale. Even though women purchase fewer inputs, on average, they display more interest in learning the proper use of the inputs bought. Women are perceived as more likely to follow instructions provided by an agro-vet than men.

Small-holder farmers:

Men own approximately 90 percent of all smallholder farms. Legislation stipulates equal inheritance rights for children, indiscriminate of sex. Yet, women seldom inherit on an equal basis with their brothers. Women are expected to marry and gain access to land through their husband's families. Women operate approximately one-third of all agriculture enterprises, but receive less than ten percent of agriculture extension services.

Family members provide the majority of labor required on smallholder farms. Men and women's participation varies by job. Women often perform labor-intensive tasks such as planting, transplanting, weeding, and harvesting vegetables and fruits. Men provide most of the labor working on field preparation. Women are perceived as more adept at post-harvest handling. There are cultural beliefs that link the sensitive care that horticultural products require with women's domestic work.

Producer Associations:

The vast majority of smallholder farmers receive inputs, market information, and training services through producer associations. Women's participation in producer associations varies greatly throughout the country based on the requirements for membership. Where membership is based on formal land ownership, women are often constrained from becoming full and active members. In associations with high rates of participation for women, this does not necessarily translate into leadership

roles. It is often believed, though, that women are more transparent, more effective communicators, and make better association officers.

Transporters:

The majority of transportation companies are owned by men. Over 90 percent of drivers are men. While women are often seen driving small cars, it is uncommon for a woman to drive a large truck. Women who attend the National Service Driving School are capable of demonstrating the same driving skills as men. Transporters often hire young men, who work in the markets, to pack and load the fruits and vegetables. These men are perceived as energetic and hardworking in comparison with their rural counterparts who are deemed lazy.

Processors:

Sex segmented employment patterns are present in processing factories. Men dominate management and technical positions, while women occupy low skilled factory positions. Social conditions restrict employment opportunities for women in senior management and technical positions in processing firms. It is believed that women are incapable of managing men. In addition, perceptions concerning the appropriateness of heavy lifting and machinery operation limit women's opportunities in processing plants. Reports indicate that sexual harassment of women is common.

Exporters:

The owners of most export firms are men, who are more likely to have the financial knowledge, access to capital, and wider social networks to establish these types of companies. Women work in clerical positions and some younger women who have completed study courses in business are moving into management slots. In Twanya, a women's business owners association has been started and it is seeking funds from the government and from donors to establish lines of credit to support start-ups of new women-owned export firm.

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS – DAY ONE

WORKSHEET ONE: (A)
GENDER ANALYSIS FRAMEWORK

A CASE STUDY: TWANYA

INSTRUCTIONS: Using **ONLY** the information provided in the case study, fill in the cells in the chart below as follows:

- For each row, write down the information that you have for women in the second column and for men in the third column. If appropriate, mention if the information is different for different value chain actors.
- For each row, note down in the last column any questions you have about either men or women regarding information that you do not know but that you think would be helpful.

DIMENSION	INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT	INFORMATION ABOUT MEN RELEVANT TO THE PROJECT	QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

DIMENSION	INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT	INFORMATION ABOUT MEN RELEVANT TO THE PROJECT	QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

SESSION FIVE: ADDRESSING GENDER-BASED CONSTRAINTS IN VALUE CHAIN DEVELOPMENT

WORKSHEET TWO (A)
IDENTIFYING GENDER-BASED CONSTRAINTS AND OPPORTUNITIES

INSTRUCTIONS: Using **ONLY** the information from the case study that you organized in the Gender Analysis Worksheet One and the data in the value chain map, fill in the matrix below. Complete one matrix for each actor in the value chain.

A CASE STUDY: TWANYA

INPUT SUPPLIERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

INPUT SUPPLIERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PRODUCERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			
BELIEFS AND PERCEPTIONS			

PRODUCERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PRODUCER ASSOCIATIONS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

PRODUCER ASSOCIATIONS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PROCESSORS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

PROCESSORS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

TRANSPORTERS/BUYERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

TRANSPORTERS/BUYERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

SESSION SIX: IDENTIFYING ACTIONS TO ADDRESS GENDER CONSTRAINTS

WORKSHEET THREE: GENDER INTEGRATION MATRIX

Steps 1 and 6 • **Project objective** • **Revised project objective**	**Step 2** **Data collection**	**Step 3** **ID of gender-based constraints**	**Step 4** **Actions to reduce gender-based constraints**	**Step 5** **Indicators to measure both success in removing gender-based constraints**
• Original project objective: • Revised or additional gender-related project objectives:				• Original project indicators: • Revised gender-related project indicators that measure improvement in gender equity:

SESSION SEVEN: A FRAMEWORK FOR GENDER ANALYSIS – DAY TWO

WORKSHEET ONE (B):

GENDER ANALYSIS FRAMEWORK

INSTRUCTIONS: Drawing on project documents and your project-related knowledge, fill in the cells in the chart below as follows:

- For each row, write down the information that you have for women in the second column and for men in the third column.
- For each row, note down in the last column any questions you have about either men or women regarding information that you do not know but that you think would be helpful.

DIMENSION	INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT	INFORMATION ABOUT MEN RELEVANT TO THE PROJECT	QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

DIMENSION	INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT	INFORMATION ABOUT MEN RELEVANT TO THE PROJECT	QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

SESSION SEVEN: IDENTIFYING GENDER CONSTRAINTS IN SHOP AND SEMMA

WORKSHEET TWO (B)
IDENTIFYING GENDER-BASED CONSTRAINTS AND OPPORTUNITIES

INSTRUCTIONS: Using the information from program documents and your program experience that you organized in the Gender Analysis Worksheet One (B) and drawing on the data in your program value chain map, fill in the matrix below. Complete one matrix for each actor in the value chain

INPUT SUPPLIERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

INPUT SUPPLIERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PRODUCERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

PRODUCERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PRODUCER ASSOCIATIONS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
BELIEFS AND PERCEPTIONS			

PRODUCER ASSOCIATIONS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

PROCESSORS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

PROCESSORS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

TRANSPORTERS/BUYERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

TRANSPORTERS/BUYERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

BUSINESS DEVELOPMENT SERVICE PROVIDER

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

BUSINESS DEVELOPMENT SERVICE PROVIDER (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
BELIEFS AND PERCEPTIONS			
LAWS, POLICIES, AND REGULATORY INSTITUTIONS			
POWER ***NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE***			

SESSION EIGHT: PRINCIPLES OF GENDER-SENSITIVE INDICATORS

GENDER INDICATORS

ADS 203.3.4.3 Reflecting Gender Considerations in Performance Indicators
Effective Date: 01/31/2003

Men and women have different access to development programs and are affected differently by USAID activities. USAID seeks to understand these differences to improve the efficiency and overall impact of its programs, and to ensure that both women and men have equitable access to development activities and their benefits.

One way to understand the effect of gender on development efforts is to disaggregate performance information by sex. Because disaggregating performance data by gender is not always feasible or cost effective, the following requirement ensures due consideration in assessing the relationship between gender and development efforts:

MANDATORY. Performance management systems and evaluations at the SO and IR levels must include gender-sensitive indicators and sex-disaggregated data when the technical analyses supporting the Strategic Objective, the Intermediate Results, or the activities to be undertaken under the SO demonstrate that

• The activities or their anticipated results involve or affect women and men differently; and

• If so, this difference would be an important factor in managing for sustainable program impact.

If the people targeted by the activity cannot be easily identified (such as people who attend mass meetings, people who buy from social marketing program vendors, people affected by economic reform), it may be too difficult to track and report sex-disaggregated data. In these cases, Operating Units should use performance indicators that may assess gender impact indirectly.

Operating Units should be aware that their activities may have significantly different effects on different social groups, and should ensure that neither women nor men are disproportionately affected, either positively or negatively. For example, in a region where 8 of 10 farmers are women and there are certain social norms governing social relations between the sexes, the Operating Unit should weigh the benefits of using male versus female agricultural extension agents. A program might disproportionally address women’s access to education in situations where they have been historically disadvantaged. Similarly, policy changes often affect men and women differently, and Operating Units should look for unexpected effects that may need to be addressed….

CONSTRUCTING GENDER-SENSITIVE INDICATORS

"An indicator is a pointer. It can be a measurement, a number, a fact, an opinion, or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. …Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery" (CIDA Guide to Gender-Sensitive Indicators).

- Establish a realistic baseline
  - Do you need different starting points for men and women?
- Check your assumptions
  - For example, does an increase in household income benefit all household members equally?
  - Instead of "increase farmers' income by 25%" consider "increase income under women's control by 25%"
- Clarify areas where more information is needed
- Determine how more information can be obtained
  - Have you interviewed both women and men?
- Avoid counting only bodies; count people moving into new positions and new opportunities.
- Aim to measure changes in levels of gender inequality
  - Instead of "25 women joined the producer association" use "women have increased in proportion of the producer association membership from 25% to 50%; for the first time, women hold 3 leadership positions in the association."
  - Instead of "Cabbage sales increased by 60 tons" add "Women's proportion of cabbage sales have increased from 10% of men's sales to 35% of men's sales."

SESSION EIGHT: PRINCIPLES OF GENDER-SENSITIVE INDICATORS

DATA ANALYSIS EXERCISE

Questions to answer:

1. What is the income per capita by sex? Fill in the corresponding boxes.
2. What is the average return per tree/vine by sex? Fill in the corresponding boxes.
3. What does the data tell us?
4. What does additional information do we need to explain the results?

COMMODITY/GROUP	SEX	NUMBER OF MEMBERS	NUMBER OF TREES/VINES	SALES (TWANYAN DOLLARS)	INCOME PER CAPITA	AVG RETURN PER TREE/VINE
Passion Fruit/Fresh Fruit Farmers	Male	1207	178,200	7 million		
	Female	511	60,261	4 million		
Mangoes/Eastern-Central	Male	2633	242,500	17 million		
	Female	1220	21,000	5 million		
Mangoes/Good Growers	Male	607	14,643	3.6 million		
	Female	415	2,500	2 million		

SESSION NINE: PREPARATION FOR SITE VISITS

INTERVIEW TECHNIQUES

- The informational interview is a conversation with a purpose. It needs to combine both social and professional elements. At the start, take time for a greeting and offer an explanation of the purpose of your interview.

- Express interest, using verbal and nonverbal cues (eye contact) to indicate your interest in the topic.

- Express ignorance. The purpose of the interview is for you to learn from the informant. Indicate that the information is helpful and suggest additional topics using open-ended questions.

- You need to ask the right questions in the right ways. Use open-ended questions. Descriptive questions are broad and general and allow people to describe their experiences and their daily activities, e.g., “Tell me about a typical day.” Structural questions explore responses to descriptive questions. They are used to understand how the respondent organizes knowledge.

- Avoid asking the informant questions that make him or her do the analytical work for you. Instead of asking, “What do you mean that it is “too hard” to find workers at planting time?” you might ask, “What efforts did you take to find workers at planting time?” or “Give me an example of what you did to find workers.”

- Avoid asking multi-part questions. Ask one at a time and wait for the response.

- This is not the time to demonstrate your knowledge or to correct the interviewee – you are trying to learn what the situation looks like from his or her perspective.

- Take turns in the interview. Ask if the informant also has questions for you.

- Incorporating local, specific terms in your questions as they are presented to you to check your understanding.

- At the end of the interview, summarize the main points to be sure you have understood the interviewee’s perspective.

SESSION NINE: PREPARATION FOR SITE VISITS

LISTENING EXERCISE

INSTRUCTIONS: *In this role-playing exercise, two participants are each given an interview script. One participant will be the interviewer; the other will be the interviewee. The remaining participants should listen to the interview and record any information related to the Four Dimensions Framework; noting any conflicting information or additional questions that could be asked to clarify the information in the interview.*

Interview with an Input Supplier

The interviewee is a woman who co-owns an agricultural input supply shop with her father-in-law. Following the appropriate greetings and explanations of the purpose of the interview, the interviewer begins the formal part of the interview.

Interviewer: I would like to begin by asking you questions about your employees. First, how many people does your business employ?

Input supplier: 11

Interviewer: Of those 11, how many are men?

Input supplier: There are 7 men.

Interviewer: How many are women?

Input supplier: There are 4 ladies.

Interviewer: What kinds of jobs do the women do? What kinds of jobs do the men do?

Input supplier: The ladies work as counter sales staff. Two men are porters, two men are warehouse managers, and three men are private extension agents.

Interviewer: What is required to become an extension agent?

Input supplier: You have to have certification. There are very few women in this field. I think it has to do with interest. I don't think that many women want to become a private extension agent. Women don't like to do physical work like restraining animals and inject them. Women can get hurt taking care of animals.

Interviewer: Are there any other tasks that you believe men and women are better suited?

Input supplier: You know ladies are better at selling items. They can sell more quickly than men. A man will ask a man for a discount. A man won't ask a saleswoman for a discount, though. And you know ladies aren't as hardy as men. They aren't as energetic. They can't lift heavy items or push a trolley. I don't hire women as porters or warehouse managers; those are men's jobs.

Interviewer: Let's talk about your customers. Do you have more men or women customers?

Input supplier: More men. Women in this area only own small plots. They need few inputs. When women come to the store, they often make purchases for their husbands. Their husbands will prepare a list for them so they know what to buy.

Interviewer: Do you believe there is a difference in how men and women use the inputs that they purchase?

Input supplier: Women are more detailed and careful. If you give women instructions, they will follow them. Men won't. You can tell a man what to do, but ultimately he will do what he wants to do. Men always think that they know best.

Interviewer: Now, I'd like to ask you some questions about credit. Do you offer credit to your customers?

Input supplier: Yes, sometimes. But only to serious customers, people that I trust.

Interviewer: Do you give more credit to men or women?

Input supplier: Men. As I said before, most women here only have 1-2 acres of land. They don't need a lot of inputs.

Interviewer: In your opinion, who is more credit worthy men or women?

Input supplier: Women. If you give a woman credit, she will repay. Women keep their promises. If you give men credit, you have to keep reminding them. A man's priorities change when he has money. Men are reckless. Especially younger men; they are the worst. You can't trust a man unless he's over 60 years old.

SESSION NINE: PREPARATION FOR SITE VISITS

INTERVIEWING EXERCISE

In this role-playing exercise, the group will conduct a mock group interview of producers. Participants should divide in two groups: interviewers and producers, and follow the instructions found below for their group. Following the interview, the training participants should discuss the information collected, as well as the challenges of managing a group interview.

INSTRUCTIONS FOR INTERVIEWERS

"Interviewers" should review the questions listed below, identifying additional questions to ask in a group interview with producers.

Interviewer A:

1. Tell us about what you grow?

2. Who makes the decisions about the farm business?

Interviewer B:

1. Tell us about the tasks that you do in the production process.

2. Are there aspects of production that are hard for you because you are a woman/man?

Interviewer C:

1. How do you get reliable information about new farming practices?

2. What challenges do you face in growing your business?

INSTRUCTION FOR PRODUCERS

The facilitator should distribute one profile to each "producer." During the interview exercise, each producer should rely on the information provided about their character, adding supplemental information from the case study on Twanya when necessary.

Profile #1: "My biggest problem is finding good labor," says George Maticho. He and his wife have invested in horticultural production and, after a few good seasons, have expanded their acreage. But at their current level of production, they can no longer handle the labor requirements for all phases of the production cycle. Mr. Maticho says that the specialty requires application of fertilizers and pesticides and that he has run into problems using the available local people. They are not educated and have made errors in application that has hurt his yields or they are not available when he needs them, and timing of applications is critical. He finds women to be more willing to listen to instructions and to be more reliable workers, but there are few women workers available as most are already involved in the agricultural and domestic work on their own homesteads. Mr. Maticho is at that difficult point in growing his business where he is not yet able to get sufficient credit to hire a permanent labor force, but too large to handle the labor requirements on his own.

Profile #2: Mrs. Oluko is a maize farmer. In her community, it is customary for husbands to make the decision about land use and cropping choices. She says that in general, husbands will talk over their decisions with their wives, but that in the end it is the man's decision. Sometimes, if the wives don't agree, they might argue a bit with their husbands. When there is more love in the relationship, they say, the relationship is more consultative, especially among the younger generation, but for her, them, in her fifties, what the husband wants is what happens. Although women do much of the work of producing the crop, Mrs. Oluko says that the women are discouraged from getting involved in the marketing. The men say that because they are less experienced in dealing with the buyers, they may get cheated by them.

Profile #3: Monica Kubadi is a young woman in her early twenties, who recently returned from completing a short training course on growing indigenous vegetables for the local market that was offered by a local NGO. She is quite excited about following up on the NGO's recommendations for using improved seeds sold by a seed company in town. She is still living at home with her parents and working on the family farm. Although she only completed primary school, she is an avid learner and has plans for becoming a successful businesswoman. On a small parcel of land, hardly a tenth of an acre, that her father allows her to use as her own, she has been growing indigenous vegetables and taking them to the nearby town for sale. The amount of land she has is not sufficient, however, for her to expand her business, and according to customary laws in her region, unmarried women are discouraged from owning land. The by-laws of the producer association that was set up to encourage farmers to link to new markets and that offers additional training and credit options does not allow unmarried women to join on their own. Her father already represents the family in the association.

Profile #4: Enos Tangawizi is a young unmarried man in his early twenties. He completed primary school but did not continue for further education. As the only son in his family, he will inherit his father's land, and he is now responsible for working the farm alongside his father, who is now in his 40s. The two of them grow primarily food crops – maize and beans – but Enos has recently been experimenting with some horticultural products. His father has allowed him to use two acres on which to plant string beans. Enos' sister and mother work on the fields with him. His father also joined the horticultural producer's association and Enos is representing the household there. Enos knows he will not have full control over his father's lands until he inherits the plots after his father's death. If his string bean venture is successful, he will have to either ask his father to use more of the family's land or to purchase other fields within a reasonable commuting distance, but he has no other reliable source of income for that purchase. He wants to build his string bean business, but he feels constrained by his situation.

SESSION NINE: PREPARATION FOR SITE VISITS

FIELD VISITS: INTERVIEW QUESTIONS

ACTOR IN THE VALUE CHAIN: INPUT SUPPLIERS AND BUSINESS DEVELOPMENT PROVIDERS

QUESTIONS FOR INPUT SUPPLIERS AND BDS PROVIDERS	FOLLOW-UP
Is this enterprise owned by a man or a woman?	
How did you raise the initial funds to purchase/obtain the business?	Where do operating funds come from? .
Who carries out the day to day operation of the business?	
Who makes decisions about purchasing supplies and hiring employees?	
How many employees (men/women?)	

QUESTIONS FOR INPUT SUPPLIERS AND BDS PROVIDERS	FOLLOW-UP
What kind of jobs do men and women do in the business?	
Do you believe that men or women are better suited to particular jobs in your business?	What is an example?
Are there jobs in the input supply shop that are believed to be more difficult for women/men?	What is an example?
Are there jobs in the input supply shop that men or women are prohibited from doing?	What is an example?
Do you have more men or women as customers?	
Are there differences in the purchases made by men and women producers?	Provide an example.

QUESTIONS FOR INPUT SUPPLIERS AND BDS PROVIDERS	FOLLOW-UP
Are there differences in men's and women's preferences in purchasing inputs, e.g. timing, pricing, and size?	
Do you believe there is a difference in how men and women use inputs in their horticulture enterprises?	Provide an example.
Do you offer credit to your customers?	Are more of them men or women?
Who makes decisions about offering credit?	
In your opinion, are men or women more creditworthy?	Why?

ACTOR IN THE VALUE CHAIN: PRODUCER

QUESTIONS FOR PRODUCERS	FOLLOW-UP
Can you describe for us your activities on the last day you worked on the farm from when you woke up in the morning to when you had dinner?	
Tell us about your decision to become a member of the association.	What are the requirements for participating in the association?
What benefits do you expect to receive from your participation in the association?	
How did you obtain your land?	Who makes decisions about the use of land?
How do you raise cash when you need it?	

QUESTIONS FOR PRODUCERS	FOLLOW-UP
How do you find labor for your farming business?	
How do you get reliable information on new farming practices?	Who makes decisions about the choice of crops (or varieties) to produce? Who makes decisions about the technology used?
Tell us about the work that you, specifically, do in production of this crop.	
Are there aspects of production that are hard for you because you are a woman/man?	What is an example of such a task?
Are there aspects of production that men/women are discouraged from doing?	What is an example of such a task?

QUESTIONS FOR PRODUCERS	FOLLOW-UP
How do you get your product to your buyer?	Who are your buyers?
How do you get reliable information on market prices?	
Who makes marketing decisions?	Who makes the decisions about what products to sell? Who makes the decisions about how much of each to sell? Who negotiates sales?
Are there aspects of selling and marketing that are hard for you because you are a woman/man?	What is an example of such a task?
Are there aspects of marketing and selling that men/women are discouraged from doing?	What is an example of such a task?

QUESTIONS FOR PRODUCERS	FOLLOW-UP
Who receives income from the sale?	
What household expenses are you responsible for?	

ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS

QUESTIONS FOR PRODUCER ASSOCIATIONS	FOLLOW-UP
Tell us about your producer association.	When did it start? What are the main activities? What are the benefits to members? How much are membership fees (registration and maintenance fees)? How often do they have to be paid?
What are the criteria for membership in the association?	How many members are men? How many members are women?

QUESTIONS FOR PRODUCER ASSOCIATIONS	FOLLOW-UP
When are meetings held?	How often are they held? What time of day are they held? Where are they held?
Tell us about the leadership positions in the association.	How many are women? How many are men?
What qualifications are required to become a leader in the association?	What resources (financial, time, other) are required?
Do you believe that being a man or a woman helps someone to become an association leader?	

ACTOR IN THE VALUE CHAIN: PROCESSORS

QUESTIONS FOR PROCESSORS	FOLLOW-UP
Is this enterprise owned by a man or a woman?	
How did you raise the initial funds to purchase/obtain the business?	Where do operating funds come from?
Who carries out the day to day operation of the business?	
What are the hours of operation of your plant?	
How many employees (men/women?)	
What kind of jobs do men and women do in the plant/factory?	

QUESTIONS FOR PROCESSORS	FOLLOW-UP
Do you believe that men or women are better suited to particular jobs in your business?	What is an example of such a task?
Are there aspects of processing that are believed to be more difficult for women/men?	What is an example of such a task?
Are there aspects of processing that men or women are prohibited from doing?	What is an example?
Tell us about how you find your suppliers.	
Are you aware of who (men or women) owns or manages the farms/businesses from which you purchase?	Are more of your suppliers men or women?
Do you believe that there are differences in the supply or quality of the product that you receive from men or women?	What is an example of such a difference?

QUESTIONS FOR PROCESSORS	FOLLOW-UP
How do you identify your buyers?	
With whom do you negotiate your sales contracts (man/woman)?	Do you believe that there is a difference in negotiating sales contracts with men or women?

ACTOR IN THE VALUE CHAIN: TRANSPORTERS/BUYERS

QUESTIONS FOR TRANSPORTERS/BUYERS	FOLLOW-UP
How many buyers/traders in your field are men? Are women?	
What makes it harder for women to become buyers/traders?	
What qualifications are required to become a buyer/trader?	What resources (financial, time, other) are required?
How did you raise the initial funds to purchase/obtain the business?	Where do operating funds come from?
Who carries out the day to day operation of the business?	

QUESTIONS FOR TRANSPORTERS/BUYERS	FOLLOW-UP
Who makes decisions about purchasing supplies and hiring employees?	
What kind of hours do you work?	How often and how far do you have to travel?
What are the characteristics that make a successful buyer/trader?	
Are there aspects of buying/trading that are believed to be more difficult for men women/men?	What is an example of such a task?
How many employees (men/women?)	
What kind of jobs do men and women do in the business?	

QUESTIONS FOR TRANSPORTERS/BUYERS	FOLLOW-UP
Do you believe that men or women are better suited to particular jobs in your business?	What is an example?
Are there types of jobs that men/women are discouraged from doing?	What is an example?
Are there aspects of buying/trading that men or women are prohibited from doing?	What is an example?
Tell us about how you identify the people you buy from.	
Do you buy from more men or women?	
Have you noticed any differences in buying from men and from women?	

QUESTIONS FOR TRANSPORTERS/BUYERS	FOLLOW-UP
Do you believe that there are differences in the volume or quality of the product that you receive from men or women?	

SESSION TEN: WHAT DO WE KNOW NOW THAT WE DIDN'T KNOW BEFORE?

WORKSHEET FOUR: ENTERING FIELD DATA

INSTRUCTIONS: Worksheet Four is designed to summarize the responses received from informants during field interviews. Please record relevant data about men and women into column two and three. Where informants expressed beliefs about men and women, include that information in column four. Finally, if there is additional information or observations that confirm or contradict the data, please record that in the last column. There is one page for each actor of the chain.

ACTOR IN THE VALUE CHAIN: **INPUT SUPPLIERS/BUSINESS DEVELOPMENT SERVICE PROVIDERS** Please note if business owners are men or women	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Source of initial capital for the business?				
Source of operating capital for the business?				
Who is responsible for day-to-day operations?				
Decisions about the purchasing supplies and hiring?				
Number and sex of employees				
What kind of jobs do men and women do in business?				

ACTOR IN THE VALUE CHAIN: INPUT SUPPLIERS/BDS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Do you believe that men or women are better suited to particular jobs?				
Are there jobs in your business that are believed to be more difficult for men/women?				
Are there jobs in your business that men or women are prohibited from doing?				
Do you have more men or women as customers?				
Are there differences in the purchases made by men and women producers?				
Are there differences in men's and women's preferences in purchasing inputs?				
Do you believe there is a difference in how men and women use inputs/services in their horticulture enterprises?				
Do you offer credit to you customers? Are more of them men or women?				
Who makes decisions about offering credit?				
In your opinion, are men or women more creditworthy?				

ACTOR IN THE VALUE CHAIN: PRODUCERS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Description of daily activities on the farm from morning to dinner.				
Reason for (NOT) becoming a member of the association. What are requirements for participating? Benefits expected from participation in association.				
How did you obtain your land? Who makes decisions about the use of land?				
How do you raise cash when you need it?				
How do you find labor?				

ACTOR IN THE VALUE CHAIN: PRODUCERS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
How do you get reliable information on new farming practices? Who makes decisions about the choice of crops (or varieties) to produce? Who makes decisions about the technology used?				
What work do you specifically do in production?				
Are there aspects of production that are hard for you because you are a woman/man?				
Are there aspects of production that men/women are discouraged from doing?				
How do you get your product to your buyer? Who are your buyers?				
How do you get reliable information on markets?				

ACTOR IN THE VALUE CHAIN: PRODUCERS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Who makes marketing decisions? What products to sell and how much? Who negotiates sales?				
Are there aspects of selling and marketing that are hard for you because you are a man/woman?				
Are there aspects of marketing that men/women are discouraged from doing?				
Who receives income from the sale?				
What household expenses are you responsible for?				

ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
When did the association start? What are its main activities? How much are membership fees (registration and maintenance)? How often do they have to be paid? Schedule and frequency of meetings Location of meetings				
What are the criteria for membership in the association? What are the benefits to members? How many members are men? How many members are women?				

ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Number and sex of association officers What are the qualifications needed to become an association leader? What financial resources (financial, time, other) are required to be an association leader? Do you believe that being a man or a woman helps someone to become an association leader?				

ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS Please note if business owner is a man or a woman	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Number and sex of buyers/traders/transporters.				
What makes it harder for women to become buyers/traders/transporters?				
What are qualifications are needed to become buyer/traders/transporters? What resources are needed?				
Source of initial capital for the business?				
Source of operating capital for the business?				
Who is responsible for day-to-day operations of the business?				
Who makes decisions about purchasing supplies and hiring employees?				

ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Are there differences in the quality or quantity of supplies from men or women producers?				
What kind of hours do you work? How often and how far do you have to travel?				
What characteristics made a successful buyer/trader or transporter?				
Are there aspects of buying/trading or transporting that are believed to be more difficult for men/women?				
Number and sex of employees				
What kind of jobs do men and women do in the business?				
Do you believe that men or women are better suited to particular jobs??				

ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Are there types of jobs that men/women are discouraged from doing?				
Are there aspects of buying/trading or transporters that men or women are prohibited from doing?				
How do you identify people you buy from? More men or women?				
Differences in buying from men and from women?				
Differences in volume or quality of producer that you receive from men or women?				

ACTOR IN THE VALUE CHAIN: PROCESSORS Please note if the owner of the business is a man or a woman	DATA ABOUT MEN	DATA FROM WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Source of initial capital for the farm/business?				
Source of operating capital for the farm/business?				
Who is responsible for the day-to-day operations of the business?				
What are the hours of operation?				
Number and sex of employees?				
Types of jobs performed by men/women				
Types of work performed in the business?				
Do you believe that men or women are better suited to particular jobs?				
Are there aspects of processing that are believed to be more difficult for women/men?				
Are there aspects of processing that men or women are prohibited from doing?				
How do you find suppliers?				

ACTOR IN THE VALUE CHAIN: PROCESSORS	DATA ABOUT MEN	DATA FROM WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Who (men or women) owns or manages the farm/business from which you purchase? Are more of them men or women?				
Different in supply or quality of the product that you receive from men or women?				
How do you identify buyers?				
With whom do you negotiate your sales contracts (man/women)? Do you believe there is a difference in negotiating contracts with men or women?				

SESSION ELEVEN: IDENTIFYING GENDER-BASED CONSTRAINTS

WORKSHEET FIVE

INSTRUCTIONS: Using the information recorded in Worksheet Four, identify at least one gender-based constraint for each actor in the chain. Next, identify the project component that will be affected by the gender-based constraint and explain how. Finally, prioritize the gender-based constraints for each actor of the chain.

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
INPUT SUPPLIERS				

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
PRODUCERS				
PRODUCER ASSOCIATION				

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
BUYERS/TRANSPORTERS				

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
PROCESSORS				

SESSION TWELVE: HOW WILL WHAT YOU KNOW CHANGE YOUR PROGRAMS?

WORKSHEET SIX

INSTRUCTIONS: Using the work completed in worksheet five, indicate the gender-based constraint you want to address (list three, one per row). Brainstorm possible actions that will reduce each constraint. Following the principles of design of gender-sensitive indicators, design a feasible indicator that would measure the success of your proposed action. Does the project objective need to be rewritten to better reflect these new goals? If so, write the revised statement in the right-hand margin.

LIST THE MOST IMPORTANT GENDER-BASED CONSTRAINTS FOR THE PROGRAM	WHAT ACTIONS MIGHT ADDRESS THE CONSTRAINTS TO ACHIEVE MORE EQUITABLE OUTCOMES?	MODIFY OR CONSTRUCT A GENDER-SENSITIVE INDICATOR TO MEASURE SUCCESS

LIST THE MOST IMPORTANT GENDER-BASED CONSTRAINTS FOR THE PROGRAM	WHAT ACTIONS MIGHT ADDRESS THE CONSTRAINTS TO ACHIEVE MORE EQUITABLE OUTCOMES?	MODIFY OR CONSTRUCT A GENDER-SENSITIVE INDICATOR TO MEASURE SUCCESS

SESSION THIRTEEN: REFLECTIONS ON DATA COLLECTION PROCESS IN THE FIELD

DISCUSSION QUESTIONS

1. What was your overall opinion of the interview process?

2. Are there questions that you would add?

3. Are there questions that you would remove?

4. Did you find the questions helped you to identify gender-based constraints?

5. Did you find the questions helped you to identify gender-based opportunities?

6. Did the questions and the interview process help you get beyond gender-based stereotypes?

7. Did you elicit new information?

SESSION FOURTEEN: EVALUATION OF TRAINING

INtegrating Gender in Agricultural Value Chains (INGIA-VC TANZANIA), March-April 2009

Topic	How did the session or activity improve your understanding of the topic?	What would you have wanted to be done differently?
DAY ONE SESSION TWO: Gender Concepts and Their Importance in Agriculture		
DAY ONE SESSIONS THREE: Integrating Gender into Value Chains		
DAY ONE SESSION FOUR: A Framework for Gender Analysis		

Topic	How did the session or activity improve your understanding of the topic?	What would you have wanted to be done differently?
DAY ONE: SESSIONS FIVE AND SIX: Identifying Gender-Based Constraints in Value Chain Development (Case Study)		
DAY TWO SESSON SEVEN: Identifying Gender-Based Constraints (SHOP and SEMMA Programs)		
DAY TWO SESSION EIGHT: Principles of Gender-Sensitive Indicators		

Topic	How did the session or activity improve your understanding of the topic?	What would you have wanted to be done differently?
DAY TWO SESSION NINE: Preparation for Field Visits		
FIELD VISITS		

Topic	How did the session or activity improve your understanding of the topic?	What would you have wanted to be done differently?
FINAL DAY WRAP UP		

If more training opportunities could be made available to you on this general topic, are there specific areas that you would want to have addressed?

Please include additional comments below or on the back of this page. Thank you!

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INTEGRATING GENDER INTO AGRICULTURAL VALUE CHAINS (INGIA-VC)

March 23-24, 2009 – Arusha, Tanzania

Facilitators:
Cristina Manfre, Development and Training Services, Inc. (dTS/GATE Project)
Kara Nichols Barrett, Development & Training Services, Inc. (dTS/GATE Project)
Deborah Rubin, Cultural Practice, LLC (CP)

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SESSION ONE

WELCOME AND INTRODUCTIONS

GATE PROJECT TRAINING TEAM

Cristina Manfre (GATE Project, dTS Inc.)

Kara Nichols Barrett (GATE Project, dTS Inc.)

Deborah Rubin (Cultural Practice LLC)

GREATER ACCESS TO TRADE EXPANSION (GATE)

- Funded by USAID Office of Women in Development in the Economic Growth, Agriculture, and Trade Bureau in Washington, DC
- Previous country sites: Albania, Bangladesh, the Dominican Republic, Kenya, Nigeria, Peru, and South Africa
- GATE activities enhance existing USAID trade and economic growth activities by helping Missions to address gender considerations in their programming and implementation efforts

WORKSHOP PROGRAMS AND PARTICIPANTS

- Smallholder Horticulture Outgrower Promotion Program (SHOP): Alexander Fernando, Alex Mangowi, and Alexis Rathborne
- Sustainable Environmental Management through Mariculture Activities (SEMMA) Program: Juzar Sachak and Frida Urio
- ACDI/VOCA: Penelope Hucker
- USAID: David Nyange, Sharon Phillips, and Ludovicka Tarimo

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WORKSHOP OBJECTIVES

To enable workshop participants to:

- become familiar with gender and value chain analysis
- understand key gender concepts
- understand the process of gender analysis in value chain development
- learn to apply gender analysis to address gender-based constraints in value chain development activities

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WORKSHOP PURPOSE

To identify and address gender-based constraints in agricultural value chain activities by:

- improving staff members' knowledge of gender analysis
- developing staff members' skills in gender-relevant data collection
- developing staff members' skills in applying gender analysis to program activities

INGIA-VC WORKSHOP PROCESS

- Introduction to value chains
- Introduction to gender analysis
- Application of gender analysis framework to program activities
- Field visits to collect data and test ideas
- Merging of framework and data
  - Identify gender-based constraints (GBC)
  - Design actions to reduce those GBCs
  - Develop indicators to measure progress

NEEDS ASSESSMENT

Those responding to the needs assessment reported:

- Exposure to gender training ranging from none to advanced course work
- Needing skills in all areas, but especially in activity design
- There is awareness that gender issues, including relationships among members in the household, have an impact on project activities.
- Examples offered included:
  - Women may not be able to maintain control of their earnings
  - Women do not participate actively or equally with men in public meetings and/or when members of community groups or associations
  - Women are underrepresented in leadership positions

NEEDS ASSESSMENT

Discussion questions:

1. What do the projects do specifically to encourage women to participate in relevant meetings and associations?

2. Are there any areas where men face difficulties related to project participation as a result of their gender roles?

3. What are the sources of information you have used thus far in learning about gender roles in the communities you work in?

4. What difficulties do you face in your programs regarding the collection of additional gender-related information?

VOTE WITH YOUR FEET

"The greatest gender inequalities in agriculture are at the household and farm level."

If you agree with the statement, move to your left.



If you disagree with the statement, move to your right.

Don't sit on the fence! Take a position!

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SESSION TWO

GENDER CONCEPTS AND THEIR IMPORTANCE IN AGRICULTURE: TANZANIA



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WHAT DO YOU SEE?



KEY GENDER CONCEPTS

SEX

- **Biologically defined and genetically acquired differences between males and females**
- **Defines “males” and “females” independently of each other and is the same around the world**

GENDER

- **Socially defined and culturally learned differences between men or women**
- **Defines “men” and “women” with reference to the socio-cultural relationships between them and varies from place to place and over time**



JINSI NA JINSIA

JINSI (SEX)

Jinsi ni maumbile yanayotofautisha kati ya bindamu wakike na binadamu waume. Hakuna mtu anachagua kuzaliwa mwanamke au mwanaume. Tofauti za kimaumbile kati ya watu hawa zinaonyesha kwamba mwanamke anao **uwezo** wa kubeba mimba, kujifungua (kuzaa) na kunyonyesha (maziwa au matiti yake mwenyewe) vitu ambavyo mwanaume hawezi kuvifanya. *Japo sasa hivi katika nchi zilizoendelea wana sayansi wanajaribu kubadilisha maumbile haya kwa njia za upasuaji, kwa kawaida maumbile hayabadiliki.*

JINSIA (GENDER)

Jinsia ni mahusiano ya kijamii yanayotambua wavulana na wasichana, wanawake na wanaume wamelelewa katika misingi tofauti kufuatana na tabia, mila, desturi, utamaduni na matarajio ya jamii husika. Mahusiano ya kijinsia yanajengwa kwa njia ya kuelekeza au kufundisha yaani makuzi na malezi au kwa mtu kujifunza. Kwa hali hiyo, mahusiano ya kijinsia yaliyojengeka vilevile yanaweza kubadilika au kubadilishwa.

Tanzania Gender Networking Programme

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GENDER ROLES

Gender roles are the behaviors, tasks, and responsibilities that are considered appropriate for women and men as a result of socio-cultural norms and beliefs.

- Gender roles are usually learned in childhood.

- Gender roles change over time, through individual choices or as a result of social and/or political changes emerging from changed opportunities (more education, different economic environment) or times of social upheaval (during disasters, in war, and in post-conflict situations).

KAZI ZA KIJINSIA

Katika kujenga mahusiano ya kijinsia, jamii mbalimbali zimefanya mgawanyo wa kazi katika misingi ya kazi za wanawake nakazi za wanaume.

Kwa mfano, kadri wasichana wanavyokua, ndivyo **wanavyolelewa na kufundishwa** waweze kufanya kazi zinazodhaniwa ni za wanawake kama vile kazi za nyumbani (kupika, usafi wa nyumbani, kulea wadogo zake) na kazi nyingine nyingi zinazodhaniwa kuwa ni za wanawake.

Wavulana wamekuzwa **kwa kufundishwa kufanya kazi** zinazofanywa na wanaume au kazi zinazodhaniwa kuwa ni za wanaume, kwa mfano kazi za kuchunga mifugo, kuwinda na kazi nyingine nyingi ambazo jamii ilizitenga kuwa ni kazi za wanaume. Mgawanyo wa kazi kijinsia baina ya wanawake na wanaume umesababisha kuwepo na kazi za kijinsia za wanawake na wanaume.

Mgawanyo wa kazi kijinsia umegawanyika katika kazi zifuatazo: kazi za uzazi, kazi za uzalishaji mali, kazi za kujitolea katika jamii, kazi za uongozi na kushiriki katika vyombo vya kufanya maamuzi.

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GENDER RELATIONS

Gender relations are the social relationships that exist between men and women. The content and shape of these relationships are shaped and reinforced by social institutions such as schools, religious organizations, governance structures at household, community, and national levels.

- Often **perceived** as "natural" and related to sex and reproduction, but are conceptually distinct
- They are socially determined, culturally based, and historically specific
- Gender relations are mediated by other identities (ethnicity, class, age)
- The relationships may be unequal
- Gender relations change over time

GENDER RELATIONS IN TANZANIA

- **Gender Empowerment Measure: 44 out of 177 (2007)**

- **Economics:** Men earn more than women; the ratio of women's income to men's is 0.73. Men are more likely to have wage jobs. Men are two times more likely as women to have bank accounts (11% to 5%). But 32% of higher level professional and technical positions are held by women.

- **Education:** Boys and girls are at near ***parity in primary school*** (96%) ***but drop off rapidly***. At secondary levels, girls are at 81% of boys enrollment rates. Enrollment rates at university level is much lower, 31% of boys. ***Enrollment of women at Sokoine College of Agriculture is only 27.6% (2001).***

GENDER RELATIONS IN TANZANIA

- **Legal rights**: 30% of Parliament seats are held by women. 49% of legislators/senior officials are women. The Constitution of the United Republic of Tanzania ensures that men and women have equal rights in the enjoyment of civil and political rights, although there are still inequalities in rights in marriage and divorce.

- **Health**: 4.6% of men are HIV-positive; among women the rate is currently 6.6%. Women continue to be harder hit by HIV/AIDS than men. In cities, 10.6% of women are HIV positive compared to only 6.4% of men. Women are also infected at an earlier age than men. ***By age 20-24, 6.3% of young women are already infected compared to only 1.7% of men the same age***.

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GENDER MAINSTREAMING

Gender mainstreaming is a process for assessing how any planned activity (project or program, legislation or policy) will affect women and men, from its start to finish.

Gender mainstreaming means women's as well as men's concerns and experiences are considered as an integral dimension in the design, implementation, monitoring and evaluation all activities, to ensure that gender disparities are not perpetuated. **Attention to gender is not to be considered as a separate issue.**

GENDER EQUALITY

Gender equality is the **GOAL**. It refers to the ability of men and women to have equal opportunities and life chances.

- **It does NOT mean that a single model of equality is good for all societies**
- **It does NOT mean that resources or benefits must be split evenly between men and women**

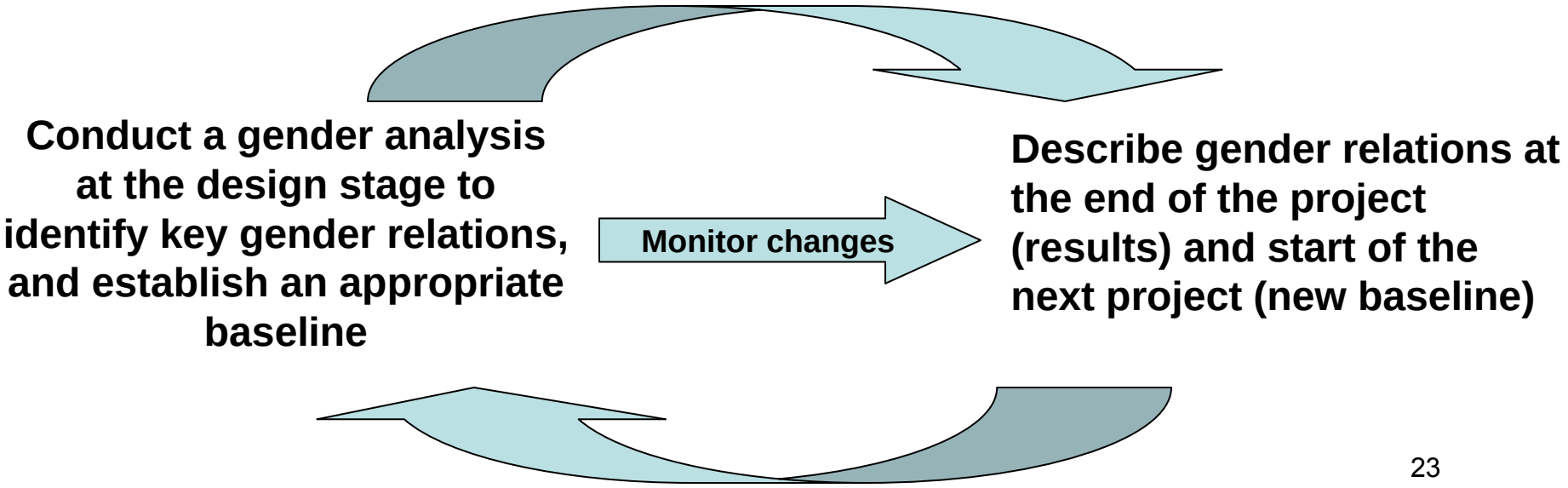
Gender equality is a US government endorsed goal of development and development cooperation efforts. It is Goal 3 of the Millennium Development Goals: "Promote gender equality and empower women."

GENDER INTEGRATION IN USAID PROGRAMMING

ADS 201.3.9.3 Gender Considerations (9/1/2008)

1. How will gender relations affect the achievement of sustainable results?

2. How will proposed results affect the relative status of men and women?



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GENDER ANALYSIS

Gender analysis is a social science methodology that specifically examines both the roles that men and women occupy (gender roles) and the social relationships between them (gender relations) as they are influenced by access to and control over resources and benefits, socio-cultural attitudes and beliefs, and legal and institutional structures. In development, gender analysis is a tool to determine the differential impact of development activities and policies on men and women.

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GENDER ASSESSMENT

A **Gender Assessment** ordinarily involves carrying out a gender analysis on one or more specific topics. It also describes a process for reviewing the institutional capabilities of an organization or program to identify the need for and carry out gender analyses within its own programs, and the organization's or program's ability to monitor gender issues all aspects of its work. It is generally conducted by gender specialists (either outside consultants or in-house experts).

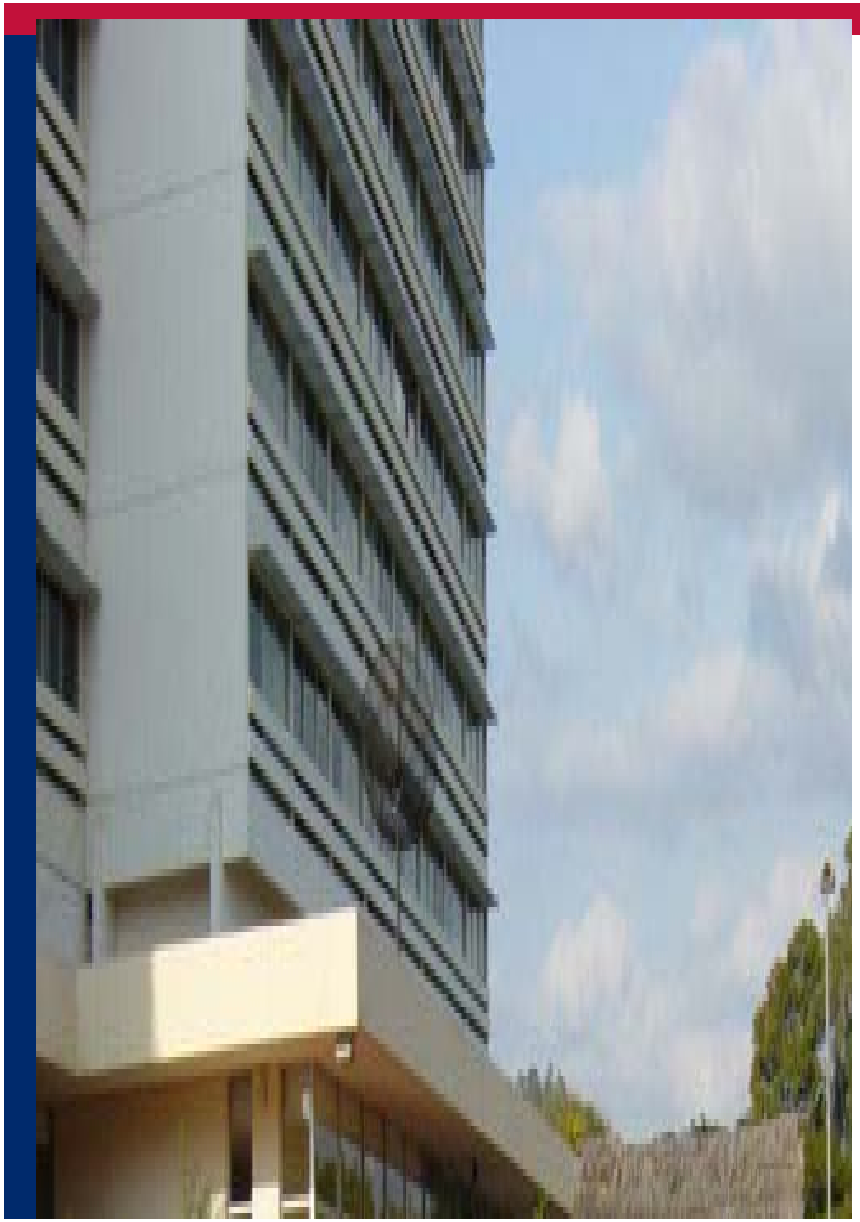
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GENDER AUDIT

A **gender audit** is usually a **self-assessment methodology** undertaken by an organization or program "to systematically take stock of and address the status of gender equality in all aspects of their operations and work."

The **goal** of the audit is **to improve how an organization manages its efforts to promote gender equality** and women's empowerment. It uses several different **tools**: a readiness checklist, a questionnaire, and focus group discussions involve all the staff or program members.

REACHING THE TOP



Existing gender inequalities restrict access to upper floors of the "development skyscraper," e.g.:

- **Unfair laws**
- **Unequal access to productive resources: land, labor, capital, and education**
- **Prejudicial attitudes about gender roles and expectations**
- **Violence against men or women because of the gender roles they play**

Gender-sensitive interventions target these obstacles to create equitable opportunities for both women and men

➔ ***Everyone has the chance to reach the top floor!***

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"Gender is a developmental issue…. existing gender imbalances and inequalities in the society prevent [it] from realizing its full potential in all the activities of development in economic, social, and political dimensions."

The Tanzania National Website
http://www.tanzania.go.tz/gender.html

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AGRICULTURE IN TANZANIA

- Agriculture is a key priority sector for Tanzania, providing about ¾ of the nation's jobs, with a contribution of 46% of GDP (36% from smallholders) and ⅔ of the nation's exports.

- The agricultural population is 50% men and 50% women nationally, with small differences regionally (e.g., 49% men and 51% women in both Kilimanjaro and Tanga).

- 20% of Tanzanian mainland rural agricultural households are headed by women; 80% are headed by men. The number of WHHs has increased more rapidly than MHHs from 1997-2003.

The agriculture sector also reflects important gender inequalities in Tanzania.

GENDER DISPARITIES IN MAINLAND TANZANIAN AGRICULTURE

Access to assets:

Item owned	Male-headed hhs	Female-headed hhs
Radio	60%	30%
Bicycle	48%	30%
Iron	31%	13%

Women in HHs headed by women are more likely to own land, reflecting established gender roles and gender relations.

Land:

- Of the 11,889,780 hectares directly available to agricultural households on Tanzania Mainland, 87% are managed by men who are heads of HHs and 13% are managed by women who are heads of HHs.
- Average land size in HHs headed by men is 2.7 ha; it is 1/3 less in HHs headed by women, 1.6 ha.

GENDER DISPARITIES IN TANZANIAN AGRICULTURE

Credit:

- Only 3% of agricultural households have accessed credit - from farming cooperatives (35%), families and friends (32%), traders (9%) credit societies (8%), or NGOs, religious groups, or banks.
- Households headed by men are more likely to borrow from cooperatives; Households headed by women borrow more frequently from family and friends.

Education:

- More women who are heads of HHs have had **no** education (56%) compared to men who are heads of HHs (25%). 68% of the men have had some primary education compared to 40% of the women.
- 21% of men who are heads of HHs are illiterate; 50% of women who are HHs are illiterate.

Food Security:

- Meat is eaten a bit more often in HHs headed by men (1.1 X/week) than in HHs headed by women (0.9).
- A higher percent of WHHs (42%) often or always face food shortages than MHHs (22%).

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AND SOME AREAS OF EQUALITY

- Most smallholders are poor. Men's and women's sources of income are similar, the highest incomes coming from crop production.
- Neither men nor women report using improved seeds in any significant quantity, primarily because the prices are perceived as high and they lack cash.
- Neither men nor women have good access to credit.

CONCLUSION OF THE TANZANIAN AGRICULTURAL CENSUS

"In general, most of the gender differentials identified in the agriculture census are small, indicating that the gender discrimination in the rural agriculture population is not as high, prominent and widespread as was expected."

However

"Future work ….should [look at] differences based on the percent or number of females within households as it may be that cultural norms are maintained more by male headed households than female headed households and that the disparity between males and females within male headed households may be larger than in female headed households."

THE GENDERED CONSEQUENCES OF AGRICULTURAL DEVELOPMENT

Agricultural development impacts the rural poor through both direct and indirect pathways:

- by increasing agricultural incomes and
- creating multiplier effects in off-farm enterprise development

  - Will greater sales of agricultural produce increase incomes for women and men? Who will have control of farm enterprise income?
  - Will both women and men have more opportunities for employment? At what levels?

WHAT CHALLENGES DO WOMEN AND MEN FACE?

The GOT has identified the following constraints on women's economic empowerment:

- **Lack of access to and knowledge about credit**
- **Lack of rights to property**
- **Discriminatory or prejudicial attitudes towards women's entry into certain occupations**
- **Heavy work loads**
- **Lack of education, especially in management, business development, and technology**
- **Lack of access to improved technologies**

GENDER ISSUES IN AGRICULTURE ARE NOT JUST FOR WOMEN

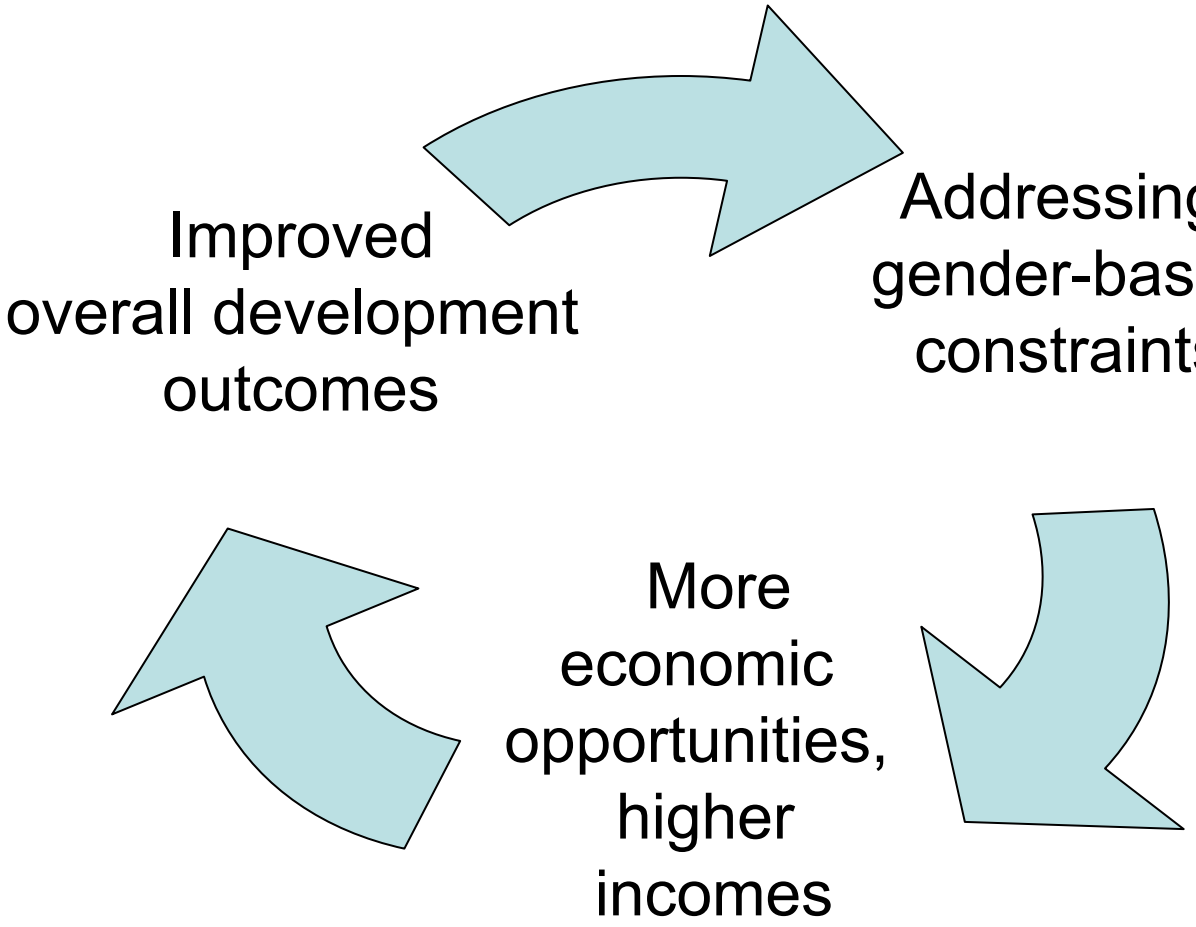


Gender integration means looking beyond women's role as farm laborers towards increasing their participation as farmer-entrepreneurs

Providing more equitable access to all factors of production: land, labor, water, credit, and information for both women and men



GENDER AND DEVELOPMENT: A VIRTUOUS CYCLE



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SESSION THREE

INTEGRATING GENDER INTO VALUE CHAINS

SESSION GOALS

- Understand usefulness of integrating gender into value chain analysis and development
- Become familiar with different approaches to integrating gender into value chain analysis and development

DEFINITION OF A VALUE CHAIN

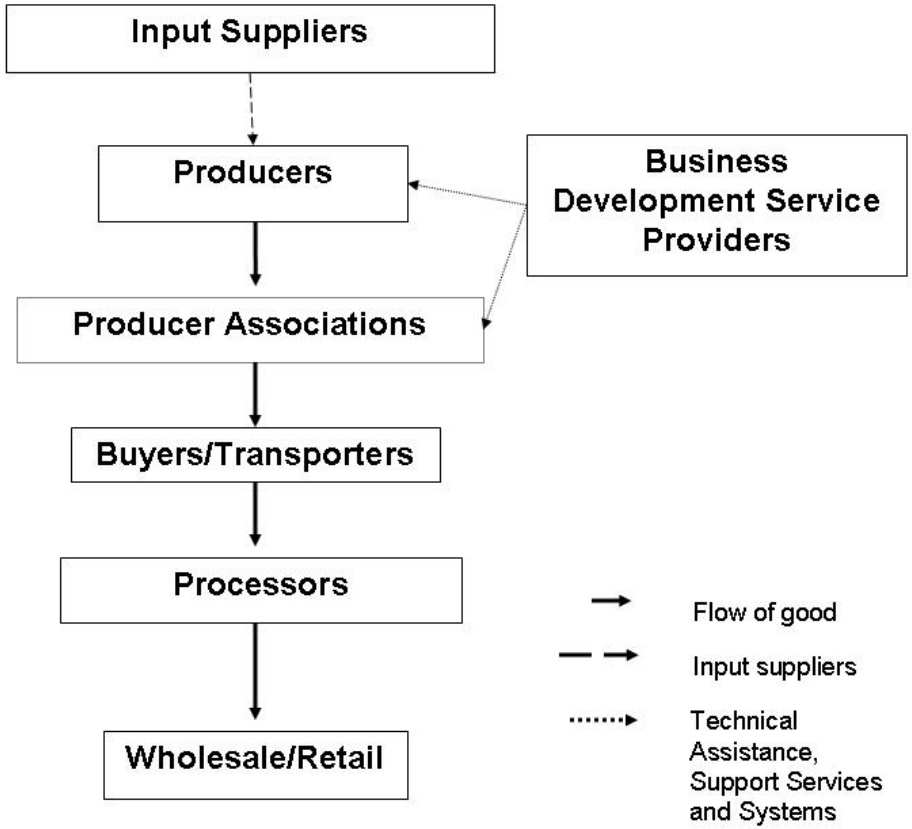
- A value chain is a linked set of activities and enterprises that brings a product from conception through disposal.

Value chain Supply chain **Market chain**

GLOBAL commodity chain *filiere (thread)*

INTERNATIONAL ASSEMBLY LINE

MAP OF A VALUE CHAIN



Value Chain Analysis

… is the process of documenting and analyzing the operation of a value chain, and usually involves mapping the chain actors and calculating the value added along its different links.

There is no single method for doing a value chain analysis.

VALUE CHAINS FOR DEVELOPMENT

- Global value chains can create employment opportunities and improve living standards for the poor.
- To achieve this design and implementation of projects must aim to:
  - increase the total amount and value of products that the poor sell in value chains; and,
  - sustain the share of the poor in a given sector or increase their margins per product, so that
  - poor producers and employees gain both an absolute increase in income as well as an increase in the relative income of the poor compared to other actors along the chain.

CHARACTERISTICS OF PRODUCTION SHIFTS IN VALUE CHAINS



- Shift from production processes that draws on indigenous or local knowledge to practices that depend on technical knowledge received from other input suppliers or buyers
- Increasing coordination of the activities from production to end user
- More complex contractual arrangements
- Greater concentration in procurement processes and end retailing

COMMON VALUE CHAIN CONSTRAINTS

- Small land holdings
- Low productivity or lack of access to productive technologies
- Limited range of finance and credit options
- Lack of access to affordable inputs and BDS
- Weak producer associations
- Weak market linkages
- Lack of access to market information
- Lack of coordination between public and private sector stakeholders
- Trust

WHAT DOES IT MEAN TO INTEGRATE GENDER INTO AGRICULTURAL VALUE CHAINS?

WHAT DOES IT MEAN TO INTEGRATE GENDER INTO AGRICULTURAL VALUE CHAINS?



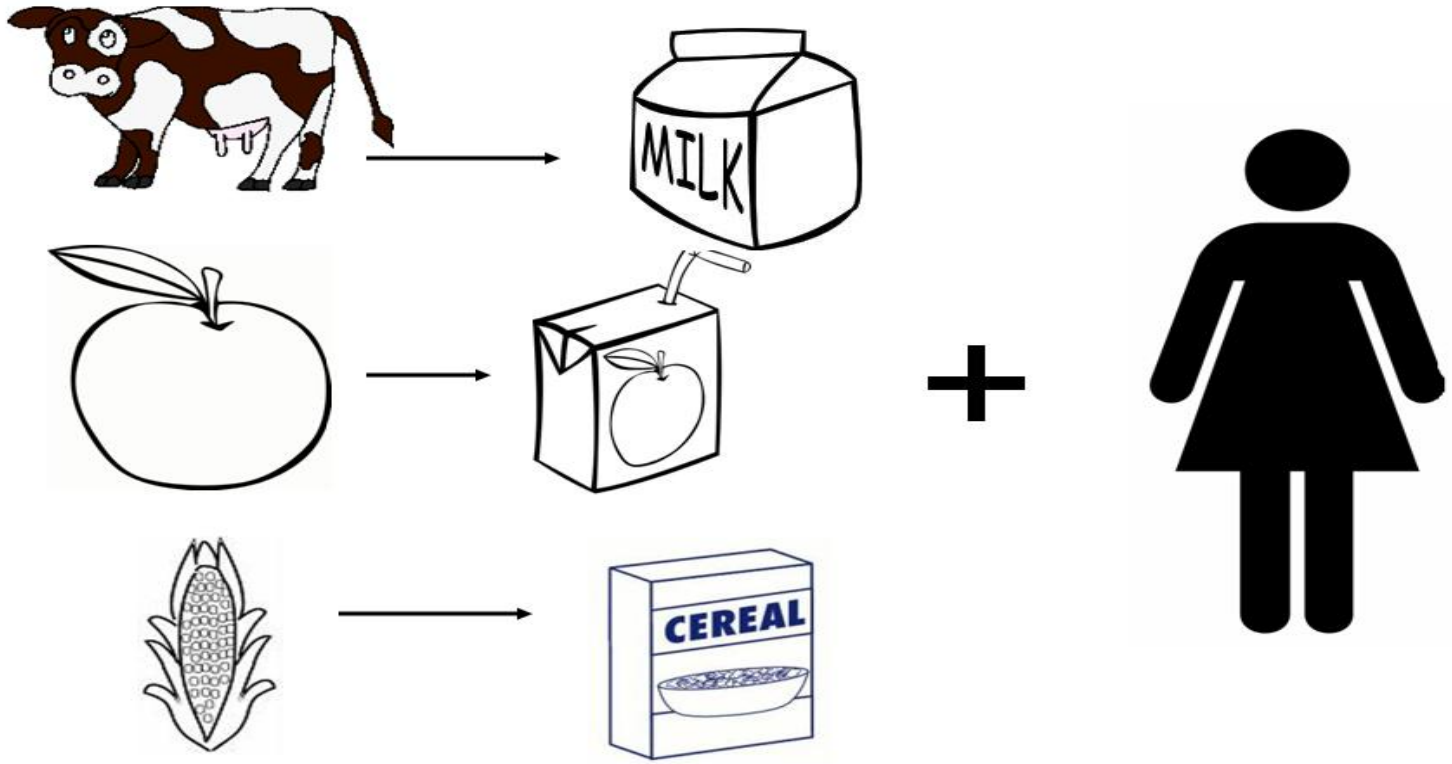
Recognizing that women and men can be equally productive when given access to equivalent agricultural inputs and technology

Looking beyond women's role as farm laborers towards increasing their participation as farmer-entrepreneurs



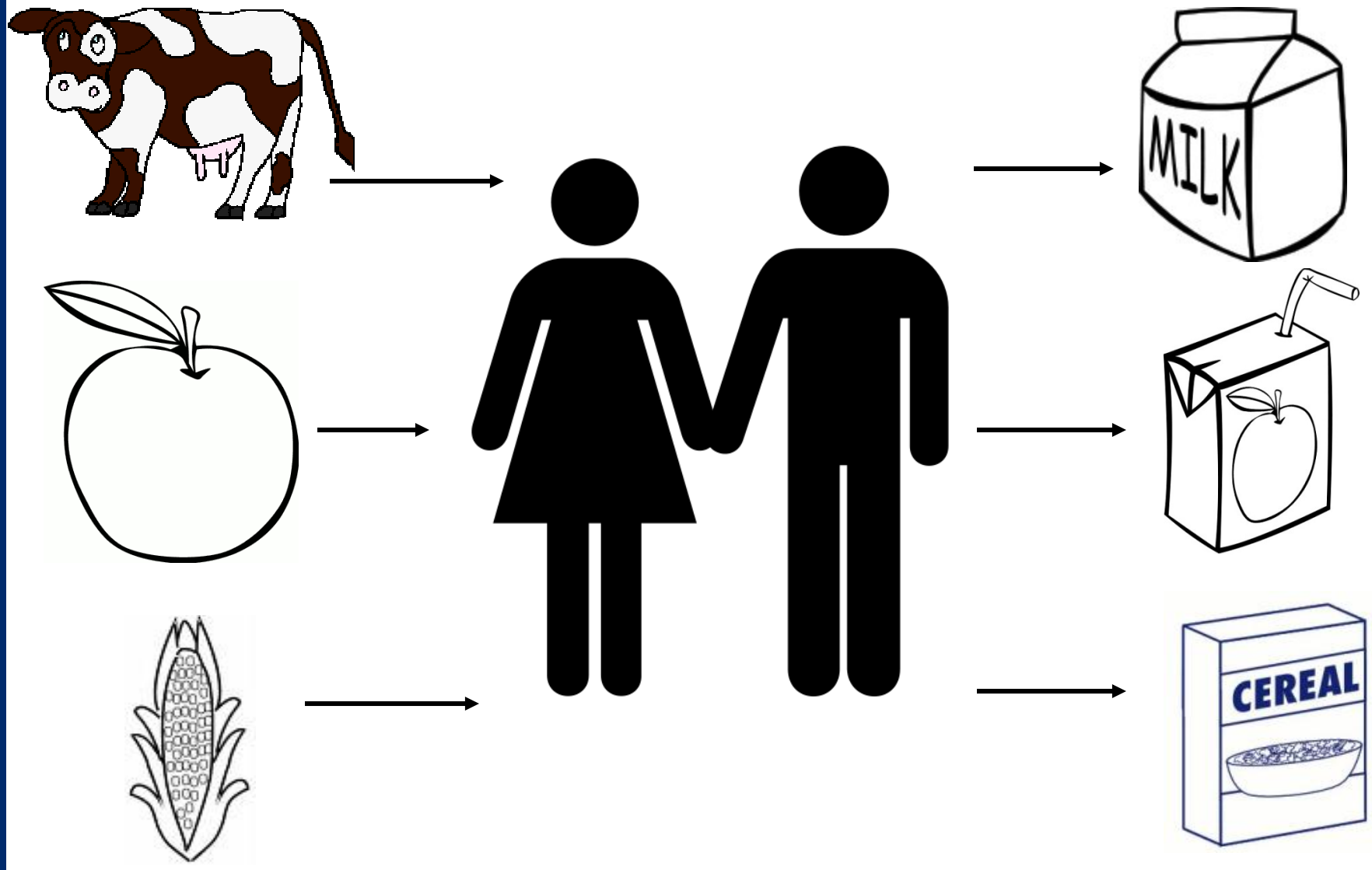
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"ADD WOMEN"



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GENDER INTEGRATION



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WHY DOES IT MATTER?

- Increasing women's employment increases economic growth
- Increasing women's employment can reduce poverty
- Addressing gender constraints to employment and productivity can increase competitiveness
- Ignoring gender issues may limit the strategies considered

GOALS OF IMPROVING GENDER INTEGRATION IN AGRICULTURE

- Generate economic and social gains
- Improve overall project performance
- Overcome gender-based barriers that constrain agricultural productivity
- Promote equality of opportunity according to gender differences and needs
- Increase the participation of both men and women in project activities

OUTCOMES OF GENDER VALUE CHAIN ANALYSIS

- Description of men and women's roles
- Identification of factors that shape men and women's opportunities
- Understanding of gender-based constraints that impact on value chain competitiveness
- Actions to ensure the men and women have equal opportunities to participate in and benefit from value chain activities

APROACHES TO ADDRESSING GENDER ISSUES IN VALUE CHAINS

- Analysis of men and women's relative distribution throughout the chain

- Analysis of gender roles and relations that influence the patterns described and measured in value chains

GATE'S Two Gender VCA Approaches

RESEARCH

- Describe men and women's roles in value chains
- Reveal sex segmentation and gender bias in labor markets
- Link economic data to power and gender differences along the chain

IMPLEMENTATION

- Examine underlying gender issues using a qualitative gender analysis framework
- Link gender analysis to program objectives
- Build the capacity of USAID and partner staff to recognize gender-based constraints and opportunities in value chain programs

A GENDER AND PRO-POOR VALUE CHAIN ANALYSIS

GATE uses a gender and pro-poor value chain analysis:

- to explore the nature of production and the terms and conditions of employment along a specific chain; and,
- to identify opportunities to improve market outcomes, raise productivity and wages, and foster pro-poor growth in the sector.

GATE conducted two gender and pro-poor value chain analyses examining the shrimp sector in Bangladesh and the artichoke sector in Peru.

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APPROACH

The value chain analysis is conducted from a distributional perspective:

- Segmentation analysis of labor markets by sex
  - Mapping the participation of men and women in the value chain
- Estimating costs, returns and value-added
- Multipliers and spillover effects

GATE'S Two Gender VCA Approaches

RESEARCH

- Describe men and women's roles in value chains
- Reveal sex segmentation and gender bias in labor markets
- Link economic data to power and gender differences along the chain

IMPLEMENTATION

- Examine underlying gender issues using a qualitative gender analysis framework
- Link gender analysis to program objectives
- Build the capacity of USAID and partner staff to recognize gender constraints and opportunities in value chain programs

Integrating Gender into Agricultural Value Chains

Can value chain development programs incorporate women and men in ways that:

-improve farm enterprise and/or sector competitiveness, AND

-support gender equality goals?

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THE INGIA-VC PROCESS

- Map the participation of men and women in the value chain
- Conduct gender analysis to identify the gender-based constraints and opportunities
- Design actions to remove gender-based constraints
- Construct indicators to measure success of action

ACTIVITY

Each program will have 15 minutes to draw or review the map of its value chain to highlight:

- location and numbers of men and women in the chain for each actor
- types of work performed by men and by women
- for each actor, the proportion of enterprises owned by men/women

Refer to four questions in workshop materials

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SESSION FOUR

A FRAMEWORK FOR GENDER ANALYSIS

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SESSION GOALS

- Increase knowledge of gender analysis
- Improve understanding of usefulness of gender analysis for agricultural value chain programs
- Become familiar with a framework for analyzing gender

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GENDER ANALYSIS

Gender analysis is a social science methodology that specifically examines:

- roles that men and women occupy (gender roles)
- social relationships between men and women (gender relations)

In development, gender analysis is a tool to determine the differential impact of development activities and policies on men and women.

GENDER ANALYSIS & VALUE CHAINS

Gender issues shape value chain operations:

- Who does what (men and women's jobs and tasks)
- Who has what (men and women's access to and control over resources)
- Who benefits from value chain activities

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OUTCOMES OF GENDER VALUE CHAIN ANALYSIS

- Description of men and women's roles
- Identification of factors that shape men and women's opportunities
- Understanding of gender-based constraints that impact on value chain competitiveness
- Actions to ensure the men and women have equal opportunities to participate in and benefit from value chain activities

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WHY IT MATTERS CONTINUED. . .

"**Gender inequalities** impose costs on productivity, efficiency and economic progress. By hindering the accumulation of human capital in the home and the labor market, and systematically excluding women or men from access to resources, public services, or productive activities, gender discrimination diminishes an economy's capacity to grow and raise living standards" (World Bank 2001:11).

GENDER ANALYSIS FRAMEWORKS

Commonly Referenced Frameworks

- The Harvard Analytical Framework (a.k.a. Gender Roles Framework)
- The Moser Gender Planning Framework
- The Gender Analysis Matrix (GAM)
- The Women's Empowerment Framework (WEP)
- The Social Relations Approach
- The Four Dimensions Framework

THE "DIMENSIONS" FRAMEWORK

The Four Dimensions of Gender Relations

- Access to Assets
- Practices and Participation
- Beliefs and Perceptions
- Laws, Policies, and Regulations

Each dimension is influenced by power relations

ACCESS TO ASSETS

Men and women often have different levels of access to tangible and intangible assets.



Tangible:

- Land
- Labor
- Capital
- Equipment
- Credit
- Education

Intangible:

- Knowledge
- Information
- Association membership
- Social networks

ACCESS TO ASSETS

In Tanzania. . .

- **Access to Land**
  - Women own approximately 19 percent of registered land
  - Men's plots are often twice as large as women's
- **Access to Finance**
  - Lending based on land as collateral remains a constraint to access credit for women
  - Men are twice as likely to have bank accounts than women
- **Access to Services**
  - In Zanzibar North, roughly 80 percent of women farmers have no access to extension services

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POTENTIAL IMPACT

- Men's and women's assets shape their employment options and where they are likely to participate in the value chain
- Lack of access to one asset may affect access to other assets (e.g. lack of access to land may restrict association membership and access to extension services, information, credit, etc.)
- Asset inequality may have negative effects on growth in the agriculture sector including:
  - Economic inefficiencies in production, processing, and marketing
  - Unequal participation in value chains

PRACTICES AND PARTICIPATION

Men's and women's economic participation often differs. Men and women are often:

- responsible for different tasks on the farm and within the household
- hired for different tasks within firms
- segregated into different sectors



PATTERNS OF PARTICIPATION

In Tanzania. . .

- **Household Division of labor**
  - Women spend three times as much time in transport activities e.g. fuel and water fetching and traveling to the grinding mill
  - Women are primarily responsible for household chores (e.g. cleaning and cooking) and caring for children, the sick and elderly

- **Occupational Segregation**

  Kilimo Impact TZ:
  - Women are hired for part-time labor-intensive tasks
  - Men are hired as full-time field technicians and managers (full-time)

- **Sector Segregation**
  - Women hold a slight majority in the agriculture sector (52 percent versus 48 percent) and in the trade sector (55 percent versus 45 percent)
  - Men dominate in the manufacturing, transport, and finance sectors

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POTENTIAL IMPACT

Sex-segregated labor markets leads to inefficiencies as human resources are misallocated:

- Competent women workers are excluded from some more productive activities
- The average ability of the workforce may be reduced if women's employment opportunities are restricted
- When women are confined to low-wage, low-productivity jobs, the labor market is less able to respond to new demands that require different or higher level skills

BELIEFS AND PERCEPTIONS

Social beliefs and perceptions shape expectations about "appropriate" roles for boys and girls and men and women. These expectations affect men's and women's economic opportunities and access to assets.



BELIEFS AND PERCEPTIONS

In Tanzania. . .

- Boys are considered an asset and an investment for parents when they grow old
- Men are expected to build homes, either physically or to provide the funds to do so
- Some men believe that if women are economically powerful or well-educated, that they become difficult or impossible to control
- Some men believe it is acceptable to divorce or physically threaten women who try to outdo them in business

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POTENTIAL IMPACT

Beliefs and perceptions affect:

- **Educational opportunities**: Men and women are typically socialized to learn about different topics, e.g., humanities vs. sciences
- **Economic activities**: Some jobs or tasks are considered more appropriate for men or women
- **Wages:** A perception that women are secondary income earners may cause differential wages for men and women
- **Inheritance patterns:** A social belief that sons should inherit land may override a law which requires equal inheritance rights indiscriminate of sex.
- **Mobility:** Expectations about appropriate behavior may restrict where men and women can go and at what time of the day

LAWS, POLICIES, AND REGULATIONS

Institutions mediate women's and men's access to assets and economic opportunities. Men and women are often treated differently by formal and informal laws, policies, and regulations including issues surrounding:

- Ownership and inheritance rights
- Due process
- Employment opportunities
- Wages
- Access to state resources (e.g. health, education, basic infrastructure, and public goods)
- Access to agricultural services, information and credit

LAWS, POLICIES, AND REGULATIONS

In Tanzania. . .

Ownership

- **Article 23 of the Constitution** establishes the right of both men and women to own land and property
- **The Land Act** states “the right of every woman to acquire, hold, use and deal with land shall, to the same extent and subject to the same restrictions, be treated as the right of any man” (Part II, Section 3.2)

LAWS, POLICIES, AND REGULATIONS

In Tanzania. . .

Inheritance

- **The Village Land Act** invalidates customary laws that discriminate against women, and recognizes a wife's rights to land on the death of a spouse or on divorce

Employment

- Tanzania Employment and Labour Relations Act 2004 7.-(1) Every employer shall ensure that he/she promotes an equal opportunity in employment and strives to eliminate discrimination in any employment policy or practice.

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POTENTIAL IMPACT

Discriminatory laws, policies, and regulations are inefficient.

Studies suggest that:

- Without secure property rights women lack incentives to increase production and use of agricultural inputs
- Discriminatory policies in credit markets impede women from making production or profit-maximizing choices
- Discriminatory employment barriers exclude competent women from productive activities

POWER influences all aspects of life in each domain

- Power comes from a variety of factors including but not limited to economic resources, status, physical dominance, and beliefs.
- Gender norms and relations determine the degree of an individual's control, influence and command over resources and decision-making.
- It affects one's ability to engage in collective actions or associate with others, to participate in affairs of the household, community, municipality, and nation, to use individual economic resources, and to choose employment.

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WORKSHEET ONE

Instructions:

- Work in groups of two.

2. Based on the information presented in the case study, identify what you know about each dimension listed in column one for men and for women (columns 2 and 3).

3. Brainstorm about what additional information you might want to know and make notes of that in column 4.

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SESSION FIVE

IDENTIFYING GENDER-BASED CONSTRAINTS IN VALUE CHAIN DEVELOPMENT

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SESSION GOALS

- **Understand the definition of "gender-based constraint" and how it is different from other economic constraints**
- **Understand the definition of "gender-based opportunity" and how it is different from other economic opportunities**
- **Identify gender-based constraints and opportunities in the case study**

GENDER-BASED CONSTRAINTS

Gender-based Constraints

… are barriers or limits that inhibit either men's or women's access to resources or opportunities based on characteristics associated with their gender roles.

The constraints can be discriminatory attitudes, laws, practices or conditions. The gender-based constraint may be an aspect of formal laws or beliefs about "just the way things are."

E.g., In Nairobi, both taxi cab employers and passengers believe that it is unsafe to drive with women at night. This belief is based on a perception of women being physically weak and/or physically vulnerable to 'bandits." As a result, there are few women taxi drivers in Nairobi.

SOCIAL EXPECTATIONS



For girls and women, time to collect firewood reduces time available for other productive tasks while knowledge of the forest plants provides an opportunity for wild harvesting and sales.

For boys and young men, grazing cattle, transporting, and other tasks away from home may interfere with schooling and affects employment, but offers them a chance to build wider social networks.



GENDER-BASED OPPORTUNITIES

Gender-based Opportunities

… are options to access productive resources that are made available to men or to women based on characteristics associated with their gender roles. They are avenues for change that can improve women's or men's pathways for advancement. These options can be encouraging attitudes, laws, practices, or conditions.

The gender-based opportunity may be an aspect of formal laws or beliefs about "just the way things are."

E.g., Rural women have commonly spent time collecting firewood and wild plants to and from their farms. They are also expected to care for the ills and elderly. As a result, they may have special knowledge of medicinal plants. This offers them a gender-based opportunity to collect these wild plants and sell them new markets.

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Gender-based constraint or opportunity?



IDENTIFYING GENDER-BASED CONSTRAINTS

GENERAL CONSTRAINT	GENDER-BASED CONSTRAINT
Small landholdings	Laws or customs that restrict women's land ownership
Limited range of finance and credit options	Bank policies that require a married women to obtain her husband's signature
Lack of access to market information	Social norms that limit women's networking abilities
Low productivity	Inequitable distribution of household income
	Disproportionate labor needs for domestic work

WORKSHEET TWO

Instructions:

Using ONLY the information in the case study, enter the data requested on the two page worksheet:

1. Identify for each actor in the value chain (noted at the top of the worksheet) any gender-based constraints mentioned in the case study for each dimension.
2. In the last column, describe how this constraint will achieve its results (Columns 2 and 3).
3. If you have time, repeat steps 2 and 3 by identifying gender-based opportunities and their impact.

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SESSION SIX

IDENTIFYING ACTIONS TO ADDRESS GENDER- BASED CONSTRAINTS

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SESSION GOALS

- Become familiar with different approaches for addressing gender issues in programming
- Brainstorm about possible gender integration actions

Continuum of Approaches for Gender Integration

Gender Exploitative	Gender Accommodating	Gender Transformative



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EXPLOITATIVE

Gender integration approaches that **use, exploit or exacerbate** gender inequalities and stereotypes in pursuit of project objectives. They reinforce inequalities between men and women by perpetuating stereotypical images or ideas about roles

Examples:

In Albania, an agricultural program invited only the "head of the household" to training sessions, even though many household level farming enterprises were managed by women (in 2008). Women remained unable to learn new production and marketing techniques.

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ACCOMMODATING

Gender integration approaches that **adapt** to gender differences in pursuit program objectives

- They do not challenge inequitable gender norms, but leave inequalities in place
- They might even make it easier for women to fulfill the duties ascribed to them by their gender roles
- They may provide women with benefits more quickly than with approaches that seek to change gender relations

Example:

In Peru, a World Bank project "Making Rural Roads Work For the Poor" consulted both men and women about their transportation needs, and concluded that in addition to improving paved roads, they needed also to improve foot and bike paths. Women stated the paths cut the time it took to reach the market.

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TRANSFORMATIVE

Gender integration approaches that seek to **transform relations between women and men** to promote equity and gender equality, and attempt to reduce inequality in pursuit of project objectives. For example:

- Supporting community dialogue to shift the balance of power or the distribution of resources
- Building men's or women's critical awareness of gender norms or human rights through workshops

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GENDER INTEGRATION MATRIX

Steps 1 and 5 Project Objectives	Step 2 Data Collection	Step 3 ID of Gender Constraints	Step 4 Actions to reduce gender constraints	Step 6: Indicators
Original project objective: Increase employment opportunities in horticultural production and processing plants **Revised project objective:** Increase employment opportunities in horticultural production and processing plants, **especially in previously underrepresented positions.**	• In households, women plant, weed, and harvest; men prepare land. • Cultivation tasks vary by crop. • Most women have completed primary education. • Women are hired into low-paying production & processing jobs. • Men are hired as supervisors. • Sexual harassment is common.	Social conditions (attitudes, harassment, lack of training) restrict employment opportunities for women, particularly in moving from line jobs to supervisory positions in horticultural production and processing plants.	• Provide management training to women. • Publicize opportunities in supervisory and management positions to men and women. • Provide trainings on sexual harassment to men and women.	▪Sex-disaggregated data on employment ▪Number of women in supervisory and management positions; ▪Percentage of women in supervisory and management positions.

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WORKSHEET THREE

Instructions:

1. List the project objectives from the case study.
2. From Worksheet Two, choose an identified gender-based constraint.
3. All participants will brainstorm possible actions to address this constraint (column 3)
4. The group will discuss the impact that removing this constraint could have on the project activity, if successful.
5. Will the current indicators measure this success? If not, revise or create a new indicator.
6. Revise the project objective.

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GENDER INTEGRATION MATRIX

Steps 1 and 5 Project Objectives	Step 2 Data Collection	Step 3 ID of Gender Constraints	Step 4 Actions to reduce gender constraints	Step 6: Indicators
Original project objective: To raise rural household incomes through increased horticulture productivity.	•Vast majority of farmers receive technical assistance and knowledge through producer associations. •Membership criteria varies, but in some places is based on land ownership. •Women operate roughly one-third of farm enterprises.	Women have less access to inputs and technical assistance because membership to associations is based on formal land ownership.	Explore the feasibility in different associations of promoting joint association membership, women's only groups, or non-collateral based membership	• # of men and women adopting new technology • Percentage of women adopting new technology •Percentage of women participating in producer association increased.

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SESSION SEVEN

IDENTIFYING GENDER-BASED CONSTRAINTS IN SHOP AND SEMMA

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WORKSHEET ONE

Instructions:

1. Work in project groups (SEMMA and SHOP).

2. Use project documents and project experiences to identify what you know about each dimension listed in column one for men and for women (columns 2 and 3).

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WORKSHEET TWO

Instructions:

Using the information from Worksheet One, fill in the matrix:

1. Identify a gender-based constraint for each dimension.

2. Describe how this constraint will affect the achievement of program results.

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SESSION EIGHT

PRINCIPLES OF GENDER-SENSITIVE INDICATORS

‘Not everything that counts can be counted and not everything that can be counted counts.’

Albert Einstein

GENDER-SENSITIVE INDICATOR

Gender-sensitive indicators have the special function of pointing out how far and in what ways development programs and projects have met their gender objectives and achieved results related to gender equity.

IMPORTANCE OF GENDER-SENSITIVE INDICATORS

- To know if we have achieved gender objectives
- To communicate achievements toward gender objectives
- To know if we have created gender differences

MONITORING GENDER IMPACTS

Gender-sensitive Indicators are Mandated by USAID

- ADS 203.3.4.3

Performance management systems and evaluations at the SO and IR levels must include gender-sensitive indicators and sex-disaggregated data when the technical analyses supporting the…results…or activities …demonstrate that:

- Activities or their anticipated results involve or affect women and men differently; and
- If so, this difference would be an important factor in managing for sustainable program impact.

DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

- Establish realistic targets
  - Separate targets for women and men
- Check your assumptions
  - For example, does an increase in household income benefit all household members equally? Instead of “increase farmers’ income by 25%” consider “increase income under women’s control by 25%”
- Clarify areas where more information is needed
- Determine how more information can be obtained
  - Have you interviewed both women and men?

DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

Carry out a project "gender audit" to determine current levels and areas of knowledge about men's and women's participation in project activities

- By region
- By crop
- By section of the value chain

DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

- Avoid only counting bodies
  - Not just a disaggregation by sex nor a disaggregation by sex of head of household or enterprise
- Indicators should capture quality and not just quantity
  - Not just attendance but true participation and decision-making
  - Quality of jobs rather than numbers of employed
- Aim to measure changes in levels of inequality
  - Instead of “25 women joined the producer association” “Proportion of women producer association members increased from 25% to 50%; for the first time, women hold 3 leadership positions in the association”
  - If the indicator measures only volume of sales, it is not possible to determine if women’s proportion of sales have increased relative to men’s

SEX VERSUS GENDER DISAGGREGATED DATA

- Sex disaggregated data refers to the collection of data by physical attributes of the individual

- Gender disaggregated data refers to the results of a gender analysis of sex-disaggregated data to determine the impact of activities on gender relations

FROM SEX-DISAGGREGATED DATA TO GENDER ANALYSIS

Questions to answer:

- What is the income per capita by sex? Fill in the corresponding boxes.
- What is the average return per tree/vine by sex? Fill in the corresponding boxes.
- What does the data tell us?
- What does additional information do we need to explain the results?

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SESSION NINE

PREPARATION FOR SITE VISITS

INTERVIEWING TECHNIQUES: FIRST PRINCIPLES

INTERVIEWER



FIELD GUIDE

INFORMANT or RESPONDENT



The interviewer and the informant are different people

As the interviewer, ask your question and LISTEN to the actual answer.
This is your opportunity to learn, not to demonstrate what you already know.

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GENERAL POINTS

- The informational interview is a conversation with a purpose. It needs to combine both social and professional elements.
- At the start, take time for a greeting and offer an explanation of the purpose of your interview.
- Express ignorance. Don’t argue. The purpose of the interview is for you to learn from the informant.



TRY TO MOVE BEYOND STEREOTYPES

CONDUCTING INTERVIEWS ABOUT GENDER INFORMATION

Context:

- Women and men interviewees may respond differently to women or men interviewers. A married woman may respond differently when interviewed alone or with her husband. A married man may respond differently when interviewed alone or with his wife or wives. Men and women both may respond differently when alone or with others.

Content:

- Gendered access to information means different respondents may tell different stories – and both may be correct.

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ASKING QUESTIONS

Asking the right questions in the right ways:

- Use open-ended questions, especially in the beginning.

- Descriptive questions are broad and general and allow people to describe their experiences and their daily activities, e.g., “Tell me about a typical day.”

- Structural questions explore responses to descriptive questions. They are used to understand how the respondent organizes knowledge.

- Avoid asking multi-part questions. Allow the respondent to answer fully before moving on to the next question.

ENDING THE INTERVIEW

- At the end of the interview, briefly summarize the main points to check that you have understood the interviewee's position.

- It is often helpful to ask the respondent if he or she has questions for you.

- Offer your thanks for their time and assistance.

INtegrating Gender Into Agricultural Value Chains
(INGIA-VC)

March 28 & April 6, 2009
Tanga, Tanzania (SEMMA)

Facilitators:
Cristina Manfre, Development and Training Services, Inc. (dTS/GATE Project)
Kara Nichols Barrett, Development & Training Services, Inc. (dTS/GATE Project)
Deborah Rubin, Cultural Practice, LLC (CP)

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SESSION TEN

INTEGRATING GENDER IN AGRICULTURE VALUE CHAINS IN TANZANIA:

WHAT DO WE KNOW NOW?

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SESSION GOALS

To enable workshop participants to:

- Analyze information about project participants gender relations that are relevant to achieving project objectives:
  - Distinguish actual practice from beliefs about those practices
  - Distinguish actual practice from stereotypes

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WORKSHEET FOUR

Instructions :

1. Enter the information you collected in the appropriate boxes on Worksheet Four, for Producers and Producer Associations

2. Enter information you collected that is supplementary to the question provided where appropriate or at the bottom of the page

3. Think carefully about where you have empirical evidence and where what you heard was only a belief.

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SESSION ELEVEN

IDENTIFYING GENDER-BASED CONSTRAINTS IN SEMMA AND SHOP

GENDER-BASED CONSTRAINTS

GENERAL CONSTRAINT	GENDER-BASED CONSTRAINT
Small landholdings	Laws or customs that restrict women's land ownership
Limited range of finance and credit options	Bank policies that require a married women to obtain her husband's signature
Lack of access to market information	Social norms that limit women's networking abilities
Low productivity	Inequitable distribution of household income
	Disproportionate labor needs for domestic work

Women/men are constrained in/from

_____

(an activity affecting program component),

because (of) _____

(a condition related to gender disparities in access to specific assets, gendered patterns of behavior, and/or beliefs and perceptions about gender relations).

WORKSHEET FIVE

Instructions:

Using primarily the information collected during your field visits with producers to:

1. Identify a gender-based constraint.

2. Indicate which project component may be involved.

3. Explain how that constraint might affect the ability of the project to achieve its results.

4. Which of the identified constraints is likely to create the greatest obstacle for the project?

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HOW WILL WHAT YOU KNOW CHANGE YOUR PROGRAMS?

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WORKSHEET SIX

Instructions:

1. Using the work completed in worksheet five, choose 3 gender-based constraints that you want to address

2. Brainstorm possible actions that will reduce each constraint

3. Design a feasible indicator to measure the success of the proposed action

EXAMPLE FROM SHOP PROJECT

Project Component:

Strengthen market linkages and expand domestic outgrower schemes

Gender-based constraint (GBC): In Lushoto, women are constrained (relative to men) in expanding horticultural production under ULT/SHOP because they lack access to alternative income sources and/or resources to compensate for delayed payments

Possible Impact On Achieving Project Objectives:

# of new associations formed and/or % change in association membership

% change in value and volume of marketed production

% change in acreage expanded

Possible Action:

Project provides credit or advance to women producers

GBCs AND POSSIBLE ACTIONS: SHOP PROJECT, USA RIVER

Priority #1:

Women are constrained from expanding to an independent entity and/or graduating from their dependence on the commercial farmer because of a perception about or the reality of their lack of management capacity.

- [Program component] Building association capacity
- Impacts the project by limiting ability to expand to other associations because of staff time and other resources involved in working with the association.

Actions:

- Provide relevant training to Executive Board and members, e.g., on managing the MVG manager
- Restructure management hierarchy; support new hire for KIT of outgrower relations manager.

GBCs AND POSSIBLE ACTIONS: SHOP PROJECT, USA RIVER

Priority #2:

Women are constrained from operating independently because they don't have access to or control of their own land and/or they don't have capital to rent or buy.

- [Program Component] increased quantity of production of high value vegetables and # of associations
- Limits the success of achievement of production targets and limits on land at farm reduces capacity to expand and include more women who lack access to land.

Actions:

- Provide grant assistance for land purchase, e.g., through matching payment scheme, linking willing buyers and sellers, or savings program.

GBCs AND POSSIBLE ACTIONS: SHOP PROJECT, ULT LUSHOTO

Priority #1:

Women are constrained from improving overall quality and quantity of high value vegetable because ULT limits trainings to registered members.

[Program Component] Production

Impacts the project by reducing opportunities to improve quality of vegetables in their husband's farms; limited transfer of knowledge; limits participation; reduces potential sales.

Actions:

- Change SHOP policy to permit spouses to attend trainings for registered members (men and women).

- Advocate change in ULT policy on same topic.

GBCs AND POSSIBLE ACTIONS: SEMMA PROJECT

Priority #1:

Women are constrained from taking on leadership positions within the producer associations by lack of capacity or perception of lack of capacity for leadership roles.

-- [Program component] Strengthening producer associations.

-- Impacts the project by affecting the ability of producer associations to respond to members' needs and the strength and sustainability of producer associations.

Actions:

-- Provide appropriate leadership training and gender awareness trainings to both men and women.

GBCs AND POSSIBLE ACTIONS: SEMMA PROJECT

Priority #2:

Women are constrained from increasing seaweed farming productivity because of lack of access transportation between the seaweed farms and the shore as well as from the shore to the village.

-- [Program component] Increased productivity

– Impacts the project reducing levels of seaweed harvested and sold.

Actions:

- Provide transportation support . Encourage producer association to provide subsidized transport options (e.g., reduce costs of transporting seaweed to shore by boat; purchase of bicycles or carts for transport of dried seaweed to village.)

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SESSION THIRTEEN

REFLECTIONS ON DATA COLLECTION PROCESS IN THE FIELD VISITS

USAID
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REFLECTION QUESTIONS

- What was your overall opinion of the interview process?
- Are there questions that you would add?
- Are there questions that you would remove?
- Did you find the questions helped you to identify gender-based constraints?
- Did you find the questions helped you to identify gender-based opportunities?
- Did the questions and the interview process help you get beyond gender-based stereotypes?
- Did you elicit new information?