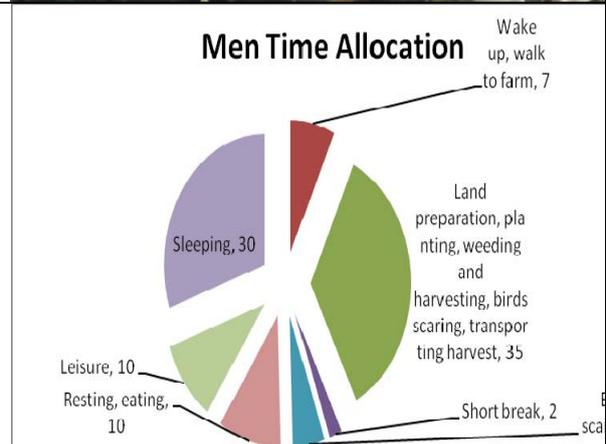
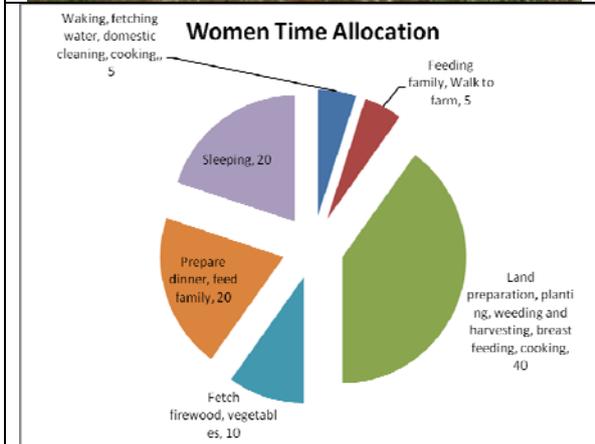




Workshop Report

Gender Disaggregated Data in Agricultural Research

'Towards Building Capacity for Data Collection'



**26th -29th July, 2011
MOROGORO -TANZANIA**

**Report prepared by
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Acronyms

| | |
|---------|---|
| ACIAR | : Australian Centre for International Agricultural Research |
| ASARECA | : Association for Strengthening Agricultural Research in Eastern and Central Africa |
| CIMMYT | : International Maize and Wheat Improvement Centre |
| FHH | : Female Headed Household |
| GDD | : Gender Disaggregated Data |
| MHH | : Male Headed Household |
| SACCOS | : Savings and Credit Cooperative Society |
| SDD | : Sex Disaggregated Data |
| SIMLESA | : Sustainable Intensification of Maize-legume cropping Systems for food security in Eastern and Southern Africa |
| TZ | : Tanzania |
| USD | : United States Dollars |

Table of Contents

Contents

| | |
|---|----|
| Table of Contents..... | 2 |
| 1.0. Background to the Workshop..... | 4 |
| DAY ONE..... | 6 |
| 1.1. Opening of the workshop by Dr. Mligo..... | 6 |
| 1.1.1. Participants’ self-introductions..... | 6 |
| 1.1.2. Opening Remarks by Dr. Mulugetta Mekuria, SIMLESA Program Coordinator..... | 7 |
| 1.1.3. Discussion..... | 7 |
| 1.2.1 Discussion..... | 9 |
| 1.3. From Sex Disaggregated Data to Gender Disaggregated Data by Forough..... | 12 |
| 1.4. A look at some of the gender analysis tools..... | 17 |
| DAY TWO..... | 22 |
| 2.0. Preparation for field work..... | 22 |
| 2.1. Setting the agenda for the meeting..... | 22 |
| 2.2.1. Introduction of the researchers to the community..... | 22 |
| 2.3. Group work..... | 23 |
| 2.4. Group presentations..... | 23 |
| 2.5. Key informant Interviews..... | 26 |
| DAY THREE..... | 30 |
| 3.0. Recap of the previous day’s exercise..... | 30 |
| 3.2. Comments by the facilitator..... | 31 |
| 3.3. Discussion..... | 32 |
| 3.4. Group work..... | 32 |
| 3.5. Report format..... | 32 |

| | |
|--|----|
| 3.6. Group Reports..... | 33 |
| a) Group One..... | 33 |
| b) Group two report..... | 41 |
| 3.7. Cocktail..... | 50 |
| 3.7.1. Remarks by Dr. Mulugetta | 50 |
| 3.7.2. Remarks by Dr C.Z Mkangwa | 51 |
| 3.7.3. Remarks by Forough | 51 |
| 3.7.4. Remarks by Yeshe Chiche | 51 |
| 3.7.5. Remarks by Charles Nkonge | 51 |
| DAY FOUR..... | 53 |
| 4.0. Recap of the day three by Mr. Gerd Turyamureeba..... | 53 |
| 4.2. Developing Action plans | 53 |
| 4.2.1. Remarks by the facilitator Ms. Forough Olinga | 53 |
| 4.2.2. Remarks by Ruth Kabanyoro..... | 53 |
| 4.2.3. Action planning by Maureen Miruka | 53 |
| 4.3. Malawi Actionplan | 54 |
| 4.4. Action plan for the GDD baseline survey report preparation, Ethiopia..... | 55 |
| 4.5. Action plan for Tanzania..... | 56 |
| Appendix 1: List of participants | 57 |
| Appendix 2: Recap of the first day..... | 59 |
| Appendix 3: Final Evaluation..... | 61 |
| Appendix 5: Workshop Agenda..... | 61 |

1.0. Background to the Workshop

The Sustainable intensification of Maize-legume cropping systems for food security in Eastern and Southern Africa (SIMLESA) is a multi-institution and multi-stakeholder regional collaborative research project led by the International Maize and Wheat Improvement Centre (CIMMYT), with donor support from the Australian Centre for International Agricultural Research (ACIAR). The SIMLESA program is implemented in Ethiopia, Kenya, Malawi, Mozambique, Tanzania and Australia and aims at increasing farm-level food security and productivity, in the context of climate risk and change. The Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) is one of the collaborating partners in this program with the role of providing technical backstopping, capacity building in gender mainstreaming, monitoring and evaluation and in knowledge transfer and technology spillovers. ASARECA's gender mainstreaming strategic plan (2010- 2014), recommends "*the improvement of the collection, dissemination and use of gender-disaggregated data in agriculture, fisheries, forestry and rural development.*" *This was in recognition of the importance of gender-disaggregated data to food security policy and planning.* This particular training workshop was one of the capacity building activities related to gender mainstreaming undertaken by ASARECA in the SIMLESA program.

Rationale

Improving food security and people's livelihoods is complex and calls for a comprehensive and multidisciplinary approach. Such an approach must include the collection, management and analysis of data for agriculture and rural development – for planning and policy purposes as well as for monitoring and evaluating the impacts of research interventions.

Men and women often use different methods of cultivation, and use their produce differently. As a result, they have different concerns regarding improving crop yield or increasing plant resistance to disease. For example: women may grow maize as a subsistence crop, whereas men grow it as a cash crop, but, women may derive significant income from the by-products, such as straw used as fodder for livestock. Men and women farmers thus, often have different research interests and needs that can only be captured if gender issues are incorporated in setting the research agenda. Paying attention to gender differences can enhance the quality of research work at different stages of the research process such as: testing and selecting plant varieties, promoting the adoption of findings, evaluating the results and improving staff quality.

Gender disaggregated data highlights the need for accessible information and data as a starting point for any programme/ project. During February 2011, ASARECA conducted a four day gender mainstreaming workshop for all SIMLESA countries plus selected ASARECA staff. The workshop covered in detail the conceptual aspects of gender mainstreaming. Participants were given hands on practice on how to generate Sex and Gender Disaggregated Data. The training employed a comprehensive methodology in terms of learning skills plus a systematic schedule with session linkages. This workshop was a follow up on the previous one and sought to further build the capacity of the scientists in collection of gender disaggregated data, acquire skills in field facilitation, data collection and analysis.

GOAL OF THE WORKSHOP

The overall aim of the workshop was to strengthen the capacity of the scientists to collect Gender Disaggregated Data (GDD) in Agricultural Research and to enable them to use gender analytical tools at the field level for better analysis and interpretation.

WORKSHOP OBJECTIVE

The main objective of the workshop was enable participants acquire knowledge, tools and skills in generation and use of Gender Disaggregated Data (GDD).

SPECIFIC OBJECTIVES

The workshop aimed at providing participants with information and skills to enable them to:

At plenary:

1. Facilitate learning in Sex Disaggregated Data (SDD) and Gender Disaggregated Data (GDD).
2. Distinguish the function of GDD with regard to socioeconomic variables
3. Present their progress reports on the baseline data collection at country level
4. Review the data already collected through a gender lens for special treatment.
5. Acquire the art of facilitation for collection of data at the field level.
6. Learn selected gender analytical tools for use during field data collection and analysis

At the field level:

1. Discuss the format for the field report
2. Acquire hands-on practice in collection, analysis and interpretation of Sex Disaggregated Data (SDD) and Gender Disaggregated Data (GDD).
3. Clean and process the data.

DAY ONE

1.1. Opening of the workshop by Dr. Mligo

In her opening remarks, Ms. Forough Olinga introduced Dr. Mligo to the participants acknowledging and appreciating his role in the organization of the workshop and invited him to give the welcome remarks. Dr. Mligo welcomed participants to the workshop and to Morogoro in particular. He asked for two volunteers (a man and woman) to lead the opening prayers. He then welcomed Mr. Josephat Chengole to lead the session on self-introduction.

1.1.1. Participants' self-introductions

Mr. Chengole asked participants to pair up according to the country they represented and introduce each other. Each group was asked to sing a popular song from their country in their local language after the self-introductions. The introductions showed that participants were drawn from different countries including Tanzania, Ethiopia, Malawi, Uganda and Kenya and represented different agricultural research institutes, government agencies and civil society organizations. This was followed by the introduction of the gender focal persons from Uganda, Ethiopians, Malawi and Kenya. Each focal person was requested to share importance of gender mainstreaming and progress made by their respective institutions to address gender issues.

| Country | Importance and progress made in terms of gender mainstreaming |
|----------|---|
| Malawi | <ul style="list-style-type: none">Gender mainstreaming enables researchers develop appropriate technologies for both men and women farmers and use appropriate channels to disseminate information to ensure that both men and women farmers benefit. |
| Uganda | <ul style="list-style-type: none">Efforts have been made to raise gender awareness among scientist, support staff and build their skills to integrate it in their work. This is quite a challenge though.There are ongoing efforts to mainstream gender in organizational policies and processes as well as proposal writing. |
| Kenya | <ul style="list-style-type: none">Researchers are aware of the need to mainstream gender in their work. They are particularly sensitive about developing technologies that benefit both men and women. However, there is limited focus on human resource to make KARRI a gender responsive institute |
| Ethiopia | <ul style="list-style-type: none">A strategy has been developed to guide the process of integrating gender in the research institute. The main focus of the strategy is to develop the capacity of the staff to integrate gender in all research processes, identify the gender gaps within the farming systems through a survey, and how to create conducive work environment.A framework has been developed to all research processes in the country to address gender issues. |

Comments by the facilitator

Ms. Olinga emphasized the need to have Sex Disaggregated (SDD) and Gender Disaggregated Data (GDD) integrated all institutional processes to enable them identify the existing gender gaps as well as understand the causes for this situation and develop appropriate interventions. She said that the workshop would focus on learning how to collect and present GDD in the most appropriate manner.

She noted that the workshop has been designed to address the issues that were raised by participants during the evaluation of the previous workshop. Among the issues suggested was the increase in the number of days for the workshop and the need to practice the use of the gender analysis tools in the field. On this note, she appreciated Dr. Mligo for his commitment to organize and coordinate the pre-workshop

activities including the identification of the venue for field work practice. She invited Dr. Mulugetta to give the opening remarks.

1.1.2. Opening Remarks by Dr. Mulugetta Mekuria, SIMLESA Program Coordinator

Dr. Mulugetta thanked participants for responding to the invitation to the workshop and also thanked Dr. Mlilo for accepting to host the workshop in his region. He recognized and apologised for the delay in processing the logistics for the workshop which in a way affected its preparations and related activities. He said that Morogoro was the best venue for the workshop because it provided the right environment for participants to conduct field work. He noted that the main objective of the workshop was to enable participants analyse the data already collected and find out whether it captures the gender issues and is able to guide the researchers to come up with appropriate interventions (technology, seed varieties, etc) to support both men and women farmers.

He noted that the training was not an end in itself but part of a process aimed at building the capacity of the researchers to be able to develop research products that are tangible and useful to the project. Although appreciated, there was no time to visit all the countries because the data would become obsolete. In this regard, he tasked the economists from Ethiopia and Malawi to work together and make use of the Tanzania data sets to inform the processes of other countries. Tanzania had already completed data collection and had embarked on analysis. He urged researchers to ensure that objective number four of the SIMLESA project is integrated in all countries of operation. Objective number four requires that gender is mainstreamed in all activities of the SIMLESA project and therefore cuts across all objectives. He then declared the workshop open.

1.1.3. Discussion

A number of issues were raised in a discussion following the above remarks as presented below.

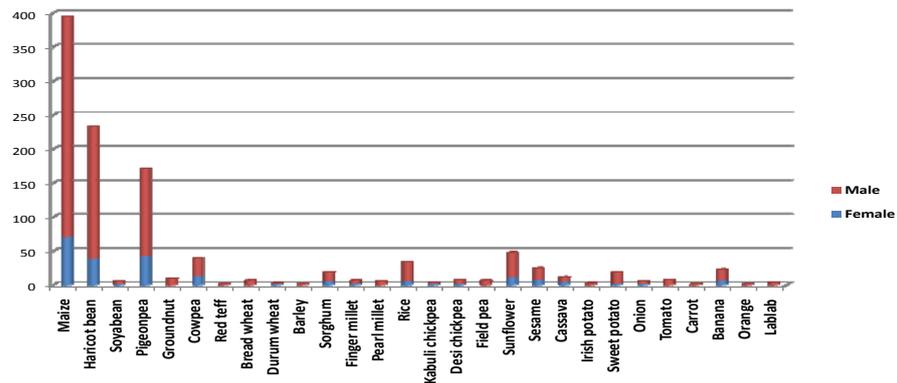
Dr. Mulugetta

- Participants from each country should be linked with SIMLESA country coordinators, make use of the available expertise and build on the work already done on gender mainstreaming.
- **SIMLESA contact person** should be the key persons and **not the gender focal persons**. All communications in regard to gender training and related activities should be done through them.
- In future, Forough should focus on the technical aspects while the coordinators handle the logistics for gender related activities. Dr. Mulugetta proposed early preparation and share of information about upcoming workshops to allow management adequate time for planning and communication to the national coordinators.

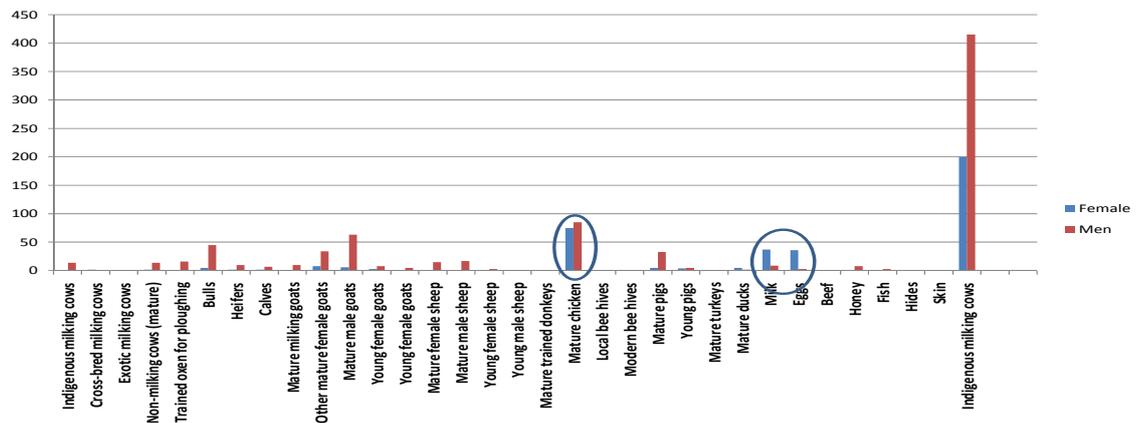
1.2. Some Sex disaggregated results from Tanzanian household baseline survey

As noted earlier, Tanzania was already ahead of other countries in data collection and provided some of the data sets for analysis and learning as below.

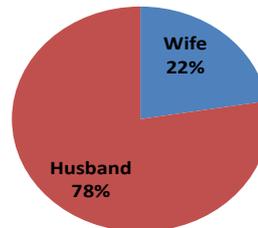
Sale of crops by sex



Sale of livestock and products



Access to bank account by sex



Mean labour days on farming activities by Sex

| | | N | Mean | Std. Deviation |
|------------------|---------|-----|-------|----------------|
| Land preparation | Males | 701 | 7.80 | 10.26 |
| | Females | 701 | 5.80 | 7.71 |
| Weeding | Males | 701 | 10.66 | 11.37 |
| | Females | 701 | 8.74 | 9.97 |
| Harvesting | Males | 701 | 8.75 | 9.32 |
| | Females | 701 | 7.57 | 8.03 |

Labour hours maize by sex

| | | N | Mean | Std. Deviation |
|------------------|-------|-----|------|----------------|
| Land preparation | Men | 701 | 6.04 | 13.72 |
| | Women | 701 | 4.02 | 5.49 |
| Weeding | Men | 701 | 7.71 | 8.17 |
| | Women | 701 | 6.26 | 6.53 |
| Harvesting | Men | 701 | 6.19 | 6.36 |
| | Women | 701 | 5.39 | 5.62 |

1.2.1 Discussion

Following the presentation of the above data sets from Tanzania, participants raised the following:

Food security – according to the graph, men are involved in the sale of most all of the crops (maize, sorghum, rice, cowpeas, sunflower, and sweet potatoes) other than women. Being food crops and more in the hands of men, it becomes a cash crop and is likely to end up in the market and hence a threat to food security.

There was a question as to whether the data involved individuals or household heads and if so, the information about female headed households is missing. In most cases the type of crops controlled by women the sale is likely to be dominated by women.

Participants also noted that the questionnaire missed out the variable of the different types of household e.g. whether it is a male headed, female headed household. It is put as a response and not directly indicated but indirectly represented by the 'sex' variable. Therefore, the person interviewed could be a husband or son, wife or daughter. For subsequent surveys, this distinction has to be made very clear from the onset.

However, it was also noted that during the survey, the researchers were required to collect data from heads of households-male or female headed as well as the different members of household (husband, wife, son and daughter) for each household.

Sale of livestock and livestock products

- The data shows that men are involved more in the sale of livestock while women in products like chicken, milk and eggs.
- The first and last part of the graph has the same variable 'indigenous milking cows'.
- It is important to clean up the data, cluster the most important variables, delete the insignificant ones and make a general presentation to reflect the gender variables.

Access to bank account by sex

- Husband – 78%, wife 22% - there is need to find out whether this represented female or male headed household. It was noted that in female headed households the decision making dynamics are different and the woman has overall power to make the decisions in the home.
- There was therefore need to subject the data to more analysis such as access to bank account by educated women compared to uneducated women.
- Also collect data on female headed households and observe the different dynamics in them.
- The information should also be enriched by holding separate focus group discussions for men and women farmers including the female headed households to complement the statistical information.

Issues of concern

- Concern was raised in relation to the limited consultation and involvement of the SIMLESA gender experts in the collection of the data for baseline.
- The concern was noted and Dr. Mulugetta suggested that the gender focal persons present at the workshop work together with the socio-economists to integrate gender in the data and support the process of analysis to make it more gender responsive. He promised to send a formal communication to the national coordinators in regard to the issue.
- Another concern was raised in regard to the delayed process in collecting and analyzing the baseline information despite the fact that SIMLESA had been in existence for one year.

Response the concerns raised

- Responding to the above concern, Dr. Mulugetta informed participants that the main objective of the training workshop was to enable participants acquire the skills to use gender tools to collect data and be able to analyse the existing data from a gender perspective

- Subsequent studies will aim at creating awareness and evaluating the technology by incorporating the views and perception of men and women on the use of the new technologies.
- He urged participants to be vigilant and use the skills and gender tools acquired and operationalise them in their work and the baseline data and make proper interpretation to make them relevant to SIMLESA.

Sampling Techniques –comments from Facilitators, Forough and Adere

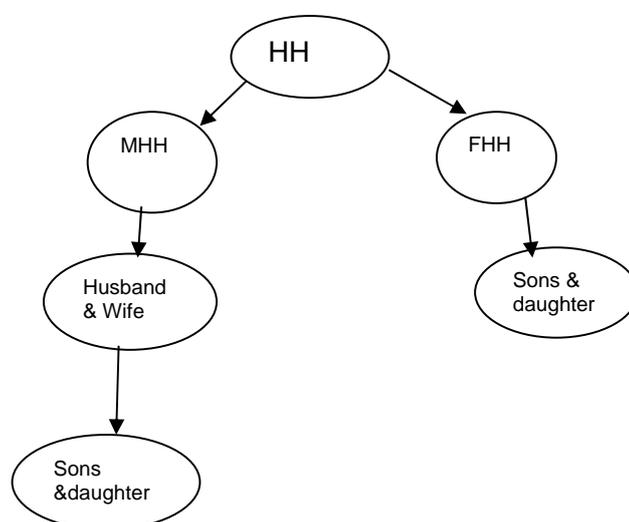
- It was noted that where as in sex disaggregated data (SDD) the unit of analysis is the individual (male or female) as opposed to the household, it presents data according to the sex variable to bring out the differences. Gender Disaggregated Data (GDD) uses the SDD and answers the ‘why’ question to explore the root causes of any identified differences.
- In the case of Tanzania and Ethiopia that had 12% and 13% representation of female headed household in their data, it was important to know how the female households were sampled and how the coding was done.
- Gender is a comparative analysis and hence at least 30% of the sample should be composed of females. Focusing only on the household might not provide a true picture of what is happening.
- In most communities, there are two different types of households, the male headed household (MHH) and the female headed household (FHH). Each of the households has different characteristics in terms access and ownership of resources, education and agricultural technology and have different needs, concerns and capabilities.

Issues raised by participants

The above comments generated a lot of discussion among participants in regard to the most appropriate sampling technique to be adopted while collecting GDD. Below are some of the issues raised during the discussion:

- In some cases there are more women than men in a research population, therefore sampling 30% of the household as the minimum would lead to exclusion of more men. It was proposed that sampling should be done at the household level and ask the question ‘who is the head of the hold’ during data collection. This would capture data on female headed households.
- It is important to agree on the unit of analysis. In case the household is considered as the unit of analysis, then a shared percentage should be spread out to different categories such as women and men, age among others.
- The choice of sampling technique should be clear, either random or purposive.
- The category of household does not matter so long as relevant questions are asked to generate data on gender issues such as who has access and control over resources in the household, access to extension services, credit, and technology among others.
- The best scenario would be to unpack the household and target the individuals that are involved in agricultural production. For instance, interviewing both husband and wife in a household.
- Researchers need to use the national censuses reports in order to get the realistic samples of the population in their research sites.
- For SIMLESA, there is need to undertake a gender analysis based on the location of the respondents and make a comparative analysis to be able to understand the existing inequalities.
- Targeting households vs individuals – it was noted that in the case of Ethiopia, it is the household that is recognized and registered and not individuals. It was therefore proposed

that both households (MHH and FHH) are selected by proportional representation and later interviews are conducted with individuals (husband, wife, single women) within the household as reflected below.



- There is need for SIMLESA researchers to share their country data sets and critically analyse them from a gender perspective. Participants agreed to use the Tanzania data sets as an example for analysis.

1.3. From Sex Disaggregated Data to Gender Disaggregated Data by Forough

How does the data generated succeed or fail in mirroring gender realities?

- In every culture, men and women have distinct roles, needs, knowledge and access to resources.
- Gender Analysis and participatory Research is essential because local people know most about their own situation and what is needed to improve their quality of life.
- Local involvement on the part of community members, male and female, enhances self-reliance and sustainability of development efforts.
- Facilitating community participation can strengthen the capabilities of institutions and community-based groups to form partnerships.

Gender Analysis

- Farmer's needs, constraints and opportunities and the impact of these differences on their lives.
- Gender analysis is a systematic analysis of the **differences based on their gender roles** of women and men ascribed by society
- Gender analysis is about collecting reliable gender-disaggregated information and understanding gender trends that might have an impact on a projects/ policy, program.

- Gender analysis provides a better picture of the effects in research by looking at its potential impact on women and men by age and location.

Contribution of men and women in Agriculture

| Indicator | Female | Male |
|----------------|--------|------|
| Population | 51% | 49% |
| Labour Force | 80% | 20% |
| Planting | 60% | 40% |
| Weeding | 70% | 30% |
| Harvesting | 60% | 40% |
| Processing | 90 | 10% |
| Land Ownership | 8% | 92% |

Source: Ministry of Gender, Labour and Social Development, Uganda 1999

Key Definitions and Concepts

- Data:
- “Unprocessed” information that can be quantified
- Statistics:
- “Processed” data from a sample
- Sex-specific data:
- Data collected according to *physical attributes*

Gender Disaggregated Data

Gender Disaggregated data represent gender issues and concerns in society, which are presented according to sex variables.

Use of Information

- o Good Statistical representation is a springboard for effective planning
- Gender Specific Data need to be captured on situations of men & women, different roles, responsibilities, needs, constraints and opportunities at all levels

Main Information Sources (Data)

- Censuses
- Surveys
- Government Documents
- International Organizations
- Research Institutions

What is the Role of Information in Gender Sensitive Programming?

Provide information about:

- Needs and priorities of the target group
- Identify the needy and deserving for policy/programme and project identification and interventions.
- Practical and strategic gender needs
- How gender relation affect access and control over resources.

Good data must be:

- Sex and gender disaggregated,
- Different situations of men & women along socioeconomic lines,

- Specific contributions to economy,
- Have the capacity for gender analysis,
- Propose solutions and recommendations
- Should have the capacity to bring about social changes.

Baseline Data

- o Must adequately address gender differentiation in:
- o Time use and responsibilities
- o Access and utilization of facilities
- o Income and expenditure
- o Type of technologies
- o Opportunities & privileges

Farmers' Ranking-Characteristics: Farmer selection of tomato varieties in Kenya

| Criteria | Score | Rank |
|-------------------|-------|------|
| Plant Vigour | 22 | 12 |
| Maturity period | 21 | 11 |
| Disease tolerance | 6 | 2 |
| Pest tolerance | 8 | 5 |
| Labor | 7 | 4 |
| Fruit shape | 17 | 8 |
| Fruit size | 15 | 6 |
| Fruit colour | 16 | 7 |
| Fruit taste | 18 | 10 |
| Storability | 17 | 8 |
| Yield | 3 | 1 |
| Marketability | 6 | 2 |

Source: KARI Conference on Gender and Agriculture

Farmers' Ranking-Characteristics

| Criteria | Rank -Female | Rank - Male |
|-------------------|--------------|-------------|
| Plant Vigour | 10 | 12 |
| Maturity period | 12 | 9 |
| Disease tolerance | 3 | 3 |
| Pest tolerance | 4 | 4 |
| Labor | 2 | 5 |
| Fruit shape | 9 | 8 |
| Fruit size | 8 | 7 |
| Fruit colour | 6 | 10 |
| Fruit taste | 7 | 11 |
| Storability | 11 | 6 |
| Yield | 1 | 2 |
| Marketability | 5 | 1 |

Source - KARI Conference on Gender and Agriculture

From SDD to GDD

The Process:

- o Look at large data set with SDD
- o Prepare smaller data sets to examine structure (patterns) in data set
- o Produce views (graphs, tables) to explore relationships, associations, results

The Needs

- o Skill on field facilitation
- o Pre- testing and rapid appraisal to identify the target groups

Interpretation

- o Look at the patterns and relationships
- o Make analytical statement: Are there meaningful patterns, associations, relationships, etc. between men and women? And why e.g. the adoption level of male and female farmers is very important information for SEMLESA

Impact Pathway

| Maize and legume varieties | | | |
|----------------------------|----------------------------|------------------------|---|
| Year | No. of communities reached | No. of farmers reached | Adopters (assumed 2/3 rd of those reached) |
| 1 | 38 | 7,600 | |
| 2 | 68 | 13,680 | 5,092 |
| 3 | 123 | 24,624 | 9,166 |
| 4 | 222 | 44,323 | 16,498 |
| 5 | 399 | 79,782 | 29,697 |
| 6 | 718 | 143,607 | 53,454 |
| 7 | 1,292 | 258,493 | 96,217 |
| 8 | 2,326 | 465,287 | 173,190 |
| 9 | 4,188 | 837,517 | 311,742 |
| 10 | 7,538 | 1,507,531 | 561,136 |

| No of farmers reached | | | | |
|-----------------------|-----|----------|-----|-----------|
| Women | Men | Location | Age | Total |
| | | | | 7,600 |
| | | | | 13,680 |
| | | | | 24,624 |
| | | | | 44,323 |
| | | | | 79,782 |
| | | | | 143,607 |
| | | | | 258,493 |
| | | | | 465,287 |
| | | | | 837,517 |
| | | | | 1,507,531 |

| Maize and Legume Varieties | | | | | | |
|----------------------------|----------|---|-----|----------|--------------------------|---|
| Year | Adoption | | | Location | Reason for adoption..... | |
| | W | M | Age | | W | M |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8.... | | | | | | |

Sustainability: Evaluation of projects performance

Possible questions for measuring sustainability:

- o Will there be adequate ownership of the project by the stakeholders/ target groups/Beneficiaries?
- o Will the project be adequately gender responsive
- o To what extent do the stakeholders participated in the needs assessment, planning and implementation ?
- o Will the new project contribute to gender equality
- o Do projects promote self-reliance and avoid habits of dependencies? (DPs- Donors)
- o Do the implementers put in place a systematic, participatory monitoring and evaluation system at the pilot phase of implementation

Investment to enhance the role of women in the Economy

| Cost | Benefits |
|--|--|
| Training women farmers | Income in hands of women family well-being |
| Undertaking a gender analysis to guide what training should take place and where | Increased productivity by women |
| Develop <u>gender responsive technology</u> | Household food security |
| Train women in entrepreneurial skills | Poverty reduction |
| Land reforms, financial capital reforms | Poverty reduction |
| Invest in domestic technologies | More time for women to undertake productive activities |

Education is an area that requires investment

- o Recent studies have shown that gender inequalities in educational enrolment have cost some countries a considerable amount in lost economic growth.
- o Abu-Ghaida and Klasen (2004) state that countries that fail to meet the Millennium Gender Goal on gender parity in education will incur ‘considerable costs’ in foregone economic

Generation of Gender Disaggregated data

- o The Gender Disaggregated Data (GDD) builds on SDD and reflects the status of all socio-economic groups in the community or target populations.
- o It highlights disparities in gender roles, gender concerns and their implications to the projects and programmes by identifying the causes of imbalances by raising consciousness on the issues in the society.

Steps in producing GDD

- o Identify gender issues for special treatment
- o Identify gender-relevant data
- o Review existing data sources
- o Improve existing sources/develop new programmes
- o Compile, analyse, present, disseminate data

Importance of GDD

- o Human input/energy crucial to development
- o Data on rural producers (esp. women) still marginally relevant in policy-making
- o More effective planning through better statistical representation

Censuses and Surveys

- o Must adequately address gender differentiation in:
- o Land ownership and use
- o Access to credit
- o Training & extension services
- o Technology
- o Income

Gender specific data in education and Fertility

| Level of education | Total Fertility rate |
|---|-----------------------------|
| Women with no education | 6.2 |
| Women with primary education | 5.1 |
| Women with secondary and higher education | 3.1 |
| All women | 5.9 |

Source: DHS (2000), cited in Ethiopia Strategic Country Gender Assessment, World Bank, 2005. Fertility and education in Ethiopia

GDD Constraints

- o Lack of reliable sources
- o Lack of precision
- o Inadequate concepts/definitions
- o Weak analysis
- o Weak dissemination system
- o Competition with other priorities

From SDD to GDD: The Process:

- o Look at large data set with SDD
- o Prepare smaller data sets to examine structure (patterns) in data set
- o Produce views (graphs, tables) to explore relationships, associations, results

Five steps to Gender responsive Research

1. Identification of target group /respondent both men and women across the age and location
2. Identification of gender issues for special treatment
3. Gender analysis and the use of appropriate gender tools
4. Generation of SDD
5. Analysis of GDD and interpretation

1.4. A look at some of the gender analysis tools

Participants were introduced to two gender analysis tools also known as the participatory rapid appraisal (PRA) tools. These included the **resource map** and **the activity profile**.

1.4.1. The Resource Map by Mr. Agajie Tesfaye

Mr. Tesfaye noted that there are two major tools of data collection; the quantitative and qualitative methods/ techniques of data collection. In quantitative methods the most common

tool used for data collection is the structured questionnaire. This is complemented by qualitative techniques used to collect qualitative data. One of them is participatory mapping.

Why do we use maps?

- To start an exploration study unfamiliar to the area
- Involve local people
- Empower community to analyze their situation
- To permit crosschecking and cumulative buildup of knowledge
- when planning, implementing, monitoring and evaluating a project/programme
- To assist in decision making
- To know the available resources in a given community
- To build a relationship with the community –ice breaker. Unlike other methods like the questionnaire, it is less intimidating
- To learn from the community about their community –brings about interaction between the researcher and the farmers
- Brings about genuine relationship between the researcher and the farmer –creates an environment of mutual trust

Village resource maps

- Allows one to know the community and what resource it has and their distribution in the community
- Which resources are valued by women and men
- Shows the physical features of the community water catchments, forests, fields, home gardens, river, lakes etc
- Shows the existing infrastructure in the community roads, schools, markets, etc

Steps of mapping

- Decide on which type of map you want
- Review secondary data
- Decide on which map can be done by the local people
- Identify key information

During resource mapping

- Split the community into groups e.g. men and women
- Begin with possible questions like. ' I do not know this area very well, I know the road through this village can you me more of the community?'
- Minimize your participation, just observe what is going on, do not join to advise
- Encourage the use of local materials
- Allow ample time for drawing
- Take a copy of the map, include map's name
- Probe different perception with different groups based on their drawing

Limitations

- Producing a map might be time consuming

- There is a tendency of those with artistic abilities to dominate and draw maps that are not representative of others
- Maps can hide reality e.g. land disputes, illegal encroachment, relative proportions of the maps
- The maps cannot be taken as scaled down copies of reality

A resource map is one of the tools to know the community for both men and women

- Can tell who does what in terms of activities
- Helps you to develop appropriate technologies for the target group
- Whenever collecting data, it is advisable to split the group into men and women. The group members depend on the proportion of their representation in a community.

The process of drawing a village map

- Need to plan before and select a facilitator among you that talks the same language like the local people to introduce the group or individuals to the local leaders.
- Ask the old people among them to tell you about the origin of the village/community
- The facilitator asked them to separate into 2 groups and make their drawing of the map – women’s group led by a woman and men’s group led by a man.
- Need to have title of the map, key and arrows for directions (west, east, north, south).
- Ask indirect questions e.g. where do you get your water from (river), what do you use to cook your food? (fuel) where do your children go to school (education facilities) If this village is to develop, what would you like to see?(recommendations for community development areas), what good things has happened in the last 3 years and the bad things (impact)

1.4.2. The Daily Activity clock by Derese Teshome Mekonnen

The daily activity clock illustrates the different activities carried out in a day. It enables one to understand the workload between different groups in the community – men, women, rich, poor, young and old.

What information do we get from this tool?

- the different roles of men and women in agricultural production-labour
- the distribution of benefits according one’s input
- the gender division of labour among men and women
- the right technology for each category
- the right time to invite farmers of a meeting for both men and women
- the right time to broadcast agricultural messages

Process of conducting activity clock

- Form groups of men and women
- Make sure that all socioeconomic groups are represented
- Explain the purpose of drawing the activity clock to the group (to learn about what they do in a typical day)

- List all activities carried out in a day and time it took
- Plot each activity on a circular pi chart-looks like a clock
- Confirm that the previous day was typical in the season
- Ask them to draw another day for another season and then compare the results
- NB- To make clear the practical application of the tool, start by making your own daily activities, do not make it detail (be indicative)

Questions to ask while facilitating

- How is the time allocated for each person
- How is time allocated for activities –produce, domestic/reproductive, community, leisure, sleep
- How do they vary in season
- Is time allocated or fragmented

Example given in Ethiopian case during peak season

- Women = 19hours working
- Men =16hours working
- Men involved in productive activity while women in reproductive activities
- Men concentrated on few activities while women concentrate on many activities
- Men have more time for leisure and sleeping while women have less time for leisure and sleeping

What would be lessons from the daily activity clock?

- Compare the daily activity clocks
- Who works the longest hours
- Who is overloaded
- Who works on small number of activities
- Who have more leisure and sleeping hours
- How are the gender roles (reproductive, productive, community roles)

Three issues to remember while doing gender analysis –checking equal opportunities

- Labour –who does what
- Resources – who has access and control over resources
- Benefit –who benefits from the resources
- Time – what time of the day and how much time is spent on each activity done

1.4.3. Preparing for the field

Participants were given some guidelines to consider when preparing for fieldwork as below:

- a) **Dress Code**
 - Avoid provocative dressing, tight trousers/dresses, put on modest and descent clothes and shoes
 - Do not carry sophisticated gadgets such as computers, phones,

- Use language locally understood by farmers

b) Organization of the groups

- Each group should be led by a facilitator that speaks the local language (Swahili)
- The group facilitator is responsible for:
 - introducing participants to the village leadership
 - introduce the gender analysis tools to the focus group members.
 - coordinate the discussion between members of the group and the members of the community.
 - facilitate the community members to present their work to the whole group

c) Requirements of a field facilitator

- Active listener, observant, asks questions to start the discussion and deepen the learning of participants. A simple question like ‘why’ is enough to generate deeper analysis
- Is well organized
- Knowledgeable and good communicator
- Speaks in plain language and does not use fancy words/jargon
- Assertive but not controlling
- Flexible –wiling to adopt or change methods to suit participants needs

d) Planning for field work

- Develop objective for the group
- Develop a checklist of questions to be asked
- Each group to have a facilitator and recorder

DAY TWO

2.0. Preparation for field work

According to earlier plans, participants were supposed to visit to villages in different locations of Makuyu and Milama. However, this was not possible as farmers from Makuyu village were reportedly busy with farm activities. Subsequently, participants visited one village called Milama. Before setting off to the field, participants were divided into 4 groups; two for women researchers and another two for the men. In each group, a facilitator was selected to lead the focus group exercises in the field. A recorder in each group was selected to take the notes arising from the group discussion as presented below.

| Group | Facilitators for men's groups | Recorders for men's group | Facilitators for women's group | Recorders for women's group |
|-----------|-----------------------------------|---------------------------|--------------------------------|-----------------------------|
| Group one | Emerson Njumbo | James Okuro Ouma | Inviolata Swai | Margaret Muthoni, Kirugua |
| Group two | Elisha Mkandya Sosthenes Kweka | Alphonse Katunzi | Christine Ndinya- Omboko | Nolega Christine Malova |

2.1. Setting the agenda for the meeting

2.2.1. Introduction of the researchers to the community

a) Remarks by Mr. George Langa - SIMLESA Agronomist and representative in the region
Mr. Langa provided a brief background about the SIMLESA project, stating its objectives and coverage. He introduced the researchers to the community based on the country they represented. He informed the community members the purpose of the field visit and shared with them the process that would be adopted during the meeting. He invited the Village chairperson to address the participants.

b) Remarks by Village chairperson, Khalifani Abdallah Al Khalifani

The chairperson welcomed participants to Milama village. He said that agriculture is the main economic activity undertaken by the residents of the village, engaging in both cultivation of crops and cattle rearing. He said that the work of SIMLESA is very important in the region as the villagers hope to benefit from the project activities to improve their production and livelihoods. He noted that as villagers, they would like SIMLESA to provide solutions to the local problems and ensure that there is sustainability of their interventions to benefit the residents even when the project ends.

Initiating field discussions: To kick start the process, the lead facilitator, Forough asked one of the village elders to share with the group the historical background of Milama village.

c) Historical background of Milama Village as shared by Mr. Salmo Omar, a village elder

Milama village derives its name from a local tree species known as Milama. The village was founded by two men called Musa Mulubba and Aramanzan. They were later joined by Asians who joined the village

in 1948. The Asians introduced Sorghum and maize production in the village, which was later adopted by the natives. The Asians also introduced the use of boreholes as sources of water, partly solving one of the major village constraints.

2.3. Group work

The community members were divided into four groups representing young women, young men, older men and older women.

2.4. Group presentations

Resource Maps



Figure 1: Resource Map for younger women

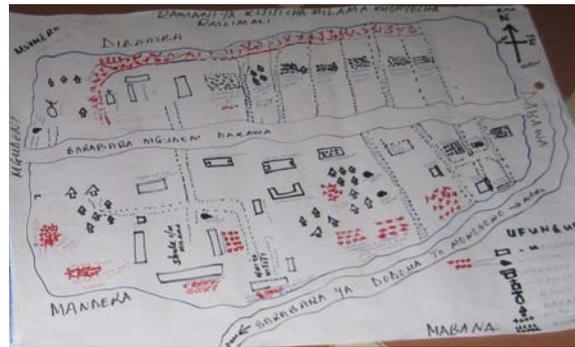


Figure 2: Resource Map for younger men

Analysis of the maps revealed that while women's maps focused on the basic services like schools, hospital, places of worship, credit facility and area for cultivation of crops, the men's map focused on the number of roads and village boundaries. This could be reflection of the existing gender division of labour where women are mostly involved in providing care for the family such as education, health and food while the men are charged with overseeing the security of the village. It also reflects that women are not as mobile as men and this could be the reason they have limited knowledge on the village surroundings.

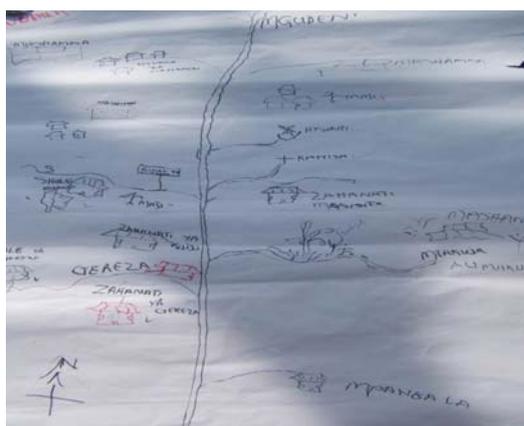


Figure 3: Resource Map for elderly women



Figure 4: Resource Map for elderly men

The young men have the same hours of sleep during the off peak and peak season. They go to bed at 10:00 pm and wake up at 5:00 a.m. However, they also have some more hours of leisure within the day to watch television and visit friends.

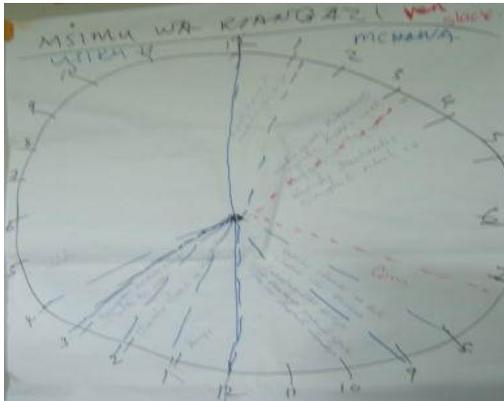


Figure 9: Elderly men off peak season

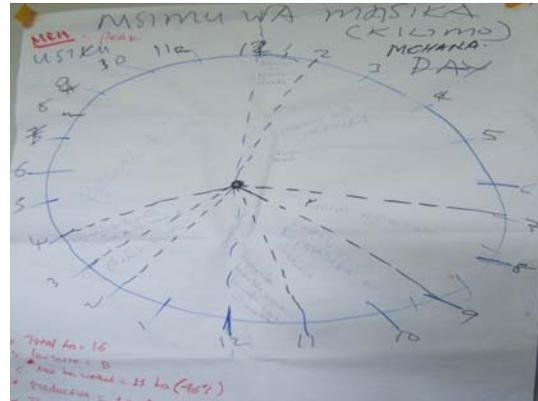


Figure 10: Elderly men peak season

Similar to the young men, the elderly men go to bed at 10:00 p.m and wake up at 7:00 a.m during the off peak and peak seasons, having 9 hours of sleep. In addition, they have take off sometime during the day for lesiure to visit friends and socialise in the nearby market.



Figure 11: Elderly women during off peak season

Due to time constraints, the group was not able to draw the chart for the peak season. However, the above picture shows that elderly women have 8 hour of sleep during the off peak season. This is likely to reduce

during the peak season. Compared to elderly men, they rest less by one hour and one hour more compared to young women who rest for 7 hours during the off peak season. This could be because as they as they grow older, they get less involved in farm activities and take on supervisory role in the undertaking other household chores.

Maize Production

| Activity | Women(percentage) | Men(percentage) |
|------------------------------|-------------------|-----------------|
| Land Preparation | 60 | 40 |
| Planting | 50 | 50 |
| Weeding 1 | 50 | 50 |
| Weeding 2 | 50 | 50 |
| Harvesting | 50 | 50 |
| Marketing | 30 | 70 |
| Access to extension services | 20 | 80 |

According to the data in the table above, there is equal participation of men and women in land preparation, planting, weeding and harvesting. This shows progress in terms of sharing responsibilities and reducing of women workload. However, men still dominate access to extension services and marketing thus denying women the opportunity to learn more on the new agricultural systems and participating in the sale of the produce. Interventions by SIMLESA should focus on providing avenues where women farmers could access extension services and marketing opportunities. This would expose them to the new seed varieties, farming systems and marketing opportunities thereby increasing their productivity and income generation.

Pairwise ranking

| | Land | Maize variety | Water | Vegetables | Market | Health services | School |
|-----------------|------|---------------|-------|------------|--------|-----------------|--------|
| Land | X | L | W | L | L | H | S |
| Maze Variety | | X | W | MV | MKT | H | S |
| Water | | | X | W | W | H | S |
| Vegetable | | | | X | MKT | H | S |
| Market place | | | | | X | H | S |
| Health Services | | | | | | X | H |
| School facility | | | | | | | X |

Key

L =Land MV= Maize Variety W =Water V= Vegetables MKT= Market Place
H=Health Services
S= School facility

2.5. Key informant Interviews

While the rest of the researchers were conducting focus group discussions, Forough and Dr. Simlesa conducted key informant interview with some leader in the village.

- a) **Interview with Mariam (Clerk) and Saidi Ally Salehe (Secretary) of the Wanyama Kazi and Kilimo Hifadhi SACCOS Center**

According to the informants, the farmers in milama mostly grow rice, simsim, sunflower and maize. The organization has a membership of 466 farmers among which 10 are from the SIMLESA project. The SIMLESA farmers have introduced inter cropping practices to the group. The Wanyama Kazi and Kilimo Hifadhi SACCOS Center provides farmers with farming tools such as ploughs and tractors and soft loans to enable them improve their productivity. Each member can access a loan to the tune of 1 million Tanzanian shillings which is payable over a period of 8 months with a grace period of 6 months. The center has registered a growth in working capital from TZ Shs 2 million to 10 million over a period of 4 years.

b) Interview with Mr. George Iranga- Agronomist from SIMLESA

The interview revealed a number of issues in relation to agricultural production in the community.

i) Climate change

Mr. Iranga said that climate change remains one of the major challenges in Tanzania and Morogoro in particular. He proposed that the SIMLESA project should consider teaching framers new conservation practices and to mitigate the impending environmental threats. This could be complemented by involving farmers in the selection of new varieties that would in turn result into high yields and food security.

ii) Good policy

Government policy encourages farmers to produce more and keep the surplus for home consumption. However, farmers tend to sale of their surplus in order to meet family demands such as medical bills and schools fees for their children. Surplus production is also seen as a waste of energy and resources because over production leads to low prices for the produce and hence losses. This is coupled with the lack of storage for excess produce. Government should consider buying produce to farmers during harvest and store it for sale during scarcity. This would ensure sustainability in terms of foods security.

iii) Irrigation in Morogoro

Morogoro has the potential for high yields if the problem of water scarcity is addressed. Currently, the government has introduced surface irrigation but this is limited to some areas which now boast of excess water while other areas are affected by drought. Future interventions should focus on putting structures and operational procedures to ensure that all areas benefit from irrigation.

iv) Women empowerment

Land: Land in Morogoro is under freehold tenure system. This gives an opportunity to both men and women that can afford to access and own land.

Mobility: The government imports second hand bicycles from China and Japan and sells them cheaply (USD 50 or TZsh 75,000) to the farmers. The bicycle is one of the major means of transport for the farmers and it was common for both men and women to ride bicycles. This has improved on the women's mobility in the village.

v) Religious and ethnic harmony

Government policy outlaws discrimination based on religion and ethnicity. All Tanzanians are united and have adopted Swahili as a national language spoken by everybody. All farmers that attended the focus groups discussions had basic literacy in reading and writing Kiswahili. Although they belong to different religious dominations, everyone is expected to respect each other's religion. Morogoro has two major religions; Islam and Christianity and the two groups live together harmoniously.

vi) Good governance

The Tanzanian constitutions provides for 2 term limits for all political leaders at all levels. Each term constitutes 5 years. This not only promotes good governance and democracy, it is also a measure to prevent any political conflicts that might arise out of the tension generated under dictatorship. Individual with political ambitions have are given the opportunity to present themselves for electoral positions.

vii) Education

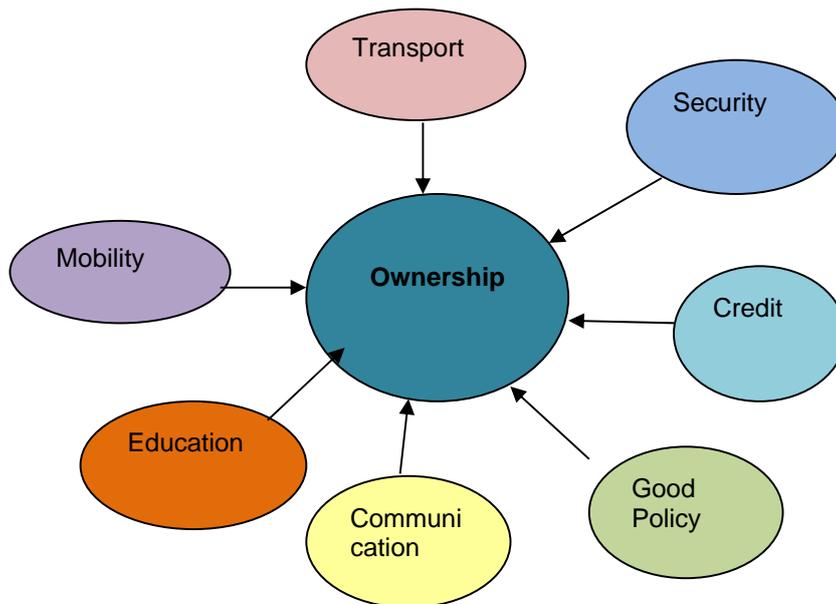


Dr. Mulugetta talking to some of the teachers from the nearby school

The SIMLESA Coordinator and the Gender Expert visited one of the schools close to the venue of the fieldwork, Milama Primary School and held an interview with the head teacher, Mr. Victor Jaffu. The school had a maize garden but not attended to leading the growth of weeds. Dr. Mulegataa advised the headmaster to introduce weekly agricultural classes for children and teach them good farming practices. He introduced the SIMLESA project and the officials working in the region to the head teacher and encouraged them to work together and establish a demonstration plot to aid children learning in good agricultural practices, improve soil

productivity and promote environmental conservation. Relating this to the human body which needs to be cared for in order to function properly, he said that soil needs to be nurtured in order to produce good yields.

The Sustainability Cycle



The above cycle reflects the opportunities in Milama that could be exploited by SIMLESA in order to promote sustainable development through agricultural production.

2.6. Remarks by Dr. Mulugetta, Coordinator SIMLESA

Dr. Mulugetta thanked the community members for receiving the researchers and sparing some of their valuable time to share their information with them through the group exercises. He mentioned that as researchers, they were not able to provide solutions to all the community's problems. However, they were interested in learning from the community the issues that affected them and use this knowledge to develop possible solutions. He said that the community is responsible for developing own solutions through their local leadership. For instance, the community should contact their local leadership and members of parliament and demand for the repair of the 10 boreholes that not functioning, establish bye laws to penalize pastoralists that encroach on farmer's crops to feed their livestock.

Dr. Mulugetta noted that SIMLESA is a program that supports farmers to growing maize to increase production by using improved seeds, fertilizers and agricultural technologies. It focuses on using limited land for maximum production and use drought resistance crops to address the challenge of climatic change. Emphasis is also made on promoting gender equality by involving

both men and women in all program activities. The program does not support the use of tractors because they expose the soil nutrients and exposes the soil to erosion.

He demonstrated to the community members how to use the seeder, one of the new technologies promoted by SIMLESA in the region. The seeder is a machine that can be used by farmer to plant as well as apply fertilizers to their soil. He said that SIMLESA might not be able to provide solutions to all problems listed by the community but will contribute towards improving production of small scale farmers growing maize legume and increase their productivity. Below is the picture of Dr. Mulugetta illustrating the use of the seeder.



DAY THREE

3.0. Recap of the previous day's exercise

- The exercise was quite revealing, however some groups covered more tools than what had been agreed upon before going to the field.
- The exercise was a very good experience. More tools were applied by one of the group because of two major things; the group had finished an hour before than other groups and hence wanted to make them busy and secondly other tools were employed to bring out more gender issues to inform the design of gender related interventions. Concern was raised over the limitation of filed work materials such as pencils that were not enough for participants to use. It was also noted that the seating arrangement was not appropriate for community research since researchers seating on the chairs, and the respondents especially women seated on the floor..
- However, one of the group members that raised these issues noted that the use of more tools was a decision made by one member of the group and not based on group consensus. Researchers also needed to adapt o the community's values where the guests are given priority to seat on the chairs because this would make them uncomfortable. So there is need to create a balance.

- Learned that one needs to be dynamic while in the field. The researchers had anticipated to meet two farming communities but due to unforeseen circumstances, they were able to meet one community. This required flexibility and creativity to get more information from the one group. Subsequently, the respondents were divided into 4 groups representing men and women subdivided into the youth and the elderly group.
- Gender division of labor –farm activities is divided almost equally among men and women which reflects progress in terms of gender equality in the farming communities and should be appreciated. Time was not enough to apply the tools exhaustively to generate more information.
- Timing – the researchers reached late in the field.
- The resource map was time consuming and required more time like one day and then link it with other gender analysis tools later.
- Most striking was the unskewedness of the sharing of activities between men and women. Also striking difference between the two groups, that of the youth and the older group. Men emphasized on infrastructure and boundaries than women. They were also more concerned about the Masai encroachment on their land, bee keeping other than maize cultivation. It is important for SIMLESA to take note of these differences while designing interventions.
- Facilitators needed to focus on the standard checklist to guide the group discussions. This was important to discuss issues related to crop production instead of livestock as was reflected in on of the group presentation.

3.2. *Comments by the facilitator*

- The field exercise was a rapid appraisal to harmonise information about their village. It was intended to bring the village together all members of the community to ensure inclusiveness on data collection thereby limiting omissions. The PRA tools are important because they provide an entry point to administer a questionnaire.
- The role of the facilitator is to continuously monitor the process and take quick decisions on new issues that come up. Probing questions for more information is good to generate more information
- There are differences between men and women information was useful information that could be integrated in the questionnaire. For instance the cultural values where women were riding bicycles as well as men, and the existence of the credit facility could inform the research study. The exercise could have gone beyond the group work to conduct carry out key informant interviews.
- The facilitator needs to be very fast and introduce one exercise after the other in order to get authentic information from the respondents. There are more than 100 SEAGA tools and this require time to learn more of them

- The facilitators were given a checklist to guide their discussions and this should have been recorded.

3.3. Discussion

Qn. At what stage does a practical gender need become strategic?

Ans. This comes about when there are interventions to support implementation of gender roles. For instance with the introduction of cookers, men tend to take up cooking, a role formerly done by women. In terms of agriculture, introduction of new technology to help women in weeding and it is used by men to do the same work; this becomes strategic for men since they change their roles. Men will always change roles when they identify a benefit from the new interventions. A practical intervention for women can become a strategic for men and vice versa.

Qn. How do we handle the challenges of the community that are beyond SIMLESA interventions

Ans. It is important to prioritize the most important issues and share with the relevant authorities on how this can be solved. Some of these issues could be used at policy level.

3.4. Group work

Participants were divided into two groups; one group was tasked to compile a field report on the findings from the focus group discussions of the younger men and women and the elderly men and women using the format below.

3.5. Report format

1. Brief introduction
2. Objectives of the study
3. Methodology
 - a. The study team
 - b. The community
 - c. Data collection tools
 - d. Data collection process (include any particular event happening during the process)
 - e. Report writing process
 - a. **Findings Resource mapping**
 - I. Comparing resource map by gender (elder men, elder women, young men ,young women)
 - II. Problem identification (focus on PGNS and SGN)
 - III. Things getting better or worse in GDD
 - IV. Future needs of the community by gender
 1. Climate change
 2. Irrigation and drinking water
 - b. **Daily activity clock**
 - I. General allocation of the time disaggregated by gender
 - II. Sex disaggregated activities
 - III. Daily activity clocks by gender and season

3.6. Group Reports

a) Group One

Gender and socioeconomic Analysis using Selected Participatory Rapid Appraisal (PRA) tools in Milama village, Tanzania: Village Resource Mapping and Daily Activity Clock

Acknowledgement

This report is a product of many hands. Support for the overall workshop was provided by SIMLESA and facilitation was done by ASARECA. Mrs. Farough Olunga, the gender specialist was our trainer. We thank her profusely for her accommodating our inadequacies with a mother's attitude. Preparatory work on the ground was done by Dr Mligo Joseph. Special individual accolades go to him. We thank Milama farmers for being patient with us and bearing with our many demands. Many other people from each of the participating countries and staff from ASARECA and SIMLESA had an invaluable input. We are indebted to them. God bless you all.

Introduction

The Sustainable Intensification of Maize-legume cropping systems for food security in Eastern and Southern Africa (SIMLESA) is a multi-institutional and stakeholder regional collaborative research project led by the international Maize and Wheat Improvement Centre (CIMMYT) with donor support from the Australian Centre for International Agricultural Research (ACIAR). The Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) is one of the collaborating partners in this program with the role of providing technical backstopping, capacity building in gender mainstreaming, monitoring and evaluation and in knowledge transfer and technology spillovers. ASARECA's gender mainstreaming strategic plan (2010-2014), recommends "the improvement of the collection, dissemination and use of gender-disaggregated data in agriculture, fisheries, forestry and rural development." This is in recognition of the importance of gender-disaggregated data to food security policy and planning. Therefore, this training workshop involving participants from Ethiopia, Kenya, Malawi, Tanzania and Uganda was held in Morogoro, Tanzania in the month of July 2011. To provide participants with practical aspects of gender-disaggregated data collection and analysis and skills

in field facilitation rapid rural appraisal was organized at Milama village, 60kms northwest of Morgoro town.

1. Objective of the study

The broad objective of the study was to develop the general understanding of the community and build trust in readiness for more detailed data collection activity. More specifically, the objectives were:

- a. To harmonization and understanding of information at village level
- b. Gain an understanding of the application of qualitative data collection tools.
- c. Assess the existing resources in the village for further study and intervention
- d. Understand the gender roles in the village

2. Methodology

a) The study team

The team comprised 12 members from different countries with different disciplines. There were four women and eight men. The table below indicates the names and nationalities the members with their disciplines.

| No | Name | Country | Discipline |
|----|------------------------|----------|-----------------------------|
| 1 | Solomon Admassu | Ethiopia | Breeder |
| 2 | Chengole Mulindo | Kenya | Agr. Economist |
| 3 | Emerson Njumbo | Tanzania | Agr. Officer (extension) |
| 4 | Ruth Kabanyoro | Uganda | Agronomist/Weed science |
| 5 | Margaret Kirohua | Kenya | Extension |
| 6 | Elifadhili S. Manahiri | Tanzania | Rural Development |
| 7 | Alphonce Katunzi | Tanzania | Agronomist |
| 8 | Haimanot Getu | Ethiopia | Agronomist |
| 9 | Inviolata Swai | Tanzania | Natural Resource management |
| 10 | Boaz Mandula | Malawi | Socio-economist |
| 11 | Adam Bekele | Ethiopia | Agr. Economist |
| 12 | J.O.Ouma | Kenya | Agr. Economist |

b)The community

The community in Milama village is mainly of the Luguru tribe with migrant pastoral Maasai. They are pure agriculturalists producing maize, peas, sunflower, rice and sorghum. They are one of the smaller tribes in Tanzania. The village Milama draws its name from one of the broad-leaved combretum tree species that was dominant in the area. Though the plant is no longer dominant (because of cutting for fuel-wood), the name has remained unchanged. The village

draws its roots to the late 1800s when it was founded by two men; Musa Muluba and Ramadhan Hussein. Indians are reported to have reached the area in the late 1940s and had a huge contribution to solving the water problem by sinking one borehole.

c) Data collection tools

The required data was collected by using a blend of tools and techniques. Materials used for the activities were marker, flip chart, stick and digital camera. The most common tools used were village resource mapping and daily activity clock.

d) Data collection process (include any particular event happened during the process)

On arrival at Milama, Dr Mligo Joseph and the agronomist in objective 2, welcomed the community participants with local language, introduced the team members, briefed the purpose of the study and approaches to be used during data collection processes. The village head man welcomed the team and opened the discussion. One old man by the name Salum Omari gave a brief history of the village. After the study processes are well understood by the community, the participants were grouped into two strata: women group and men group. Women and Men group were also grouped in to young and old group forming a total of four groups. Female groups were facilitated with females and male groups were facilitated with male. In each of the sub-groups, the exercise was participatory and interactive among the community participants. This report covers the discussions held with old men and old women.



Figure 2 Old women group



Figure 3 Old men group

e)Report writing process

After the field trip, all the team members held short meeting with organizers and resource persons of the training to share some of the most notable observations, lessons and problems encountered during field exercises. The participants expressed their observations and lessons they came across during field based assessments. Moreover, resource persons of the training suggested the report structures that need to be generated after field work.

Based on the agreed structure of report, the study team members participated in sharing their observations and notes taken during field based assessments. To facilitate the report writing process, the team members shared responsibilities to write sections of reports. At the end, the report of the team was generating by merging the different sections written by team members and team consensus was reached on the overall information generated from the assessment.



Figure 4 Resource map and activity clock presentation by the elderly women

4. Findings

a. Resource mapping

i. Comparing resource map by gender

- Men are more conscious of the village boundaries and bordering villages, as well as land ownership, whereas women tend to emphasize more on resources that are of immediate use to households, e.g. water sources, dispensaries, churches, schools, milling machines.
- Men are keen to locate important resources such as forests, main roads, leased plots of lands by ownership and village farm land.

- Men gave detailed information on the leased land on their map unlike the women who just talked about it.
- Men were particular in locating available sources of water including those which are no longer in use and seasonal water sources. On the contrary, women just mentioned the two functional boreholes.

ii. Problem identification (focusing on practical and strategic gender needs)

| Problems Identified | Women | | | Men | | |
|---|-------|-----------|-----------|------|-----------|-----------|
| | Rank | Practical | Strategic | Rank | Practical | Strategic |
| Limited domestic water sources. | 1 | √ | | | | |
| Land shortage | 2 | | √ | 1 | √ | |
| Lack of firewood within the vicinity of the village | 3 | √ | | | | |
| Lack of agricultural inputs | | | | 2 | | √ |
| Lack of markets | | | | 3 | | √ |
| Encroachment of farm lands by pastoralists leading to conflicts | | | | 4 | | √ |
| Weather uncertainties | | | | 5 | | √ |

iii. Things getting better and worse in the village disaggregated by gender

| No. | Things Getting Better | | Things Getting Worse | |
|-----|---|------|--|---|
| | Women | Men | Women | Men |
| 1 | Improved education services in primary schools (Two primary schools in the village, improved performance of pupils getting into secondary schools). | None | Availability of domestic water (only two functioning boreholes in the village and walk long distances to fetch water). | Weather uncertainty due to climate change |

| | | | | |
|---|---|------|---|---|
| 2 | Improved health services (Availability of drugs, enough medical staff,) | None | Unavailability of farm land which forces them to walk long distances (about 2 hours walk) | Land shortage partly due to increasing village population and decreasing size of the village land – the village members have access to only one-quarter of agricultural land. |
| 3 | | | Lack of firewood within the village leads women to walk long distances to collect firewood, and as a result they skip morning breakfast | |

iv. Future needs of the community disaggregated by gender

| No. | Future Needs of the Community | |
|-----|--|---|
| | Women | Men |
| 1 | Increased supply of water in the village for both domestic and irrigation (ideally one borehole per 20 households, and enough water storage tanks for horticultural production at kitchen gardens. | Sustainable supply of farm inputs, e.g. tractors, improved varieties of maize, legumes. |
| 2 | Availability of alternative sources/energy saving devices for domestic use. | Increased access to more village land which is currently under lease to individuals from outside the village. |

b. Activity clock

Focus group discussions with elderly men and women using the activity clock tool revealed that the following were the activities performed by men and women in Milama village during both slack and peak periods.

Men's activities

- Farm work
- Planning and arranging for farm work
- Maintaining houses
- Making bricks
- Preparing land for next growing season

Women activities

- Preparing food
- Cleaning the house and surroundings
- Fetching water
- Washing clothes

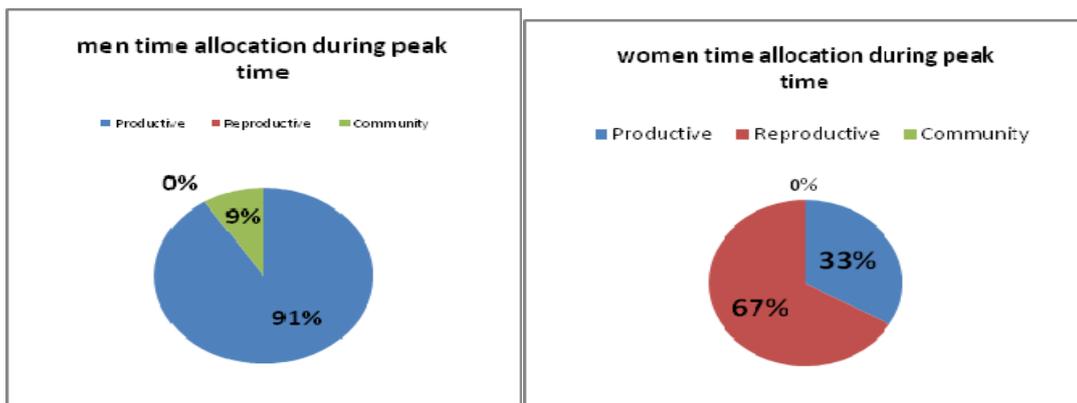
- Farm work
- Looking after children
- Making mats
- Going to the market
- Attending social gatherings and meetings



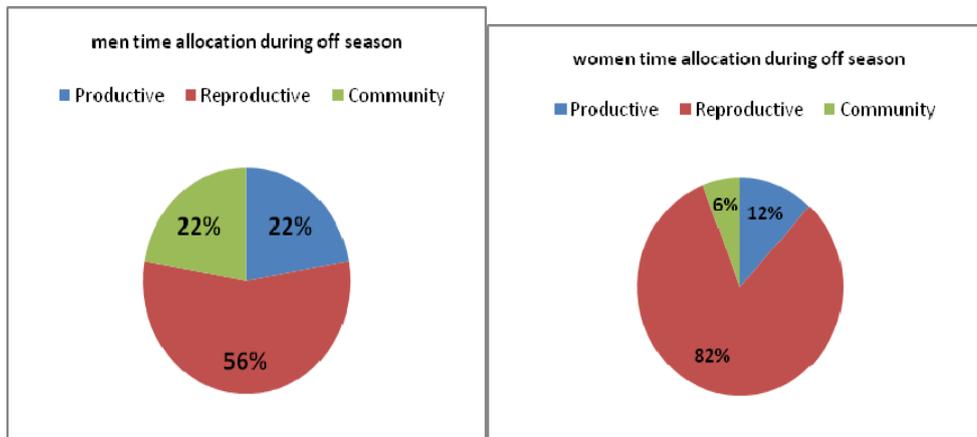
Figure 4: Elderly men present their work to the group

Analyses of the results indicate that women spend most of their time doing reproductive work at the household during both peak and slack periods. During the peak season for example, men spend most their time in reproductive work (91%) while women spent over 67% if their time on household work. Focus discussions with both men and women further indicate that mostly women have no time for community work while men have some space to interact with their peers.

The figures below illustrate the amount of time men and women allocate to various activities.



Time allocation for men and women in Milama **village**



Time allocation by type of activity

Findings related to SIMLESA Projects

- Farmer meetings for SIMLESA need to be organized at times suitable for women considering that they spend most of their time in the household doing reproductive work
- In the future maize and legume improved varieties will be provided to farmers who are working with the project
- The SIMLESA project members will advise the community to use modern farm technologies e.g. Seeder, row cropping and intercropping technologies
 - Since the women farmers may not be able to attend the SIMLESA project meetings due to shortage of time, they are not beneficiaries of the new technologies

Comments by the facilitator, Forough for the group to improve the report

- Title- delete village the sub-title, Village Resource Mapping and Daily Activity Clock.
- Correct spelling of names in the introduction i.e. replace Farough Olunga with Forough Olinga.
- Include a summary about the village in the background.
- Quantify population with figures
- Mention whether things are getting better or worse by given percentage
- Avoid repetition in tables
- Activity clock- need to qualify and call it daily activity clock
- Replace 'reproductive' with 'domestic' activities to clarify on meaning for household chores.

b) Group two report

**Gender and Socioeconomic Analysis using Selected Rapid Appraisal tools in
Milama community, Tanzania: Resource mapping and daily activity clocks**



Milama
tree-
Milama
village

Group 2
July 2011
Morogoro,
Tanzania

Acknowledgement

The team members feel much obliged to thank both ASARECA and SIMLESA for giving us the opportunity to participate on gender mainstreaming training workshop. We also feel honored to thank the organizers who made our stay at Morogoro very comfortable. We also want to thank Milama village community and the local administration for giving us valuable information about them and for their courtesy while we were with them.

We would like also to thank Mrs Forough and her team for they did a great thing in organizing the event. Dr Mulugeta from CIMMTY/SIMLESA deserves special thank for being with us and share his experiences and concerns to make our deliverables significant and targeted.

1. Introduction

Community is by nature composed of both male and female young and old, literate and illiterate, disabled, rich and poor. These categories of the community have different development needs. But in reality, development activities and interventions by projects do not take into consideration the differences in the socioeconomic situation of the groups. As a result of lack of consideration of the needs and constraints of the social groups, agricultural technologies have been developed but these have not been adopted by the farmers. This has lead to poverty and food insecurity in the farming communities. For the poverty and food insecurity to be addressed effectively, agricultural development needs of the community should be taken into consideration during design and implementation of projects. Thus the needs of the different social groups should be targeted accordingly. Technologies should benefit the community without burdening or affecting negatively any section of that community.

In the SIMLESA project under objective one, gender responsive data has been collected as baseline information. In order to make the analysis of the data collected more gender sensitive the skills and knowledge of the participants should be improved. The information should be analyzed and documented accordingly for gender responsiveness of the projects. This helps to trace the impact of the intervention during and after the project implementation period. This report is produced based on the practical application of some selected gender analysis tools in Milama village of Eastern zone of Tanzania where SIMLESA project is implemented.

2. Objectives of the study

- To test/apply the selected gender analysis tools in the selected community.
- To generate sex and/or gender disaggregated data in the villages selected
- To create awareness on practical and strategic gender roles and tasks
- To make SIMLESA project more gender responsive

3. Methodology

3.1. Composition of the Study Team

The study was composed of 11 members of whom 4 were female and 7 male. These were drawn from different disciplines such as social and biophysical scientists (breeders and agronomists). The roles and responsibilities were shared amongst the members to have two facilitators, two recorders and observers. The criteria for selection of facilitators were based on language, knowledge of the area and willingness to take lead. The members were split into two groups, each one of them working with either male or female youth farmers.

3.2. The community

Milama community in Morogoro was selected purposively because they are participants of the SIMLESA project. An attempt was made to invite both male and female members of households in sufficient numbers to enable the data collection exercise to be undertaken effectively. Various age groups were invited to give a representation of both the youth and elderly farmers. The youth were 25 in total; 12 males and 13 females. Availability and willingness of the community was also taken into consideration based on the farming calendar. There were also the opinion leaders present in the group.

3.3. Data collection tools

3.3.1. The village resource map

A village resource map is an outline showing location of resources for a particular area of interest. Such resources might include infrastructure, farm enterprises, water sources, social utilities e.t.c. The purpose of using this data collection is to establish the livelihood of the people by locating their resources, but also to establish the rapport with the communities. This is a very useful tool for data collection in that we identify gender related issues within the community. This may include access and control of resources by different gender categories. It also shows what the village is lacking and need to be included in plan development. The map gives an opportunity to analyze the extent the communities use the identified resource. It helps to capture different perceptions on community resource by men and women based on their gender needs.

3.3.2. The daily activity clock

This is an outline of individual time allocation to each activity done in a day at household level. It captures the activities during the peak and off-peak periods of the season on the farm. It is a useful tool to identify the gender related issues in term of division of labour, time allocation to productive and reproductive roles. Through this tool, the communities are able to make comparison with regard to division of labour and time allocation to particular activities done at household. We can also identify practical and strategic gender needs of different categories in the community in order to come up with timely and relevant interventions to address those needs.

3.3.4. Data collection process

The group was split into men and women of the same age category. After the separation, the appropriate place for discussion was decided by the members where self introductions were done. The facilitators took the leading role of explaining to the groups the objectives of the pending exercise and urged them to fully participate. The procedure to carry out the two tools was discussed before anything started. The members selected a particular individual to draw details of the discussion in map and chart forms. After selecting the members to draw the map and clock chart, the facilitator guided them along the process such as identifying a central point to locate all other resources. Members were involved in discussions until they reached a consensus on allocating a particular resource on the map as well as time allocation of individuals to a particular activity.

Participatory methods used to collect the information were group discussions with the youngsters, key informant interview with farmers and SIMLESA agronomist and extension workers of the village, semi structured interviews using checklists, observation in the villages and secondary data sources from the cooperative office.

3.4. Report writing process

The team members held a briefing session on the data collected on the field. It was presented, discussed and there was a consensus on how to analyze as well as report the findings. Analysis of both the resource maps and activity calendars was done collectively after which the group split into three to compile the introduction, objectives, and methodology and findings sections. The group agreed to reconvene to do the conclusions, recommendations and finalize the report.

Findings



- i) Comparison of resource maps by gender (Young men and young women)

| Young Men | Young Women |
|---|---|
| <ul style="list-style-type: none"> • 1 major road (Mgudeni to Dakawa) • Homesteads • 2 primary schools • 1 Prison (for Juvenile) • Farm area used by the community (in red) • Church and mosque • Water sources (12 boreholes available but only 2 are functional) • Big farms: Roman Catholic(1000 acres), Mrimba, Swai, Kibafam, pastrolists,Mpangala (each 500 acres), youth prison farm , Abood • 1 community farm behind the office • 1 dispensary under Roman Catholic • Netball pitch • Football pitch • Prison forest farm (bee-keeping) • Feeder roads <p>Others</p> <ul style="list-style-type: none"> ▪ Neighboring villages(Mvomero, Dakawa, Mandra, Mgudeni) ▪ Major tamac road (Morogoro – Dodoma) ▪ SIMLESA demo sites ▪ Village boundaries | <ul style="list-style-type: none"> ▪ 1 borehole built by the government ▪ 1 mission hospital and 1 health clinic ▪ Forest (Makuture) ▪ 2 primary schools ▪ Teachers houses ▪ Homesteads ▪ Livestock ▪ 1 major road to the district head quarters ▪ Crops ▪ Worship places (Church, Mosque) ▪ Prison farm ▪ Playing ground |

Problem identification (Practical and strategic needs)

| Community needs | Practical need | Strategic need |
|--|----------------|----------------|
| Water sources | Women | Men |
| Health services | Women | Men |
| Roads | Men | Women |
| Land | Men | Women |
| Extension services | Men | Women |
| Electricity | - | Men/Women |
| More primary schools | Men | Women |
| Secondary school | Men | Women |
| Access farm inputs | Men | Women |
| Grinding mill | Women | Men |
| Market | Women | Men |
| Beans and vegetables (food supplement) | Women | Men |

Things getting better and worse

| Items | Men | Women |
|--|-------|--------|
| Market | Worse | Worse |
| Hospital facilities and personnel | Worse | Worse |
| Land availability | Worse | Worse |
| Maize varieties (SEEDCO, ILONGA, STAHA, TMV-1) | Worse | Better |
| Conflict between pastoralists and community | Worse | Worse |
| Rainfall pattern | Worse | Worse |
| Availability of improved seed (legumes-beans) | - | Worse |
| Quality and adequacy of school facilities | Worse | Worse |

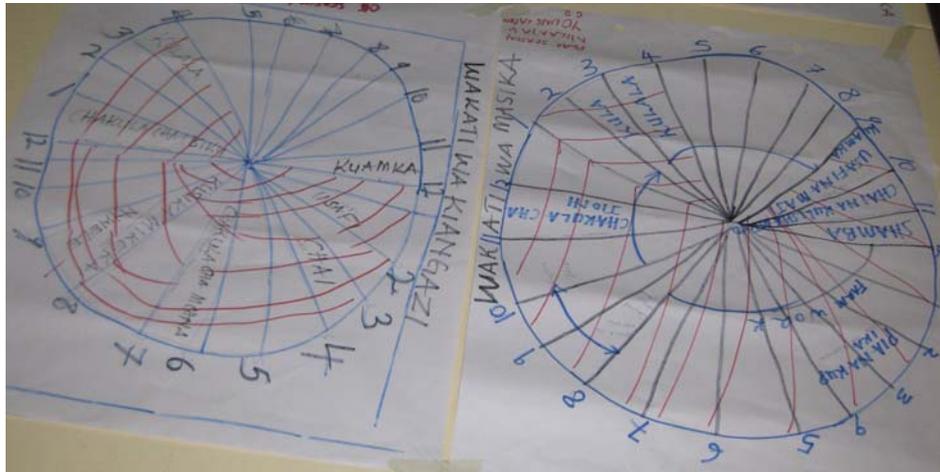
Future needs

| Items | Men | Women |
|---|-----|-------|
| • Building more water sources | √ | √ |
| • Completion of health clinic (staff, medicine, facilities) | x | √ |
| • Rehabilitating the local roads | √ | √ |
| • Building a local | √ | √ |
| • | √ | √ |
| • market | √ | √ |
| • Availability of farm inputs | √ | √ |
| • Building a secondary school for the village | √ | √ |
| • Improving houses for teachers | √ | √ |
| • Allocation of farms | | |
| • Extension services | | |
| • Full utilization of draft animal training centre | | |

Notes

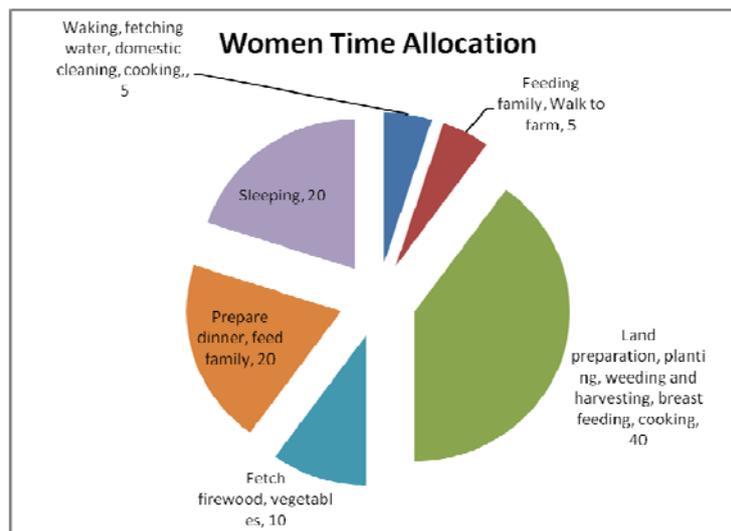
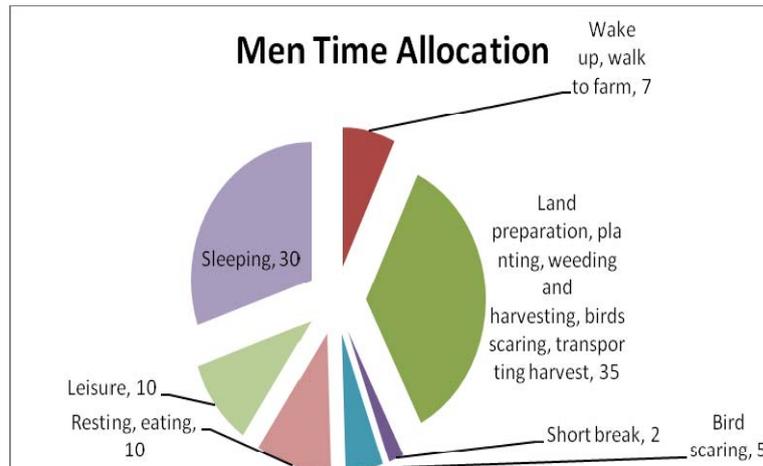
- Young women were mainly concerned with availability of services and roads while young men were concerned with land and major routes to travel out of the villages to towns. They were concerned with unfairness in resource allocation.
- Decision making
 - Consultation were done jointly by men and women at household levels
- Individual households on average own 6 acres of land but use 2 acres for maize farming; the other portions can be used to plant other crops.
- Young men are interested in SIMLESA interventions

TOOL B: DAILY ACTIVITY CLOCK



Time Allocation by gender and activity

| Men | Time Allocation % | Time | Women | Time Allocation % |
|---|-------------------|-----------------|---|-------------------|
| | | 3am | Waking, fetching water, domestic cleaning, cooking, | 10 |
| Wake up, walk to farm | 5 | 5 am | Feeding family, Walk to farm | |
| Land preparation, planting, weeding and harvesting, birds scaring, transporting harvest | 35 | 6 am – 3pm | Land preparation, planting, weeding and harvesting, breast feeding, cooking | 40 |
| Short break | 5 | 12.00 -12.30 pm | | |
| Bird scaring | 5 | 3pm-4pm | Fetch firewood, vegetables | 10 |
| Bird scaring | | 4pm – 8 pm | Prepare dinner, feed family | 20 |
| Bird scaring | | 5pm – 6pm | Prepare dinner, feed family | |
| Resting, eating | 10 | 6pm – 8pm | Prepare dinner, feed family | |
| Leisure | 10 | 8pm-10.00pm | Prepare dinner, feed family | |
| Sleeping | 30 | 10pm-5am | Sleeping | 20 |



Daily activity clocks (by gender and season)

Table 1(Young men and women: Peak)

| Men | Time | Women |
|---|-----------------|---|
| | 3am | Waking, fetching water, domestic cleaning, cooking, |
| Wake up, walk to farm | 5 am | Feeding family, Walk to farm |
| Land preparation, planting, weeding and harvesting, birds scaring, transporting harvest | 6 am – 3pm | Land preparation, planting, weeding and harvesting, breast feeding, cooking |
| Short break | 12.00 -12.30 pm | |
| Bird scaring | 3pm-4pm | Fetch firewood, vegetables |
| Bird scaring | 4pm – 8 pm | Prepare dinner, feed family |
| Bird scaring | 5pm – 6pm | Prepare dinner, feed family |

| | | |
|-----------------|-------------|-----------------------------|
| Resting, eating | 6pm – 8pm | Prepare dinner, feed family |
| Leisure | 8pm-10.00pm | Prepare dinner, feed family |
| Sleeping | 10pm-5am | Sleeping |

Table 2: Young men and women (Off season)

| Men | Time | Women |
|--|-----------------|---|
| Wake up | 5 am | |
| Walk to farm, Land preparation, planting(sunflower, maize, paddy, lab lab, pigeon pea) weeding and harvesting, | 6 am – 3pm | Waking, fetching water, domestic cleaning, cooking, |
| Short break | 12.00 -12.30 pm | Lunch |
| Transportation of farm produce, firewood | 12.30pm- | Weaving mats, braiding hair |
| Transportation of farm produce, firewood | 3pm- 6pm | Fetch firewood, vegetables |
| Resting, eating | 6pm – 8pm | Prepare dinner, feed family |
| Leisure | 8pm-10.00pm | Prepare dinner, feed family |
| Sleeping | 10pm-5am | Sleeping |

Note

- Young men indicated the peak season was from February to May while the off season was from June to January.
- The women responded that the peak season and off season have equal six month each

Comments by Forough to improve the report

- Appreciate the community in the and mention their contribution in the acknowledgement
- Appreciate the recognize the role of ASAREC in supporting the process
- Write full names and the position of the people mentioned in the acknowledgment
- Put a background before the introduction stating the country’s profile, the background of the village and the contribution of ASARECA and other collaborating efforts in the implementation of the project.
- Methodology- mention that it was participatory and consultative and that separate focus group discussion were held for men and women using FAO Socio-Economic Gender Analysis Tools (SEAGA). Put a footnote explaining the capacity of the tools used.
- Target group – include the number of men and women in each group and their age if possible
- Findings – write a short introduction of the session and describe the tools that were used
- Maps- separate the two maps and describe each –which group it belongs to and what it represents in terms of the village.
- Comparison of resource maps by gender –put similar items under the same row or column and write a narrative explaining the gender differences.
- Problem identification – explain what PGN and SGN means and avoid repetition for men and women and use symbols such as ‘F’ for female and ‘M’ for males.

- Things getting better or worse- use symbols instead of repeating same words and provide a narrative explaining the situation. For instance explain why there is limited land for cultivation in the village by exploring the land tenure system in the area, explain why the seed varieties are getting better.
- Future needs- describe and analyse the table
- Activity clock- combine activities and place them under one category. For instance activities such as feeding children, washing clothes should be categorized as household chores.
- Pie chart- show percentages on men and women's time allocation. Make comparative analysis with clear measurements in percentages.

3.7. Cocktail

Participants were treated to a cocktail in the evening after return from field work

3.7.1. Remarks by Dr. Mulugetta

In his remarks, Dr. Mulugetta welcomed Dr. Mkangwa to the social gathering, and applauded him for the good work done by his institute to promote good agricultural practices in the region. He shared with participants the challenges faced by Dr. Mkangwa and his team which include bad roads and lack of appropriate means of transport. He shared an experience when he and Dr. Mkangwa got involved in a motor accident while traversing the rural areas to visit the farmers. Despite the challenges, a lot had been done in order to increase production through using improved seed varieties and adopting new farming systems.

He reiterated the main objective of the workshop that of mainstreaming gender into SMILESA project processes. As such, the training aimed at building the capacity of the country teams in gender analysis to be able to implement the activities in a gender responsive way. This workshop was building on the previous one which mainly focused on the conceptual aspects of gender and gender mainstreaming.

He reiterated the critical role of the gender focal persons in providing the much needed support and advice to make sure that gender is part and parcel of all the SIMLESA processes in their own country. In this regard, he called on the gender focal points to continue playing their role when back home to ensure that all the identified gaps in the data and other processes are addressed and also oversee the implementation of the gender related activities.

Dr. Mulugetta emphasized the need to build capacity of young people to spearhead the implementation of agricultural projects in the region. He noted that building capacity is being part of history and therefore, it is upon the more experienced researchers to build the capacity of people that would succeed them. He expressed concern over lack of interest in taking up the available scholarships by young people in the region. He noted that he had sent out a message to different countries to send in young people to take advantage of the available scholarships for further training at masters and Phd levels but only got response from Kenya, Mozambique and Ethiopia. He called upon the country research coordinators to give this focus on this and take advantage of the opportunities. He invited Dr. Mkangwa to give his remarks.

3.7.2. Remarks by Dr C.Z Mkangwa Zonal Director of Research and Development Ilonga Agricultural Research Institute

In his remarks, Dr. Mkangwa appreciated the invitation to the social evening. He traced his working relationship with Dr. Mulugetta which started about two years ago. He reiterated the challenges of lack of transport at the research institute. He was glad that SIMLESA choose to hold the gender mainstreaming workshop in Morogoro and said that there was a lot to learn from the area in terms of increasing agricultural production. The efforts are shared in the ongoing agricultural show in Morogoro. He appreciated Dr. Mulugetta for taking time off to attend the agricultural show and urged participants do to the same and be able to learn more from Tanzania.

3.7.3. Remarks by Forough

In her remarks, Ms. Olinga thanked Dr. Mulugetta for his commitment to promote gender mainstreaming in the SIMLESA project, which was demonstrated by his personal involvement and participation in the training workshops, including the fieldwork. As a facilitator, she had noted improvement in the participants' knowledge and skills in gender mainstreaming; this was reflected in their attitude and way of doing work. She considered this as an achievement that deserved to be celebrated and recognized. She requested two participants, a woman and man to make some remarks on behalf of other participants.

3.7.4. Remarks by Yeshe Chiche - Coordinator, Gender Research Ethiopian Institute of Agricultural

In her remarks, Ms. Chiche said that gender mainstreaming is a process that demands a holistic approach in order to achieve the desired impact. She informed participants that in Ethiopia gender mainstreaming is appreciated at all levels with Gender Focal Persons (GFP) recruited for all government agricultural research institutes and centers. This is one of the strategies that have been applied to ensure that the gender agenda is part and parcel of agricultural research processes.

She extended appreciation to Dr. Mulugetta for promoting the gender mainstreaming in the SIMLESA project. Sharing her experience as young graduate working with him several years back, Ms. Chiche described Dr. Mulugetta as a focused, punctual and a result oriented person and had vast experience in implementing agricultural related programs with success.

She noted that the training not only exposed her to new knowledge on GDD but provided her an opportunity to interact with colleagues from other countries. She urged participants to use the acquired knowledge to make the project gender responsive.

3.7.5 Remarks by Charles Nkonge - Senior Principal Research Officer, Kenya Agric. Research Institute

Mr. Nkonge said that he was honored to participate in the training which had enabled him to understand gender issues and relate them his personal experience. As a young boy he experienced domestic violence when his father often beat up his mother as a way of asserting his power in the home. Training men on gender issues raises the awareness of men on the need to respect their wives and treat them as equal partners rather than property. In relation to

agriculture, knowledge on gender will enable researchers to develop technologies that would benefit both men and women and increase productivity.

He thanked Dr. Mulugetta for his support that had enabled the trainings to be conducted. He also appreciated Forough for the new knowledge and skills on gender mainstreaming that she had imparted to the participants. He urged participants to utilize the knowledge acquired to engender the research processes in their home countries in order to achieve the desired impact.

DAY FOUR

4.0. Recap of the day three by Mr. Gerd Turyamureeba

- *The day began with a word of prayer led by Ms. Forough Olinga*
- *Recap by Charles covering what was done the previous day*
- *Went through the process/format on how to write a field report*
- *Split into groups and started work on writing field reports*
- *After lunch looked at the Tanzania data sets from a gender perspective*
- *Went for town tour and later the social evening in form of cocktail*

4.2. Developing Action plans

4.2.1. Remarks by the facilitator Ms. Forough Olinga

Ms. Olinga noted that two sessions had not been covered the previous day because much time was spent on issues raised when analyzing the data sets from Tanzania. She urged participants to invest more time in their group work to come up with action plans that will inform future activities. She asked participants to consider gender mainstreaming as a phenomenon that is important for the development of the society and individual lives. Appreciation of gender equality principles should start at the family level and therefore shared at the community level and should be looked at from a moral dimension by integrating the spiritual with the material world. She wished participants well and invited Maureen Miruka to lead the session in developing action plans.

4.2.2. Remarks by Ruth Kabanyoro

On behalf of the participants, Ms. Kabanyoro thanked participants for responding positively to the workshop invitation which she said was very important to inform their research process from a gender perspective. She shared with participants her experience with Ms. Olinga on the journey of gender mainstreaming that started in 2002 and described it as both challenging and rewarding. She noted that it was through this interaction that she became aware of gender issues and later appointed as the gender focal person for her institute. She urged participants to make use of her expertise by strengthening their collaboration with ASARECA.

4.2.3. Action planning by Maureen Miruka

Ms. Miruka asked participants to organize themselves in groups representing their countries and develop action plans based on the following:

- What is the gap (in terms of gender mainstreaming in the research process)
- what is going to be done to address the gap(activities)
- When is it going to be done(time frame)
- Who is doing what (responsibilities)
- What resources and capacities required to do that(budget and human resources)
- Future plans:
 - Identify individuals that could benefit from the scholarships to pursue Masters and Phds
 - Select one person from your country to attend the TOT workshop on gender mainstreaming

4.3. Malawi Actionplan

Assessment of Baseline Survey Questionnaire Gaps

- Part 0 = Respondent Name should indicate sex.
- Part 1 = Should be able to know the type of the household i.e. Male or Female Household
- Part 4 = Who accesses and control of the household equipment
- Part 4 = Who accesses and control of household land
- Part 6, Section C = Include age in all the parts.
- Part 6, Section D = Who used money realized from sales
- Part 9, Section C = Who access the extension services
- Part 11, What is age of the respondent
- Part 11, section A, what is the age of person consuming the food

Way forward

| No. | Gaps | Activity | Time | Responsible Officer | Resources |
|-----|--------------------|--------------------------|--------------------------|---------------------|--|
| 1. | Questionnaire gaps | Meeting | 03/08/2011 | Boaz Mandula | Fuel Refreshments Stationary |
| 2. | Cross check data | Follow up visit | Last week of August | Donald Siyeni | Fuel Refreshments Allowances Stationary |
| 3. | Updating data | Compiling field findings | Second week of September | Benjamin Chisama | Refreshments Fuel Lunch Allowances |

Proposed names of participants to attend the Training of Trainers (TOT)

- Boaz Mandula
- Benjamin Chisama (through the coordinator)

Names for candidates to be considered for scholarship to pursue further studies (Masters and PhD)

- Consult country coordinator

4.4. Action plan for the GDD baseline survey report preparation, Ethiopia

| No | What to be done? | When? | Who? | Resources? |
|----|---|---------------------|---|--|
| 1 | Create awareness for the SIMLESA participants at country level | Late September 2011 | project coordinator and gender research coordination unit of EIAR(Dr Dagne and Mrs Yeshi) | Logistical support by SIMLESA project of ASARECA |
| 2 | Data cleaning | August 2011 | Dr Adam, Yeshi, Derese, Agajie, Minale | -do- |
| 3 | Creating variables for household head (male and female) | August 2011 | Dr Adam, Yeshi, Derese, Agajie, Dr Minale | -do- |
| 4 | Preliminary GDD report | September 2011 | Dr Adam, Yeshi, Derese, Agajie, Dr Minale | -do- |
| 5 | Presentation of the reports in workshop for the validation of the results | October 2011 | Dr Adam, Yeshi, Derese, Agajie, Dr Minale | -do- |
| 6 | Name of Participants for ToT on Gender Mainstreaming in SMLESA project | | Derse Teshome | EIAR, HQ |
| | | | Kefele Degefu | Bako Agricultural Research Center |
| | | | Berhanu Ayalew | Pawe Agricultural Research Center |
| | | | Haimanot Getu | Hawasa/Wondogent |
| | | | Solomon Admasu | Agricultural Research Center |
| | | | Adam Bekele Mekonen Seme | Melkasa Agricultural Research Center |

4.5. Action plan for Tanzania

| | |
|---|--|
| What gap | <ul style="list-style-type: none"> • Out of 100% of head of household interviewed 78% of household head was male and only 12% are female household head interviewed is gender bias. • Information on gender needs, responsibility and role data was collected only from Household head which do not actual reflect reality especially when youth male and female are consider as future farmer • Resource needs by each gender • Time allocation for activities for each gender(seasonal and daily calender) • Resource ownership, access and control for each gender • Strategic resource for each gender • Lack of farmers knowledge opinion on village resources |
| What is going to be done to address the gap | PRA to be conducted in the site where baseline survey was conducted. twenty farmers as representative of which ten male and female will be interview inorder to capture gender disaggregates data. |
| When/timeline | <ul style="list-style-type: none"> • October 2011; Check list development • November-December 2011; Conduct PRA • January-March 2012; Analysis and report writing • April 2012; Submission of PRA report |
| Who/Responsibilities | Mkandya, E for Eastern zone /Mmbando, F for Northern zone |
| Resource/Capacities | <p>The above activities can be achieved only if funds will be allocated for both site;</p> <ul style="list-style-type: none"> • Facilitation Materials USD 1,453.00 • Fuel for car USD 3,429.00 • Car Maintanance USD 3,076.00 • Allowance team USD 5,600.00 • Beverage& food for farmer USD 1,940.00 <p style="text-align: right;">Total 15,498.00</p> |
| Future plan | To undertake PRA in order to fill the observed gap |

Appendix 1: List of participants

| No | Name | Title | Institute | W | M |
|----|---------------------------|---|---|---|---|
| 1 | Solomon Admassu Seyoum | SIMLESA Site Coordinator | Ethiopian Institute of Agricultural Research | | √ |
| 2. | Adam Bekele | Researcher | Ethiopian Institute of Agricultural Research | | √ |
| 3 | Yeshi Chiche | Coordinator, Gender Research | Ethiopian Institute of Agricultural Research | √ | |
| 4 | Haimanot Getu | Agronomist/Researcher | Hawassa/wondogenet Agricultural Research centre, Ethiopian Institute of Agricultural Research | √ | |
| 5 | Derese Teshome Mekonnen | Researcher/Gender contact person in Crop Research Process | Ethiopian Institute of Agricultural Research | | √ |
| 6 | Agajie Tesfaye | Researcher | Ethiopian Institute of Agricultural Research (EIAR) | | √ |
| 7 | Christine Ndinya-Omboko | Research Officer | Kenya Agricultural Research Institute | √ | |
| 8 | Charles Nkonge | Senior Principal Research Officer | Kenya Agricultural Research Institute | √ | |
| 9 | Nolega Christine Malova | Project Officer RPK | Kenya Agricultural Research Institute | √ | |
| 10 | Margaret Muthoni Kirugua | Extension Officer | Ministry of Agriculture | √ | |
| 11 | James Okuro Ouma | Principal Research Officer | Kenya Agricultural Research Institute | | √ |
| 12 | Josephat Chengole Mulindo | Research Officer | Kenya Agricultural Research Institute | | √ |
| 13 | Maureen Miruka | Researcher | Kenya Agricultural Research | √ | |

| | | | Institute | | |
|-------|------------------------------|---|---|----|----|
| 14 | Benjamin F. Chisama | Technology Transfer Officer | Department of Agricultural Research Services in Malawi | | √ |
| 15 | Boaz Mandula | Women's Programmes Officer | Department of Agriculture Extension Services, Ministry of Agriculture | √ | |
| 16 | Violet C. Phiri | Seed Officer | ARET/STAM | √ | |
| 17 | Donald Siyeni | Agronomist | Chitedze Research Stations (DARS) | | √ |
| 18 | Elifadhili Samson Manahiri | Agriculture Officer | Mbulu District Council, Dept of Agriculture and Livestock Devt | | √ |
| 19 | Inviolata Swai | Principle Agricultural Officer | Selian Agricultural Research Institute | √ | |
| 20 | Sosthenes Kweka | Principal Agric. Research Officer | Selian Agricultural Research Institute, Ministry of Agric, Food Security and Cooperatives | | √ |
| 21 | Emerson J. Njumbo | Ag. District Agriculture and Livestock Devt Officer | Karatu District Council | | √ |
| 22 | Elisha M. Mkandya | Agricultural Researcher officer | Tanzania Agricultural Research Institute | | √ |
| 23 | Alphonse Katunzi | Managing Director | INADES Formation Tanzania | | √ |
| 24 | Ruth Kabanyoro | Research Officer | NARO/ Mukono Zonal Agricultural Research and Development Institute (MUZARDI) | √ | |
| 25 | Gard Turyamureeba | Senior Research Officer | NARO Kachwekano ZARDI | | √ |
| 26 | Maureen Katafiire | Programme Assistant | ASARECA HVNSCP | √ | |
| | Joseph J.K. Mligo | PARO (SIMLESA Site Coordinator Eastern Zone) | Ilonga Agricultural Research Institute | | √ |
| 27 | Workshop Facilitators | | | | |
| 28 | Ms. Forough Olinga | Gender Expert | ASARECA | √ | |
| 29 | Ms. Ruth Nankinga | Administrative Assistant | Policy Analysis and Advocacy Programme | √ | |
| 30 | Susan Bakesha | Rapporteur | Development Alternatives (DELTA), Kampala | √ | |
| Total | | | | 15 | 14 |

Appendix 2: Recap of the first day

- Registration between 8 and 9 am
- Forough Olinga flagged off the workshop
- Welcome by Dr Joseph Mligo
- Prayers by Inviolata Swai and Alphonse Katunzi
- Introductions of country teams - Chengole
- Remarks from Gender Mainstreaming focal point officers in the region

-Men market oriented women food security oriented

-Tea a man's cash crop but a woman's labour

SIMLES A Regional Coordinator – present at start of workshop

- Workshop Objectives -Maureen Katafiire
 - -Not able to communicate with extension officers – technologies useless
 - -No understanding of farmers' needs leads to wrong technologies

Overview of SIMLESA data sets at country levels

- Data, omissions, biases and sampling
- A case in Uganda – two scenarios in which farmers were pleading with researchers for the technology they were interested in and one where researchers were pleading with farmers to adopt a technology- Forough

Administrative and Housekeeping matters by Ruth

- -Boarding passes to be handed over
- -Participants from Malawi to fly back on Sunday
- -Participants from Kenya to fly back on Sat at 10.00 (Start at 4.00am)
- -Participants from other countries fly back on Sat at 1.00pm (Start at 7.00am)
- -Participants to pay for their own dinners as they will get allowance for that
- The gender specialist was not able to get data that was to be used in this workshop
- Data was provided by some of the participants
- Design of this workshop based on evaluation of last workshop by participants

Remarks by the SIMLESA Regional Coordinator

- The venue of the workshop so that participants could be closer to the farms
- Training not an end to itself but a means to capacity building of researchers
- Survey data being analyzed at various levels
- Biggest challenge with workshops is the follow ups after the trainings
- Gender focal persons in various countries should work closely with SIMLESA officers
- Future workshops in SIMLESA should be arranged well in advance- climate change 1-6 Dec 2011.

Introduction to SEAGA –FAO tools by Forough

- Strategies of sampling and sample size to be able to get gender representative data were discussed.
- In gender analysis the unit of analysis should be the individual
- ‘Gender responsive ‘ rather than ‘Gender sensitive’ is a more appropriate term to use these days
- A case of sesame case in Uganda where the project was originally a woman’s crop and turned into a man’s crop when the intervention of a project identified an export market.

Gender analysis tools (Agajie Tesfaye and Deese Teshome)

- These are the Village Resource Map and Activity Clock. If they are done separately by men and women they could reveal the differences between men and women
- Village resource map is used for ice breaking in the community and building cordial relations with farmers
- Two methods of sampling the random and purposive were mentioned
- Labor, resources, benefits, time and equal opportunities are all important to the communities- Forough

Discussion and Planning of the Field Trip

- For tomorrow’s practical the team leader should preferably be a local person who also understands the local customs and language.
- The participants were reminded of the Dos and Don’ts during the survey (No carrying of drinking water, sweets, a lot of make up, dressing style, speaking norms etc.)

Appendix 3: Final Evaluation

1. Please tick where appropriate:
N=23; Women=10, Men=13

| Aspect | Excellent | | Very good | | Good | | Fair | | Poor | |
|--------------------|-----------|-----|-----------|-----|-------|-----|-------|-----|-------|-----|
| | Women | Men | Women | Men | Women | Men | Women | Men | Women | Men |
| Methodology | 1 | 1 | 7 | 3 | 2 | 6 | - | 3 | - | |
| Content | 1 | | 6 | 5 | 3 | 6 | - | 1 | - | |
| Length of workshop | - | 1 | 1 | 3 | 5 | 6 | 2 | 5 | - | |
| Facilitation | - | | 5 | 7 | 4 | 4 | 2 | 2 | - | 1 |
| Venue | | | - | 3 | 2 | 6 | 5 | 4 | - | 2 |
| Participation | 2 | 1 | 2 | 6 | 5 | 5 | 1 | 1 | - | |
| Fieldwork | 3 | 2 | 1 | 8 | 2 | 5 | 1 | - | - | |

2. In which ways was the workshop useful to you?
Women

| Men | Women |
|---|--|
| <ul style="list-style-type: none"> • Learnt how to break the ice and start a rapport with the community before starting serious work in the field. • The workshop brought together a number of resource persons and new ideas It was great refreshing moment learning about SDD and GDD. • Provided hands-on application of the SEAGA tools in the field and report writing • Examining the collected data as a group and collectively auditing it • Nice training material on gender mainstreaming, and exposure to tools for collecting information GDD from the community were clearly explained and understood plus their practical (resource map and daily activity clock) application • Learned new concepts on collecting and processing gender disaggregated data • Learned how to collect GDD for the SIMLESA | <ul style="list-style-type: none"> • Learnt how to link local and the scientific knowledge. • Learnt how to apply PRA tools in the field situation. • The discussions and issues raised were also useful for my future work • Helped me to acquire new techniques in data collection by using the tools provided i.e. the resource map and daily activity clock • Provided insight into practical aspects in the community • Hands-on administering of the tools to obtain data empowered me to analyze gender disaggregated data • Improved report writing and presentation of results skills • Opportunity for networking for future collaboration • Provided practical application of gender analysis tools, interpretation and report |

| | |
|--|---|
| <p>project in my country. Using the provided tools to obtain the village resource map was useful it provided detailed socio-economic and gender roles in the visited SIMLESA sites.</p> <ul style="list-style-type: none"> • The venue(Morogoro) enabled me to have a feel of SIMLESA in a different environment from mine • Revealed ways in which the baseline survey could be improved to make it gender responsive. • It increased my appreciation of the usefulness of gender disaggregated data in designing sustainable agricultural technologies • Opportunity to appreciate the importance of gender consideration when designing tools for data collection • Helped to provide skills on how to collect gender related data and subsequent analysis • Refreshed my mind on the use of SEAGA tools to collect data from the community | <p>writing</p> <ul style="list-style-type: none"> • Learned how to develop sampling frames for GDD • Learnt the importance of using the resource map and activity clock- the way it harmonizes the activities in the community. • Learned further aspects of GDD/SDD. had conducted PRA but had never analyzed the data using the gender lens so this was very useful • Provided opportunity for sharing experience with other participants • Increased capacity to deliberate on gender issues in the field by using the tools provided and the experience gained through field exercises |
|--|---|

3. If the workshop were re-designed, what changes would you suggest?

| Men | Women |
|---|---|
| <ul style="list-style-type: none"> • An extra day to allow deeper training on the analysis and understanding of new concepts • Better venue which is cleaner and with reliable internet • Allocate more time for field work • Stick to workshop programme, • Use complete data sets from case studies for training and learning purposes • Start with collecting participants' expectations and fears • The length of the workshop should be revised and the venue of training rotated in the member countries • The programme should be sent to the participants before they come to the meeting to allow participants get prepared. • the location for practical work should not be very far from the training venue • I would encourage the use of packed food to minimize delays as participants travel especially from one town to another. • To have different communities for study | <ul style="list-style-type: none"> • Checklists for field practicals to be generated by participants prior to going to the field, • data sets should be shared for discussions, • At least 2 days to be allocated to field work • More time for data collection and training on other tools • Better venue with internet facilities • More time in the field to learn and practice other gender tools • To include more trainers so that one person is not overloaded with work • To have more concrete program, more field work, more tools to maximize on learning, four days could have achieved more. • Ensure that facilitator is given more time to handle the content of the program. • Enough time to perform each tool in detail in a participatory manner when we are together with the farmers in the village • Include more options of gender analysis tools |

3. Further comments if any

| Men | Women |
|---|--|
| <ul style="list-style-type: none">• Gender mainstreaming as a new approach requires frequent workshops of different categories of staff projects and institutions• Prior communication to participants before the workshop should be done/conducted well• GDD in agricultural research technologies on building capacity in data collection be done twice a year to build the capacity of participants as gender issue is a life-long process• Participants should be notified well ahead of time the type of data reports they should bring to the workshop | <ul style="list-style-type: none">• Avoid poor reception hotels• Clarity on issues with project leaders• Provide opportunity for countries to present their experience in gender analysis and practical application so as to add value to the workshop |

Appendix 4: Individual Capacity Assessment

1. Please write down ONE of the biggest challenges you face in integrating gender concerns into you data collection/analysis work.

| Men | Women |
|---|--|
| <ul style="list-style-type: none"> • Shortage of gender responsive researchers and extensionists • Not applicable at the moment • Traditional norms of many African communities preventing women from providing household information to outsiders, even for women-headed households • Data analysis, defining variables and using appropriate statistical packages • Distinguishing between SDD and GDD socio-economic data • Ability to interpret collected data from a gender perspective • Appropriate GDD processing and analysis . • Timely availability of data • Collection of GDDrequires extra time and integration of gender issues requires sensitivity to the demands • Lack or low male participation in farmer group activities • Farmer mobilisation their very busy schedules • Lack of standard unit of study within the community. If the unit of analysis if not properly defined can lead to erroneous interpretation. | <ul style="list-style-type: none"> • To distinguish SDD from GDD • Institutional management • The ministry of agriculture does not collect GD data • Lack capacity for GD data collection and lack of appreciation of GDD by other researchers • No rigorous methodology (standards) to capture new information to be used as GDD • Too many variables that over burden the respondents and the analyst • Lack of ability to select appropriate tools and techniques appropriate for collecting SDD and GDD • Lack of a standard unit of study that will be used in the analysis of GDD i.e. between household and individuals • Appropriate selection of households to whom data should be collected from. |

2. Outline the idea(s) that you found useful to help you address the above challenge(s)

| Men | Women |
|--|--|
| <ul style="list-style-type: none"> • The need for researchers and extensionists to collect and record gender responsive data • Provide more education opportunities or creation of awareness on gender issues for the society and participation in developmental activities as well as human rights. • Use of more examples to facilitate understanding of GM. Practical aspects in the field <ul style="list-style-type: none"> ✓ Workshop notes and field facilitation tips. ✓ Reading and revisiting notes ✓ The method to approach the key informants ✓ The method to collect GDD ✓ That even in garbage, you can find gold • Appropriate identification of target groups for proper sampling and easy analysis later on. • Standard definition of the unit of analysis – male headed and female headed households. • Include the gender variable in the questionnaire • PRA tools are important for understanding gender roles and responsibility within a community | <ul style="list-style-type: none"> • V Focus group discussions complemented by the village mapping and daily activity clock tools can generate a lot of information and can be useful in the analysis of GDD • Now I understand how to collect the data using the gender tools • Participatory approach involves both biophysical and social scientists in data planning, collection and analysis so they know its usefulness • The key focal persons should meet to determine the right methodology for GDD collection and analysis. • Due to the farmers' busy schedule it might be more useful to split the long questionnaire and do more than one interview session. • It would be good to develop more than one data set based on the sections and objectives of the questionnaire • Understanding how to apply the GDD tools of data collection • Sharing ideas and experiences with other countries • Using individuals as unit of analysis instead of households is more beneficial for GDD • Idea of using different respondents e.g. husband, wife, female headed households, sons and daughters. |

3. Outline the areas where you need further support (training) to strengthen your capacity to mainstreaming gender in your research (data collection and analysis)

| Package | Women | Use | Men | Use |
|--|--|---|--------------------|---|
| a. Microsoft Excel | 5 | Data analysis Entry analysis How to clean up the data entered | 4 | Spreadsheet Data analysis |
| b. MS Access | 4 | Data mgt | 6 | - |
| c. SPSS | 7 | Data Analysis Entering and analyzing data according to outputs | 7 | Data collection Data analysis, Data entry Defining variables |
| d. Other statistical or graphic packages | Nvivo Statistical package Strata, Limdep SAS CSPRO | Qualitative Analysis | M-Stata Genstat | Further analysis |

4. Do you feel the new lens of Gender Analysis is important in research? Give reasons for your answer

| Men | Women |
|---|---|
| <p>Men because:</p> <ul style="list-style-type: none"> • from the two tools applied during this training, different gender needs of the communities could be captured and addressed • it brings out the inequalities existing in a community • It gives more gender awareness/education so as to ease facilitation of obtaining gender information from the society as far as agricultural research is concerned. • It promotes gender responsive research • It enables researchers gain more in-depth information on existing gaps/limitations/constraints so as to identify appropriate and targeted interventions for addressing those concerns. • From examples given such as that of | <p>Yes because:</p> <ul style="list-style-type: none"> • It provides in-depth analysis prior to interventions on field work apart from numbers only. For example agricultural field varieties can be generated to suit the client's (farmer's) needs, technology adoption and no adoption can be detected. • They are important in order to develop appropriate technologies to suit varying gender needs • The new lens of gender analysis is very important in research because it enables researchers to get more information concerning the utilisation of their research innovations by the end-users. • It gives more relevant information about the outputs of research and their dissemination and uptake. • It gives more comprehensive information |

| | |
|--|---|
| <p>simsim case in Uganda, it is evident that gender analysis is important in adoption of technologies and for increased crop production.</p> <ul style="list-style-type: none"> • It is important in the sense that research will be targeted to the right clients • Gender analysis is very important in research because of the roles and responsibilities men and women have. • Development of technologies is based on such results | <p>about the gender groups and how they feel or are impacted by the resource dynamics. The information obtained is rich in detail and versatility.</p> <ul style="list-style-type: none"> • I understand the needs of different categories of people in a community. • Because research technologies affect men and women differently. Moreover, the needs, problems and priorities of men and women are different within a household |
|--|---|

5. Mention why participatory consultation/dialogue with the target group, both men and women at the field level across the ages and socio-economic background is important in research and evaluation.

| Men | Women |
|---|---|
| <ul style="list-style-type: none"> • Because this is the only way one could be able to understand the priority needs of the different categories of the community. • Getting needs from the community to be addressed by development agents also creates ownership among both the community and the development agents. • It brings out areas to target for intervention across the gender categories • It gives an overview of the role of information collected or distributed from each human category so that it becomes easy to provide the right technology.. • It enables researcher to identify the needs, concerns and priorities of different gender in society • Enable to scientists to develop appropriate tailor-made interventions that are for the different genders • You get ideas and knowledge and know the community well in a participatory and consultative manner • This enables researchers to have a holistic outlook on the village. • It improves identification of research target group of in order to increase adoption • Involvement gives a clear picture of gender roles of men and women | <ul style="list-style-type: none"> • It helps verify information among categories in groups • Assists to generate in-depth issues of the society and prioritize. • Enables differentiating of their level of understanding concerning specific issues from different angles (to see the gaps between different social categories) • To understand how communities categorize and prioritize their problems (youths, elders understanding), how their responses also differ. • Provides information on all ages and categories of farmers • They are the ultimate users /beneficiaries of the research and involving them would enhance ownership and therefore uptake • It is very important to acquire knowledge, skills and resources available before commencing on any activity in the field. • Involvement enhances ownership, division of roles and impact on sustainability of technology after the project • It prevents the trap of making a blanket deduction about community or group of people • Helps to break the ice in a community or group |

| | |
|--|---|
| <ul style="list-style-type: none"> • It helps scientists to understand the impact of gender on technology design and adoption | <ul style="list-style-type: none"> • To reduce the influence of one social group on others freedom of expression • It helps to generate appropriate technologies that can be easily adopted and utilized. It also leads to gender equality narrowing the gaps in access to technologies, decision making and control. |
|--|---|

6. What has been the impact of the gender mainstreaming trainings on your personal life?

| Men | Women |
|---|--|
| <ul style="list-style-type: none"> • I appreciate the importance of considering different gender needs in research and development • Acquired more awareness on both men and women gender matters/issues • Acquired understanding on some of the aspects that I previously thought were men's rights but are not • Changed my perception about gender issues and also how to relate with my family and other people close to me. • I have known many aspects of gender mainstreaming and helped me in my personal life (marriage) • I have changed my biased attitude. • It has made me become more sensitive to the importance of gender issues such that as I work I deliberately look out for issues that affect people according to gender. • It has changed my way of thinking and I made me understand the importance of gender within my community and working place as well • I am no longer gender blind • It has helped me to think differently and be aware of the different demands of men and women in the development process. I have also started to think that women can bring about a difference in their communities if they are given equal opportunity as the men | <ul style="list-style-type: none"> • Acquired in-depth understanding of social issues and appreciation of gender roles at societal level. • Interventions such as technologies can be based on understanding the target groups • Acquired insight that gender issues are not only for women as previously perceived. Gender issues cut across communities, workplace, so there is need for equal opportunities for all • It added value for my future work. I was not as sensitive of gender mainstreaming issues but now after these two workshops my understanding is completely changed. • The training has given me the real understanding of the concept of gender and approach • Positive outlook towards gender concerns for development purposes • Helped me to deal with resource access and control in my home • Helped to understand how to deal with teenage sons-youth and female relatives in my house using their perspective • Very huge impact on my life. I now have the capacity to critically interpret information emanating from the field into gender strategic and practical needs of the community. I have empowered women to participate in local development issues as well as voice out their needs to various projects • I have acquired ability to develop a |

| | |
|--|---|
| | <p>questionnaire that provides more comprehensive data</p> <ul style="list-style-type: none"> • I am able to move beyond SDD to GDD • I am able to tease out gender concerns in a study (to some extent) • Ability to integrate gender issues in research activities (to some extent) • Acquired skills to build the capacity especially on gender concepts to some extent, |
|--|---|

7. What has been the impact of the gender mainstreaming training at your work place?

| Men | Women |
|--|--|
| <ul style="list-style-type: none"> • It has enabled me to always collect the gender responsive data and also take into consideration the fact that the needs of men and women, old and young and other categories are different from one another • Sensitisation of work place colleagues and taking into consideration gender issues in whatever activity and administration aspects in my work place • I have improved my relationship with workmates and the community I work with • Understanding the difference between gender and sex when addressing development concerns of the society • Understanding of the concept of gender mainstreaming in relation to community development work • I exercise behavioral change when interacting with other people in communities and when addressing their development challenges • The aspects of development are addressed through the gender lens • Sharing the concepts with staff of my organizations and AIU's partners • Helped me in preparing agricultural strategic plan at Karato district in which I included gender mainstreaming aspects • Gender issues get a great consideration very recently and we have changed the way we collect data on all crops and research activities we carry out. This will lead to | <ul style="list-style-type: none"> • Gender is about equal opportunities and these trainings have created awareness to all concerned even at management level to promote or employ more people on merit rather than sex • I will be the trainer of trainees in my area of work • Advocate for improvement of workplace conditions • Promote more gender responsive and relevant research • Made my work more efficient and included the scope of gender mainstreaming in research to HRM • I work with various projects on technology dissemination and knowledge management where gender mainstreaming is a requirement. Biophysical scientists are able to get the feedback from farmers through the gender lens. • I have helped my workmates to redesign their research work to capture the gender component. They also appreciate the value of gender mainstreaming in research. • To influence decision making about project design • To influence budgeting and gender consideration • It enabled me to plan a gender sensitive research. If my capacity is built further with analysis techniques and interpretation |

| | |
|---|--|
| <p>addressing the problems faced by all the members of the society.</p> <ul style="list-style-type: none"> • Understanding gender is very important because male and female have different responsibilities within the workplace. • It has brought new ways of collecting and analysis data with more gender perspectives. • Very little because no deliberate action plan for gender mainstreaming has been put in place including the budget | <p>of GDD, it would add value to my research efficiency.</p> |
|---|--|

: Workshop Agenda

| Time | Agenda | Moderator |
|--|---|---|
| Day One Session one 26th July 2011 | | |
| 8.00 – 9.00 | Registration and filling Participant needs assessments (PNA) | Ruth |
| 9.00- 9.40 | <ul style="list-style-type: none"> - Spiritual reflection - Introduction of participants - Welcome and Opening remarks - Workshop objectives | Tanzania Chengole Forough Maureen / ASARECA |
| 9.40 – 9.50 | <ul style="list-style-type: none"> - Administrative and housekeeping matters | Ruth |
| 9:50 – 10.30 | <p>Official Opening:</p> <ul style="list-style-type: none"> - Remarks from Gender Mainstreaming Focal Points/ responsible in the region - Dr. Mulugetta Mekuria SIMLESA Program Coordinator | Tanzania (Host) Dr. Mligo |
| 10:30 – 10:50 | Tea/Coffee Break | |
| Session Two | | |
| 10:50 – 1.00 | <ul style="list-style-type: none"> - Group formation - Overview of the SIMLESA Data sets at country level. - Quality of Research with a new lens : Data, biases and omissions and sampling : <i>Forough</i> - Reflection & Discussion | Malawi |
| 13.00 – 14.00 | Lunch | |
| Session Three | | |

| | | |
|----------------------|--|-------------------|
| 14:00 – 14:30 | - Introduction to Socioeconomic and gender analysis (SEAGA) FAO tools <i>Forough</i> | Ethiopia |
| 14:30 – 15:30 | - Gender Analysis tools: <ul style="list-style-type: none"> o Village resource map <i>Agajie</i> o Activity clock <i>Derese</i> | |
| 15:30 – 16:00 | - Discussion and share experiences | |
| 16:00 - 16:30 | - The Art of field facilitation process and sequences | |
| 16.00 - 16.30 | - Gender Analysis Tools: <ol style="list-style-type: none"> 1. Resource profile (Village resource Maps) 2. Activity profile (SEAGA Daily activity clock) 3. Observation and Separate Focus Group Discussions | |
| | - Discussion and plan the field trip | |
| 16.30 – 17.00 | Tea/Coffee Break | |
| 17.00 – 18.00 | Group formation and field preparation | |
| | End of Day 1 | |
| Time | Agenda | Moderator |
| | Day Two Session one | |
| 8.30 – 8.50 | - Spiritual reflection - Daily review and recap | Kenya |
| 8.50 – 10.30 | Plenary presentation of Group field plans <ul style="list-style-type: none"> - Discussion and consultation on : - Report Format and presentation of SDD - Analysis and interpretation of GDD - Briefing on field - Selection of field facilitator(s). - Roles and responsibilities of the team members - Group Presentations - All logistics | |
| 10:30 – 10:50 | Tea/Coffee Break | |
| | Session Two | |
| 10:50 11.00-15.50 | - Departure to the field for practicing socioeconomic and gender analysis tools - Field facilitators lead the group for data collection - Return to hotel | |
| 16.00- 16.30 | Tea | |
| 16.30 – 18-30 | - Group work to start cleaning and summarizing data | |
| | End of Day 2 | |
| Time | Agenda | Moderator |
| | Day Three Session one | |
| 8.30 – 8.50 | - Spiritual reflection - Daily review and recap | Mozambique |

| | | |
|---------------|---|-------------------|
| | | |
| 8.50 – 10.30 | Plenary presentation of Group field findings - Discussion and consultation on : - Report Format and presentation of SDD - Analysis and interpretation of GDD | Tanzania |
| 10:30 – 10:50 | Tea/Coffee Break | |
| | Session Two | |
| 10:50 – 15.00 | - Group work to analyze the findings | |
| | Tea/Coffee Break | |
| 16.30 – 18-30 | - Group presentations and discussions | |
| | End of Day 3 | |
| Time | Agenda | Moderator |
| | Day 4 Session one | |
| 8.30 – 8.50 | - Spiritual reflection - Daily review and recap | Uganda |
| 8.50 – 10.30 | Plenary discussion and consultation on : - Report Format and presentation of SDD - Analysis and interpretation of GDD | Mozambique |
| 10:30 – 10:50 | Tea/Coffee Break | |
| | Session Two | |
| 10:50 – 15.00 | - Group work to finalize the report | |
| 15.00-17.00 | - Group presentation and comments | Kenya |
| 17.00 – 17.30 | - Evaluation and closing | Tanzania |
| | End of Day 4 | |