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Training Workshop on Gender Mainstreaming in Research for
NARS implementing SIMLESA and ASARECA Projects



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| | |
|---------|---|
| ACIAR | The Australian Centre for International Agricultural Research |
| ASARECA | The Association for Strengthening Agricultural Research in Eastern and Central Africa |
| CIMMYT | The International Maize and Wheat Improvement Centre |
| DFID | UK Department for International Development |
| ECA | East and Central Africa |
| GAD | Gender and Development |
| GAM | Gender Analysis Matrix |
| GDD | Gender Disaggregated Data |
| GM | Gender Mainstreaming |
| GRB | Gender Responsive Budgeting |
| KIT | Knowledge and Information Transfer |
| NAADS | National Agricultural Advisory Services |
| PCM | Project cycle management |
| PGN | Practical Gender Needs |
| SDD | Sex Disaggregated Data |
| SGN | Strategic Gender Needs |
| SIMLESA | Sustainable intensification of maize-legume cropping systems for food security in eastern and southern Africa |
| SSA | Sub-Saharan Africa |
| WID | Women in Development |

Acronyms

Acknowledgements

I would like to thank ASARECA for the continued support to gender mainstreaming efforts in the organisation and among its partners. I would also like to acknowledge SIMLESA management and the partner institutions for enabling their staff to participate in the training..

I would like to greatly appreciate the efforts of the Gender Expert, Ms. Forough Olinga in the process of documenting the proceedings of the workshop and writing of the report. The workshop that was targeting the technical staff of ASARECA was attended

The committed attendance of the senior management, especially the Coordinator of SIMLESA Dr. Mulugetta Mekuria who attended a good part of workshop is a clear sign that gender mainstreaming in SIMLEASA have certainly transited from rhetoric to action.

Last but not least I acknowledge the participants for creating time to attend the training, the guest speakers for sharing their knowledge and the facilitators for the smooth running to the training

I also take this opportunity to thank all other persons that I have not mentioned in particular, but who contributed to the success of the workshop.

Executive Summary

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 lead by the International Maize and Wheat Improvement Centre (CIMMYT) and with donor support from the Australian Centre for International Agricultural Research (ACIAR). SIMLESA program that is implemented in Ethiopia, Kenya, Malawi, Mozambique, Tanzania and Australia 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. This training workshop is one of the capacity building activities relating to gender mainstreaming that ASARECA is undertaking in SIMLESA program.

The goal of the workshop was to enhance and strengthen the capacity of gender mainstreaming skills in NARS implementing SIMLESA and ASARECA Projects and overall objective was to enable the workshop participants to acquire knowledge, tools and skills in gender mainstreaming. The expected outcomes of the workshop were strengthening of the participants knowledge and understanding of gender mainstreaming in Agriculture Research and their ability to recognize the gender concerns for special actions/ interventions, gain the capacity to use gender analysis tools to initiate gender participatory dialogue and consultation in their programs, enhancement of capacity to collect and analyse Sex and Gender Disaggregated Data and development of knowledge.

The four day workshop attracted 29 (20 men and 9 women) participants from six countries namely; Ethiopia, Kenya, Malawi, Mozambique, Tanzania and Uganda. The training employed a comprehensive methodology in terms of learning skills and a systematic schedule with session linkages building on previous ones providing for participation and hands on practice through exercises. The workshop content covered conceptual aspects of gender mainstreaming as well as specific topics on gender and agriculture such as ‘Agriculture and Human Values: Why Gender Matters in Agricultural Research’, ‘Gender, Socialization and Farming System’ and ‘Gender in maize legume value chains’. Participants were given hands on practice on generating Sex and Gender Disaggregated Data as well as its interpretation.

Working in groups of their countries, the participants were assisted to identify the constraints and challenges to gender mainstreaming in their projects and were encouraged to develop a way forward on addressing the issues. Each country was able to develop a way forward that forms part of these proceedings.

At the end of the workshop, the participants evaluated the training along the variables of methodology, time, exercises, presentation/facilitation, venue and participation. With the exception of time which some participants thought was fair, all aspects were ranked ‘good’ and above. Majority of participants thought time was not adequate and proposed more exercises to improve gender analysis skills. The evaluation also showed that participants had benefited from the training.

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Day One – 22nd February 2011

Session I

Moderator: Dr. Mboyi Mugendi – Selien Agricultural Research Institute

Dr. Mboyi welcomed participants to the training and hoped they had pleasant journeys to Arusha. He informed them that they were in a town which is 80 km to Mt Kilimanjaro the highest mountain in Africa and about 180km to Ngorogoro crater where Dr. Leakey identified the remains of the first man. He hoped that after the training the participants would spare some time to visit these tourist sites..



Introduction of participants

The participants were given cards and asked to draw a symbol they thought best represented their inner self. The following symbols were drawn.

Table 1: Introduction symbols and attributes

| Symbol | Attributes | No. of people | |
|---------------------|---|---------------|-------|
| | | Men | Women |
| Rain | Provider, life | 2 | 1 |
| Dove | Peace, humility | 1 | |
| Heart | Strength, love, peace | 3 | 1 |
| Moon | Light, | 1 | |
| Average man | Service, | 1 | |
| Star | leadership | 2 | |
| Olive branch | Peace, friendship | 1 | |
| Lion | Strength | 1 | |
| Sun | Energiser | 1 | |
| Guitar | Voice | 1 | |
| Chair | Supportive | 1 | |
| Mobile phone | Communication | 1 | |
| Honey Bee | Hard work, livelihood sustenance | 1 | |
| Maize | Food security | | 1 |
| Tree | Life, production, change, provider, conserver | | 2 |
| Trumpet | Communication | | 1 |
| Flower | Happiness | | 1 |
| River | Life | | 1 |
| Nature | Peace and serenity | | 1 |
| Eagle | Determination, sincerity | | 1 |

| | | | |
|-----------------------|---------------------------------|----|----|
| Glass of Water | Serenity, quietness, refreshing | | 1 |
| Total | | 17 | 11 |

The cards were pinned on the wall. The facilitator asked the participants to see if they observed any patterns or differences.

Observations and Responses

- Majority of the men described themselves as protector, bread winner using symbols of strength while women associated with roles of feeding, producing etc.
- Men side concentrated more on product not the process, women side concentrated more on explain the process of producing.
- I do not see the big difference between the two because there are same symbols like water, love etc.
- *The symbols may be the same but the explanations of the symbols were different. While one male participant explained water as; if he is not there people cry the woman explained it as the giver of life.*
- There is only one heart among the women and men have three showing that men have more love. *This is true for the patriarchal society where there is a lot of patronising by male.*

Facilitator's comments:

The facilitator commended the participants for their involvement in the exercise and informed them that they had just finished the first lesson of gender by discerning patterns and differences. She observed that the men tended to describe themselves with expressions that exhibited a lot of power, strength but also love and voice of the community. This was very true because in the patriarchal communities, it is men who talk in meetings. She further observed that food security is a complementary role; with women producing and the men deciding on distribution. Although woman's voice is small, when her needs are met harmony is sustained. The problem arises when she feels she is not getting her entitlement. She said gender acknowledges that men and women have different roles ascribed by society and usually when one associates themselves with a symbol, it is influenced by experiences from their past.

Moderator: The moderator appreciated the innovative and interesting the introduction of participants because other than stating your name, people got to reflect on who they are and others got an idea of their inner self.

Introduction of the Training

Facilitator: Mrs. Forough Olinga - Gender Expert, ASARECA

The Gender Expert introduced the training workshop saying it is one of the capacity building activities relating to gender mainstreaming that ASARECA is undertaking in SIMLESA program.

Background

She informed the participants that 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 lead by the International Maize and Wheat Improvement Centre (CIMMYT) and with the support from the Australian Centre for International Agricultural Research (ACIAR) whose aim is to increase farm-level food security and productivity, in the context of climate change to result in resilient, profitable and sustainable farming systems that overcome food insecurity. She listed the program objectives as;

- To characterize maize-legume production and input and output value chain systems for sustainable smallholder maize-legume cropping systems.
- Through availability of performance data; to support the development of regional and local innovations systems; and capacity building to increase the efficiency of agricultural research

She articulated the role of The Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) as a collaborating partner to provide technical backstopping, capacity building in output four in gender mainstreaming, monitoring and evaluation and in knowledge transfer and technology spillovers as seen in the **ASARECA Log-frame** whose super goal is *“increased economic growth and improved social welfare in ECA while enhancing the quality of the environment.* She noted that this goal is very close to the SIMLESA goal.

She mentioned that the workshop aim of the workshop was to enhance and strengthen the capacity of gender mainstreaming skills in NARS implementing SIMLESA and ASARECA Projects and overall was to enable the workshop participants acquire knowledge, tools and skills in gender mainstreaming. She continued to outline the specific objectives as to:

- √ Facilitate learning of key concepts and approaches to gender mainstreaming
- √ Recognize gender concerns and identify the importance of gender analysis in agriculture research and development programs. She emphasised that recognition is very important and the introduction exercise was to demonstrate this fact.
- √ Provide hands-on practice in collection and analysis of Sex Disaggregated Data (SDD) and Gender Disaggregated Data (GDD).
- √ Apply the knowledge (attitudes, and skills) developed to ongoing projects. She cautioned that many people often ask for checklist and insist they can do the gender mainstreaming, but this is not as easy.

Methodology

The presenter shared the methodology of the workshop saying it is quite comprehensive in terms of learning skills and the schedule is organized in a systematic manner, with session linkages building on previous ones. The workshop would be highly participatory with emphasis on hands on practice through exercises. The workshop is designed to provide an interactive learning environment with sessions generally comprising of a brief presentation and participatory discussion and exercises.

Expected Outcome

She highlighted the expected outcome of the training as;

- The participants attain knowledge and understanding of gender mainstreaming in Agriculture Research and are able to recognize the gender concerns for special actions/ interventions.
- Participants gain the capacity to use gender analysis tools to initiate gender participatory dialogue and consultation.
- Enhanced capacity to collect and analyse Sex and Gender Disaggregated Data.
- The knowledge (attitudes, and skills) developed from the workshop will be applied into the ongoing projects,

The facilitator pointed out that there are a lot of barriers in many parts of the countries that prevent the researcher from asking questions to wives, children, the poor and the vulnerable, but in gender studies you must device means to getting this information.

The speaker concluded by outlining the workshop process as shown below.

| Day | Program |
|-------|---|
| Day 1 | <ul style="list-style-type: none"> • Introduction and setting the scene • Gender mainstreaming in agriculture research, concepts & processes. • Gender, Socialization and Farming System |
| Day 2 | <ul style="list-style-type: none"> • Gender and Value Chains in Maize –Legume Cropping System. • Introduction to gender Analysis Tools • Agriculture and Human Values: Why Gender Matters in Agricultural Research |
| Day 3 | <ul style="list-style-type: none"> • Introduction to Sex Disaggregated Data (GDD) • Transforming from Sex Disaggregated Data to Gender Disaggregated Data (GDD) • Gender Budgeting |
| Day 4 | <ul style="list-style-type: none"> • Gender in Organization • Final recap and Presentation of certificates |

Remarks by Dr. Mboyi Mugendi

The Director Research and Development, Northern Zone Ministry of Agriculture, Food Security and Cooperatives Tanzania gave remarks on behalf of the National Director Research and Development from Dar-es-salaam who was not able to attend the opening but would be present at the closing of the workshop. He said;

My name is Dr. Mugendi and I am the Zonal Director for Research and Development for the northern zone of Tanzania. Let me first of all thank SIMLESA the sponsors of this training and ASARECA the workshop organisers for inviting me to officiate the opening of this very important Gender Mainstreaming Training. I have been informed that some of you have travelled from, as far as, Ethiopia, Mozambique, Malawi, Kenya and of course from different parts of Tanzania. I convey my appreciation to all of you, who have been able to spare some time to attend this very important Gender Mainstreaming Training.

I would like to take this opportunity on behalf of the Ministry of Agriculture, Food Security and Cooperatives to warmly welcome you to Tanzania and specifically to Arusha and Gender Mainstreaming Training.

Gender mainstreaming training mission is to equip people with resources and skills to reduce hunger and improve the lives of the poor. We are going to learn the Gender practices that are making a difference where you work and they ‘echo’ them back to the rest of the Eastern and Southern Africa so that all may benefit from the best practices and ideas that are making a difference. This is also emphasised in the theme of this training **“Sharing knowledge, improving lives”**.

Many experts agree that increasing sustainable food production in Eastern and Southern Africa will fall on the shoulders of the small holder farmer within limited resources. Those of you who have come for this workshop are working to help those farmers increase their food production and thus their food security. For this we thank you.

Many experts also agree that the key to long-term sustainable agriculture is Equal Opportunity for all farmers. In the next four days we will hear speakers’ present proven best practices, which can help a poor farmer boost production basing on equal opportunity principles. You will see a documentary film on major issues of development. You will also learn about gender issues as practiced globally and regionally.

On Wednesday you will hear about Gender socialisation and farming systems. You will also hear some discussion about gender and value chains in maize legume cropping systems. There will be workshops every afternoon on interesting and pertinent topics. On Thursday you will learn on Sex Disaggregated Data and Linking Sex Disaggregated Data to research and finally on Friday you will hear on Gender in different organisation.

Among all of these great sessions, we realise that the real treasure of this training is YOU, the years of experience that you have to share with others. We hope that you will take this time to network with one another, share, learn and then take what you learn back and implement it in your work. We are all here for one purpose; to improve lives.

Thank you for coming to Tanzania, Thank you for participating in this Workshop!

Remarks by Ms. Yeshi Chiche



Ms. Yeshi Chiche, the Gender Research Coordinator, Ethiopian Institute of Agricultural Research made the following remarks.

Course organisers, participants, facilitators and participants, I would like to express my sincere appreciation to ASARECA/SIMLESA for organising this important event.

The special unique part of this training workshop is the that it is attended by professionals who are directly involved in project in project management, leaders and implementers, who are actively involved in all project life and are accountable for the success of the project

. This will be a very good opportunity to learn new ideas through experience sharing and get motivated to take leading roles and responsibilities as role models for other projects.

Whenever we talk about gender in agriculture, women come to our mind right away because women have been out of sight in technology design and its implementation. Emphasis is therefore, on how to address needs and priorities of women and men that are related to their roles and responsibilities and risks and mitigation capacities. Now we realise that the neglect of women is neglect of challenges of under development, unequal share of productive resources.

Considerable progress is being made in some ASARECA member countries will regard to considering gender factors in agricultural research activities. However, more investment and more effort is required to bring Gender Mainstreaming on board. As activities of the NARS at large and SIMLESA in particular involve and have direct impact on livelihood of rural poor, it requires gender differentials concerns in project design and its implementation. With these few remarks I would like to thank the organisers of this relevant session and I wish success you successful deliberations and fruitful outcome.

Reflections at the Nexus: Science, Religion and Development

The participants were shown a video based on a study undertaken in India to investigate the role of science and religion in the development process. The study sought to understand why in spite of the immense resources sunk into scientific research and the successes in innovations we have not been able to eliminate the nagging hunger and poverty among the majority of people in the world. The participants were asked to identify pertinent issues in the video that raise relevant gender and development concerns.

Participants' comments

- ✓ I noticed in the film towards the end they said religion is one of the entry points to gender equality which is similar. Recently a few people in Malawi are trying to be atheist which I consider as a challenge. How do we marry the two to ensure that there is development? There are a lot of distortions even in religion.
- ✓ There was a particular statement where someone was trying to explain the potential of resources that are available to society such as religious, cultural and how to unlock them in a systematic way using gender lenses.
- ✓ Equality – how are we going to tackle that one?
- ✓ Development distortions and spiritual – how are we going to tackle that one?
- ✓ The message I got is that even when you are trying to bring any kind of development in the community, it has to be in harmony with the culture. If we bring the issues of gender, and the community sees that you are in harmony they will accept if they contrast there will be resistance.
- ✓ The increasing gap between the rich and poor – how are we going to minimize this disparity in our communities?
- ✓ I liked the bit where the Indian men started to appreciate gender mainstreaming and how it was improving the family lives.

- ✓ Development needs to be balanced between religion
- ✓ I want to appreciate one thing that not only religion but the values within religion that impacts development. Often people depict religion as singing, praising and forget the good actions towards other people.
- ✓ I was looking at the statement that development focuses on economic growth and material resource.
- ✓ The impression I got right from the beginning is how science is advancing. Those already in a science system are moving in one direction while the society we live in believes in the cultural knowledge. There is need to unlock this knowledge just like the gender to see advancement in development.

Forough Olinga ASARECA Gender Expert's comments

- The issue of unlocking resources is important. Poor people should not be looked at as a bundle of needs but appreciate the knowledge they have and harness it for development. Any development should be in harmony with culture which implies that we need to work with the culture existing and any necessary changes would be within the culture.
- Gender issues are very sensitive because they are all relationship issues. This will be further explored in the training.
- GM can contribute quite a bit on analysis of the imbalances that can then be addressed to reduce the gap between the rich and poor.
- It is true that current development is only looking at economic means, but we need to look at other indicators. It is also a fact that science is advancing in one direction
- The film underscores the fact that development needs to take cognisance of existing knowledge and cannot be done in isolation.

Session II

Moderators: Dr. Dagne Wegary Gissa - National Coordinator, Ethiopian Institute of Agricultural Research and Martha M. Mbawe Agricultural Officer Ministry of Agriculture and Food Security, Malawi.

Dr. Dagne welcomed the participants from break and informed them that the training was more of a group work session which called for group formation. The participants were thus divided into four groups. He alerted Group 1 to note the workshop proceedings because they are responsible for the recap the following day. He continued to assign the moderators from the participants for the various sessions.

Ms. Mbawe introduced the Guest Speaker Dr. Henry Manyire and announced some changes in the sequence of the presentations.

Gender, Socialization and Farming System

Speaker: Dr. Henry Manyire – Senior Lecturer, School of Women and Gender Studies Makerere University Kampala, Uganda

Introduction

Dr. Manyire introduced the concept of farming systems which he said is holistic comprising two key components of bio-physical “production system” comprising of crops, pastures,

animals, soil and climate, together with certain physical inputs and outputs, and the “management system” made up of people, values, goals, knowledge, resources, monitoring opportunities and decision making all interconnected into a system.

He invited the participants to examine the objectives of SIMLESA that are contained in the workshop training concept note to determine which ones fall under the biophysical production and the management system. He noted that objectives like; *to characterize maize-legume production and input and output value chain systems and impact pathways, and identify broad systemic constraints and options for field testing and; to test and develop productive, resilient and sustainable smallholder maize-legume cropping systems and innovation systems for local scaling out* fall under the management systems while others like; *to increase the range of maize and legume varieties available for smallholders through accelerated breeding, regional testing and release, and availability of performance data and; to support the development of regional and local innovations systems; and capacity building to increase the efficiency of agricultural research today and in the future* belong to the biophysical production system. He cautioned the participants that it was important to be cautious of the two components of farming system because they are interrelated and farming systems are closely connected to a livelihood which is the action of attaining what is possible.

Farming Systems and Livelihoods

He continued to say that farming systems are closely linked with livelihoods because agriculture remains the single most important component of rural people's living and livelihoods are shaped by a broad range of physical (e.g. land), economic (e.g. markets, prices, infrastructure, financial capital etc) political (e.g. (in)stability, strife, and state policies) and social factors such as gender, career, age, ethnicity, educational level attained, marital status and the composition and internal dynamics of households. He remarked that things that we take for granted like religion tend to affect production. He further stated that the composition and internal functioning of households determine production and for sub-Saharan Africa the key organising factor in the functioning of the household is Gender which determines the labour division.

Gender

The presenter stated that like all other societies, Africa is highly gendered and went on to define Gender as referring to the social construction of masculine and feminine identities which is a person's internalised sense of self. Thus gender identity refers to the internalised sense of being masculine or feminine. He gave the example that due to the uniquely female potential to bear children, women are culturally viewed as uniquely suited for domestic and reproductive activities, such as food preparation, washing and cleaning, health maintenance, and childcare while men in several cultural settings are viewed as innately incapable of such nurturing activity, with their inability to give birth offered as evidence. He continued that gender determines how male and females relate and the entitlements of males and females in households and the wider socio-economic settings.

Gender Socialisation

The presenter discussed gender and socialization as follows; Gender socialization is the process through which the socially constructed feminine and masculine identities alongside their attributes (roles and behaviour expected of adult males and females) are consciously and

unconsciously inculcated into, and internalised by children through rewards and punishments for exhibiting gender appropriate and inappropriate behaviour, respectively. Gender socialisation starts at birth by the parents and adults in the family who will name or dress the baby in accordance to sex. For example girls in pink and boys in blue even the names will differ. At a later stage the teachers, religious leaders, media and community leaders supplement parents'/guardians' socialization roles. Boys will be socialised to be inquisitive, exploring, assertive, ambitious and in some cases even aggressive while girls are socialised to be docile, subservient, and subordinate to masculine authority and in many cases unquestioning. Thus, through the various agents of the socialization process, girls and boys are socialized to be different social beings, which manifests in different sets of behaviours during adulthood including participation in farming systems.

Brief discussion issued on Gender.

- I feel that gender comes in even when you are walking or sitting, because culture demands that a woman should walk or sit in some particular way.
- *As long as there is interaction gender issues will manifest. This interaction doesn't need to be verbal.*
- *Gender is discussed because of the imbalances in society. Sometimes the figures are reversed like in Botswana and among the Ibo in Nigeria, more girls than boys go to school. In Botswana a boy is supposed to look after animals to create wealth while among the Ibo it is very prestigious for boys to be entrepreneurial and make a lot of money to look after their women. Therefore Gender is not about women although in most places where there is addressing gender, a woman will be the one because of historic imbalances.*
- What about the case where the children demand for toys like cars when it not the parent's choosing?
- *Children tend to emulate what they sense from the adult world.*

The speaker pointed out that gender tends to follow women even in employment. If a boy and girl graduate from university at the same time, both get employment and both get married; the male counterpart will most likely advance in education to get a Masters degree by age of 30 at time when the female is still bogged down by responsibilities of nurturing children. Unfortunately this problem is not helped by funders who insist on age limit of 35 years for scholarship opportunities, so it is no surprise that there are very few women in top management positions.

- I am trying to imagine, when you say boys and girls are looked at from way we were brought up, if the community consults and finds there is something that is not right can they change. For instance in my community they is a tendency to be more tender to girls than boys.
- *We were all socialised and anything that was learnt can be unlearnt. There are people who learnt to drink alcohol and have stopped. It is good that people are beginning to know that gender is learnt behaviour. How do we bring them to effect changes?*
- It is important to know that gender is dynamic. We learnt in the Nairobi workshop that the girls are performing better at University than the boys.

- *In the current system, the girls who get to University are affluent and are bound to perform better while boys are distracted by their need to show that they are strong and macho.*
- There are some people who think that it is a perfect world that considers gender equality. Even in the Bible it is written that God created a helper for Adam.
- *I am not into scriptures too much and the bible is a very good book, but looking at the story of creation, man was in paradise for a long time before God created a helper. The scriptures have been interpreted by different people to justify situations.*
- Technology is affecting boys' performance because they are engrossed in technology.
- *Are technologies masculine or feminine? It is not that girls do not want to use computers, but boys are explorative while girls are not allowed to be explorative hence the way the two have been socialised affects their entitlements.*

Gender and Farming Systems

Participants were told that in most of the sub-Saharan Africa farming is carried out as a “way of life” and farming systems are driven more by overall welfare of farming household than yield and profitability goals with different household members playing differing roles and making distinct contributions to welfare. Gender and household organisation remain fundamental principles governing the division of labour and determining expectations, obligations, responsibilities and entitlements of males and females within farming systems. Additionally most African societies are patriarchal which implies that males are accorded higher social status than females, because individuals' identities like ethnicity, clan and household membership derive from male lineage. Propagation of lineage is therefore regarded as a masculine role and responsibility, the reason males are accorded more entitlements than females in most African societies.

Gendered Roles, Rights and Responsibilities in Farming Systems

They were further informed that households in farming systems exhibit fairly distinct forms with gender, age and marital status distinguishing and structuring roles, rights and responsibilities of household members in agricultural production, exchange and consumption. However, neither males nor females nor households are homogeneous, hence the way gender, age and household social organisation influence individuals' and households' levels of agricultural production, consumption and exchange varies with a host of socio-institutional phenomena which include;

- a) Household type, structure and composition
- b) Forms of mobilisation and choices of the social organisation of household and other labour (if any) in performing economic and non-economic roles and activities within and beyond the household
- c) Prevailing gender ideologies and practices relating to working within and beyond the household
- d) The social context in which men and women relate to land, labour and capital

Gendered Constraints and Prospects in Farming Systems

The presenter pointed out that females' fewer entitlements are exhibited most within farming systems where land is the most productive resource, is the major form of wealth and the main source of livelihood for the majority of the people. For the case of Uganda women own only

16% of the titled land and yet they contribute over 80% of the labour in food crop and 52% in cash crop. Females' control of the proceeds of their labour is low; females sold only 30% of the food crops and controlled only 9% of the cash crop proceeds. He wondered where the impetus for adoption of the technology would be. He said apart from constraints to agricultural production arising from overloads on females' labour time, societal norms further serve as disincentives to females' enhanced agricultural production. He gave several examples promotion of tobacco growing by BAT in Kenya among two tribes of Kuria and Teuso which showed that it's not advisable to make simplistic connections between household gender relations and livelihoods within farming systems.

He expounded on the impact of women's weaker property rights in land and other resources and a rigid gender division of labour have had on limiting gains from attempts at agricultural commercialization to women in Africa and widespread documentation of gendered conflicts that arise from agricultural specialisation especially production of cash crops. To illustrate this he made citations on French beans in Kenya, coffee, cotton and cashew nuts in Tanzania and vanilla in Uganda.

Conclusions

He concluded that small holder multi portfolio farming systems in Africa are highly gendered. Gender is inculcated and internalized through the socialization process which delineates rights, roles, obligations and responsibilities of boys and girls and males and females in deriving household welfare. However, not only does gender pose constraints to females' productivity, it also constrains households' and communities' supply responses to market and other opportunities including adoption of agricultural innovations. It is therefore imperative that agricultural scientists bear in mind the centrality of gender in farming systems if their attempts at improving farm productivity are to yield anticipated results.

Discussion

- When we look at gender issues since woman are more concerned with food security, we need strategies to see how to maintain food security, but if women get more money than the men, can't they behave the same as the men.
- *We need to strategise because we are talking about farming systems and it is good that we are beginning to thinking about it. We should follow up the gender from biophysical to management system. Give anyone power and they will change in behaviour. If women also get power and money they may change, but studies have shown that when women get money it goes into the household while men will spend it on showing how powerful they are so it goes to bars etc. In Uganda information shows that female headed households have better welfare.*
- How would I react to a scientist who works on modifying maize and when talking about gender he tells me off that how do I bring gender into the laboratory.
- *Ask him for whom he is generating the technology. Is it men or women, who is going to adopt, sell it etc. The genetician does not work alone but in a system which should bear in mind the final consumer.*
- I want to give an example of a woman who was working as a support staff at the research station and she had one dress explain the nature of gumas at the foot note . During the day she would wear the dress to work and at night it would be used as a blanket but when she got any money she would take it to the husband to drink.

- *In Northern Uganda there is a tribe where the man is treated as a king. The women in this tribe have been socialised that a real woman is supposed to toil the whole day and carry the money to the husband. This is different for another tribe in Central Uganda where a woman does not easily surrender her money to the man.*

Session III

Over view of Gender practice; globally and regionally

Facilitator: *Ms. Yeshe Chiche - Gender Research Coordinator, Ethiopian Institute of Agricultural Research*

The facilitator updated the participants on the global facts and status of gender which she said shows that women have multiple responsibilities. She pointed out that the tendency to focus on women in gender discussions stems from statistics that show that there is a lot of subordination of women. She outlined the global trend towards gender equality and the commitments of the International community towards the same.

The facilitator highlighted the mission issues in gender mainstreaming in Agriculture Research such as limited information and addressing of cultural barriers to change. She discussed requirements of gender mainstreaming emphasising the involvement of men and women farmers in technology.

Discussion

- I want to express a little concern – in the beginning of her presentation she explained everything about women and if we are dealing with gender concerns and everything is about women then there might be a problem.
- ❖ *In my presentation I tried to show how livelihood is sustained by both women and men. We need to analyse who is doing what and it shows that women have the triple roles. It is good to understand how they contribute to the agriculture process. We repeatedly refer to women because their knowledge and contribution is not adequately appreciated.*
- Right now I see, the main problem we have up to now is how? We are researchers we attend these meetings and understand gender, but how do we convince the policy people them?
- ❖ *There are a number of issues that policy makers and many other people are convinced about such as delivering against MDGs. There is need to produce figures and facts to support the drive for gender equality.*
- How do we scale up the gender mainstreaming?
- ❖ *With scaling up we always thought of increasing income. In Ethiopia farmers are using agricultural technology to increase income which is sometimes used on leisure such as marrying second and third wives. Scaling is now considering husband and wife to ensure sustainability.*
- My work concerns up scaling and other component is knowledge management and I have seen that the reference is what exists outside us. When I bring up the gender knowledge from outside the people at the high level do not seem to realise that this is our problem. There is also the tree which I think should be the other way round where the management

is the problem and political will is the solution because the political will tends to favour government in power.

- ❖ *The gender theme does not replicate it varies from location to location. In general there are global facts that show that women are in a subordinate position. With regard to the tree, it does not mean that the political will is the root cause but the norms, culture etc.*
- When out in the field, most of the people you work with in agricultural sector are women, is there a way we can assist?
- *Gender issues can not only be solved from the bottom but also the top and all directions.*

Social construction on male and female

Facilitator: Mrs. Forough Olinga - Gender Expert, ASARECA

The facilitator began the session by distributing two cards to each participant who were asked to write one attribute that expresses their understanding of man on one card and woman on the other. The cards were pasted on the wall and participants were asked to categorise the attributes written into those representing a biological function and social function. The results of the exercise are shown in the table below.

Table 2: Categorisation of attributes of man and woman

| Biological | Social |
|---|---|
| Someone who can conceive and give birth | Woman is a sole provider of a family |
| A man is the one who fertilises the ovary of a woman | Man is a bread winner in the family |
| Man is a human being with XY chromosomes | Woman is a bread winner |
| A woman is a channel of multiplication in the human species | Woman is docile |
| A man is someone who biologically helps a women to conceive | Woman is planner |
| Biologically feminine human being | Man is a decision controller |
| A man is a human being that can't conceive | Woman is a human being making part of a family |
| Woman is a child bearer | Man is chief |
| Woman is the one who gives birth to newly borne | Man is head of the family meant for protection and leadership. |
| A man is strong hearted | Man is head of most African households |
| | Man is a planner |
| | Woman is the person who takes care of the family on food issues |
| | Woman is the one supposed to give support to the family |
| | Man is aggressive |

Some of the cards written by the participants could not be placed in any category because they were ambiguous or included more than one attribute some biological others social. A card that described a woman as a producer could not placed because it was not clear which kind of production was being referred to.

The Gender Expert explained that reproductive roles in gender are more than child bearing; they include all roles performed in the household. Anything biological emanates from the sex of a person and the social roles are those ascribed by society. One of the fundamental problems in GM is confusion of sex roles and gender roles. The identification of the roles is important because it determines whether it is SDD or GDD collected. This is the foundation for technical aspects. Gender roles are not the same everywhere and sometimes there are contradictions. A definition like “a woman is one who can bear a child” assumes that barren women cease to be women. Biological facts are the same globally but the social facts change with location. For instance, while men in the developed countries find it easier to take over domestic chores, in sub-Saharan Africa, this is very difficult. Some cultures practice polygamy (more than one wife) and other polyandry (more than one husband) and both are viewed as normal by their cultures. There is a tendency to address female vs male in data collection instead of considering the roles of men and women.

Gender lens is the skill of scrutinizing gender roles. This is not static but highly mobile to see the differences. For example through the gender lens, there has been identified a certain category of men that do not have land and are highly disadvantaged. Some recent studies showed three levels of disadvantaged men, landlessness, labourers and drunkards.

The approaches of gender mainstreaming over years has changed from WID which recognised that women do not benefit hence it was developed to design projects for women. It was later realised that even the benefits were controlled by men and this led to the evolution of the GAD approach that recognised that both sexes were involved in the development. It recognised that gender is an organising factor hence the roles of men and women should be looked at. For example it is realised that in some rural farming communities women are engaged in long hours in weeding leaving no time for any other chores, then GAD approach says there should be technology developed to ease the weeding and enable women to save some time or a technology that would enable men to participate in weeding. It is not about saying; men begin weeding 50% and 50% women; within the prevailing roles an appropriate technology can transform the society in terms of participation towards a just distribution of workloads. Issues to note is to first distinguish between biological and social roles. If a study is based in more than one community, the analysis of the social roles is critical since these vary with time and location.

The facilitator proceeded to highlight the following gender concepts.

Gender concepts

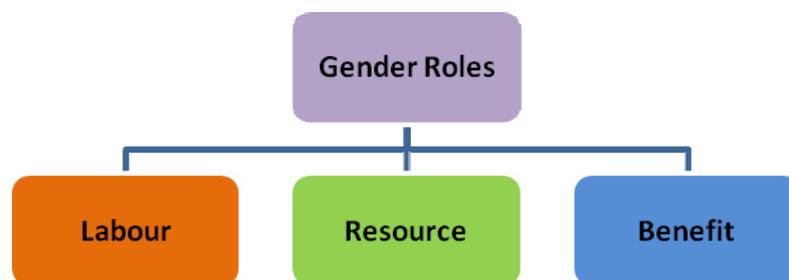
Gender is defined in many ways but it is like a tool to understand how a society is organized and the dynamics within a given society. Gender is a social construction of roles; is a conscious knowledge of the social justice and equitable development with concrete manifestations of disparities. During the WID era there was a lot of concentration on women projects, but gender roles say in agricultural production is complementary with men and women farmers it involves attention to both men and women’s contribution in the context of equal opportunity and equitable work load. GM lens looks at the marginalised men and women to ensure that they are brought onboard and can benefit from the interventions.

Gender refers not to the biological but social characteristics and the socialization process which we are exposed to as human beings. This process of learning of who we are as human

beings (a process referred to as socialization) takes place in a specific society, at a specific time and place.

The concept of gender is closely associated with issues about women, but it should not be reduced to the term “women”. The definition presented above means that the concept of gender addresses the roles of women, and men, in society. Women themselves are highly differentiated, because they have different social, economic, cultural, geographic, and historical backgrounds. Some of the social variables that define the concept of gender include: age, marital status, class (wealth and education), race, ethnicity and language, religious belief, and location (e.g. rural/urban).

Figure 1: Gender as an Organising Factor



Gender is an organising factor with sex roles determining the gender roles. Gender examines labour (who does what) and resource allocation based on the knowledge of who does what. One factor that is often ignored is benefits which is important for sustainability

Table 3 :Difference between Sex and Gender

| Sex | Gender |
|------------------------------|---|
| Biological | Socially constructed, social result of “process of socialisation. |
| Born with, male or female | Not born with |
| Universal | Dynamic: can be changed overtime |
| Does not change over culture | Changes over culture |

Over time gender roles change. During the World War II women in Europe and North America replaced men in industrial work when men went to fight in the war. In Kenya, male socioeconomic roles shifted significantly from pastoralism to agriculture. If a woman loses a husband the woman takes over the role of providing for the family. Of recent, changes in political system have seen more women in leadership positions.

Discussion

- On one of the projects in Rwanda where mixed cropping was done, only women were involved, but the introduction of growing in rows enabled men and even children to participate. If new technology is properly introduced it can cause changes in roles.
- In western Kenya roles changed because increasing population put pressure on land that it could no longer sustain nomadic practices.
- In Teso region in Uganda up to 1986 people had a lot of cattle, then a group called Karamajong rustled all the cattle. Previously the men and boys would look after cattle,

but when they lost the animals they all took up tilling land because there was no other source of income.



Gender issues are controversial because they are relationship issues - and therefore politically and culturally sensitive - not only between individuals, but between classes of female and male people. It is about understanding the relationships and addressing gender dynamics that are inequitable and unfair.

Recognition

When you do not recognize differences you are **Gender blind**. At this level there is no recognition of the existence of gender inequality in society. This is further reflected in the policies and laws and rules that govern the society or organization. A gender-blind priority setting process is not likely to yield a gender-balanced agricultural R&D portfolio. The first question to ask is where and how are the differential needs, interests, and priorities of women and men reflected? This requires systematic gender analysis of needs in the field as well as of the balance of women's and men's voices in consultations at all levels of decision making. For example, are women farmers' associations consulted at any point? Do female farmers have a voice in male-dominated farmer associations?

To assume that men and women are a homogenous group that require no different treatment and do nothing about it is **Gender Neutral**. This is considered the most deterrent state in Gender Mainstreaming

Gender awareness is the ability to recognize issues that promote gender inequality and make an effort to address them.

When you recognise the differences and advocate then you are **gender sensitive**. After becoming gender aware, one goes further to analyse the reason or causes of gender inequality in a given society or organization. By doing so, she/he becomes gender sensitive.

When you recognize differences and try to consider the needs, priorities and aspirations you are **Gender responsive**. This involves designing interventions that are geared towards removing the existing gender inequalities. Most programs stop at gender awareness, specific and sensitivity but are not responsive due to lack of qualified personnel with skills to design

gender responsive interventions. At this stage when we talk of research you are being gender responsive. In ASARECA there is a move towards gender responsiveness because there is a strategy and the policy will soon be developed.

Practical Gender Needs (PGN)

Practical Gender Needs are immediate and material needs that arise from current conditions. They tend to focus on the domestic arena and do not change the prevailing forms of subordination but they help one to do the socially ascribed roles easier, e.g. the improved energy saving stove for women, brick making tools for men or water sources for women.

Strategic Gender Needs (SGN)

Strategic Gender Needs are those which when met enable men and women to perform roles that are not traditionally ascribed. These are long term and tend to challenge the unequal gender relations hence relate to equalizing gender based disparities, e.g. in education, politics, civil rights, etc. They also challenge prevailing power relations of between women and men. Examples include providing facilities that allow girls to go to schools and election of women in local councils taking decisions.

Gender Specific

These are interventions that specifically target men or women depending on the identified gender gap e.g. programs aimed at increasing girls or boy's enrolment in school depending on who is most disadvantaged. An example was cited of a study in a fishing community on an island that showed that more girls were going to school than boys who preferred to go fishing. This was deemed as dangerous because much as the girls' roles were defined, the boys' roles were not and this could lead to delinquency among the youth. This revelation led to development of a special programme to enable the boys get an education while on fishing boats. The same was done for the mobile pastoralist communities with mobile schools that followed young herders along the grazing route.

Table 4 : Gender Approaches

| | Women in Development | Gender and Development |
|----------------|--|---|
| Approach | An approach that seeks to integrate women into the development process | An approach that seeks to empower women and transform unequal relations between women and men. |
| Focus | Women | Relations between women and men. |
| Problem | The exclusion of women from the development process. | Unequal relations of power (rich and poor/ women and men) that prevent women's full participation. |
| The Goal | More efficient and effective development. | Equitable, sustainable development; women and men sharing decision making power. |
| The Strategies | Women's projects, integration in projects. Increase income and women's ability to manage their households. | - The identification and addressing of short-term needs determined by women and men to improve their conditions -The simultaneous addressing of women's and men's longer-term interests. |

At this point the participants were given exercises to identify practical and strategic gender roles and a case study to analyse and make a 5 minute presentation.

Words for analysis

- ❖ **Gender Equality** (equal Opportunity) Quite often people confuse gender equality and gender equity and it is important that the difference is clear. The key word in gender equality is equal opportunity and for gender equity it is fairness and justice. For instance when distributing seeds in a community in Tanzania, some farmers may afford to buy and while others may not, so equity gives you the wisdom to know how handle different categories. In gender equality - like sending both boys and girls to schools is equal opportunity.
- ❖ **Gender Equity** (fairness and justice) - Equity is a path or approach that makes it possible to narrow the gaps of inequality and have gender equality.
- ❖ **Gender Balance** (demonstration plot). Gender Balance – is a must in certain cases. It is always said that there is gender balance in staff with 50% men and 50% female. The issue however, would be at what level is this balance exhibited. What is important is gender equality in payment of salaries and benefits for equal pay for the same qualifications. The mere promotion of women to high levels to create balance may not work because it could compromise quality

Discussion

- I have not understood the equity.
- *If we say that we are going to give milk to children in Ethiopia, the social analyst would say lets us analyse and see how much each person needs. Justice means that more may have to be given to a more deprived group to create the situation of equality.*
- When Dr. Manyire was talking he talked of a milk producing area which manifested malnutrition among children after improvement of marketing channels and yet the income of the home was improved. When it comes to gender, poverty does not feature. Maybe the family was poor and did not have adequate resources.
- *When interventions are made they should be for purposes of the family wellbeing. Interventions have to be carefully analysed for gender equality otherwise they may improve the status of one member while disadvantaging another member of the family.*
- Even the issues of poverty affect people differently. In Malawi it is common to see a man with sandals and women walking bare footed. Even in the same household some members of the family especially men who go out may have access to food more easily.
- I wanted a very little clarification. Now days ASARECA is encouraging gender mainstreaming and of recent adverts have a disclaimer that ‘women are highly encouraged to apply’ why is this put there?
- *Many women do not have the qualifications to participate in the various opportunities available. Even in this room how many women could not qualify to come to this training? Giving these opportunities it is to give women a chance to compete. (Someone clarified that it says ‘qualified’ female applicants which is an affirmative action).*
- I hear that this affirmative action is not supported by women because of the negative impact and moral decay. In Kenya there is affirmative action that calls for one third women representation, and we are questioning this action.

- *We are becoming more conscious that things are not the same and some groups must be given priority. The principle of affirmative action may not be absolutely well implemented. It is work in progress and will be refined as we move on.*
- ❖ **Sensitivity and responsiveness** – the difference between gender sensitivity and responsiveness is sometimes not easy. It is easy to be sensitive because it is from this point that steps are taken to put necessary tools in place to address the imbalances, thus responsiveness is a process of actions towards change.
- ❖ **Farmers** – there is need to distinguish the farmers. English language is limited, like there is no word for a woman who fishes, it is only fisherman.
- ❖ **Wellbeing & welfare** – welfare is giving from one who has to another who does not have, and approach is good for short term and in disasters. Wellbeing is more inclusive and holistic.
- ❖ **Patriarchal** – is a system common in the sub-Sahara region in which resources are passed from male to male like the father to the son.
- ❖ **Cash crop & food crop** – usually cash crops are crops of men while food crops are women crops because they must ensure that there is food in the household. The concern in gender mainstreaming is when food crop becomes cash crop. Crops like maize and beans are food crops controlled by women but in some communities become cash crops transferring control to men with the accompanying food insecurity. An example of sesame seeds project that was promoted by an NGO changed the crop from food to cash and control to men.
- ❖ **Gender Mainstreaming** – refers to a deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, programmes, projects, institutions and laws. The ultimate goal of GM is *equal opportunities* and *participation* in, and *benefit* from development initiatives for both men and women. It involves identifying and removing constraints that may deter the effective participation and/or benefit of women and men from the development process. The goal is not to promote women but participation of all to in order to avert creation of conflict. It is about increasing space to include women. There is increasing demand for benefit analysis to identify who benefits and how much. It is important to note that GM means that women as well as men participate as decision-makers about social values and development directions as well as being in position to influence the entire agenda and basic priorities.

Challenges require changes in the procedures and operations of institutions which can respond (i.e. with service, training, inputs, technical advice) to the needs, priorities and requests of male and female farmers in the communities. The question should not be that of integration, but the nature of development which creates and re-enforces inequalities between men and women and other socioeconomic differences by creating equal opportunity and a new space for participation. For sustainability of a harmonised agricultural community we need to ask. Do the technologies generated contribute to gender equality?

❖ **Gender inclusive research**

Gender inclusive research needs to go beyond quantity of production as its only objective and to include taste, food quality, nutrition, processing, resilience, and other characteristics that are particularly important to women. This can increase the effectiveness of agricultural research by producing crops that reflect the needs not only of farmers but also of processors and others along the value chain.

Day Two- 23rd February 2011

Session I

Moderator: Angela Manuel Manjinchi - Instituto Superior Politecnico de Manica (ISPM)

Spiritual reflection

One of the participants volunteered to say a prayer.

Recap and evaluation of Day 1

Group 1 presented the Recap and evaluation of Day 1

Recap

Session 1:

- Registration process (Ruth)
- Spiritual reflection (Forough)
- Welcome address by Dr. Mugeni Lucas
- Introduction of participants (PICTORIAL IMPRESSIONS)
 - Background, objectives & expected outcomes
 - Workshop theme: Equal Opportunity 4 a just & Sustainable Agric. Development
 - Linkage: ASARECA, AUSTRALIAN Government, SIMLESA
 - ASARECA Objectives vs. SIMLESA
 - Participating countries
- Key note addresses
 - Chief guest:
- Madam Yeshi
- Nexus Documentary:
 - Major development issues with reflection (region & belief, widening gap – poor vs. affluent; codified vs. tacit knowledge in science etc)
- Grouping for enhanced learning & assignments

Session 2

Guest speaker – Dr. Manyire Henry – MUK

- *Gender Socialization and farming system;*
 - 2 components of Farming Systems– with a number of inter-related subcomponents
 - FS management : - resource transformation
 - Livelihood factors:- External & Internal
 - Conscious and unconscious Genderization cases
 - Discussions

Session 3

- Overview of Gender Practice globally and regionally – Yeshi
- Social construction of male and female – Exercise
- GM concepts and processes
- Exercises (group & Individual) – Outputs expected today
- Evaluation

Side issues:

Photography; Delicious Meals; Informal discussions /interactions

Evaluation

Methodology

- Seven Criteria were used
- Each were rated based on 1-5 scale, where 1=best; 2=good; 3=fair; 4=poor and 5=worst
- Two separate evaluation sheets, with the same content were circulated; one was filled by men and the other by women

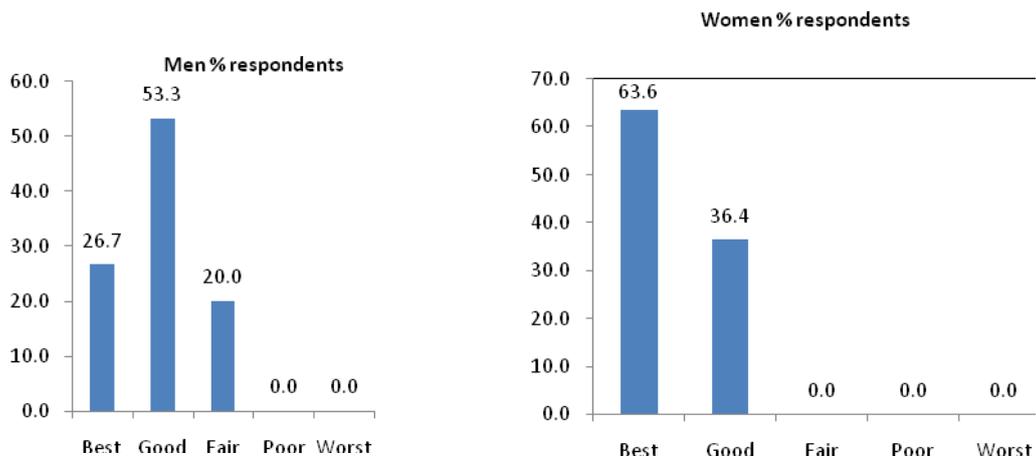
The evaluation criteria included:

- Facilitation
- Presentations
- Course content
- Relevance
- Participation/interaction
- Time management
- Food service

No. of respondents

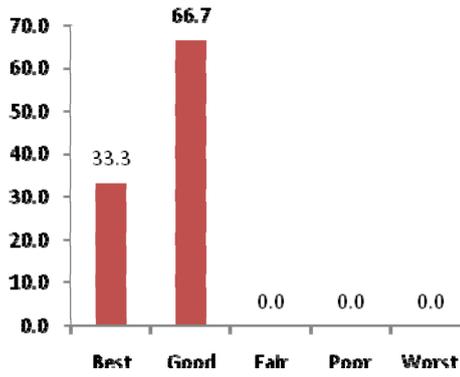
- There 15 male and 11 female respondents
- Data were analyzed using descriptive statistics; percentages were calculated for each assessment criteria
- Separate bar graphs were constructed for men and women

Facilitation

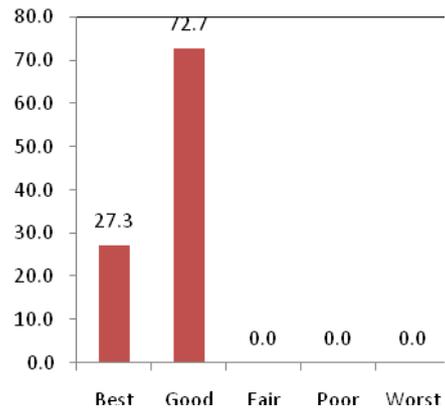


Presentation

Men % respondents

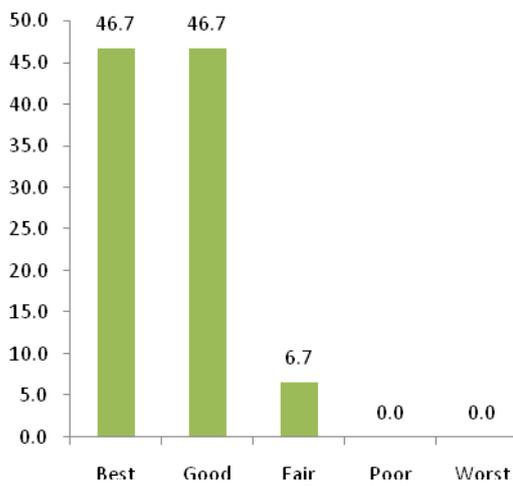


Women % respondent

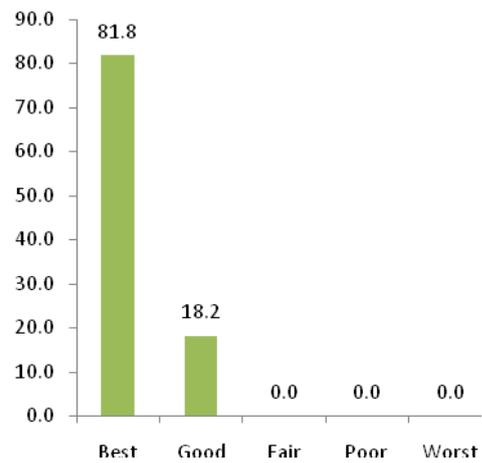


Course Content

Men % respondent

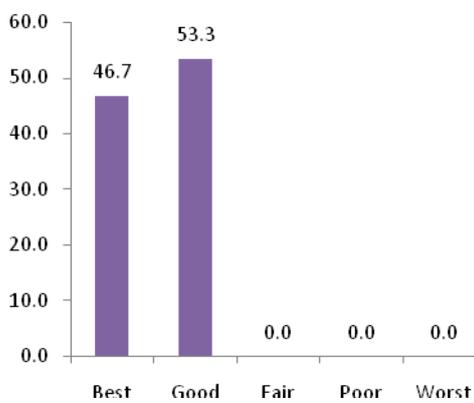


Women % respondent

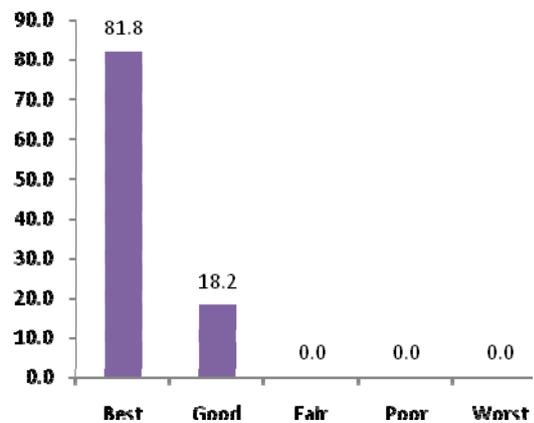


Relevance

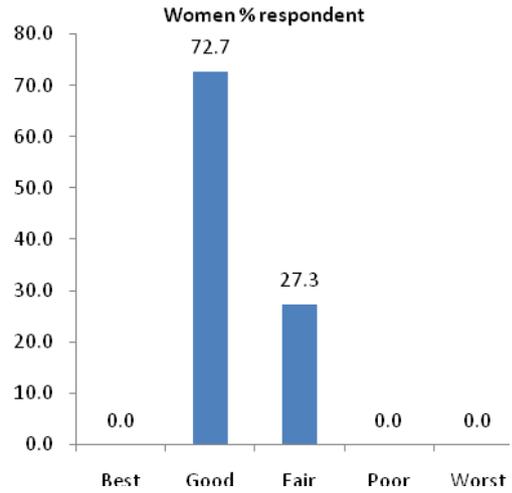
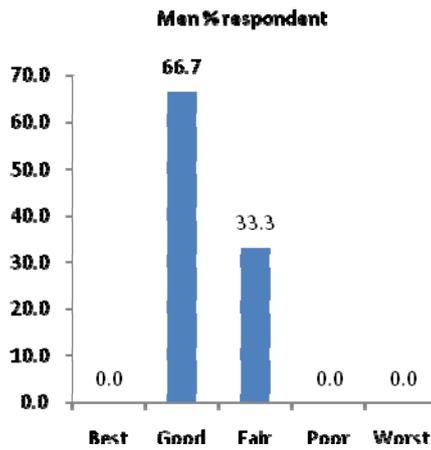
Men % respondent



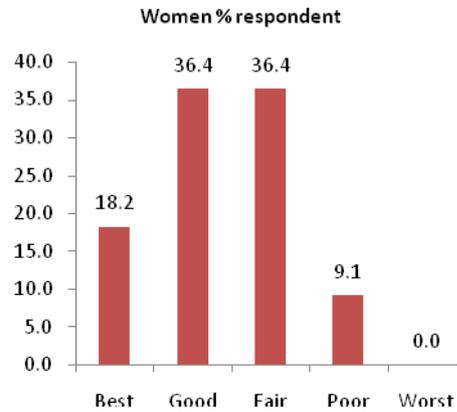
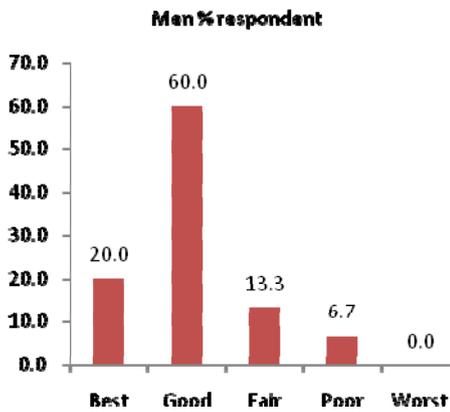
Women % respondent



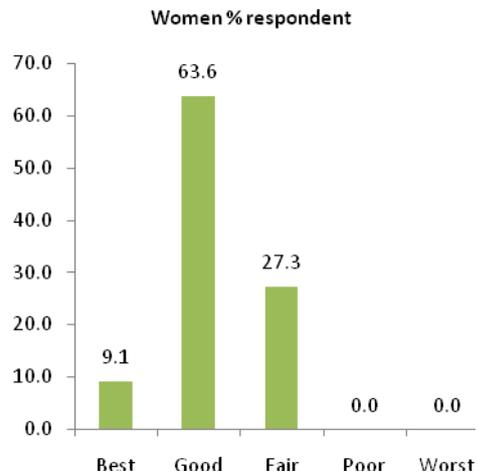
Participation/Interaction



Time Management



Food Service



Comments

- According to the evaluation, I don't know who the item on time management was targeting because time management is the problem of facilitators during the sessions and participants when it is starting time and returning from the breaks.
- One criterion is missing; room management.
- We need to clarify time management
- Different colours should be used to distinguish men from women evaluation.

Facilitator's comments

The facilitator commended the Group 1 on setting a good trend. She reminded the participants that the methodology of the training is hands on. She recommended that the recap needed to be more focused to mention what was learnt and what was new because the whole purpose is to enable those who could have missed to catch up. She said the evaluation was well captured and sex disaggregated, but it would be good to have another table showing totals. She clarified that time management was constrained by the late return of the needs assessment with the few that were returned showing that the participants were all at different levels in GM.

Presentation of Case Study

Disciplining the Cows

1) What touched you most in the case study?

- The morals, values and beliefs and culture of Jadwong. These adversely affect the family's welfare.
- Jadwong regards his wives and his children as his property just like his cows and land.
- Hard earned resources such as grain and livestock are wasted in a feast of 3 days yet many children especially the daughters are not able to go to school due to lack of money.
- One man decision only, Jadwong

2) What factors caused this state of affairs in Jadwong's home?

- The morals
- The Norms
- The Values
- Culture
- The Status ego
- Weather Conditions

3) What are the Implications of this situation for food security in the family and community?

- The access and the control of resources by Jadwong's wives is important to secure food for his family and the community
- Food insecurity because the man is not working and misusing resources by spending them in feasts.

4) What needs to be done (by whom) to change the situation?

- Create the awareness of the practical and strategic gender needs to the family and the community in general using various stakeholders i.e. government, church, elders, NGOs.

- Establish irrigation system for the area to assist and get sustainable way of getting food
- Promotion of family planning because the Jadwong has many children
- Introduce energy saving technology.

Gender Roles depicted in the picture

Children

- Children help their mothers with the household chores.
- Boys learn how to slaughter animals.
- Girls help their mothers to brew local beer for the ceremony

Girls

- Girls have little access to education
- Girls do more work than boys carrying more firewood
- Children have no access to benefits

Men

- Men were enjoying in the feast while the children and the women were busy working.
- Men only were involved in work where it was to slaughter the goat for eating but probably not in herding livestock

Women

- Cooking and all kitchen chores

Facilitator's observation

- All presenters were men, what happened to the women?
- Group 4 - the presenter talked through the gender lens and gave root causes as society and structure of patriarchy instead of accusing Jadwong.
- Group 3 - clarified gender roles and issues pointing that the girls did not have access to education. These were presented as facts without making assumptions. She clarified that it is access to and control over
- Group 2 - used Power point presentation which is now a requirement because we are developing facilitation skills. The group articulated the issue of wives as property and boys benefits. Factors causing the situation were well articulated – ego that is created by patriarchal system. Weather was brought up by this group. They immediately made reference to practical and strategic needs.
- Group 1 – the issue of gender balance was good observation but was it necessary in this picture. The clearly brought out the issue of disciplining cows when beating the wife. They brought out the issue of irrigation and family planning, but would these solve the problem?
- The story clearly indicates that harvest was affected by drought. Root cause of the social structure should be highlighted.

Agriculture and Human Values:

*Speaker: Dr. Henry Manyire – Senior Lecturer, School of Women and Gender Studies
Makerere University Kampala, Uganda*

He informed the participants that the paper builds on the previous day's presentation where the farming system was seen to have two aspects of biophysical and management. He made reference to a question asked on the previous day – *what do you tell a technician in the plant breeding laboratory about gender?* Below is a summary of the presentation.

Introduction

Often, scholarly works, policy documents and agricultural scientists portray agriculture impersonally in terms of quality and quantity of inputs and outputs. As a result, agricultural research especially from the physical science perspective focuses on improvement of the inputs and outputs. This conceptualisation of agriculture derives from Western scholarly traditions of agricultural practice whereby, agriculture is an impersonal activity carried out on large estates, in strictly business sense (for the market) and using industrial approaches, i.e. organisation of production characterised by specialization, a distinct division of labour, application of technology and mechanical and electrical power to supplement and replace human labour.

Alternately, in much of the Third World especially in Sub Saharan Africa (SSA), agriculture is carried out by smallholders characteristically organised within and around the household, less than 2 hectares are cultivated per household, rudimentary tools (hand hoe, axe and panga) are used in cultivation, there is overwhelming reliance on household labour, there is cultivation of a mixed portfolio of crops and rearing of animals, reliance on indigenous planting and stocking materials and production largely for household consumption.

Smallholder subsistence agriculture and rural ways of life are intimately intertwined. Small holder subsistence agriculture is but one of the many life skills and practices that characterise rural life where agricultural and other social skills are mutually reinforcing to contribute to shaping of “responsible adulthood”. The values attached to agriculture are continuously transmitted across generations through the socialization process as part and parcel of the general values of living and deriving livelihoods. Since society is gendered, these values are gendered too, with specific expectations of males and females distinctly delineated.

Agriculture in rural areas is driven by food self sufficiency and not profit. Is SIMILESA aiming at farming systems that are mono or multiple cropping? For example, maize breed from Zimbabwe that was introduced in Uganda because of its high yields, failed adoption because it was said to be tasteless. For a large scale farmer probably producing for animal feeds the maize was good, but for the Ugandans who start eating their maize from the cob, this did not augur well.

Agriculture as a Way of Life

Smallholder peasant farming is carried out as a “way of life” within structures of gender and household organisation which are themselves a cocktail of a complexity of norms, beliefs and practices that govern individual household members' roles and rights in production, exchange and consumption. Gender and household organisation remain fundamental principles governing the division of labor and determining expectations, obligations, responsibilities and entitlements of males and females within and beyond households.

Most SSA societies are patriarchal which implies that males are accorded higher social status than females, because individuals' identities like ethnicity, clan and household membership derive from male lineage. Propagation of lineage is therefore regarded as a masculine role

and responsibility, the reason males are accorded more entitlements than females in most societies in SSA. By governing the division of labour and determining the entitlements of males and females within and beyond households, gender and household organisation simultaneously do influence and determine the nature of human values not only in rural settings in general but also within agricultural practices in particular. Thus, understanding the relationships between human values and agriculture is of critical importance in agricultural research for it brings out the centrality of gender in the social, cultural and economic organisation of small holder rural farming practices. This has implications not only for the conceptualisation but also for the design, execution and dissemination of agricultural research if gender equity and sustainable agricultural development are to be simultaneously achieved.

Discussion

- It is true that the roadside bias exists because at times you look for a site that will have many people to see the demonstration, but how do you get the poorest of the poor to participate?
 - *First classify the farmers into the rich the poor using a baseline. The trickle-down effect has failed. The simple method is to get index cards and ask the elite who have attended the meeting to categorise starting with the most productive and least productive. You ask them to write a name to the card and ask them to rank them. Since you have the names already, you will not need the elite anymore, but they will give you the names of the ones you think are very poor. The poor have been so excluded and even when they attend meetings they will not be allowed to talk.*
- Don't you think that when you target the poorest they would not be able to adopt the technology and may use the resources to solve immediate benefits?
 - *This is true. In Uganda some farmers who were given seeds simply washed them and ate them, but whom are we targeting. Different people need different approaches, but normally we want quick results and easy way out because of accountability. How come some people are perpetually hungry? Nobody wants to be poor or hungry but because they have been perpetually excluded. Majority of Africans are at the lowest level of Maslow's Hierarchy of needs.*
- There are cultures that do not allow women to talk and you cannot get any information at all. Some societies insist on the past saying this is how we have always done things.
 - *You are talking about human values and resistance to change. However they do not have any idea of change, what was the population, land fertility, climate change. The problem is that we expect farmers to think like we do. Internal constraints that affect production, the way we think and react. Women do not believe in themselves, if it is a new variety then let the man try it first. As agricultural scientists we must know that there is differentiation among the farmers.*
- *The final consumer is the human being so we must bear this in mind. We must also notice that all men and women are not the same. Some are never listened to and others are very domineering. Even female headed houses are not the same. The circumstances under which the household became female headed will influence their behaviour. Age differentiation is very important. Usually the young adults are as excluded as the female. In countries hard hit by HIV/AIDs have child headed household often girls. It is not common to find a boy organising other children because of the way they are socialised. Do we ever think that the target of the project could be a child of 10 years?*

- The legume programme does not consider these children because we are making recipes or food for the HIV/AIDs but don't include them.
- *At least if you are aware then you can get someone else to look at it.*
- In a place where population is increasing it is considered that production is prime, considering what you are saying how can we include the poor and marginalised? In countries that are market oriented, how do you talk about gender, even the researchers are confused. How do you align these two?
- *Do the people realise that there is population pressure? Can they see that land holdings are getting small? How has the land productivity changed? If the people cannot see it in terms of impact on their welfare, there will never be change. Climate change has become a hot discussion and some NGOs are already in the villages talking about climate change using very simple methods of asking pertinent questions on visible changes on existing resources. A lot of funds have been sunk into Family Planning without success because it is not linked to people's welfare.*

The presentation continued.

Gender

Gender refers to the social construction of masculine and feminine identities. Identity is a person's internalised sense of self. Gender determines not only how males and females relate with, and are in turn related to by people of similar and/or different gender, but also the entitlements of males and females in households and the wider socio-economic settings. The way males and females relate with, and are in turn related to by people of similar and/or different gender is governed by norms which are also defined as a role. Therefore, masculinity and femininity are gender identities that embody gender norms that in turn delineate gender roles.

Internalising Gender Identities through Gender Socialisation

Gender socialization is the process through which the socially constructed feminine and masculine identities alongside their attributes are consciously and unconsciously inculcated into, and internalised by children. Gender socialisation starts at birth, when the newly borne is related to in totally gendered ways such as birth rituals, names, colours of clothes they are dressed into and levels of excitement the birth generates amongst parents, relatives and communities greatly differ by gender of the baby in question. As children grow older, they are related to by their significant others (parents/guardians, teachers and community members) along gendered perceptions thus polarising males and females in light of the established norms and beliefs associated with masculinity and femininity leading to symmetries between males and females' entitlements. The gendered considerations manifest in form of lesser economic and social interactional entitlements of girls compared to boys. In the context of agriculture, women are expected to feed their families through cultivation and preparation of food while men are expected to meet domestic needs that are procured beyond the household and require cash, e.g. clothing, soap, salt, sugar, school fees, health care etc.

Gendered Roles, Rights and Responsibilities in Smallholder Agriculture

Traditional subsistence agricultural households exhibit fairly distinct forms with gender, age and marital status distinguishing and structuring roles, rights and responsibilities of

household members in agricultural production, exchange and consumption. The terms under which men and women get access to land, labour and income are socio-culturally defined, with men, especially heads of household, making the broad management decisions of land allocation, labour organisation, cropping patterns and income expenditure. Men also provide labour for certain crops and at certain levels of the production cycle e.g. ground clearing and breaking. Women's labour obligations in food crop production, household management and child rearing roles are equally socio-culturally determined. Depending on age, gender, and whether school going or not, children too have defined roles in subsistence households.

However, neither males nor females nor households are homogeneous. Hence, the way gender, age, marital status and household social organisation do influence individuals' and households' levels of agricultural production, consumption and exchange varies with a host of socio-institutional phenomena, whose nature, manifestation and influence again vary across individual males and females, households, communities, ethnicities, geographical regions and countries in Africa. These socio-institutional phenomena ultimately do give rise to the varying nature of gendered human values that determine the opportunities and constraints that males and females in rural communities do face while participating in agricultural production, consumption and exchange. In short, gender matters not only in agricultural development but also in agricultural research aimed at enhancing smallholder farmers' agricultural potentials.

Analytic Framework for Conceptualizing the Interactions between Agriculture, Human Values and Gender in Agricultural Research

Gender and smallholder subsistence farming mutually interact to produce different sets of opportunities and constraints that influence the abilities of different categories of men and women and boys and girls to participate in agricultural production, consumption and exchange. Opportunities include access to, ownership and control of assets like land, oxen, ploughs, labour, income, knowledge of modern agronomic practices, extension services, yield enhancing technologies, credit, capital, markets etc. Constraints manifest in form lack of access to, ownership and control of the aforementioned assets and arise from competing demands for labour time especially in reproductive roles (child raising and care) and domestic roles (home maintenance, food processing and preparation, fuel and water collection, care of the sick and elderly etc). Furthermore, constraints manifest in form of low levels of optimism, confidence, impetus and active agency to undertake certain forms of agricultural production, for example production of high value crops, which may be deemed a preserve of certain gender particularly males or farmers of higher socio-economic status. There are also constraints manifesting in form of lack of self-confidence, impetus and active agency to seek extension advice, credit, high yield varieties and even certain markets which could again be deemed a preserve of certain gender or farmers of higher socio-economic status.

However, although gendered human values in agriculture tend to favour males more than females with respect to opportunities and further constrain females more than males, caution should be taken not to lump all males and all females into homogenous categories because the influence of gendered values on agricultural production, consumption and exchange is not a given. Rather, gendered values are mediated via several socio-institutional phenomena, which either mitigate or exacerbate their (gendered values') influence on different types of males' and females' participation in agriculture.

Mainstreaming Gender in Agricultural Research

Mainstreaming is akin to blood transfusion which circulates through the whole body. DFID (2002) defines gender mainstreaming as “*a commitment to ensuring that women’s as well as men’s concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women as well as men benefit equally and inequality is not perpetuated*”. Mainstreaming is a tall but noble order to ensure that both male and female benefit. We say men and women because they do not benefit equally since they do not have similar capacities to benefit. Since gender is central in the organisation of smallholder farming, it is crucial that it is mainstreamed in the conceptualisation, design, execution, dissemination and utilization of agricultural research. This can be attained through the following stages.

- a) Mainstreaming gender in agriculture starts at the conceptualisation stage and designing studies by placing humans at the forefront because humans are the final consumers of any research. Often, physical science agricultural research tends to sub consciously forget humans and place more emphasis on “efficiency of tools, soil fertility, gestation periods, resistance to drought and pests, yields etc”. For instance, if yields are going to be very good, whom are they going to affect in terms of existing values.
- b) There is need for conscious and sub conscious awareness that smallholder farmers are not homogeneous but are differentiated by gender and other social institutional phenomena (how do males and females relate between and amongst each other, including relations between agricultural scientists and farmers of similar and different gender). It is equally important to be conscious of the fact that different cultural backgrounds mould into humans different values, meanings and mindsets which lead to different reactions to similar stimuli. Thus, since agriculture is practiced based on varying human values, there are no “one size fits all” scenarios. Care must be taken to collect and disaggregate data sets of varying agricultural potentials by gender, entitlement sets, household types, communities, ethnicities, geographical regions and countries of Africa.
- c) Be aware of the opportunities and constraints that gendered human values place on the abilities of males and females to meaningfully engage in agriculture (division of labour, symbolic and material access to and control of resources, obligations and responsibilities within and beyond farming, entitlements within and beyond farming, interaction of multiple roles, their mutually reinforcing/cooperation or conflicting roles, competing demand for labour time, inactive agency that negatively affects optimism and capacity to explore new opportunities, inactive agency that inhibits seeking advisory and material support..
- d) Heterogenicity is very important because it determines how the females or males relate to the scientists. Females will not have the same capacity to adopt as male or poor male. How do we activate that agency so that they can also benefit. It is important for agricultural research to bear in mind that what has been learned can be unlearned and explore ways of activating several males’ and females’ agency so as to embrace agricultural development, rather than continued complacency in subsistence existence.
- e) Finally, human values in general and gendered values in particular transcend the realms of psychology, sociology, rural development, economics, gender studies and philosophy. It is imperative therefore that agricultural researchers constitute multi-disciplinary teams of agricultural and social scientists so that human and gendered values affecting and influencing agricultural development are understood in their diverse forms and addressed holistically.

Conclusions

As a key means of livelihood for the majority population in SSA, smallholder agriculture and rural ways of life are intimately intertwined. Human values governing rural ways of life permeate smallholder agricultural practices too in that through gender norms, beliefs and practices; they determine the material and socio-interactional entitlements of males and females there-in, to the detriment of the latter. This compromises agricultural development because the bulk of participants in smallholder agriculture (females) practice agriculture more as an extension of their gender determined social provisioning roles, in addition to the reproductive, child care, care for the elderly and the sick and household management. In addition, they face a host of constraints including inordinate labour overloads, lesser decision making powers within households and wider communities, lesser access to and control over resources and lower active agency to engage in meaningful action. Unfortunately, agricultural research from the physical science perspective is yet to acknowledge let alone address the constraints to agricultural development posed by the interactions between agriculture and human values more especially how gender affects agricultural development and how in turn smallholder agriculture perpetuates gender inequalities. It is imperative therefore that gender is mainstreamed into agricultural research not only for purposes of advancing agricultural development but also as a strategy for achieving gender equality.

Discussion

- As researchers how do we take our labs to those who most need it?
- *Are the poor averse to innovation? If the innovation is good it will be adopted, but it must be informed by the knowledge the poor have. How do we reduce the distance when disseminating the technology? An example of India with the birth control project where they distributed birth control pills, but in evaluation it was realised that the population was increasing. What are the sub-cultures? How do people justify the population growth, is it a God given design? What is the degree of information? In Uganda there is NAADS with high returns and free yet few people are joining. On further research it was discovered that they were told that to join you need collateral and if it fails then your land will be taken – this was told by the elite to exclude the poor.*
- Ownership, access and control how do we address these at the conceptualisation, design and implementation stage?
- *The first question is why do people lack resources or why are the poor, poor? Why do the poor fail to utilise the available resources so that the development agents rather go with the affluent? They try and laziness is not the reason. They have been excluded and not entitled because entitlement comes from cultures. These keep on permeating our society and we need to recognise it.*
- I am not a scientist but I was challenging someone who was saying that there are situations that do not need gender. I cannot go to develop varieties without knowing the demand and yet we talk of demand driven technology.
- In Kenya the production focus is on the consumer and market so before any type of research is initiated it must identify the constraints and opportunities. In this the attributes of research must be articulated then you can develop the relevant technology.
- *Technologies may be relevant or not according to the perspective of the farmers.*

- There is the production and culinary characteristics. The culinary characteristics are better articulated by women while the market ones are by men. In breeding we share the same system with Kenya and Tanzania because we are all under CYMMT. In those cases we include materials in advance stages and invite ladies to gauge the qualities.
- I have some concerns with the presentation. Principally I agree with the presentation, but bringing it down to the ground working with farmers is a cost sharing venture. Farmers must provide labour and some other inputs. SIMLESA is a system that seeks to harmonise the system hence costs farmers a bit higher than the conventional system so it might be difficult to deal with poor farmers who have issues with moral values, hard work and requires some money. Although I am impressed with the presentation the SIMLESA raises some questions.
 - *Farmers do purchase inputs and other things and can afford to participate if they deem it necessary.*
- First of all, most of our projects are imposed on us and we do not generate the projects from the perspectives of the people. A good breeder would ask the questions and address the issues of the people. If you go down to look for the problem of the farmer and seek to solve the problem there is no way you can avoid gender. On the example of Zimbabwe maize, even the chicken refused to eat some maize. The maize was also rejected in Malawi and Zimbabwe because it dries from the inside while the outside looks green. In as far as the gender issue is concerned in a more inclusive language we should look at social inclusion because some people are negative to gender.
- *How do we conceptualise our problems. Is it from the western perspective? If we conceptualise it locally then we cannot avoid gender because it is all over. If however you sense some resistance then talk about who would be excluded. We have talked about gender for the last 25 years – women lack resources – land, etc. When evaluated in 1995 it was realised that there was no impact. There is a resistance against the word gender even among the elite. Instead of general talk you talk about who is excluded and who is not and it will be explicit that poor men are worse.*

Moderator thanked the presenter for the invaluable information and said that everyone in the room should be able to appreciate gender. As the presenter said there is no “one size fits all” so we need to examine each case.

Session II

Introduction to Gender Analysis tools

Facilitator: Ms. Jane Njeri Ngugi - Gender Specialist, Kenya Agricultural Productivity and Agribusiness Project

Ms. Jane Ngugi complimented the previous presenters whom she said had made her job easy since the discussions had widely explored gender and gender mainstreaming. She proceeded to make her presentation as follows;

What is Gender Analysis?

Gender analysis (GA) is an organized approach to understand the gender relationships in a given community. It answers the key questions of; who does what? Who has what? Who

makes which decisions? Who benefits from what and which factors (social, cultural and economic) influence all the above?

Objectives of gender analysis

The objective of gender analysis is to help development agents to identify the gender concerns in the target community and the specific constraints, needs and opportunities for women, men, youth and other vulnerable groups. For instance, ignoring the youth in agriculture innovations and letting them divert into other activities is perilous as these are supposed to be the future farmers. Gender Analysis facilitates the identification of the appropriate strategies to overcome these constraints as well as avail opportunities to enable men and women participate and benefit from the development activities. Gender analysis also enables the monitoring and assessing of the impacts of development interventions on the intended beneficiaries.

When is gender analysis done?

Gender Analysis should be undertaken at all stages of the project cycle, but most especially in the initial stages because this is the stage at which the needs and constraints that inform the generation of the project are identified. At project formulation there is need to understand the rural setting of the community and the gender roles. You need to be informed by the culture, norms and existing resources to formulate the right technology. For example, if you plan meetings in the morning women would not come because they are busy. Even the venue, if meetings are at district headquarters that are far from homes women may not come. In collection of baseline data, it is important to analyse the access to and control over crops to identify the necessary mitigation.

Gender analysis Tools/Framework

Various tools and frameworks have been developed to document and understand gender roles and relations. Among them, the most commonly used tools in agricultural development are the Harvard Tool and Gender Analysis Matrix (GAM).

a) Harvard analytical framework

In this framework, data is collected and organised in profiles. There are a number of profiles under this framework such as;

- Activity profile (Who does what?)
- Seasonal and Daily calendars (When?)
- Access and control profile (who has what?)
- Factors influencing the above

How do you use the Harvard Tool?

This is used in conjunction with all other conventional PRA tools All PRA tools(e.g Resource/Social mapping, historical profiles, semi-structured interviews, pair-wise ranking, FGDs, e.t.c) can be used to collect sex and gender disaggregated data. The usefulness of these tools however depends on the gender blindness and sensitivity of the researcher.

Procedure for collecting data on the profiles

Data collection is done with a group of farmers or individual farmers. The groups are separated into female and male farmers and as part of household interviews by discussing with men and women household members either separately or together. Sometimes the household members decide that they want to sit together due to lack of trust, but this has proved tricky because when men talk the women will keep quiet and vis versa.

Table 5: Activity Profile in Maize-Legume cropping systems

| Activity: (List all activities) | When? (Time, Month) | By who? (Male, Female, Male child, Female child, Hired labour) |
|---|--------------------------------------|---|
| E.g.: Land preparation Purchase of inputs(seed, fertilizer) Carrying farmyard manure Planting Maize Planting Legumes First weeding Top dressing Second weeding Pesticide application Harvesting Threshing Post harvest pesticide application Storage Marketing Food preparation | | |

Access to and control over resources and benefits

The profile identifies resources and benefits, specifies access to and control over resources and benefits by gender. **Access** refers to ability to use the resource and **Control** means having authority to use and make decisions concerning the use of the resource. Women, men and youth have different access to resources and these affect their ability to participate in research/extension activities. In most traditional communities, women and youth have no control over household resources and benefits from their own production.

Key questions regarding resources are;

- What resources do men and women require to produce maize and Legumes?
- Who has access to these resources?
- Who has control over these resources?

The resources include: land, fertilizer, pesticides, labour, tools, time, information, training, credit, technology, organizations etc.

Key questions regarding benefits are;

- What benefits do women and men obtain from maize and legumes production?
- Do these benefits commensurate with their own inputs in the cropping system?
- Who has access and control over these benefits?

Benefits include; produce, income from sales, membership to CBOs or producer groups, prestige/recognition.

Table 6: Access & Control of Resources and Benefits in Maize-Legumes Cropping systems

| Resources | Access | Control | Implications for research |
|-----------|--------|---------|---------------------------|
|-----------|--------|---------|---------------------------|

| |
|-------------------------|
| Resources |
| Land |
| Family Labour |
| Hired Labour |
| Farmyard Manure |
| Seed |
| Fertilizers/Pesticides |
| Extension services |
| Credit |
| Market |
| Benefit |
| Produce |
| Income |
| Prestige or recognition |

M – male FC- Female Child MC- male child F – female M/F– male/female

Table 7: Access & Control profile of dual cattle of a male-headed household in Kiboko area

| Resources/benefits | Access | Control |
|---------------------------|--------|---------|
| Resources | F/M | M |
| Land | M/F | F/M |
| Drugs | F/M | M |
| Cattle | F/M | M |
| Labour | F/M | F |
| Boma structure | F/M | F |
| Farm equipment | F/M | F |
| Supplementary feed | F/M | F |
| Pasture | F/M | F |
| Time | F/M/C | F |
| Benefits | F/M | M |
| Milk consumption | F/M | F |
| Cattle | F/M | F |
| Milk sales | F | F |
| Ploughing | F | F |
| Hides | F/M/C | F |
| Manure (charcoal burning) | | F |
| Ghee | | |

Influencing factor profiles

The profile of influencing factors is used to identify the surrounding dynamics that affect the gender roles and responsibilities. This is done because the gender concerns change from society to society. The influencing factors include political and institutional factors, legal, economic, cultural, religious, environmental, factors which can be identified together with the activity profile or access and control profile.

b) Gender Analysis Matrix

The Gender Analysis Matrix (GAM) is a specific tool used to assess impact of Programme/projects, research and extension activities at the planning, monitoring & evaluation stages and impact assessment. It helps researchers and extension workers to determine the effects (potential and actual) of their KITs on men, women, boys and girls. The

matrix looks at women, men, household and community in terms of changes in labour, time, resources and other socio-cultural factors. The matrix is normally filled out by women and men of the community regularly over the project period in order to determine:-

- Whether potential gender effects are desirable and consistent with research/extension goals.
- Identify gender considerations that may change the design of the research/extension activities and;
- During the monitoring and evaluation stage to determine broad programme impact on gender.

A programme/project may be pursuing household income but impact negatively on food security.

Gender Analysis Matrix Procedures

Gender Analysis Matrix is done with a group or an individual farmer. It commences with the identification of the intervention and objectives. The tool is then introduced by explaining its objectives. A sheet with an empty matrix is displayed and the effect the intervention may have or has had on men, women and communities is listed.

Table 8: Gender Analysis Matrix: Zero grazing male opinion or female opinion

| | Labour | Time | Resources | Culture |
|-----------|--------|------|-----------|---------|
| Men | + | + | -- | |
| Women | -- | -- | | |
| Household | | | | |
| Community | | | | |

All the details will help in making informed decisions and also understand the reality on the ground.

Table 9: Gender Analysis Matrix (GAM) made by women in Ndeiya

| CATEGORY | LABOUR | TIME | RESOURCES | CULTURE |
|-----------|---|--|--|---|
| Women | Hard work (-) Increased workload (-) Makes them more hardworking (+) | Will take a lot of time and therefore less time for other activities (-) | Increased (+) Increased access and control (-) | Lazy women identified (+) |
| Men | Increased workload (-) More hardworking (+) | More time working (-) Less leisure time, more productive (+) | Less access and control (-) | Men drink less (+) |
| Household | Increased workload (-) More hardworking (+) Hence more productive (+) | Less time for household chores (-) | Enough food (+) Surplus for sale to bring income for the family (+) | Men may assist in women's roles (+) e.g. feeding livestock will take some of men's roles e.g. fencing |
| Community | Hardworking (+) | Less time for social | Increased | Less time for |

| | | | | |
|--|---------------------------------|----------------|---|---|
| | Communal Unity strengthened (+) | activities (-) | resources (+) Every one will have enough (+) | gossiping (+) Less conflicts Less drinking by men |
|--|---------------------------------|----------------|---|---|

Discussion

- The current approach emphasises using farmer groups and yet most of the groups are women groups. Are there any ways we can involve men?
- *It is true in Kenya that groups are mostly for women and men never really want to work in groups. It will appear that when the idea of using groups was picked up, there was no bother about the composition of these groups. It is important to dig further and find out why the men are not interested in the women groups. Possibly it is in the sharing of benefits.*
- Addition, you can also use a formal structured questionnaire and analyse.
- *This is true but sometimes in the analysis we forget to carry the results.*
- I have always come across the question of control but I don't know if we have gone ahead to find out why men have control over certain resources. I am not satisfied with the general statement that it is tradition.
- *This is the issue of socialisation*
- What you have said about control is very nice because sometimes this does not come out. Women also have control in some cases and it is not captured. In one case the woman got involved in a project was very successful. This impressed the man who then cooperated and even contributed the money for the land. The problem unfortunately is that the objectives of the man may change and he takes over control.

Session III

Gender and Value Chain in Maize-Legume cropping systems

Facilitator: Ms. Jane Njeri Ngugi - Gender Specialist, Kenya Agricultural Productivity and Agribusiness Project

The facilitator explained that the presentation endeavours to understand what a value chain concept, the importance of gender in the maize-legume value chains, how to apply the gender mainstreaming tools in this chain and how to analyse gender in the chain.

Value Chains

She defined a value chain as a description of the full range of activities that are required to bring a product from conception, through the intermediary of production, delivery to final consumers, and final disposal after use. This involves a sequence of target-oriented combinations of production factors that create a marketable product or service. The activities in an APVC the activities include provision of inputs, production processes, processing, value addition, marketing (local, regional, and global) and consumption.

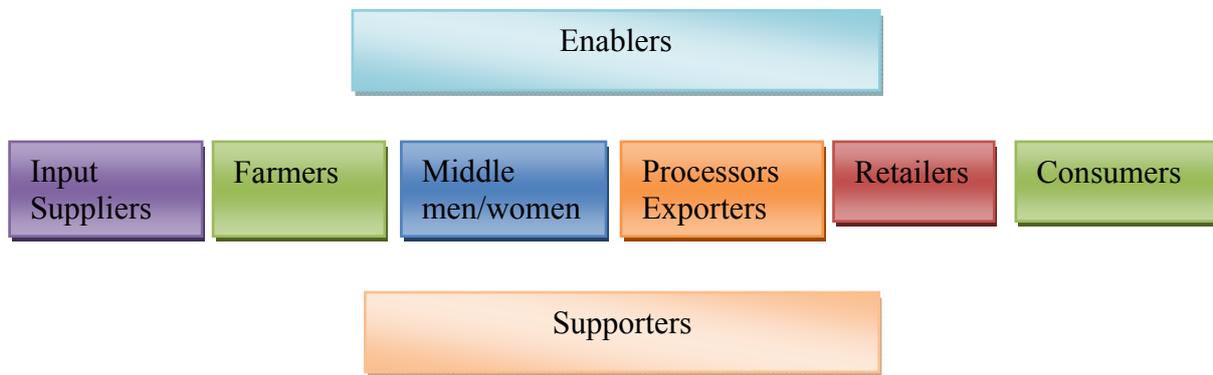
Players in an APVC system

The Agricultural production value chain has a number of players who can be categorised as operators or supporters. These include;

Table 10: Players in an APVC system

| Value Chain Operators | Value Chain Supporters |
|---|---|
| <ul style="list-style-type: none"> • Input suppliers • Farmers • Transporters • Processors • Wholesalers and Retailers • Exporters • Consumers | <ul style="list-style-type: none"> • Business development services • Research and development • Extension services • Financial services • Rural dealers/middle persons • Inspection services • Satisfaction services |

Figure 2: The maize legume value chain



Why do we integrate gender in Maize-legume chains?

The presenter underscored the need to integrate gender in maize-legume value chains because they contribute highly to rural households’ food and nutritional security. The maize-legume cropping system is mainly for household subsistence production and the players or actors at each stage of the chain are gendered with women and the poor comprising the major players in the chain. She cautioned that gender blindness and failure to target the right group, could result in further imbalances. She gave an example of the introduction of tissue culture banana which changed the crop from food to cash crop.

She continued to explain that gendered patterns of behaviour condition men’s and women’s roles and contribution along the value chains and dictate the distribution of resources and benefits which affect the efficiency and competitiveness of value chains. She said that households and markets interact in ways that affect equitable access to resources (land, seed, labour, pesticides) and benefits and social institutions (producer and marketing groups) reflect social norms, leading to a gender-differentiated participation.

She pointed out that legal frameworks embody social beliefs, e.g. inheritance laws and property rights that restrict people’s ability to access and accumulate wealth according to gender categories while gender blind service delivery by Value chain supporters/enablers (policies, research, extension, Financiers) perpetuate gender inequalities.

The presenter stressed that integrating gender in maize-legume value chain enables chain developers to encompass all aspects of the chain process, identify the gender relations underlying the chain activities and their influence on the chain’s functions, plan and

implement appropriate strategies to enhance the efficiency and profitability of the chain all which contribute towards achievement of household food security and gender equity.

How to we analyse gender in maize-legume value chains

She outlined the process of analysing gender in maize-legume value chain which comprises the following five steps;

Step 1: Map gender roles and relations along the value chains to identify the inequalities

a) Production Level

- Who plays what roles at each stage along the chain?
- Who has access and control of the necessary inputs?
- Who has access and control of the appropriate support services?
- Who has access and control over the produce?
- What factors can lead to likely change in this structure over time?

b) Marketing Level

- What are the existing markets and marketing channels?
- Who has access and control to the markets?
- Who has access and control to the income?
- Who has the bargaining power?
- What are the key determinants of the share of the profits created by actors in the chain?
- What are the implications of gender inequalities on performance of entire value chain?

c) Value addition and processing

- Who has the capacity (equipment, skills) to value add?
- Who makes the decisions on value addition?
- Who has access to the chain enablers (quality regulators, satisfactory bodies)?
- Who has access and control over the market of products?

d) Consumption

- What are gender and social concerns on consumer preferences?
- How do the chain supporters and enablers ensure these concerns are met?

e) Processing

- Who is involved?-ownership, employment (male and female operated)
- Scale of operations-employees, equipment, output-for men and women
- Sophistication of operations-records, computerization etc
- Constraints-for male and female entrepreneurs and their implications on performance
- Strategies and actions for improved performance
- Measure change-negative and positive

f) Support Services-extension, research, input supply, finance etc

- Different levels of access to different services-men and women
- Perceived suitability and appropriateness of services and products e.g. technology-men and women
- Constraints to access-for men and women
- Implications of gender-based constraints on productivity and profit
- Strategies and actions for addressing gender inequalities
- Measure change-negative and positive

- Step 2: Translate gender inequalities into *constraints*
Step 3: Assess the consequences of gender-based constraints
Step 4: Taking actions to remove gender-based constraints
Step 5: Measuring success of actions

Other comments

- Sometimes it is convenient to have your farmer demonstration near the road where most people are passing so that they can see. There are farmers who do not socially communicate with other people and other farmers would not feel comfortable to come to their homes.
- On value addition and processing, even with the legumes there are those that cook more easily than others. It is important to examine the entire value chain and facilitate the technology from production to consumption.
- There is need to have the right person addressing the farmers for instance in the Masai culture a man must be present to hear what you are telling their women.
- In Kenya with the beans, the marketing company decided only to market with registered women. Even if they collect the money and take it to the husbands, at least they said they can buy something on the way home from receiving payment.

Addressing gender in Value Chains

Participants were informed that addressing gender in value chains requires mainstreaming gender in support institutions through enhancing political commitment by developing policies, strategies, resource etc. There is need to build gender capacity and develop a gender sensitive institutional culture. Building accountability by engendering baselines, objectives, implementation and M& E is important. Gender sensitive programming that ensures engendered project cycle management (PCM)-baselines, design, implementation, M&E should be pursued. In addition there should be gender sensitization of communities and households to transform attitudes and practices. Lastly negotiations for measurable change need to be carried on.

Measuring Change

The speaker gave the highlights of measuring change as;

a) Program

- Outputs-more people trained, higher capacity
- ***Outcomes***-reduced inequality, improved access to and control over benefits
- Higher level of representation and voice
- Better incomes
- Improved livelihoods

b) Institutions-what has been the impacts of our work on:

- Political will
- Gender Capacity
- Accountability
- Organizational culture

The presenter concluded calling on the participants to brief their management on attending training on GM and at individual level to start by respecting fellow workers with gender

considerations. She also encouraged them to reflect on the gender issues within the objectives.

Exercise on Gender and Maize-legume value chains

The participants were given an exercise to identify gender roles, existing support services and the gender inequalities and suggest strategies to eliminate the inequalities in maize- legume value chains.

Group 1 – Production

1. List the gender roles in smallholder maize-legume cropping system for a specific community

Table 11: Gender roles in smallholder maize-legume cropping system in Embu-Kenya

| Roles | Maize | | | Legumes | | |
|------------------------|-------|-------|----------|---------|-------|----------|
| | Men | Women | Children | Men | Women | Children |
| Sourcing in puts | ✓ | | | | ✓ | |
| Land preparation | ✓ | ✓ | | ✓ | ✓ | |
| Planting | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Weeding | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Fertilizer application | ✓ | ✓ | ✓ | | | |
| Chemical Pest control | | ✓ | ✓ | ✓ | | |
| Harvesting | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Transportation | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Drying | | ✓ | ✓ | | ✓ | ✓ |
| Shelling/threshing | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Bagging & Storage | | ✓ | | | ✓ | |

- a. Identify the existing support services and their accessibility by men, women and youth farmers

Table 12: Existing support services and accessibility by men, women & youth farmers

| Support services | Maize Accessibility | | | Legumes- Accessibility | | |
|---|---------------------|-------|----------|------------------------|-------|----------|
| | Men | Women | Children | Men | Women | Children |
| Input suppliers | ✓ | ✓ | | | ✓ | |
| Extension services | ✓ | ✓ | | | ✓ | |
| Research | ✓ | ✓ | | | ✓ | |
| Credit services/ microfinance | ✓ | ✓ | | | ✓ | |
| Government Agriculture Finance cooperation | ✓ | | | | | |
| Information support services | ✓ | ✓ | | ✓ | ✓ | |
| Certification services | | | | | | |

- b. Identify the gender inequalities and gender based constraints faced by each gender

Table 13: Gender inequalities and gender based constraints face by each gender

| Inequality | Maize | | | Legumes | | |
|--------------------------------------|-------|-------|----------|---------|-------|----------|
| | Men | Women | Children | Men | Women | Children |
| Inadequate access to support service | | ✓ | | ✓ | | |
| Labour burden | | ✓ | | | ✓ | |
| Decision making limitation | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Education | | | ✓ | | | ✓ |

- c. Suggest appropriate strategies towards addressing these inequalities and constraints

Table 14: Strategies towards addressing gender inequalities and constraints

| Inequality | Strategy |
|---|---|
| Inadequate access to support service | Capacity building and Sensitization of service provider |
| Labour burden | Introduce Labour reducing technologies |
| Government Agricultural finance cooperation | Mechanism that favours to access credit on deeds in household based on consent; Revolving fund scheme; VSLA |

- On certification services, Embu is a small scale farmer community and seed production is not easy. In western Kenya the farmers are large and isolation can easily be done either by a man or a woman, but in Embu this must be done because in small groups.
- I would like to get clarification, we always separate men and women, how should we handle the youth, are we supposed to separate them again?
- *A boy child and girl child are not the same, therefore the separation is important. The girl child is treated totally differently from the boy child. A boy child might be allowed some land to cultivate or even keep their local chicken and yet the girls do not because they are expected to get married and leave the home.*

Group 2 – Marketing

1. List the existing markets and marketing channels for maize and legume smallholder producers and their accessibility by men, women and youth farmers in a specific community in Tanzania
2. Identify the gender inequalities and gender based constraints faced by each gender in trying to access these markets.
3. Suggest appropriate strategies towards addressing these inequalities and constraints.

Table 15: Gender Analysis of Masqaroda Weekly Market

| Marketing channels | Accessibility by men (m), | Inequalities | Market access constraints | |
|--------------------|---------------------------|--------------|---------------------------|--|
| | | | | |

| | women (w), youth (y) | | Women | Men | Strategies |
|--------------------|----------------------|--|--|---|---|
| Producer | W, Y | <ul style="list-style-type: none"> • Women sale in small quantities • Men sale bulk of the produce | <ul style="list-style-type: none"> • Transporting facilities • No marketing agencies to provide information (Unit price of maize/legume) • Storage facilities • Bargaining power | <ul style="list-style-type: none"> • No marketing agencies to provide information (Unit price of maize/legume) • Storage facilities | <ul style="list-style-type: none"> • Formation of marketing groups (voluntary bases) • Provide awareness on marketing plan • Provide Market information services |
| Middlemen | M | | | | |
| Wholesalers | M | | | | |
| Processors | M | | | | |
| Retailers | M, W | | | | |
| Consumers | M, W, Y | | | | |

Comments

- ✓ Marketing channels should be clarified

Group 3 – Value addition and processing

1. List the gender roles in value addition and processing of maize and legumes among smallholder producers for a specific community in Tanzania
2. Identify the gender inequalities and gender based constraints faced by each gender
3. Suggest appropriate strategies towards addressing these inequalities and constraints

Table 16: Gender concerns in value addition and processing

| Value Addition Activity | Responsible | Gender Inequalities | Constraints | Strategies for addressing the constraints |
|--|----------------------|--|---|---|
| Grading | Women, Children | Only women and children are involved | Tedious | Conduct research to develop cost effective home based grading equipment |
| Drying | Women, Children | Only women and children are involved | Requires one to be home all the time | Develop technologies to hasten drying |
| Shelling | Women, Men, Children | none | In availability of appropriate labor saving machinery | Conduct research to develop labor saving home based shelling equipment |
| Treatment and storage | Women, Men | none | In availability of storage structures | Designing simple storage structures |
| Processing (milling, roasting, cooking) | Men and women | Women travel long distances to milling centres | Time spent walking to mills | Installing 'poshos' in strategic place to minimize distances |

Participants' comments

- ✓ Under treatment and storage, another constraint is the cost of pesticides and knowledge on pesticides. The strategy for addressing this could be some research on indigenous pesticides like cow dung which are commonly used by the rural farmers etc.
- ✓ Many farmers cannot store food in traditional granaries because of thieves, so simple storage structures may not be effective.
- ✓ Community storage has been very effective in some parts of Kenya and has tended to act as a food security system. Once the household has stored, there is control by the manager on release hence creates a bit of gender balancing because they tend to question the request for large amounts by the members.

Facilitator

The facilitator complimented the groups for having done a commendable job and hoped that when they return to their posts they would be able to put the learnt knowledge into practice.

Gender Expert's Comments

- ✓ If possible whenever there is identification of constraints and strategies it is good to put another column to identify whether the strategy is PGN or SGN.
- ✓ One of the important variables you can add is age that will enable you to have the separation from male and female youth.
- ✓ We have to be careful and not to bring distortions in roles because this can cause confrontations. It is important to give information and devise interventions to ease the work. The affected group will easily adopt the technology and lead to gender equality through creating more time for women.
- ✓ On the comment about adverts that encourage women to apply for jobs, even if the women applied and the culture does not change they will not stay. The organisational culture has to change to accommodate women.

Day Three – 24th February 2011

Session I

Moderator: Benjamin Chisama - Technology Transfer Officer, Department of Agricultural Research Services in Malawi

Facilitator: Forough Olinga

Recap and evaluation of Day 2

Recap and evaluation of day 2 was presented by group 2.

Recap

- The day was started by words of God by Margaret and prayer by Jane.
- Recap of day 1 and evaluation was presented
- Summarizing major events of day 1

Forough

- Made some suggestion on contents and method of doing recap.
 - Use of different colours on graphs to differentiate responses of men and women.
 - Use of combined analysis so that we responses can easily be compared.
- Comparative statements are important
- Presentation of group work was made on assignments of “Disciplining the Cows”
- All groups mentioned the impact of culture norms and values on determining roles
- Multiple roles of women and contribution of children were mentioned
- New terminology the ‘Ego’

Dr. Henry Manyire from the Department of Women and Gender Studies

- Why gender matters in agriculture – summary of farming system
- Interaction of bio-physical and management which is inter related
- The focus of technology generation in the current agricultural research system is influenced by some western values, large scale, profit oriented, mechanized while in our case agriculture is performed more for food self sufficiency (not market based)
- Farmers are not homogeneous so we cannot use one size fits all.
- We need to use index cards to bring the poor to be seen, based on the identified target groups transformation strategies can be designed
- Gender is similar to blood transfusion; sensitive, requires knowledge, commitment and takes time.
- Mentioned the evolution of GAD as a development approach for women from WID to GAD that we need to consider both men and women.
- We need to think broad and we can still consider gender by talking about social inclusion
- Mainstreaming should start at the start of the project

TEA BREAK (SESSION 2)

Discussion and question

- Rural communities are dynamic
- Inability to access productive resources and entitlement makes people vulnerable
- Lacking resources is not meant to be ‘lazy’

Forough

- Summarized about concepts of gender
- Emphasized about PGN, SGN and discussion was made on;
 - On magnitude of fairness
 - Affirmative action (positive and negative impacts)
 - GM is more about the wellbeing rather than welfare
- Change in operation of institutions is very important

Jane

- Introduction to GA
- Definition of GA that is a systematic method to understand opportunities, problems and a given farming system using gender perspective
- Tools
- Harvard Analytical Framework and GAM
- The use of PRA tools in identifying activity profile, seasonal and daily calendar, access to and control over resources
- Group dynamics
- Formal structured questionnaire can be use to analyse statistical packages
-

SESSION 3 (AFTER LUNCH)

- Gender and value chain in maize-legume cropping system
- Concepts of value chain
 - Value chain at various links from production to consumption and disposal
- Using gender lens to identify the operators and supporters and process
- Mapping gender roles and relations to identify inequalities
- Translating gender inequalities for action.
- Designing strategies for success
- Measuring change at programme and institutional level
- Group exercises and discussion
- Major chain of activities in maize-legume production
- Roles and responsibilities of women, men and children in the value chain process
- Market channels
- Accessibility/inequalities
- Existing support services
- Improvement measures
- Capacity Building at all levels

Jane closed the day with votes of appreciation

Evaluation

The group presented information in graphs of SDD and gender data. Below is a sample of some of the evaluation graphs.

Figure 3: Combined frequency distribution of participants' evaluation

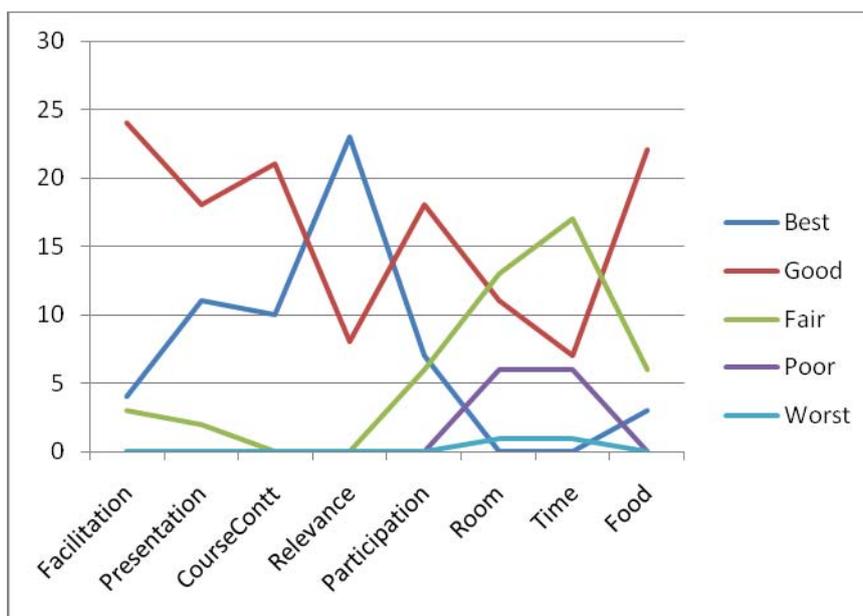
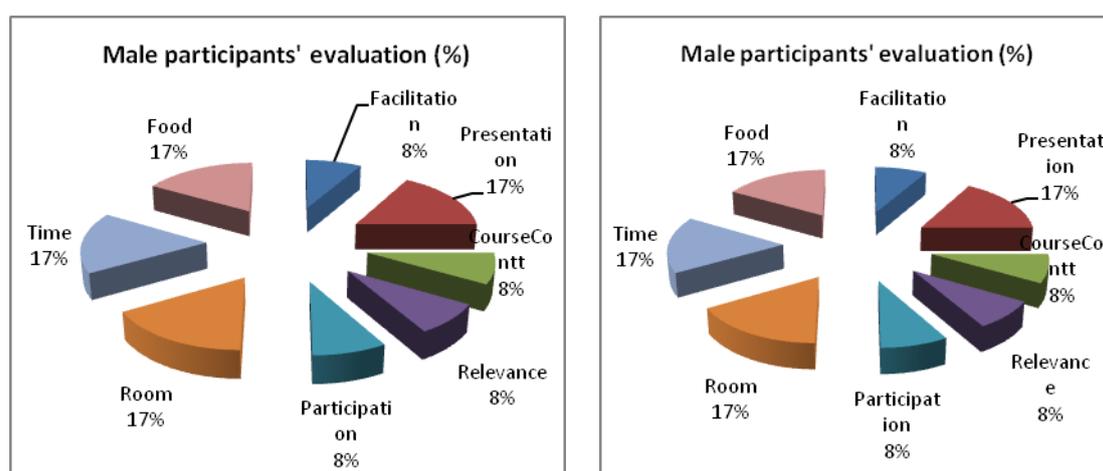


Figure 4: Male and Female participants evaluations



The Gender Expert threw more light on the use of colours in illustrations especially in the rural areas where interpretations may vary in accordance with the common practices. She gave several examples of similar incidents depicting equal opportunity that had varying interpretation in different religions.

Conceptual Building Blocks for Gender Analysis

Facilitator: Mrs. Forough Olinga - Gender Expert, ASARECA

The Gender Expert outlined the conceptual building blocks that are used in Gender Analysis.

- Gender Roles and valuation of labour
- Gender needs and interests
- Gender discrimination/bias
- Control of resources, opportunities and benefits – an example of a woman who sold a cow to save the husband's life was divorced because culturally she is not supposed to

sell a cow. Some people blame equal opportunities for the conflicts in homes despite the lack of progress that time.

- e) Constraints of participation etc.

These were further articulated in the table below

Table 17: Gender analysis framework

| Category of enquiry | Issues to consider |
|--|---|
| Roles and responsibilities <ul style="list-style-type: none"> • What do men and women do? • Where (location/patterns of mobility) • When (daily and seasonal patterns)? | <ul style="list-style-type: none"> • <i>Productive roles</i> (paid work, self-employment, and subsistence production) • <i>Reproductive roles</i> (domestic work, child care and care of the sick and elderly) • <i>Community participation/self-help</i> (voluntary work for the benefit of the community as a whole) • <i>Community politics</i> (decision-making/representation on behalf of the community as a whole) |
| Assets <ul style="list-style-type: none"> • What livelihood assets/opportunities do men and women have access to? • What constraints do they face? | <ul style="list-style-type: none"> • <i>Human assets</i> (e.g. health services, education) • <i>Natural assets</i> (e.g. land, labour) • <i>Social assets</i> (e.g. social networks) • <i>Physical assets</i> (e.g. IMTs, ICTs) • <i>Financial assets</i> (e.g. capital/income, credit) |
| Power and decision-making <ul style="list-style-type: none"> • What decision-making do men and/or women participate in? • What decision-making do men and/or women usually control? • What constraints do they face? | <ul style="list-style-type: none"> • <i>Household level</i> (e.g. decisions over household expenditure) • <i>Community level</i> (e.g. decisions on the management of community water supplies) |
| Needs, priorities and perspectives <ul style="list-style-type: none"> • What are women's and men's needs and priorities? • What perspectives do they have on appropriate and sustainable ways of addressing their needs? | <p>Needs and priorities</p> <ul style="list-style-type: none"> • "<i>Practical</i>" <i>gender needs</i> (i.e. in the context of the existing gender roles and resources e.g. more convenient water point to save women time and energy) • "<i>Strategic</i>" <i>gender needs</i> (i.e. requiring changes to existing gender roles and resources to create greater equality of opportunity and benefit e.g. increasing women's access to employment on roads) <p>Perspectives</p> <ul style="list-style-type: none"> • <i>Perspectives on delivery systems</i> – choice of technology, location, cost of services, systems of operation, management and maintenance |

Source: http://www.genie.ids.ac.uk/gem/index_sectors/infrastructure/in_tools1.htm

Introduction to Sex Disaggregated Data

Facilitator: Forough Olinga

The presentation was started with a question: ***How does the data generated succeed or fail in mirroring gender realities?*** The facilitator elaborated that number of time technologies are generated but the results are not seen in the field because of poor adoption. An example of the sweet potatoes which was much appreciated by men on evaluation proved not popular with women because of the poor cooking characteristics. It is thus important to know who does what in the activity clock in order to address the correct respondents. The starting point she said, is the collection of accurate gender disaggregated data in reporting which allows comparative analysis about realities of men and women and track the progress appropriately.

Table 18: Contribution of men and women in Agriculture

| Indicator | Female | Male |
|--------------|--------|------|
| Population | 51% | 49% |
| Labour Force | 76% | 20% |
| Planting | 60% | 40% |
| Weeding | 70% | 30% |
| Harvesting | 60% | 40% |
| Processing | 90% | 10% |
| Marketing | 10% | 90% |

Participants' observations

- Marketing was principally done by men
- When I look at the data, I do not see what men are doing.
- *In research you look at the secondary data and notice the lack of information. This will enable you to go back to the field and find this information.*

- It is not clear which crop was being analysed.
- *This is also important because there is a big difference between crop and food crops.*

- The type of activities are not reflected in the relationship between men and women, the variable of sex is not adequate.

- To me the data appears to have been picked on a single commodity, but what happens in household is multi-tasking.
- *A gender analysis using the activity clock would enable the researcher to identify other activities that may constrain the project implementation.*

- Assuming that men might be engaged in other activities, how come in this particular activity which it takes most of the women's time in marketing the percentage of male participation suddenly jumps to 90%.
- *This is another good point of investigation.*

The presenter added that to transform the above data into Gender Disaggregated Data there is need to observe the patterns and examine why they manifest in that manner.

Sex Disaggregated Data

She advised that the contribution of both men and women farmers should be reflected in the report and the challenges, choices, adoption of technology needs and constraints of both male and female farmers captured. An example of an occurrence of isolated diarrhoea in a community initially blamed on heritage was later revealed to be diet related. It is therefore note enough to identify the occurrence of certain patterns, but in gender you should find out the cause of the situation.

The Wellbeing of People

She reminded the participants that quiet often the wellbeing of beneficiaries or target group is ignored. She called attention to the importance of having baseline data on each activity in order to monitor changes and a review system that provides periodic updates of progress

toward social impact on people's well-being. A gender-informed organization ensures that its M&E system provides information **disaggregated by sex and other social variables**. An example given was of a huge conflict that resulted in a lot of deaths on Kagonya Island in Lake Victoria. While law enforcement agencies put the blame on people from neighbouring countries, a Gender Specialist who investigated the case discovered that the conflict was stirred by a group of migrant youth who were disfranchised by war in the north and their existence in purely Buganda group brought conflict not the Congolese who came for Hippo or Kenyans.

Five steps to Gender Responsive Project

The presenter outlined the steps to gender responsive project as;

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

Farmers ranking characteristics

The participants were shown the sets of data in the table below for discussion

Table 19: Farmer selection of tomato varieties in Kenya

| Criteria | Score | Rank | Rank- female | Rank-male |
|-------------------|-------|------|--------------|-----------|
| Plant Vigour | 22 | 12 | 10 | 12 |
| Maturity Period | 21 | 11 | 12 | 9 |
| Disease Tolerance | 6 | 2 | 3 | 3 |
| Pest Tolerance | 8 | 5 | 4 | 4 |
| Labour | 7 | 4 | 2 | 5 |
| Fruit Shape | 17 | 8 | 9 | 8 |
| Fruit Size | 15 | 6 | 8 | 7 |
| Fruit Colour | 16 | 7 | 6 | 10 |
| Fruit Taste | 18 | 10 | 7 | 11 |
| Storability | 17 | 8 | 11 | 6 |
| Yield | 3 | 1 | 1 | 2 |
| Marketability | 6 | 2 | 5 | 1 |

Source: KARI Conference on Gender and Agriculture)

Observations

- The data set is gender blind. For example it does not show who deals with cases of disease tolerance.
- Men are concerned with size because they are more interested and conversant with the marketing.
- Women are more interested in taste because of the culinary interests

- The different sexes have different interests and attributes.
- In labour you need to know why. You need to find out the reasons for ranking certain variables

From SDD to GDD

The facilitator clarified that the process of generating GDD from SDD starts with examining the large data set with SDD from which smaller data sets are prepared to examine structure (patterns) in data set. This followed by production of views (graphs, tables) to explore relationships, associations, results. This process needs skills on field facilitation and pre-testing and rapid appraisal to identify the target groups. A sample of village resource map below was shown as an example of a PRA tool.

Figure 5: Village Resource map for women and men groups in Kasitu Village, Uganda



The facilitator commented that though the maps represent the same village setting, they look very different. She explained that women do not usually move far from the homesteads while the men move further and are concerned with more resources so the men’s map indicates more resources. A resource map is developed to capture the perception of the community on their endowments.

She expounded that when the groups finish drawing the maps, a red pen is given to them to include what they wanted in future. In the case of the sample maps shown above, the women indicated things that were connected to their roles such as schools, church and the men wanted more communication networks.

Interpretation

Participants were told that interpretation involves looking at the patterns and relationships and making analytical statements. 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 SIMLESA.

Table 20: 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 |

The participants were shown the above data on impact pathway (SIMLESA) and asked to evaluate. The data was found to be gender blind. It was pointed out that this is the worry of SIMLESA because the data being collected is gender blind. To improve the situation another format was proposed to capture gender disaggregated data (Table 21 and 22).

Table 21: Format to capture Gender Disaggregated Data should

| 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 |

Table 22: Format to capture GDD in Maize and Legume Varieties

| Maize and Legume Varieties | | | | | | |
|-----------------------------------|----------|---|-----|----------|--------------------------|---|
| Year | Adoption | | | Location | Reason for adoption/ ... | |
| | W | M | Age | | W | M |
| 1 | | | | | | |
| 2 | | | | | | |

The above table provides data with the capacity to be transformed from SDD to GDD

Sustainability

The facilitator briefed the participants that the benefits of gender mainstreaming are in the sustainability attained therefrom. This is deduced from the evaluation of projects performance. Possible questions for measuring sustainability are;

- Will there be adequate ownership of the project by the stakeholders/ target groups/Beneficiaries? She clarified that ownership in this instance refers to the benefits not assets such as land.
- Will the project be adequately gender responsive?
- To what extent do the stakeholders participated in the Needs Assessment, planning and implementation?
- Will the new project contribute to gender equality? She pointed out that a lot of times the projects are technically sound but fail on sustainability because SDD was not collected.
- Do projects, promote self reliance and avoid habits of dependencies? (DPs- Donors) Projects that continue after the funding period are a motivation to development partners to continue investing in similar or another stage of the project.
- Do the implementers put in place a systematic, participatory monitoring and evaluation system at the pilot phase of implementation? Many areas with high levels of illiteracy require the development of special methods to enable their participation in monitoring and evaluation. Gender inclusive research needs to go beyond the known conventional methodologies and tools and develop innovative means that allow participation of all members in the community.

Discussion

- In some cases it is difficult to get women households ? and separate women involvement especially in a place where there is no separate crop or plot. How do we conduct the analysis?
- *This is a complex issue but there are tools which can be applied in a multi disciplinary team to discern all the concerns.*
- In SIMLESA the experiments the interest is on conclusions based on data. I see the data is good and when we go back we shall try to implement what we have learnt. Unfortunately the training has started after the project commencement and yet we would like to make conclusions on data gathered. How are we going to implement this gender training? Researchers are to some extent collecting SDD like recording the men and women on a field day.
- *The questionnaire for data collection was reviewed for gender sensitivity.*
- The trend in the adoption is visible but it is too early to know why.
- *Evaluation is not yet done so more questions could be asked. The most important is the comparative analysis between the countries which should be gender disaggregated.*

The speaker emphasised that the unit of analysis in Gender is an individual and not household. The challenge is how to get the voice of each individual in the household.

Gender sensitive and responsive research concepts

a) Generation of Gender Disaggregated data

The Gender Disaggregated Data (GDD) builds on SDD and reflects the status of all socio-economic groups in the community or target populations. 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

The production of GDD follows the steps outlined below;

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

Importance of GDD

GDD recognizes the human input/energy that is crucial to development. Currently, data on rural *producers* especially women is marginally relevant in policy-making hence GDD allows for more effective planning through better statistical representation.

b) Census and Surveys

Effective census and surveys must adequately address gender differentiation in land ownership and use, access to credit, training & extension services, technology and income.

Table 23: 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

The production of GDD is constrained by lack of reliable sources and precise information and data. There is inadequate concepts/definitions to allow effective generation of GDD as well as weak analysis and dissemination systems. Competition with other priorities also constrains the production of GDD.

From SDD to GDD

The process of transforming SDD to GDD involves looking at large data set with SDD from which smaller data sets are prepared to examine structure (patterns) in data set. Views (graphs, tables) are then produced to explore relationships, associations, results. GDD is generated from sex-disaggregated data using gender perspective and other theoretical frameworks with tools and methods appropriate to SDD and gender perspective. Both

quantitative and qualitative methods are used and indicators should be from gender perspective.

Five steps to Gender Responsive Research

- 1) Gender Responsive Research follows five basic steps of;
- 2) Identification of target group/respondent of both men and women across the age and location
- 3) Identification of gender issues for special treatment
- 4) Gender analysis and the use of appropriate gender tools
- 5) Generation of SDD
- 6) Analysis of GDD and interpretation

Session II

Group Work

Session III

Moderator: Domingos Fenaisse

Facilitator: Daisy Namono

Gender Responsive Budgeting

Facilitator: Dr. Daisy Namono –Consultant, CELSOL Consultants

The facilitator shared with the participants that past efforts on Gender Responsive Budgeting (GRB) have been lead by International Organisations as a means of holding Governments accountable to international commitments to gender equality such as the CEDAW and Beijing Platform of Action. Increasingly, however, funders are demanding for GRBs from their partners as a way of assessing prioritisation of needs and allocation of resources among others which has compelled project managers to begin considering gender concerns in the budgets. Quite often this has been depicted as an allocation of funds on a budget item termed ‘gender’ without any clear activities and outputs delineated.

What are Gender Responsive Budgets and Gender Budgets?

A gender responsive budget is a budget that acknowledges the gender patterns in society and allocates money to implement policies and programmes that will change these patterns in a way that moves towards a more gender equal society.

Gender Responsive Budget is a policy analysis that goes beyond words on paper to check if money is allocated to implement the words, whether money is spent as allocated, who money reaches and whether money changes ‘bad’ gender patterns in society. It acknowledges that the budget is the most important policy of government because without money no policy works.

GRBs are not about separate budgets for women, men, girls or boys or setting aside X% for gender/women neither is it about money for women councillors to control nor 50% male 50% female for every expenditure and it is definitely not about ‘women’s needs’.

Gender and GRB take into consideration concepts such as unpaid care work (housework, cooking, caring for kids, aged and sick people, etc) which is not captured by national accounting systems when calculating GDP. Unpaid care work is almost entirely performed by women and if it is not done society will be less efficient & less healthy and happy. Women in most cases perform the services like health and care services which should ideally be performed by government.

Categories of Gender Responsive Budget Analysis

There are three categories of GRB;

- a) **Targeted gender-based expenditures** looks at specific gender concerns e.g women's health programmes, special education initiatives for girls or special education programmes for boys in pastoralist communities.
- b) **Equal employment expenditure on government employees** focuses on creating opportunities for those with few entitlements to enable them compete within the mainstream. Examples include training for clerical officers or women managers and *provision* of crèche facilities
- c) **General budget expenditure judged for impact on male and female** considers who needs action and the amount to spend on the activity such as who needs adult education & how much spent on it? Or who are users of contraceptive services?

Data requirements for Gender Budgeting

GB is reliant on data to develop evidence based policies, programmes and budgets. Data is needed at various stages such as identification of the needs of men, women, girls and boy, to reflect delivery of the programmes and projects – how many men, women were reached and to show impact of policies and programmes on the society. Relevant data comprises of Sex and Gender Disaggregated Data.

Steps of GRB

GRB follow five steps which were given as;

- a) Describe situation of women & men, girls & boys (and different sub-groups) in the sector
- b) Check whether policy is gender-sensitive i.e. whether addresses situation described or '**Activities**'
- c) Check that adequate budget is allocated to implement gender-sensitive policy or '**Inputs**'
- d) Check whether expenditure is spent as planned or '**Outputs**'
- e) Examine impact of policy & expenditure i.e. whether it has promoted gender equity as intended '**Outcomes**' or '**Impact**'

A rights-based approach

The participants were apprised of the rights-based approach to GRB which assesses State commitments to women's rights (international HR standards, domestic laws etc.) through identifying existing gaps obstructing attainment of women's rights and necessary interventions and distinguishing between budget policies that treat women as autonomous citizens and those that treat them as "vulnerable groups", "reproduction tools", "development instruments" to ensure meaningful participation of all groups involved in budget policy making.

Gender Budget Initiatives

The participants were informed that gender budget initiatives are diverse and known by different names such as; women's budgets, gender sensitive budgets of applied gender analysis. These initiatives are classified according to actors, focus, level or timing. Some examples were given as;

- **Actors:** Government-led versus Civil Society-led versus Parliament-led
- **Focus:** Full budget versus selected sector.
- **Focus:** Sector (e.g. health) vs problem (e.g. gender-based violence)
- **Focus:** Expenditure vs revenue
- **Focus:** Recurrent vs development
- **Level:** National vs district
- **Timing:** Post-budget analysis and/or monitoring vs in-process budget formulation

Advantages of GRB

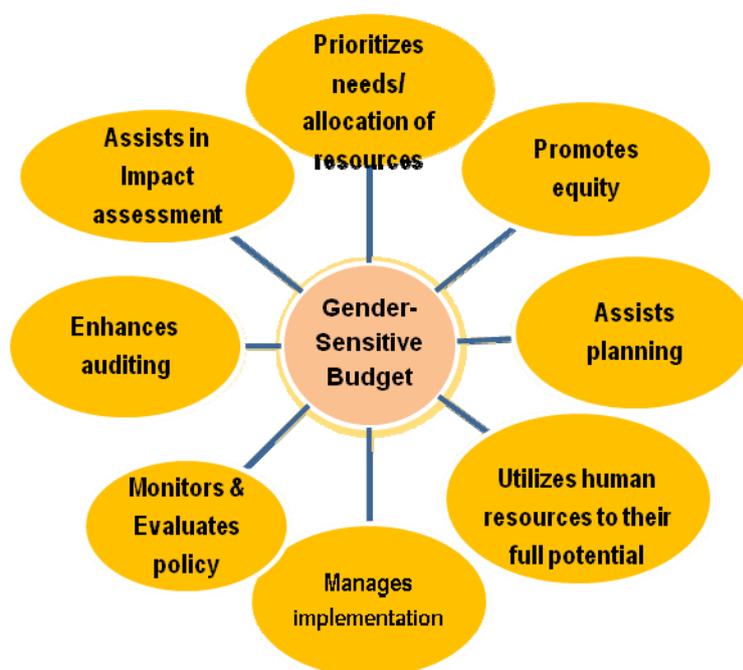
The benefits of GRB were listed as;

- a) Improved accountability of governments and representatives towards gender equality, women's needs and empowerment and women's rights as in CEDAW and Beijing PFA
- b) Improved efficiency by ensuring that those who need it most benefit from public expenditures
- c) Improved transparency and reduced corruption.
- d) Informed participation of women in planning and budgeting policies

SIMLESA context

Gender Responsive Budgets in programmes/projects can only be possible if gender needs have been identified and adequate and requisite data has been collected during the process. Unfortunately SIMLESA has not been collecting Gender Disaggregated Data which might constrain the process. There should be comprehensive Gender Analysis conducted and measures to address imbalances identified.

Figure 6: What a Gender Responsive Budget Can do attribute



Discussion

- In my country we have a Min. of Women. Is this part of the gender budgeting? *The development of Gender machinery is part of the International commitments that govt. must comply with. The presence of the ministry denotes a favourable political environment for gender budgeting and a platform for developing*
- When it comes to a project, unless we put it in the indicators how are we to evaluate and monitor?
 - *If the indicators are already developed, there should be an opportunity at evaluation to adjust and include gender indicators.*
- When collecting data on different sexes, certain expenses e.g. extra days needed for trainings, extra days to collect data should be incorporated into GR budgets. Alternatively a column on gender concern could be opened and budgeted on, this ensures needs and priorities are embedded into the budget.

Day Four – 25th February 2011

Session I

The day started with spiritual reflection.

Recap and Evaluation of Day Three

The recap and evaluation of day three was presented by group 3 as follows;

Session 1

Moderator: Benjamin Chisama: Facilitator: Forough

A general prayer was made by forough Olinga

The moderator welcomed participants to day 3's sessions.

Day 2's recap was presented by group 2.

Comments from day 2's recap

When presenting evaluations they need to be repackaged to be tailored to ordinary people. Presentation would be in form pie charts and graphs.

Review of day 2 key concepts

A review of day 2's concepts was done.

- Gender equality – Participants were advised to focus on the term *Equal opportunities* examples, giving chance to children of both sexes to go to school.
- **Note:** when in the field, researchers should address issues with community in terms of equal opportunities and not gender which is a sensitive issue.
- Prophet Buddha's case story proved that men and women have equal opportunities although the term "Equal opportunity" can be interpreted differently.
- Building on day 2's sessions a review of gender analysis tools was made. An introduction to Conceptual Building Blocks was made. A review of productive roles and reproductive roles was also made.

Gender needs and interests

Key points

- People have unknown prejudice with regard to resources allocations. It is important therefore, to look at biases, voiceless people and how they have ownership and access to resources.
- It is important to understand the differences between access to and control of resources.

Discussions

Examples of unjust structural norms in societies were discussed by participants.

Case 1 - Kenya-Source (*Nation news paper*)

- A case story of a woman who was thrown out of her home by a council of elders after rescuing her husband's life by selling their asset, a cow at home.

Case 2 - Kari Kenya- *The plough technology(Mwea)*

- Cultural beliefs affect development of technologies.

- When conducting evaluation on technology on ploughs. Men were happy with the technology while women were not.
- Lesson: It is appropriate when evaluating technologies to separate the sexes in Focus Group Discussions to get core issues.
- In certain regions baganda women cannot use a bicycle and pump technologies because of cultural issues.

Case story 3: Disciplining the cows (Jadwong)

Key points

- Culture is important in society, but people use it to cause harm to people.
- Culture can be corrupted.
- FGM is cultural but only recently it was made a crime.
- Culture is a tool to bring people together only certain practices are to be looked into.

Case story 4: Sweet potatoes

Men gave less data and women gave in depth data on the taste and cooking. Therefore activity analysis is required when looking at sexes.

Key points

- Men and women Focus Group Discussions should be separated to get perspectives separately.

Key Question

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

Introduction to Sex Disaggregated Data (SDD) and Gender Disaggregated Data (GDD)

An introduction of Sex Disaggregated Data and Gender Disaggregated Data was made and tables with data were used for discussions.

Linking SDD and GDD to research

Plenary Exercise

Table 1: Difference between sex and gender disaggregated data)

- Uganda what patterns do we see?

Discussions

- From the data you don't see what men are doing. The story may not be complete.
- It is not understood which crops are talked about (Is it women or men's crop is it a cash crop or food crop?)
- Look through the conceptual blocks and investigate. E.g. justice.
- The variable of sex is not enough in analyzing the data include e.g. age
- In order to make it to gender data we look at patterns of activities and relationships. Questions not clear enable us to go back to the field and find gaps. Answers to (why question) take research to higher levels of analysis.

Session 2: Transforming from Sex Disaggregated Data to Gender Disaggregated Data

Key issues

- Contribution of both men and women farmers should be reflected.
- Challenges, choices, adoption of technology needs and constraints of both male and female farmers need to be captured.

- It is important to ask many questions on (Why).

The Well being of people

To monitor changes, each activity needs to have some baseline data

Key issues

Disaggregate data by age and location. Make patterns.

Table 2: Farmers' ranking Characteristics (Farmer selection of tomato varieties in Kenya)

- The table has valuable information but is gender blind. The data is not sex segregated. Different sexes have different information.

Table3: Farmers' Ranking

- Includes sex segregated which precisely answers the Why question.

From SDD to GDD

- The process of transforming SDD to GDD was discussed at length.
- To generate SDD to GDD pretesting and skill on field facilitation is very important.

Village resource map for Kasitu village

Key issues

- Ask (what) questions to villagers
- Look at patterns and relationships. Make analytical statement. Are there meaningful patterns, associations, relationships etc.

Table 4: Impact pathway (SIMLESA)

Discussions

- The data is gender blind.
- Ask how do we go back
- Suggestions: Include number of farmers reached by sex, location and age.

Table 5: Maize and legume varieties

- Add new pattern e.g. age, location, reason for and against adoption

Sustainability

Key issues

- Ownership of projects is important to bringing about participation.
- SIMLEASA needs to conduct a needs assessment.
- Consider Gender equality in relation to new projects.
- Promote self reliance culture.
- Participatory Monitoring Tools should be used in projects.
- Balance women and men voices in consultations at all levels. e.g. use separate Focus Group Discussions.

Discussions

- Considering women and men at all levels in some places there are women headed household, in places where there are no separate crops how do we manage the analysis?

Answer: It is a complex issue. There are tools of analysis. Have multi disciplinary groups in conducting research to share information from various lenses.

- In SIMLEASA project the concern is the training has come after project commencement. How will the training help make several conclusions on data collected.

Answer? To some extent sex disaggregated data has been collected e.g. in field days. Adoption level in SDD can be included.

- The gender Sensitive and Responsive Research: Concepts were introduced.
- Group work was given to the 4 groups.

Session 3

Moderator: Domingos Feniase : Facilitator: Daisy Namono

- An overview of Gender Responsive Budgeting was made. The 3 categories of GRB analysis were looked at. Data requirements for gender budgeting was discussed.
- 5 steps to gender Responsive budgeting were tabulated.

Key issues

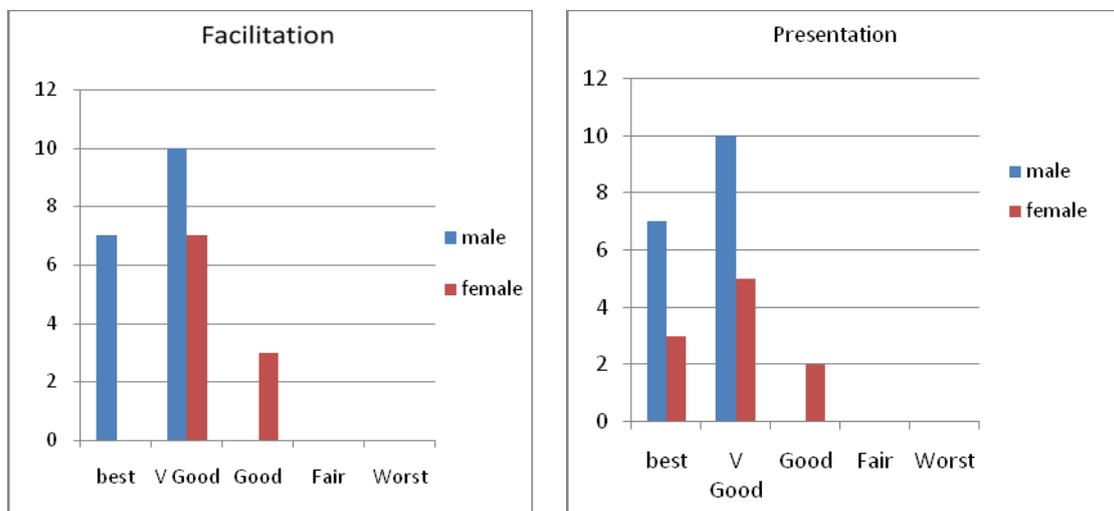
- The relevant data to GRB comes from SDD and GDD.
- Gender budget initiatives were diverse. The benefits of gender responsive budgeting were outlined.
- Projects should collect adequate gender disaggregated data and identified the gender needs.
- Comprehensive gender analysis should be conducted.

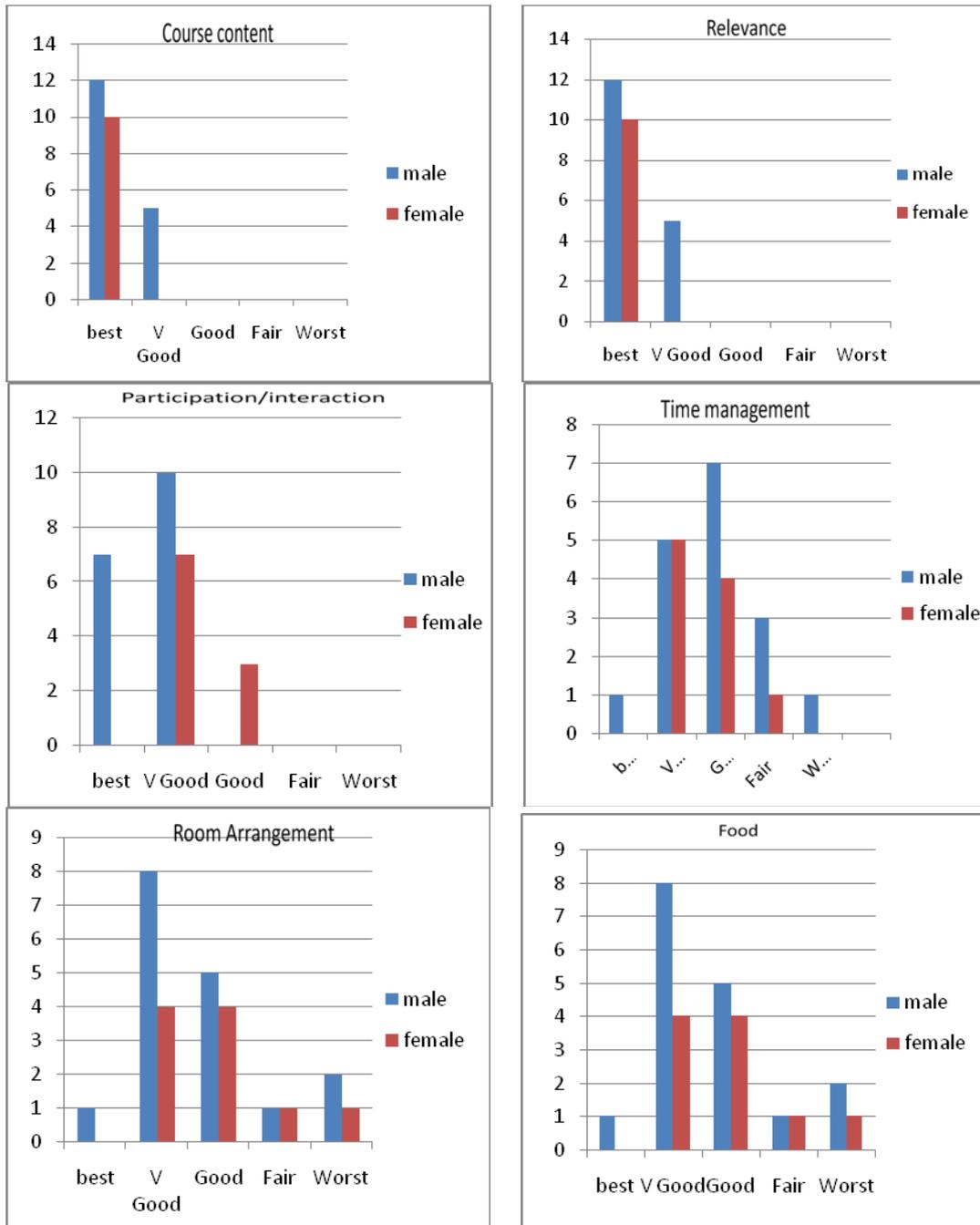
Discussion

- At the planning stage how can we use sex or gender disaggregated data. I don't know how we can estimate the number of men and women reached unless
 - *Gender planning like budgeting is very important. When you were planning in the past, what document did you use? We get secondary data from the census that carries the numbers of men and women. The problem is when you are planning you don't know how many are working on the farm and others may not work on the farm. You need to do a situation and do an analysis. Unfortunately most secondary data is gender blind so there may be needed to do some other baseline survey.*
- When we are targeting the number of farmers in SIMLESA it is the same as number of households and in the family it is assumed that all members are reached by default and it difficult to categorise how many members are women and how many are men.
 - *Whether it is a man or women headed household may not be important but the realisation that even the households are not homogenous.*

Evaluation

Figure 7: Graphs of Evaluation Day 3





Discussion

- What is the purpose of evaluation?
 - Purpose was twofold; first was to learn how to undertake sex disaggregated data. The second purpose was to learn how to do analysis even narrative analysis. If there is something alarming that needs to be changed, the evaluators should bring it to the notice of the facilitators even before the presentation.
- How do you see the relationship between the two groups?
 - The men tended to score higher for all the parameters.

- Analysis is very good, but when it comes to food and room, it is important to give a feedback to the hotel management. If you can find the reasons for these responses we can use them.
- In fact we have been making these evaluations from day one and yet nothing has been changed. Even the food, we have been complaining of too much meat, but things have remained the same.

Group presentations

Exercise 4

“Linking the Gender Analysis Skills to Practice”

- 1) *Culture and tradition play a very big role in the construction of gender roles and relations. Discuss the above statement from a gender analysis perspective.*
 - Culture and tradition (customs, beliefs, stories, songs passed on generations) play a significant role in the construction of gender roles and relations. Culture and tradition inculcates certain behaviours amongst different sexes for example; Right from birth the child’s sex is significant to construction of gender roles and relations. Different sexes are taught roles and different responsibilities. For example, boys are encouraged to be tough, fighters and aggressive while girls are taught to take up caring roles, cooking and washing. Rites of passage for boys e.g. circumcision teaches them to be men, take charge and command while for girls in marriage it teaches them to be submissive and never to talk in front of spouses. In death different sexes are organized for burial ceremonies differently. In Kenya a man’s burial are regarded highly, 4 or more bulls are slaughtered while in a woman’s burial 2 or 1 bull would be slaughtered. Tradition even dictates who has access to and control over resources for example land which would thus affect agricultural activities for women. Women are culturally designed to take the back seat in homes and meetings this affects their decision making at various levels in society be it in health issues and education matters.
- 2) *Explain the difference between the sex and gender and how gender roles influence Gender Division of Labour (GDL).*
 - Sex refers to the biological differences between men and women. Examples, beards and Adam’s apple among men and breasts among women. Gender roles are social attributes given to men and women as dictated by society. In different culture men and women have different roles and access to and control over resources. The division of labour originates from roles attributed by society to every sex. How roles are distributed varies with different communities. Examples in Kenya in agriculture women break the land, weed the crops. Men on the other hand have control over the land and therefore are involved in selling the products. Technologically advanced jobs such as flying aeroplanes is usually perceived to be done by men. Hard strenuous jobs such as being a soldier are perceived to be a man’s job.

Session II

Group Presentations

The previous day, the groups had been given a data set shown below to discuss in their groups and respond to the questions that followed.

EXERCISE 7: Type of data sets

Table 1: Common Crop Grown

| Parish | Crops | Estimated acreage |
|--------|-------------------------|-------------------|
| A | Coffee, Vanilla, Banana | 540 |
| B | Coffee, Vanilla, Banana | 450 |
| C | Coffee, Vanilla, Banana | 680 |
| D | Coffee, Vanilla, Banana | 700 |

Table 2: Formal Education attained by parish

| Parish | Primary | | Secondary | | Tertiary | |
|--------|---------|--------|-----------|--------|----------|--------|
| | Male | Female | Male | Female | Male | Female |
| A | 300 | 340 | 40 | 20 | 4 | 2 |
| B | 200 | 300 | 10 | 14 | 2 | 1 |
| C | 149 | 247 | 50 | 40 | 20 | 14 |
| D | 237 | 324 | 49 | 37 | 15 | 9 |

Table 3: Information flow

| Parish | No. HH Possess Radio | No. HH Possess TV | No. HH Access News paper |
|--------|----------------------|-------------------|--------------------------|
| A | 1004 | 58 | 10 |
| B | 330 | 4 | 4 |
| C | 509 | 44 | 30 |
| D | 1724 | 100 | 20 |

Tasks:

A:

1. Identify the type of data in the above table. (Sex disaggregated, Gender Blind, Gender disaggregated?)
2. Identify the gender issues for special treatment
3. Suggest ways of improvement to capture more accurate data for analytical purposes

B:

1. Conduct comparative analysis between the three tables, examine patterns of differences between the parish data set with gender lens
2. Produce views (graphs, tables) to explore relationships, associations, results

C:

1. Analyze the education format on the basis of :
 - future development of agriculture and food security
 - the child's wellbeing
2. Develop an analytical statement (qualitative and quantitative) to the ministry of agriculture and education on your findings.
3. Develop indicators for food security at community, house hold and individual level.

Below are the amalgamated presentations of groups and samples of graphs.

1. Identify the type of data in the tables (Sex disaggregated, Gender Blind, Gender Disaggregated)
2. Identify gender issues for special treatment

3. Suggest ways of improvement to capture more accurate data for analysis purposes

Table 24: Gender Data Analysis of Parishes

| | Table 1 | Table 2 | Table 3 |
|----------------------------|---|--|---|
| Data type | Gender Blind | SDD | Gender Blind |
| Gender Issues | Roles not captured | Age not captured | Household population not captured |
| | Data not disaggregated by gender | Distance from school | Time spent not captured |
| | Doesn't differentiate who is benefiting | Doesn't differentiate the locations (What is A, B, etc). | Level of income/purchasing power parity |
| | Doesn't show entitlements | It doesn't show the distribution of students in various grades | Status of education |
| | Doesn't show the locations of the parishes | It doesn't capture other gender categories (disables, HIV/AIDS positive) | Access to information tool at household level |
| | Doesn't show the ages | Few females are attending high levels of education | Type of information accessed |
| | Doesn't show who is in control | Parish C is relatively better than others in sending female | Availability of means to operate the information tool |
| Ways of improvement | Include sex disaggregated data | Population, Age, Roles, other activities they are involved in, Distances from schools | Type of household head (woman, man), Household population Income, |
| | Specify the locations for parishes | The table should capture ages | |
| | The acreage should be disaggregated according to the crop | The table should capture the location | |
| | Need to capture information on the yield disaggregated by crops | It should include other gender categories | |
| | Information on the average prices of various crops | There is need to get data on factors that affect school enrollment and retention rates | |
| | Show the marketing channels | | |
| | Capture income levels | | |

Section B

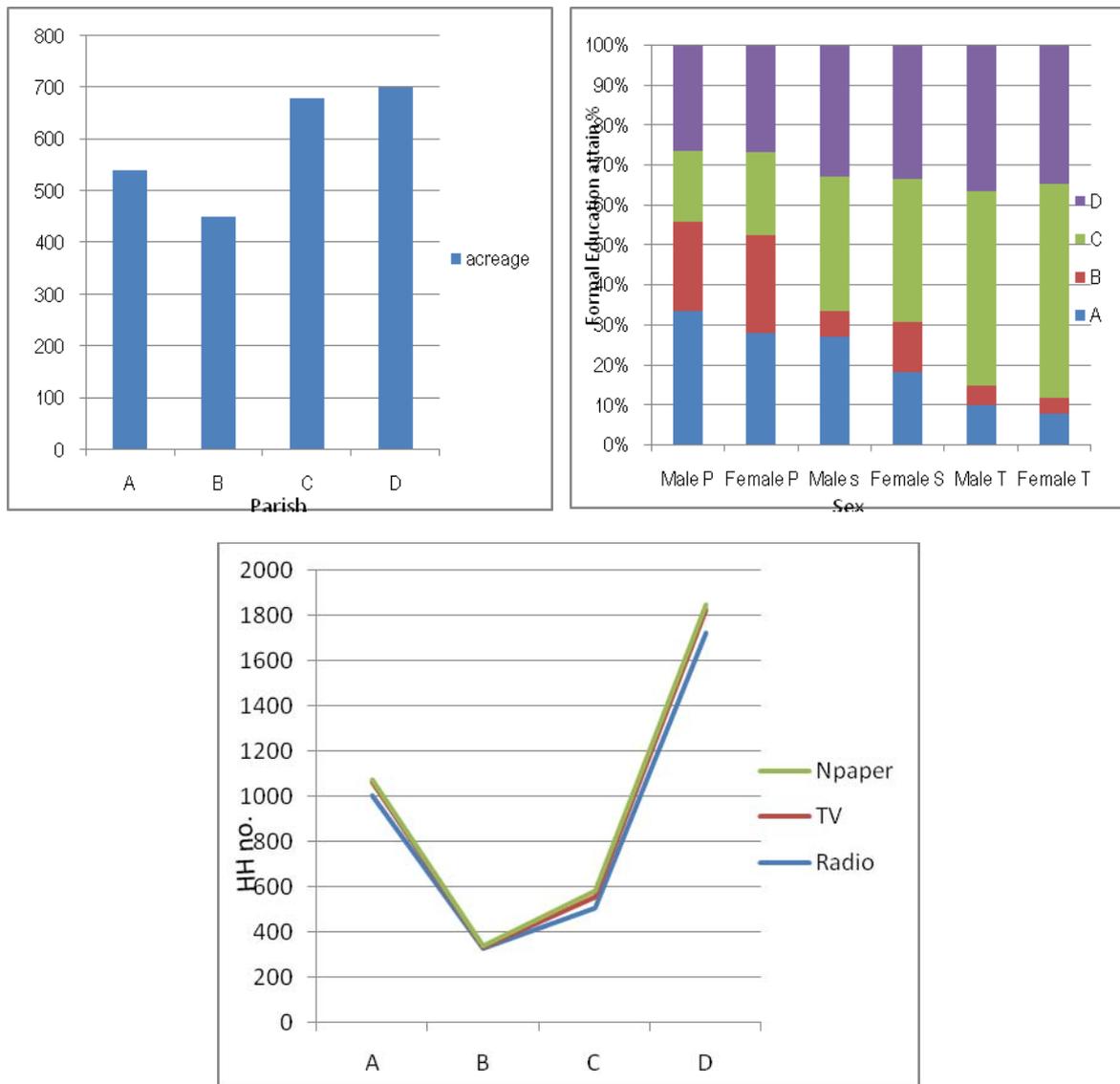
1. Conduct comparative analysis between the three tables, examine patterns of differences between the parish data set with gender lens

- a) Parish C, D has more women in secondary and tertiary and they are the ones who have higher acreages

- b) Village B with lowest area under crops also shows relatively lower access to media, Radio, TV, News paper In Parish C & D is a situation where the acreage is high more children attain secondary and tertiary education.
- c) In parish C land acreage is high but fewer children attend primary education. The assumption is that some children are used as labour force
- d) In Parish D the acreage is high and still more children attend primary this could probably because there is technology to substitute child labour
- e) Higher acreage of crop grown in Parish C & D enables more children to attain secondary and tertiary education compared to A & B parish
- f) In parish A & B the land sizes are small and fewer children attained primary, secondary and tertiary education

2. Produce views (graphs, tables) to explore relationships associations results

Figure 8: Sample graphs



Section C

1. Analyse the education format on the basis of;

i. *Future development of agriculture*

- Increased education among boys & girls (as future farmers) might likely lead to ease of adoption for upcoming agricultural technologies
- Increased number of children in tertiary education presents an opportunity for the parishes to have a pool of skilled personnel who might work in agricultural extension and research
- Low acreage and low levels of education as seen in Parishes A and B could worsen food security situation
- Capacity building in needs identified areas required

ii. *Child's Wellbeing*

- Increased number of educated parents will likely lead to:
 - Improved hygiene for the children
 - Increased motivation for the child to be in school
- The more acreage, the more income to households and the higher the opportunity for school enrolment as seen in C and D
- Advocacy and awareness about child right and educational development initiatives needs to be promoted

2. *Develop an analytical statement (quantitative and qualitative) to the ministry of agriculture and education on your findings.*

- Ministry of Education and Agriculture should promote strategies to ensure retention of girls and boys who enroll into primary schools in parishes, such that at least 50% of the children (especially girls) who enroll reach the tertiary level. This will enhance the availability of skilled work force for improved agricultural production.
- Improving gender responsive access to and control over productive resources, extension services and agricultural inputs through gender sensitive planning coupled with improved access to correct and accurate information.



Group work

3. *Develop indicators for food security at community, household and individual level*

Table 25: Indicators for food Security at community, household and individual levels

| Level | Indicator |
|--|---|
| Individual | No. and type of meal |
| | Acreage of grown crops |
| | Education attainment |
| | No of women & men growing cash crops |
| House hold | No of men & women growing food crops |
| | Per capita food consumption |
| | No. of assets |
| | Access to social service |
| | No of acreages owned by a household |
| | No of meals consumed by the household |
| | No.& types of livestock kept |
| | No of men & women accessing agricultural technologies |
| | Percentage of household income used to purchase food |
| | Community |
| Less food aid dependence | |
| Low level of malnutrition | |
| Presence of social service | |
| Intensification of agriculture | |
| Types of food products sold at markets | |
| Volume of food in community stores | |
| Prevalence of household income used to purchase food | |

Table 26: Exercise on Strategic and Practical Gender Needs

| Gender needs in a rural set up location (Specific rural community) | PGN | | SGN | |
|---|------------|----------|------------|----------|
| | M | W | M | W |
| Reduce distance to water source | | √ | √ | |
| Targeting reproductive health care services | | √ | √ | |
| Decision-making capacity | √ | | | √ |
| Socialization of children to take any roles in society | | √ | √ | |
| Promotion of science and technology programs in the education system | √ | | √ | |
| Leadership courses and technical skills | √ | | | √ |
| Provision of loan and credit facilities to buy homes | √ | | | √ |
| Generation of employment opportunities | √ | | | √ |
| Increase income earning opportunities | √ | | | √ |
| Adjusting social norms sanctions to make it acceptable | | | √ | √ |
| Training in maintenance of water pipes and irrigation equipment | √ | | | √ |
| Improving access to productive assets e.g. legal status, land ownership and bank accounts for loans | √ | | | √ |
| Involvement in child health care services | | √ | √ | |
| Convenient location of water pipes close to homes | | √ | √ | |
| Provision of ante natal and post natal care | | √ | √ | |

Gender Mainstreaming in Organization

Facilitator: Forough Olinga –

The presentation on Gender Mainstreaming in Organisation started with the highlights on the present condition of development which is characterised by expanding role of private sector, increasing decentralization in decision making, demand and expectations on transparency, increased stakeholder participation, emergence of mechanism that promote equal opportunity and collective decision making and increasing ability of the masses that can articulate their aspirations and needs. Present social systems show patterns of dependency and poverty accompanied by great disillusionment and increased corruption. It is no longer possible to maintain the social systems which undermine justice and equality for social progress since the old system is innocently incapable of leading humanity to prosperity.

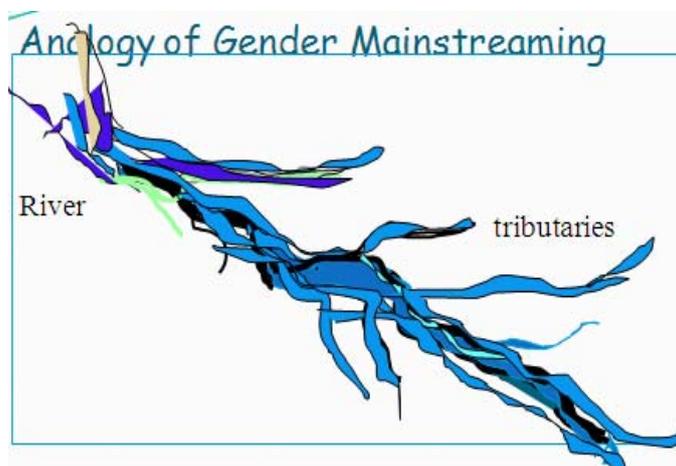
New Systems and changes are directly related to the necessity of comprehensive and technically sound approaches such as:

- Relevant Gender Participatory approaches
- Gender analysis
- Precise database/Gender Disaggregated Data (GDD)

The gender mainstreaming approach is necessary to harmonize and make an enabling environment. Gender Mainstreaming into research institutions is a welcome opportunity for SIMLESA's Action Plan 2010-2013 to pursue economic growth and build the service delivery process relevant to the social realities of the people at the grass roots – the most crucial force moving at the heart of Research in Agriculture. Legitimacy of gender equality as a fundamental value is reflected in development choices and institutional practices.

The ultimate goal of GM is equal opportunities and participation in, and benefit from development initiatives for both men and women. It involves identifying and removing constraints that may deter the effective participation and/or benefit of women, men across social economic ladder from the SIMLESA Project.

Gender mainstreaming is like a river flowing along its route with tributaries signifying activities at various points of entry along the river.



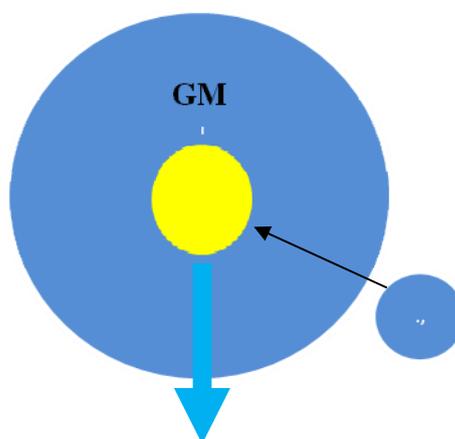
Gender Mainstreaming in Organization follows 5 Ps representing:

1. Philosophy/culture
2. Planning
3. Programming
4. Processes
5. Practice

Among the Ps, Philosophy and culture have been found to be most difficult while processes are most challenging since they require changes in policies and procedures.

Issues to note is that Gender mainstreaming is pursued form the center rather than from the margins.

Figure 9: Issues to note in Gender Mainstreaming



Gender equality as a fundamental value in SIMLESA

Gender Equality must be reflected in:

- ✓ Organization development choices
- ✓ All projects, proposals and all the 7 Programmes, units in the context of regional differences by gender.
- ✓ Institutional practices:

Gender sensitive:

- environment
- Facilities
- Social interactions /norms (culture)
- Staffing
- Carrier development
- Recruitment
- Leave
- Promotion etc.

Information - channels of information needs to capture how projects results affect all categories of target groups differently. The lessons learned should be "translated" into operational principles for project adaptation, if needed; to allow adjustment of new initiatives to meet both women's and men's needs across the socioeconomic.

GM & Financial Reporting & budgeting

Financial reports need to be honest and transparent to all stakeholders. There is need for further reflection and narrative analysis through quality rating review, for relevance and sustainability, (social impact assessment) e.g. economic growth, gender equality. Consultations to design appropriately for next phase allocation of resource (based on SDD) need to be conducted and provision of gender concerns inbuilt in all budget lines otherwise for now, a column added as gender concerns.

Challenges require changes in the institutions procedures and operations to those which can respond to all needs, priorities and requests of male and female in organisation and the field.

In conclusion the question should not be that of integration, but the nature of development which creates and re-enforces inequalities between men and women.

Moral Dimension to GM - Projects/ programmes need to be tailored to the realities of rural poor male and female. However, transformation in the mind-frames of the people involve the social and legal structures.

Session III

Way forward

Facilitator: Forough Olinga –

The participants were asked to work in groups of their countries using the guidance below come up with a way forward for the SIMLESA programme on handling gender concerns.

1. Identify the gender-related challenges you have been experiencing during the implementation of SIMLESA activities in your country.
2. Suggest the appropriate strategies to address these challenges.

The participants made the following presentations on their discussions;

Table 27: Way Forward Mozambique

| Gender Related Challenges | Strategies |
|---|---|
| 1. Institutional Level | |
| <ul style="list-style-type: none">• No Gender specialist | <ul style="list-style-type: none">- Recruit a gender specialist- Recruit women- Capacity building programs |
| <ul style="list-style-type: none">• Low number of women involved in the SIMLESA activities (research and extension) | |
| 2. Community Level | |
| <ul style="list-style-type: none">• The farmers involved are men | <ul style="list-style-type: none">- Establish gender sensitive criteria to select the farmers- Focus discussion groups |
| 3. Research Level | |
| <ul style="list-style-type: none">• Data is not gender sensitive | <ul style="list-style-type: none">- SDD and GDD- Gender analysis- Indicators gender sensitive |

Comments:

- The activities in the project are gender blind. This is true and all this has been discussed here and the problems are reflected in the presentation. We have no gender sensitive data because it was not planned for. We can however try to include gender issues by first trying to have more women farmers in order to collect gender disaggregated data.
- My concern is in the strategies where you talk of recruiting a woman gender specialist; can't a man be a gender specialist?
- *You are right because prior to this course the invitation stated gender balance of the participants in anticipation of having some men championing the gender mainstreaming in their institutions.*
- On the gender blindness of SIMLESA, the project was developed without the involvement of the gender speciality therefore one of the project activities is to integrate gender issues and M&E which were assigned to ASARECA because the designers did not have adequate capacity. ASARECA was given the concern to ensure that the project is gender responsive and our future responsibility is to learn gender mainstreaming to ensure that the project is gender sensitive and also make our plans comprehensive.

Table 28: Way Forward Malawi

| No. | Challenge | Strategies |
|-----|---|---|
| 1. | Gender Needs Assessment was not done at the initial stage of implementation | Conduct a gender needs assessment |
| 2. | Selection criteria for participating farmers was not gender sensitive | Selection criteria for participating farmers to be based on gender needs. (PGN and SGN) at all levels |
| 3. | Women and vulnerable farmers participating in the project have less decision making power over land | Increased awareness of gender issues to empower women and vulnerable farmers |
| 4. | Data collected is not disaggregated | Collect gender disaggregated data |

Kenya

Identify the gender –related challenges you have experiencing during the implementation of SIMLESA activities in your country.

Gender related challenges

- Time consuming to mainstream gender
- Shortage of technical expertise in gender
- Difficulties in finding male based self groups
- Gender based planning and budgeting was not done
- Data collection was be based on households
- Baseline data was collected after the initiation of the project
- There are more men researchers than women in certain locations
- Few younger scientists, researchers and extension people are available for mentoring
- There is skewness in training e.g. early training in agriculture economics and very little in gender and social related issues.

Suggest the appropriate strategies to address these challenges

- Involve as many stakeholders as possible in project implementation
- Capacity building existing personnel in short term courses
- Sensitize both men and women on group dynamics
- Considering planning and budgeting as a continuous process
- Refocus the data to reflect on individuals
- Identify individuals within the stakeholders that can be capacity build
- Broaden scope of courses to incorporate other disciplines

Participants' comments

- The first challenge of time management is not clear? What we meant is that gender takes time and we may not have time to undertake gender mainstreaming. This could however be overcome by involving stakeholders that have knowledge on gender.
- You mean gender mainstreaming can only be managed by certain people. This is at project level, so if a researcher is caught up with other activities they may not have time. It was observed that the individual implementing seed or natural resource aspect should be responsible for gender mainstreaming. It was clarified that the researcher, extension and stakeholder should all be aware of gender concerns pertaining.
- The group was conceptualising the fact that the SIM stakeholders may not have skills and knowledge on gender to enable them monitor.

Table 29: Way Forward Ethiopia

| Challenges | Strategies |
|---|--|
| <ul style="list-style-type: none"> • Difficulty in addressing the interests of individual members of household • Cultural influences (women and children are not encouraged to make decision and freely express their ideas) • Decision making and accesses to resources • Gender blindness in project planning | <ul style="list-style-type: none"> • Involving in women in project planning, implementation, monitoring and evaluation • Training/awareness creation on gender roles and relations at household and community level • Include gender concerns during the implementation of the project wherever possible • Institutionalizing gender in all GO and NGO offices Gender mainstreaming at community level |

Table 30: Way Forward Tanzania

| Gender related challenges | Suggested strategies |
|---|--|
| Land ownership dominated by men | Involvement women must be given equal opportunities |
| No gender sensitivity in the division of labour | Involve family members in the gender roles identification |
| Gender needs assessment not conducted | Conduct a gender needs assessment |
| Generally, gender mainstreaming not given priority during project initiation and implementation | Mainstream gender in all project activities, beginning with a needs assessment |
| Gender specialists missing | Recruit through capacity development |

- The general observation was that those implementing the program were not aware of the planning process apart from the few who went to Nairobi.
- Second challenge – is it sensitivity or responsiveness.

Participants' Comment

- We have been here for 4 days studying gender and at this adult age, we are beginning to understand gender. How can we put this in the school curriculum so that we can inculcate the gender principles at an early stage?
- In Ethiopia, the Ministry of Education has included gender in the school curriculum. Some universities have reviewed their curriculum into their courses.
- *In African, Tanzania was the first country to appreciate gender and it is moving very fast. SIMLESA has ten countries and so far we have only done two trainings at which we endeavour to invite government officials who take it to higher levels. At whatever point it is possible to capture gender which is a new culture of capturing gender equality. The current wave of protests in the world is incited by imbalances and we have to recognise the same values of oneness.*

Closing Remarks

Remarks by Dr. Mulugetta Mekuria



Dr. Mulugetta the Principal Investigator SIMLESA thanked Australian government for funding of SIMLESA activities, ASARECA for organising the training and the participants for coming to the workshop.

He said the aim the SIMLESA project is to increase food security and incomes at household and regional levels and economic development in eastern and southern Africa through improved productivity from more resilient and sustainable maize-based farming systems.

He admitted that one of the reasons that motivated him to take up the assignment at SIMLESA was because the project sought to improve the lives of the ordinary people by increasing food security and reducing risk.

He informed the participants that many successful innovations like that of the sweet potato had not achieved the anticipated adoption rates and impact was not wide spread. This observation forced the project managers to reconsider and decided on a paradigm shift to include more stakeholders in the project. The project thus takes the three I's approach of **Integration** which brings together multi disciplinary teams to ensure that the project has a

holistic approach, **Innovation** and **Impact**. It is through this broadening of stakeholders that ASARECA was brought on board to provide skills in areas that the project did not have adequate technical skills such as Gender Mainstreaming and M&E.

He hoped that the participants would use the skills they had got at the training to improve the performance of the project. He stressed that this is an African project conceived by Africans and beseeched the participants to ensure its success because it is an African success for everyone.

He introduced Dr. Myaka, the National Director, Department of Research and Development as the latest addition to the SIMLESA Board. He said this appointment would invigorate the project through infusion of new ideas and perspective into management of the project for better results. He wished all the participants safe trip back to their homes and invited Dr. Myaka to make his remarks.

Remarks by Dr. Myaka



Dr. Myaka, the National Director, Department of Research and Development (DRD) - Ministry of Agriculture and Food Security welcomed the participants and thanked them for finding time to attend the training. He also thanked ACIAR for the support and ASARECA for the organisation. He commented that the workshop objective of enabling the participants to acquire knowledge, tools and skills in gender mainstreaming was important since it would improve the interface between the researchers and farmers.

He hoped that the participants would put to use the skills acquired during the training to initiate gender participatory dialogue and consultation in their programs to ensure that the project was successful especially in areas of adoption and impact. He wished the participants safe trip on return.

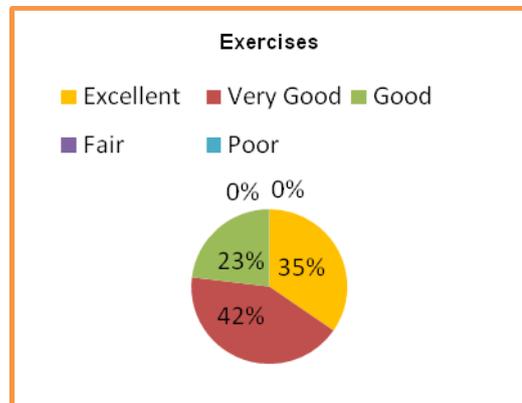
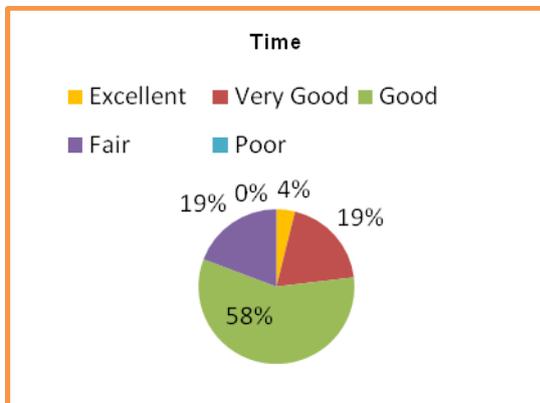
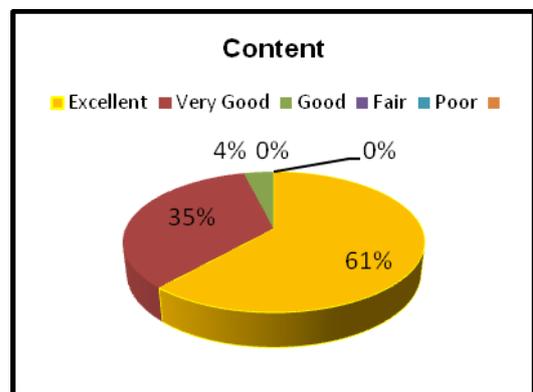
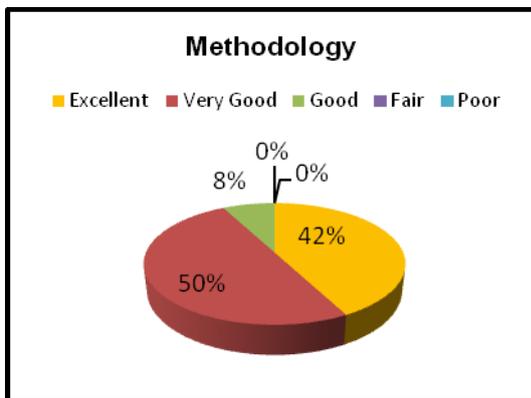
Remarks by ASARECA Gender Expert

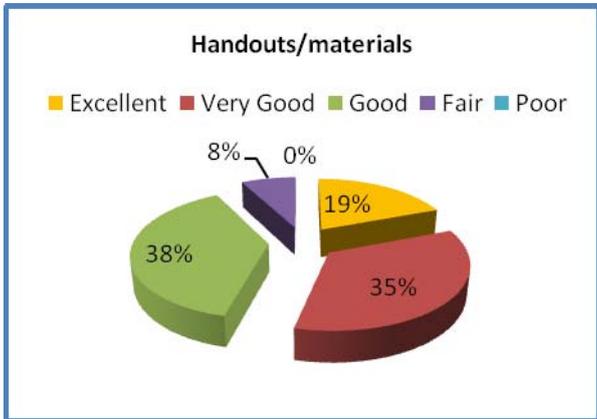
Mrs. Forough Olinga, the Gender Expert ASARECA commented that the evaluation of the training showed that 90% the participants would like to attend the next training scheduled for Ethiopia. She said this was just the beginning of the journey in Gender Mainstreaming and the participants needed to attend more trainings to benefit from all aspects of gender training and have their skills sharpened for easy application in research.

Facilitator thanked the participants and especially the men for their patience since they are not known for their patience.

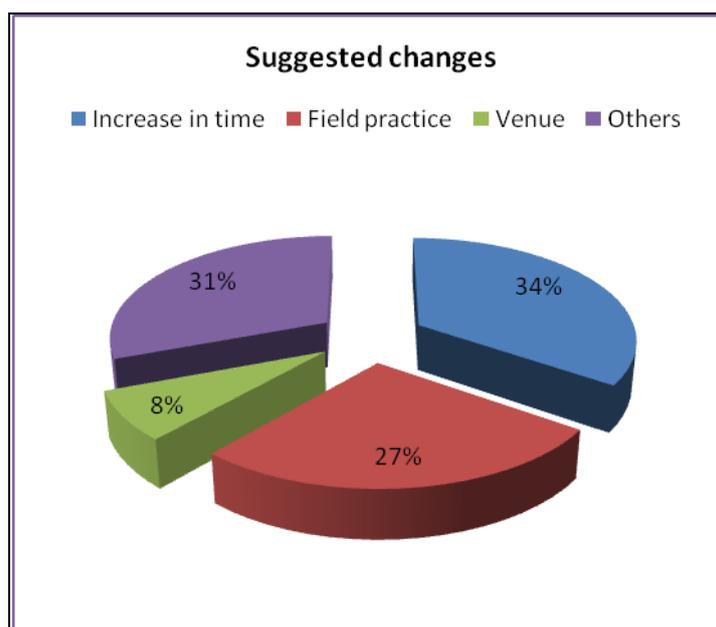
Evaluation of the Workshop

| Aspect | Excellent | Very good | Good | Fair | Poor |
|---------------------------|-----------|-----------|------|------|------|
| Methodology | 11 | 13 | 2 | | |
| Content | 16 | 9 | 1 | | |
| Time | 1 | 5 | 15 | 5 | |
| Exercises | 9 | 11 | 6 | | |
| Presentation/facilitation | 3 | 17 | 6 | | |
| Venue | | 6 | 8 | 10 | |
| Participation | 3 | 14 | 8 | 1 | |
| Handouts/materials | 5 | 9 | 10 | 2 | |





1. If the workshop were to be redesigned, what changes would you suggest?



Others included:

- More exercises to improve gender analysis skills
- Change the method of facilitation
- Share more case studies/testimonies/stories illustrating the issues
- Training and accommodation should be at one venue
- Lectures of 15 minutes then discussion and the participants to contribute through programming
- Reduce on the number of exercises, they are good but tense up or exhaust participants.
- More guest speakers and less presentations
- Vivid example of gender roles profile from each country in selection to agricultural activities presented

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

- GDD and SDD collection and gender inclusion in research and development planning
- Importance of gender analysis in programme planning and situation analysis as well as SDD in technology introduction/innovation
- In depth knowledge of gender mainstreaming
- Sharing information on issues related to gender mainstreaming, knowledge and skills pertaining to gender
- Concepts of gender and the importance of using them from planning up to utilisation of new technologies at all stages of the project.
- Exposed to what gender is and limitations in designing GDD and addressing each member of a given household as a sampling unit.
- I learnt how to take into account gender issues in all areas of work and life. I interacted with experts with different experiences and I learnt how others consider gender and learnt how to collect data disaggregated by sex and gender
- Useful in understanding gender issues mainstreaming and analysis
- Gender analysis understood – use of GDD and SDD understood
- I was able to get/understand tools of analysis of gender issues.

- That data collection should target individuals and not households so as to be gender responsive.
- That it is possible to incorporate gender issues during project planning by carrying out situational analysis.
- I have learnt that sex disaggregated data should be included in my research work and will be collected
- Exposure to new concepts on gender and tools for gender mainstreaming
- Know how to mainstream gender into research and department work
- Understood SDD and GDD
- It has highlighted the importance of gender mainstreaming, gender sensitive and gender responsive in agricultural research towards adoption of new agricultural technologies.
- Workshop was useful for me where I have dissemination extension message rural in the field and when I have completed data of production in my district.
- Concepts, sex, gender were well defined and links clearly drawn.
- It was very important. I got more information on gender issues; got skills to conduct gender analysis, sex disaggregated data and particularly how to mainstream gender into research.
- It was an eye opener on how little I have been mainstreaming gender in my work
- The issues on gender experiences by different participants (examples). Why gender matters in agricultural research and gender, socialisation and farming systems.
- Understood how to use gender lens in project
- Insight that I have to disaggregate data when I collect it. I have found that my role is very important in gender.
- Knowledge will assist me in ensuring that activities implemented and technologies disseminated are gender sensitive. Identify PGN and SGN in SIMLESA communities try to address the needs with stakeholders

3. *Recommendations for the next workshop*

- Three participants want more time to the workshop so that participants absorb more course content.
- Conduct a survey of field lead to capture gender disaggregated data
- Since gender issues are not understood by majority, I suggest to be trained before implementation of accepted projects.
- Incorporate data analysis methodologies/packages in training to be able to make inferences.
- Organise more similar courses to cater for the first time attendees
- Prepare speakers in time
- For the next workshop I recommend that you have more language for communication for example Portuguese.
- More time and link with the field
- Two participants want practice on a proposal for including gender on research and workplace.
- Seven participants recommended real practical with a farming community for a day or two
- Three participants recommended compilation all proceedings on a CD
- Use a different country
- I recommend not to change the time of the cocktail party, it must be at the end of the workshop

- Gender budgeting should be covered in more details
- Inculcating gender at project planning stage, advanced models for analysing data from individual members of households within the framework of representativeness to the target community, society, nation.
- Include gender sensitive proposal writing, monitoring and evaluation



Participant's light moments of sharing

Training Schedule for Training Workshop on Gender Mainstreaming in Research

| ARRIVAL February 21, 2011 | | | |
|---|--|--|--|
| Day one, February 22, 2011 | Time | Responsibility | Moderator |
| Session one: 8.30- 10.30 - Registration of participants- <i>Ruth</i> - Spiritual reflection - Welcome - Introduction of participant - expectation, objectives & outputs Official opening: Introductory remarks, - Ms. Forough Olinga ASARECA Gender Expert - Ms Yeshe Chiche, Gender Focal person EAIR - Dr. Mekuria Mulugetta SIMLEASA Project Coordinator - Guest of Honor - Reflection to the Nexus a documentary film on major issues of development - Discussion | 8.00-8.15 8.15- 8. 35 8. 35- 8.45 8.45 – 9.00 9.00- 930 9.30- 10-00 | <i>Ruth Nankinga</i> <i>Daisy Namono</i> <i>Forough Olinga</i> | <i>Dr. Lucas Mugendi</i> |
| <i>Tea / Coffee Break Hotel Management</i> | 10.30- 11.00 | | |
| Session two 11.00- 1.00 pm - Group formation - Group 1 to capture the recap and evaluation for the next day - Over view of Gender practice Globally and Regionally - Agriculture and Human Values: Why Gender Matters in Agricultural Research. by guest speaker Department of Women and Gender Studies Makerere University Kampala - Discussion and questions | 11.00- 11.15 11.15 – 11.40 11.40 -1.00 | <i>Dr. Henry Manyire</i> | <i>Dr. Dagne Wegary</i> <i>Martha M. Mbatwe</i> |
| <i>Lunch break Hotel management</i> | 1 - 2.00 | | |
| Session Three 2. 30 -4.30pm - Social construction on male female, Exercises Plenary - Gender Mainstreaming concepts & Processes - Question and Discussion. - Energizer Group work : “Linkage: from theory to practice” - exercise on PGN and SGN - Case study, gender issues (role play to present the next day) | 2.00-2.30 3.00 – 4.00 4.00 – 4.30 4.30- 5,30 | <i>Forough</i> | <i>Ben Ilakut & Maureen Katafire</i> |
| <i>Tea / Coffee Break</i> | 4. 30 – 5.00 | <i>Hotel</i> | |
| Day two February 23, 2011 | | | |

| | | | |
|--|--|-------------------------------------|------------------------------|
| Session one: 8.30- 10.30 - Spiritual reflection - Recap and evaluation by group 1 - Group Presentation , reflection and questions - Group 2 to capture for the next day - Gender, Socialization and Farming System by guest speaker Department of Women and Gender Studies Makerere University Kampala | 8.30- 8.35 8. 35- 9.30 9. 30- 10. 30 | Group 1 Dr. Henry Manyire | Mekuria Mulugetta |
| <i>Tea / Coffee Break Hotel Management</i> | 10.30- 11.00 | | |
| - Session two 11.00- 1.00 pm - Discussion and questions - Energizer - Introduction to gender Analysis Tools - Group exercises Gender Analysis Tools: - <i>Linkage: from theory to practice</i> | 11.00-11. 30 11.45-12.30 12.30-1.00 | Jane Ngugi Forough | Tadesse Birhanu Atomsa |
| <i>Lunch break Hotel management</i> | 1 - 2.00 | | |
| Session Three 2-5.30pm - Gender and Value Chains in Maize –Legume Cropping System. - Energizer - <i>Linkage: from theory to practice</i> - Exercises at plenary and group work | 2.00- 3.00 3.00 – 3.30 3.30- 4.30 | Jane Ngugi | |
| <i>Tea / Coffee Break Hotel Management</i> - Group work | 4. 30 pm 4.30 – 5. 30 | | |
| Day Three February 24, 2011 | | | |
| Session one: 8.30- 10.30 - Spiritual reflection - Recap and evaluation by group 2 - Group Presentation , reflection and questions - Group 3 to capture for the next day - Energizer - Introduction to Sex Disaggregated Data (GDD) - Linking Sex Disaggregated Data to Research | 8.30- 8.35 8. 35- 9.30 9. 40- 10.30 | Group 2 Forough | |
| <i>Tea / Coffee Break Hotel Management</i> | 10.30- 11.00 | | |
| Session Two 11-1.00pm - Transforming from Sex Disaggregated Data to Gender Disaggregated Data (GDD) - Plenary exercise - Group work | 11.00-1.00 | Forough | |
| <i>Lunch break Hotel management</i> | 1.00 - 2.00 | | |
| Session Three 2-5.30pm - Gender Budgeting - <i>Linkage: from theory to practice</i> - Exercises at plenary and group work | 2. 00.2.45 2.45 - 4.30 | Daisy Namono | |
| <i>Tea / Coffee Break Hotel Management</i> - Group work | 4-4. 30 4.30-5.30 | | |
| Day Four February 25, 2011 | | | |

| | | | |
|--|---|-------------------------|----------------------|
| Session one: 8.30- 10.30 - Spiritual reflection - Recap and evaluation by group 3 - Group 4 to capture the whole week for the closing of workshop - Group Presentation , reflection and questions | 8.30- 8.35 8. 35- 9.00 9. 00- 10.00 10.00- 10.30 | Group 3 | |
| <i>Tea / Coffee Break Hotel Management</i> | 10.30- 10.50 | | |
| Session Two 11-1.00 pm - Gender in Organisation - Discussion and questions - The way forward | 11.00-11.30 11.30- 12.00 12.00 - 1.00 | Forough | |
| <i>Lunch break Hotel management</i> | 1 - 2.00 | | |
| Session Three -End of workshop Evaluation - Final recap by group 4 - Closing remarks : - Mekuria Mulugetta - Presentation of certificates by Guest of Honor Dr. Myaka DRD - Group Picture | 2.00 – 2.45 2.45 - 3.30 | Group 4 | <i>Lucas Mugendi</i> |
| <i>Tea / Coffee Break Hotel Management</i> | 4. 30 pm | | |
| Cocktail Party | 5.00 PM | Hotel Management | |

List of Participant disaggregated by sex institutions and countries

| Country | Institution | No. of participants and sex | | Total |
|---------------|---|-----------------------------|----------|-----------|
| | | Male | Female | |
| 1. Ethiopia | EIAR | 4 | 1 | 5 |
| 2. Kenya | KARI | 2 | 3 | 5 |
| 3. Malawi | Department of Agriculture | 1 | 1 | 2 |
| | Department of Extension Services | 1 | | 1 |
| | STAM | | 1 | 1 |
| | Chitedze Research Station | 1 | | 1 |
| 4. Mozambique | Public Extension SPER | 1 | | 1 |
| | IIAM – Agrarian Research Institute | 2 | | 2 |
| | Instituto Superior Politecnico de Manica (ISPM) | | 1 | 1 |
| 5. Tanzania | District Agriculture & Livestock Devt Office, Mbulu District Council | 1 | | 1 |
| | Selian Agricultural Research Institute | 1 | 1 | 2 |
| | District Agric Extension Office, Kilosa District Council | 1 | | 1 |
| | District Agriculture and Livestock Devt Office, Karatu District Council | 1 | | 1 |
| | Agricultural Research Institute Ilonga | 1 | | 1 |
| | INADES Formation | 1 | | 1 |
| 6. Uganda | ASARECA | 2 | 1 | 3 |
| Total | | 20 | 9 | 29 |

Detailed list of participant

| | |
|---|--|
| <p>Dagne Wegary Gissa Maize Breeder & SIMLESA National Coordinator Ethiopian Institute of Agricultural Research Melkassa Agricultural Research Centre East Shewa, Ethiopia Tel: 251-912-237300 or 221-119660 Fax: 251-116-461294 E-mail: dagnewegary@yahoo.com</p> | <p>Yeschi Chiche Gender Research Coordinator Ethiopian Institute of Agricultural Research P.O. Box 2003 Addis Ababa, Ethiopia Tel: 251-116-465445 or 911-408101 Fax: 251-116-465412 E-mail: yeshi-gender@yahoo.com or yeshichiche10@gmail.com</p> |
| <p>Solomon Admasu Seyoum Ethiopian Institute of Agricultural Research P.O. Box 900, Hawassa, Ethiopia Tel: 251-46-2202035 or 251-911-701479 Fax: 251-46-2204521 E-mail: a.solomon76@yahoo.com</p> | <p>Haimanot Getu Hawassa Agricultural Research Centre Ethiopian Institute of Agricultural Research Addis Ababa, Ethiopia Tel: 251-46-2207275 or 251-911-475975 Fax: 251-46-2204521 E-mail: ha7843@gmail.com</p> |
| <p>Adam Bekele Ethiopian Institute of Agricultural Research P.O. Box 436 Nazret, Adama, Ethiopia Tel: 251-911-659789 Fax: 251-221-114623 E-mail: adamb60@rediffmail.com or nehemyia@gmail.com</p> | <p>Christine Ndinya-Omboko Research Officer Kenya Agric Research Institute P.O. Box 169-50100 Kakamega, Kenya Tel: 254-734-438559 or 254-712-941331 Fax: 254-56-30031 E-mail: christinendinya@yahoo.com</p> |
| <p>Charles Nkonge Senior Principal Research Officer Kenya Agric. Research Institute P.O. Box 57811 Nairobi, Kenya Tel: 254-722-327936 E-mail: cnkonge@kari.org or charlesnkonge@yahoo.com</p> | <p>Nalega Christine Malova Project Officer RPK – Kenya Agricultural Research Institute Vihiga, Kenya Tel: 254-722-389997 E-mail: cristine@lycos.com</p> |
| <p>Margaret Muthoni Kirugua CAA Ministry of Agriculture P.O. Box 112 Imenti South District Nkubu, Kenya Tel: 254-722-256840 E-mail: muthonimargaret58@yahoo.com</p> | <p>James Okuro Ouma Scientist Kenya Agric. Research Institute P.O. Box 27 Embu, Kenya Tel: 254-724-175413 E-mail: j_okuro@yahoo.co.uk</p> |
| <p>Violet C. Phiri Seed Officer STAM Private Bag 9 Lilongwe, Malawi Tel: 265-888-893006 E-mail: vphiri@arat.org.mw or vcphiri@yahoo.com</p> | <p>Martha M. Mbawe Agricultural Officer Ministry of Agriculture and Food Security P.O. Box 17 Kisungu, Malawi Tel: 265-1-908352 or 999-222352 Fax: 265-1-253747 E-mail: mmbawe@yahoo.com</p> |

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|---|---|
| <p>Donald Siyeni Agricultural Research Scientist Chitedze Research Stations (DARS) P.O. Box 158 Lilongwe, Malawi Tel: 265-999-499760 or 265-1-707222 Fax: 265-1-707041 E-mail: donglad2@yahoo.co.uk or donglad2@gmail.com</p> | <p>Benjamin F. Chisama Technology Transfer Officer Department of Agricultural Research Services in Malawi P.O. Box 30779 Lilongwe3, Malawi Tel: 265-991-539655 Fax: 265-1-707378 E-mail: benchisama@yahoo.com or franklinchisama@hotmail.com</p> |
| <p>Gabriel Francisco Braga IAM-Angonia Tete, Mozambique Tel: 258-824473300 Fax: 258-25122443 E-mail: bragagabriel@live.com or bragagabrel74@yahoo.com</p> | <p>Boaz Mandula Women's Programmes Officer Department of Agriculture Extension Services Ministry of Agriculture P.O. Box 594 Lilongwe, Malawi Tel: 265-888301181 or 265-995-699111 E-mail: boaz.mandula@gmail.com or boazmandula@yahoo.com</p> |
| <p>Inacio Tatu Siyawadya Director Public Extension – SPER Gorungosa District, Sofaza Province Gorungosa Village, Mozambique Tel: 258-23328550 or 825997310 Fax: 258-530065 E-mail: inaciosiyawadya@yahoo.com.br or siyawadya2002@yahoo.com.br</p> | <p>Angela Manuel Manjichi Instituto Superior Politecnico de Manica (ISPM) Rua Araujo de Lacarda Ne500 P.O. Box 417 Chimoio, Mozambique Tel: 258-82-6254595 Fax: 258-25124847 E-mail: amanjichi@ispm.ac.mz or amanjichi@gmail.com</p> |
| <p>Domingos Feniase IIAM – Agrarian Research Institute Chimoio, Manica, Mozambique Tel: 258-824244331 or 842020035 E-mail: almingos@yahoo.com.br</p> | <p>Julita E.M. Bulali District Agriculture & Livestock Devt Officer Mbulu District Council P.O. Box 62 Mbulu, Tanzania Tel: 255-684086910 or 255-756-236022 E-mail: bulalidahwa@yahoo.com</p> |
| <p>Inviolata Swai Principle Agricultural Field Officer Selian Agricultural Research Institute P.O. Box 6024 Arusha, Tanzania Tel: 255-767-366120 or 255-784-366120 E-mail: inviolataswai@yahoo.com</p> | <p>Sosthenes Kweka Principal Agric.I Research Officer Selian Agric Research Institute Ministry of Agric.- Research Devt P.O. Box 6024 Arusha, Tanzania Tel: 255-754-077981 or 255-788-831444 E-mail: msami652@yahoo.co.uk</p> |
| <p>Cuthbert Ernest Milaho District Agric Extension Officer Kilosa District Council P.O. Box 164 Morogoro, Tanzania Tel: 255-783-245552 Fax: 255-23-2623380 E-mail: cmilaho2004@yahoo.com</p> | <p>Emerson J. Njumbo Ag. District Agriculture and Livestock Devt Officer Karatu District Council P.O. Box 270 Karatu, Tanzania Tel: 255-27-253407 or 768-515590 Fax: 255-27-2534300 E-mail: emersnjumbo@yahoo.com</p> |

| | |
|--|---|
| Elisha Mkandya Researcher Agricultural Research Institute Ilonga P.O. Box 33 Kilosa Morogoro, Tanzania E-mail: elisham2004@yahoo.co.uk or mkandya@hotmail.com | Moses Oremo Programme Assistant ASARECA KMUS P.O. Box 765 Entebbe, Uganda Tel: 256-414-322226 E-mail: m.oremo@asareca.org |
| Maureen Katafiire Programme Assistant ASARECA HVNSCP P.O. Box 765 Entebbe, Uganda Tel: 256-712-812418 E-mail: m.katafiire@asareca.org or Maureen.balinda@gmail.com | Ben Moses Ilakut Publications Officer ASARECA P.O. Box 765 Entebbe, Uganda Tel: 256-772-629352 E-mail: ilakutben@yahoo.co.uk or b.ilakut@asareca.org |
| Alphonse Katunzi Managing Director INADES Formation Tanzania P.O. Box 203 Dodoma, Tanzania Tel: 255-754-615941 or 255-715-615941 Fax: 255-26-2354722 E-mail: inadesfo@yahoo.com or alphonse_katunzi@yahoo.com | |
| Facilitators | |
| Ms. Foroug Olinga Gender Expert ASARECA P.O. Box 765 Entebbe, Uganda Tel: 256-772-407596 E-mail: f.olinga@asareca.org | Mrs. Jane Njeri Ngugi Gender Specialist Kenya Agricultural Productivity and Agribusiness Project P.O. Box 8073-00200 Nairobi, Kenya Tel: 254-720-277888 E-mail: ngigijane19@yahoo.com or jnngugi@kapp.go.ke |
| Dr. Henry Manyire Department of Women and Gender Studies Makerere University P.O. Box 7062 Kampala Uganda E-mail: hmanyire@ss.mak.ac.ug | Dr. Daisy Namono CELSOL Consultants P.O. Box 4720 Kampala, Uganda Tel: 256-772-697904 E-mail: namono_2000@yahoo.com |
| Lucas Mugendi Selien Agricultural Research Institute P.O. Box 6024 Arusha, Tanzania Tel: 255-755-208398 or 659 E-mail: lmugendi@yahoo.com | |
| Logistics | |
| Ms. Ruth Nankinga Administrative Assistant Policy Analysis and Advocacy Programme Plot 13, John Babiha Road P.O. Box 765 Entebbe, Uganda Tel: 256-414-3320556/772-449025 Fax: 256-414-321777 E-mail: r.nankinga@asareca.org or paap@asareca.org | |