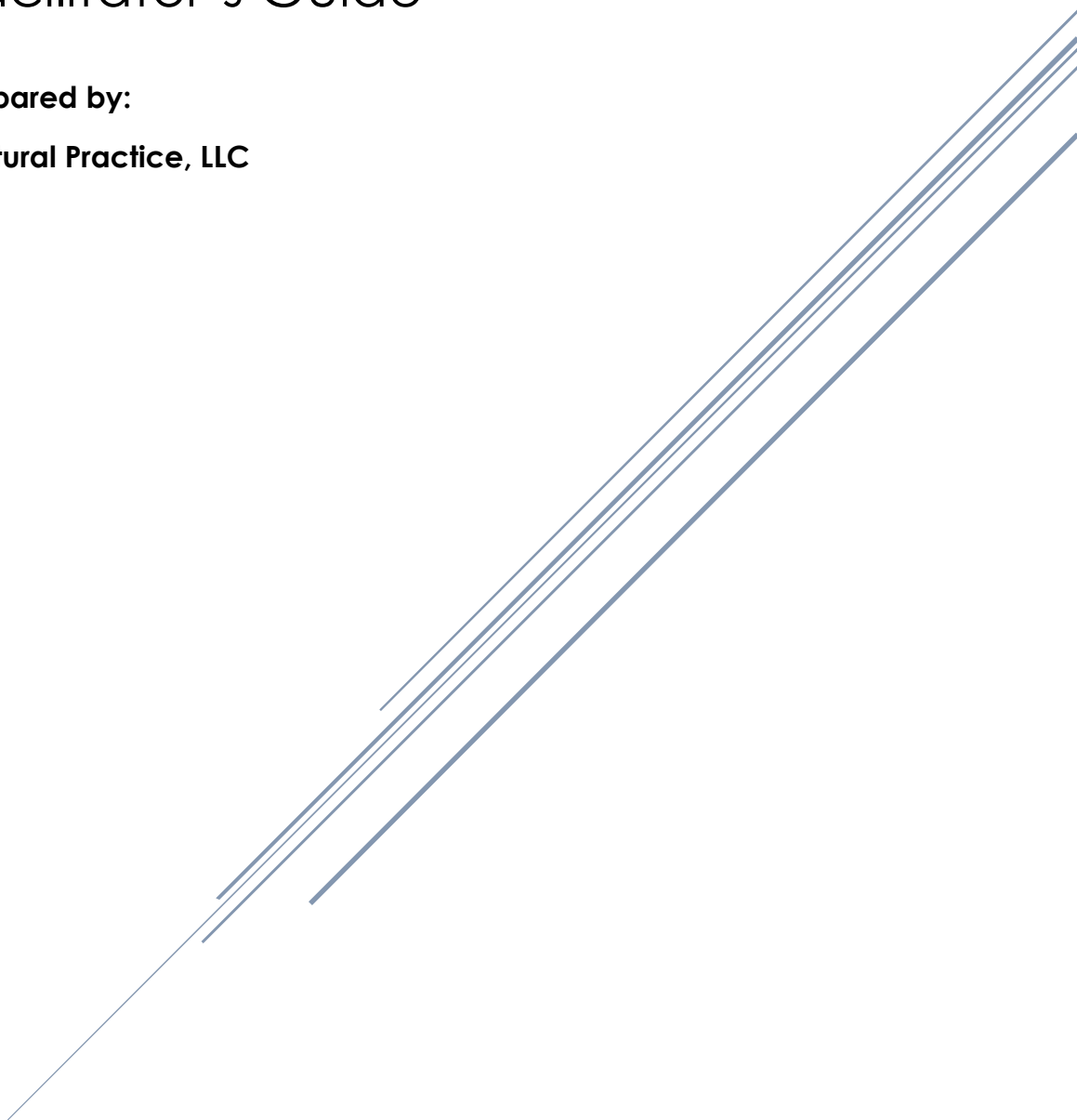


# Addressing Gender Issues in Agricultural Value Chains

## Facilitator's Guide

**Prepared by:**

**Cultural Practice, LLC**



## Table of Contents

Overview .....	2
Sample Agenda.....	3
Day 1 .....	5
Agenda .....	5
At the start of the workshop .....	6
Welcome and Introduction .....	7
Extension and Advisory Services in Agricultural Value Chains.....	14
Gender issues in agricultural development .....	25
Gender issues in agricultural value chains .....	31
Gender Dimensions Framework .....	41
Day 2 .....	57
Agenda .....	57
Identifying and Prioritizing Gender-based constraints .....	58
Facilitation techniques: Part 1 .....	67
Knowing how you're doing.....	78
Facilitation Techniques: Part 2.....	89
Identification of Gender-based Constraints in Participants' Projects .....	99
Day 3 .....	105
Agenda .....	105
Understanding Discrimination .....	106
Preparing Interview Guides.....	113
What do we know now that we didn't know before? .....	127
Day 4 .....	130
Agenda .....	130
Actions to Remove Constraints.....	131
Integrating Gender Issues into Agricultural Value Chains Lab .....	141
Day 5 .....	143
Agenda .....	143
Annex 1: Self-Assessment Questions for Addressing Gender Issues in Agricultural Value Chains Workshop .....	144
Annex 2: Worksheets 1 and 2 .....	151

# Addressing Gender Issues in Agricultural Value Chains Facilitator's Guide

**Prepared by:**  
**Cultural Practice, LLC**

## Overview

Value chains are a widely used organizing framework for agricultural programs because they facilitate linkages between farmers and other actors involved in moving crops and livestock by-products from the field to the market. These linkages are critical for developing extension systems that facilitate the exchange of information and technologies about, to, and from farmers and other actors. Value chain practitioners are often aware of the importance of addressing gender issues but are sometimes unable to identify practical, actionable, and evidence-based interventions to address them. This workshop will aim to fill this gap with classroom and field-based activities, using USAID's Promoting Gender Equitable Agricultural Value Chains (2009).

This facilitator's guide provides an agenda and description of workshop ...

## Competencies

At the end of the workshop, participants will:

- Understand key issues related to gender, extension and advisory services, and value chains
- Understand principles of integrating gender analysis into value chain programs
- Be able to conduct a gender analysis of agricultural value chain programs
- Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs

## Sample Agenda

This workshop is intended to include both classroom and field components. The total numbers of days for the workshop will vary depending on how the field components are designed. A minimum of 3.5 days are necessary for the classroom material, which includes time required to prepare for field visits and a short debrief and analysis session following those visits.

The number of days dedicated to the field component will be determined by how many interviews are organized and the time required to travel to the interview sites. It is recommended that the field component include interviews with at least two different actors in the same value chain. Where possible it should include at least one set of interviews with men farmers and with women farmers. Depending on how many participants attend the workshop, the farmer interviews can either include individual interviews, group interviews, or a focus group discussion. Other interviews can be conducted with input suppliers, processors or buyers, or extension officers.

The agenda can be designed to also include time for participants to examine gender issues in value chains in their own projects. In the sample design below there is time dedicated for this on Day 1 (Gender issues in agricultural value chains), Day 2 (Identifying Gender-based Constraints in Participants' Projects), and then at the beginning of Day 5 (Development of Value Chain Presentations).

Below is a sample agenda of a 4.5 day workshop with 1.5 days for field work.

Day 1	
Time	Topics
9:00 – 9:45	Welcome and Introduction
9:45 – 10:45	Agricultural Value Chains and Extension and Advisory Services
Break (15 minutes)	
11:00 – 12:30	Gender issues in agricultural development
Lunch (1 hour)	
1:30 – 3:00	Gender issues in agricultural value chains
Break (15 minutes)	
3:15 – 5:00	Gender Dimensions Framework
Day 2	
9:00 – 10:30	Identifying and Prioritizing Gender-based constraints
Break (15 minutes)	
10:45 – 12:00	Facilitation techniques: Part 1
Lunch (1 hour)	

1:00 – 2:30	Knowing how you're doing
2:30 – 3:30	Facilitation Techniques: Part 2
Break (15 minutes)	
3:45 – 5:00	Identification of Gender-based Constraints in Participants' Projects
Day 3	
9:00 – 10:00	Understanding discrimination
10:00 – 10:30	Preparing Interview Guides
Break (15 minutes)	
10:45 – 12:00	Preparing Interview Guides (continued)
Lunch (1 hour)	
1:00 – 3:00	Interviews with Input Suppliers
Break (30 minutes)	
3:30 -5:00	What do we know now that we didn't know before?
Day 4	
9:00 – 3:00	Interviews with Men and Women Farmers
3:00 – 5:00	What do we know now that we didn't know before?
Day 5	
9:00 – 10:30	Development of value chain presentations and action plans
10:30 – 12:00	Presentations and Commitments (with 15 minute break)
12:00 – 1:00	Concluding Remarks and Evaluation
Lunch	

The rest of the Facilitator's Guide reflects a workshop that was conducted in Dhaka, Bangladesh May 1 – 5, 2016. Due to logistical constraints the field component included one-day of interviews with input suppliers and with buyers and processors.

## Day 1


### Agenda

Time	Topics	Activities
<b>9:00 – 9:45</b>	<b>Welcome and Introduction</b>	Participant and Facilitator introductions and expectations  Review of session goals and objectives  Ice breaker activity
<b>9:45 – 10:45</b>	<b>Extension and Advisory Services in Agricultural Value Chains</b>	Review of key agricultural value chain concepts  Discussion of challenges and opportunities of participation in value chains for smallholders farmers  Discussion of role of extension and advisory services in agricultural value chains
<b>Break (15 minutes)</b>		
<b>11:00 – 12:30</b>	<b>Gender issues in agricultural development</b>	Review of key gender issues in agricultural development  Discussion of gender concepts
<b>Lunch (1 hour)</b>		
<b>1:30 – 3:00</b>	<b>Gender issues in agricultural value chains</b>	Discussion of key gender issues in agricultural value chains  Activity: Mapping the value chain
<b>Break (15 minutes)</b>		
<b>3:15 – 5:00</b>	<b>Gender Dimensions Framework</b>	Introduction to gender analysis  Introduction to the gender dimensions framework  Activity: Understanding the gender dimensions framework

## At the start of the workshop

This workshop includes a pre- and a post-test ([Annex 1](#): Self-Assessment Questions for Addressing Gender Issues in Agricultural Value Chains Workshop


) designed to capture the learning achieved by participants. The pre-test are given to participants at the beginning of Day 1 and are asked to fill them out before the workshop begins. Each pre-test has a number on it and participants are asked not to write their names on it so that the tests can be anonymous. Participants need to remember this number so that they can put it on the post-test at the end of the workshop.




FEED THE FUTURE  
The U.S. Government's Global Hunger & Food Security Initiative

Welcome!

- Please take a seat wherever you like.
- Open your folders and fill out the pre-test from
  - Do NOT put your name on the form!
  - Remember the number on your form, you will need it at the end of the week (it's also on your folder)
- Please print on the back of your name tag the name you would like everyone to use during the workshop.
  - Use BLOCK LETTERS



USAID  
FROM THE AMERICAN PEOPLE



INGENAES  
Integrating Gender and Nutrition  
within Agricultural Extension Services



## Welcome and Introduction

### Objectives

- Understand purpose and agenda of the workshop
- Become familiar with participants
- Establish principles of dialogue and conduct for the workshop

Duration

45 minutes

Format

Group discussion and ice-breaker activity

Equipment and supplies

Computer and projector



 **FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative



Introductions

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

2

With this slide, the Facilitator(s) can introduce themselves.

 **FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative


Getting to know you

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

3


The facilitator(s) can choose how to have participants introduce themselves. This workshop had participants provide their name, organization, and something interesting that the group wouldn't know about them, for example, a hobby.


 **FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

Objectives

At the end of the workshop, participants will:

- Understand key issues related to gender, extension and advisory services, and value chains
- Understand principles of integrating gender analysis into value chain programs
- Be able to conduct a gender analysis of agricultural value chain programs
- Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

## What we stand for



**IN** Integrating

**GE** Gender and

**N** Nutrition

**A** within Agricultural

**E** Extension

**S** Services

## Vision & Goal

### VISION

empower women to better contribute to higher household incomes, increase agricultural productivity, and improve nutritional outcomes for family and community members.

### GOAL

reduce gender gaps in agriculture, increase empowerment of women farmers, and improve the integration of and attention to gender and nutrition, both in and through agricultural extension and advisory services.

## Action areas to achieve outcomes



**I.**  
Build gender-responsive and nutrition sensitive institutions

**II.**  
Replicate gender-responsive and nutrition sensitive service delivery mechanisms

**III.**  
Disseminate technologies that enhance women's productivity and improve nutritional outcomes


**IV.**  
Apply gender-responsive and nutrition-sensitive approaches and tools



**USAID**  
FROM THE AMERICAN PEOPLE




**INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services




**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Gender integration or mainstreaming

- Involves taking account of gender implications in all programs, policies, and resource allocations, as well as addressing inequalities in organizational procedures and administrative and financial operations
- These terms tend to be used interchangeably
- They both designate methods and institutional arrangements necessary for achieving **gender equality**



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

## Nutrition sensitive approaches

These address the underlying and systemic causes of malnutrition and development. These can be integrated into a range of programs addressing:

- food security;
- adequate caregiving resources at the maternal, household and community levels; and
- access to health services and a safe and hygienic environment

Nutrition-sensitive programs can serve as delivery platforms for **nutrition-specific interventions**. These are programs that address the immediate determinants of fetal and child nutrition and development—adequate food and nutrient intake, feeding, caregiving and parenting practices, and low burden of infectious diseases.

## Review of agenda

## Rules of the Road

What ground rules do we need to make this a  
successful workshop?



## Extension and Advisory Services in Agricultural Value Chains

### Objectives

- Be able to describe role of value chains in agricultural development
- Be able to identify challenges and opportunities of participation in value chains for smallholder farmers
- Be able to describe relationship between extension and advisory services and value chains

Duration

1 hour

Format

Lecture and group discussion

Equipment and supplies

Computer and projector





## Session Objectives

- Be able to describe the role of value chains in agricultural development
- Be able to identify challenges and opportunities of participation in value chains for smallholder farmers
- Be able to describe relationships between extension and advisory services and value chains

## Definition of a value chain

- Value chain
- *Supply chain*
- **Market chain**
- **Global commodity chain**
- *Filiere (thread)*
- International Assembly Line

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



## Value Chain Analysis

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

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

## Value Chains for Development

**Value chains can create employment opportunities and improve living standards for the poor by:**

- Maximizing participation of poor farmers and workers in agricultural value chains;
- Increasing the total amount and value of products sold by the poor in value chains; and,
- Strengthening the share of benefits received by the poor



**Ensure small producers and employees increase both their own incomes AND the relative proportion of income compared to other actors along the chain**

## Value chains for gender equity

### Value chains can strengthen gender equity by:

- Increasing the participation of women in all nodes of the value chain, as producers, traders, processors, and other agro-entrepreneurs
- To enhance the total amount and value of products sold by women in value chains; and,
- Ensure that benefits sharing mechanisms (buyer purchase programs, warehouse receipt systems, and wage payments) allow women to retain the full value of their earnings.



**Achieve the "win-win" of an integrated value chain that strengthens women's empowerment**

## Value chains for nutrition

### Value chains can strengthen nutritional outcomes by:

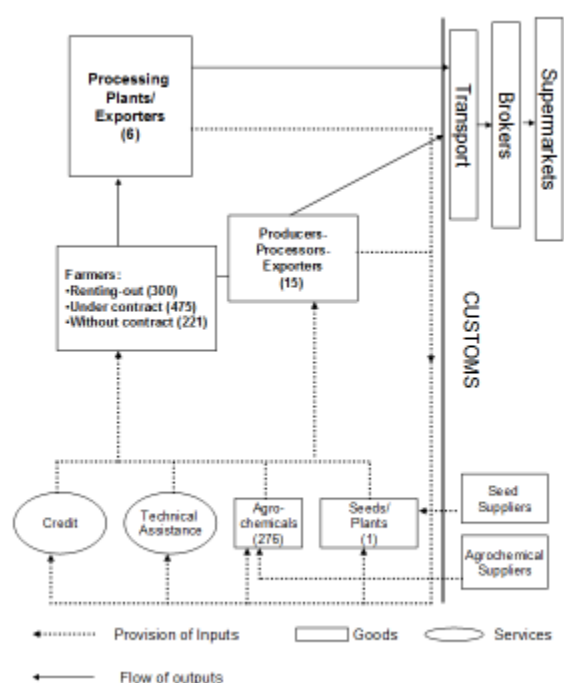
- Intentionally increasing the production of nutrient-rich foods
- Enhancing processors' ability to maintain the nutritional quality of foods without increasing costs to consumers
- Supporting markets for and strengthening demand for nutritionally beneficial foods
- Providing nutritional information to both producers and consumers.



**Reduce child stunting and improve household nutrition overall**

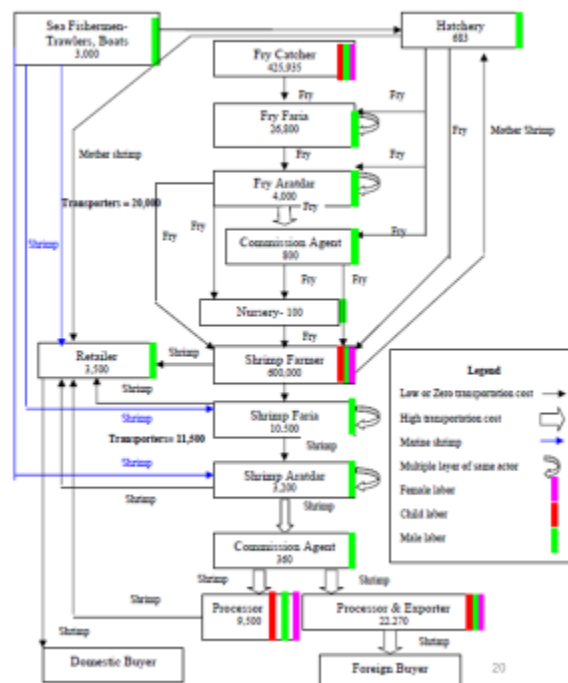
## Artichoke Value Chain, Peru

Rebosio, Gammage, and Manfre 2007



## Shrimp value chain, Bangladesh

Gammage, Swanberg, Khondkar, Hassan, Zobair, and Muzareba 2006



## Assumptions

- Value chains are embedded in a social context
- Value chain development affects gender roles and relationships
- Gender equity and value chain competitiveness are mutually supportive goals

## Benefits of Participation in Value Chains

- Benefits (and risks) depend on who you are and how you enter the chain
  - Farmers, Wage Laborers, Entrepreneurs
- Potential for increased farm enterprise income
- Creation of additional employment opportunities through direct and indirect pathways (on-farm and off-farm opportunities)
- Better prices for products (especially for value addition and quality)
- More predictable and stable pricing arrangements (e.g., contracts)

*The benefits however are not guaranteed...*

## Common Constraints for Smallholders

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

## Specific challenges to enter and stay in value chains



- Getting accurate technical knowledge from other input suppliers or buyers
- Managing complex contractual arrangements
- Meeting quality and environmental standards (and certification)
- Maintaining consistent and reliable production
- Managing increased risk associated with dependence on fewer buyers

## Definition of Extension

**Extension** is a term first used to describe adult education programs in England during the second half of the 19th century. These programs helped extend the work of universities beyond the campus and into neighboring communities. In the early 20th century this extension function was transferred to the Ministry of Agriculture and renamed as "advisory services". The term "extension" was adopted in the United States during the late 19th century and integrated into the Land Grant Universities as a central function of these institutions and in their role as partners in the cooperative extension system.

## Definition of Advisory Services

**Advisory Service(s)** is a term commonly used as an alternate for "extension services". These systems involve a broad spectrum of market and non-market entities, and agents are expected to provide useful technical information about new technologies that can improve the income and welfare of farmers and other rural people. Apart from their conventional function of providing knowledge and technology to improve agricultural productivity, agricultural advisory services are also expected to fulfill a variety of new functions, such as linking smallholder farmers to high-value and export markets, promoting environmentally sustainable production techniques, adapting to climate change, and coping with the effects of HIV/AIDS and other health challenges that affect rural people.

## What is the connection between extension and advisory services (EAS) and value chains?

### Discussion

## How do EAS strengthen smallholder value chain performance?

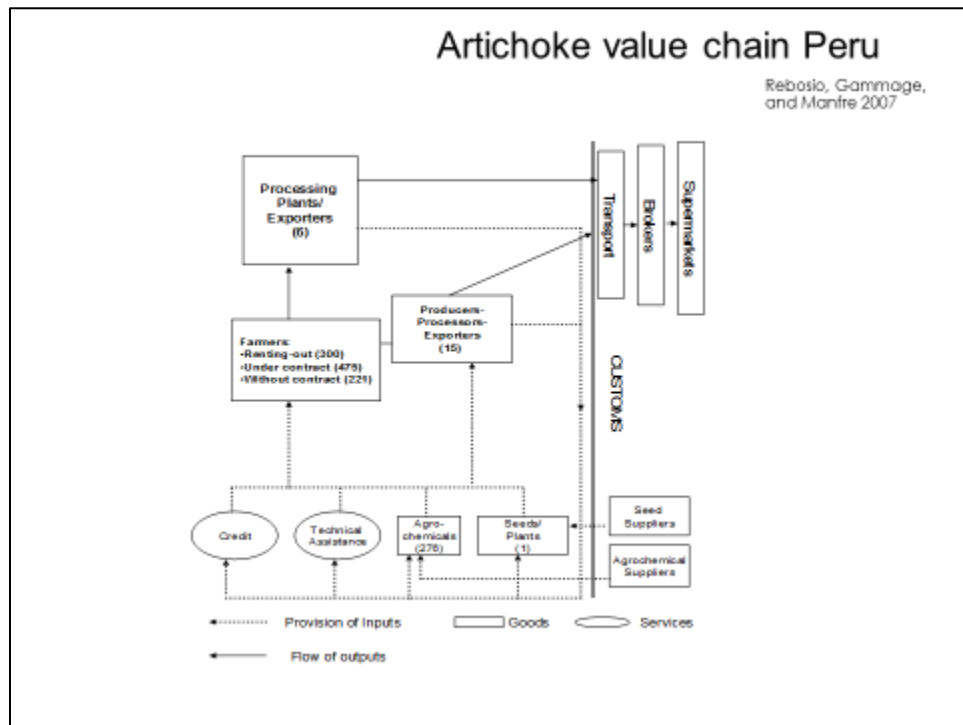
### Farmers' needs

- Getting accurate technical knowledge from other input suppliers or buyers
- Meeting quality and environmental standards (and certification)
- Managing complex contractual arrangements
- Maintaining consistent and reliable production
- Managing increased risk associated with dependence on fewer buyers

### Extensionists' role

- Delivering technical knowledge to improve productivity and quality
- Providing technical assistance for contracting
- Strengthening horizontal linkages between farmers
- Facilitating connections to other actors (input suppliers, buyers, processors)





The slide above can be used to generate a discussion about the different entry points for extension and advisory services in value chains.

## Sources of EAS for value chains

### Vertical links

Extension and advisory services may be delivered by:

- Input suppliers and agribusiness dealers
- Buyers and processors

### Horizontal links

Extension and advisory services may be delivered by:

- Farmer and producer associations
- Lead farmers

## Delivery mechanisms

- Farmer field schools
- Demonstration Plots
- Mobile Phones
- Radio
- Newspaper
- Computer kiosks
- Face-to-face

## Gender issues in agricultural development

### Objectives

- Be able to identify gender-related challenges and opportunities in agricultural development
- Be able to define key gender concepts

Duration 90 minutes

Format Lecture and group discussion

Equipment and supplies Computer and projector

A review of key gender concepts is conducted during this session. The Facilitator(s) can choose to review these concepts with participatory exercises, videos, or other techniques. No recommendations are provided in this guide for how to do this. Readers can consult [the IGWG website](#) and other compilations of gender training materials for ideas.





A video can be used to generate a discussion about gender issues in agriculture.  
Examples of videos that can be used are provided in the table below:

Video title and objective	Links
<b>Why closing the gender gap in agriculture matters</b> The objective of this video is to show research and evidence for why gender issues are important in agricultural research-for-development.	<a href="https://www.youtube.com/watch?v=uDM828TpVpY&amp;feature=youtu.be">https://www.youtube.com/watch?v=uDM828TpVpY&amp;feature=youtu.be</a>  <a href="https://youtu.be/4viXOGvvu0Y">https://youtu.be/4viXOGvvu0Y</a>
<b>Gender roles, relations, and stereotypes</b> The objective of this video is to illustrate the definitions of gender roles and relations. The video should help participants understand the two concepts, as well as generate a discussion about how gender roles and relations can be negative if they become stereotypes that limit men's or women's opportunities.	<a href="https://youtu.be/MN_ICRiW7JI">https://youtu.be/MN_ICRiW7JI</a>

## Gender Disparities: What shapes them?

### Bangladesh

- Fewer women own land:
  - The BAC census of 2008 found 4.6% of ag land holders to be women.
  - Another nationally representative hh survey (2011-12) found 29% of hh owned land, 9% of women and 52% of men<sup>1</sup>
- Women own less land than men
  - The same 2011-12 hh survey found women averaged .42 to men's .76 acres<sup>1</sup>
- In 2010, women were 51% of those economically active in ag<sup>2</sup>
- Secondary school participation, Net enrolment ratio (%) 2008-2012, male: 42.9%; female 47%<sup>3</sup>

### Nepal

- Fewer women own land:
  - In 2008, women owned about 5% of all land in Nepal; after a change in law removing land titling fees for women, ownership increased to 33% in 3 districts.<sup>4</sup>
- In 2010, women were 48.1% of those economically active in ag<sup>2</sup>
- Secondary school participation, Net attendance ratio (%) 2008-2012, male: 74.2%; female 66%

Following the video on gender disparities, this slide provides similar information but tailored to the country where the workshop takes place. This allows participants to connect the general points from the video to the local context in which they are working.

## Addressing gender is not simply "adding women"

### A gender perspective:

- Strengthens women's access to assets and technologies not only as producers but also at each node along the value chain
- Revamps extension and advisory services to reach both women and men farmers with information they each need
- Brings women as well as men into new agribusinesses
- Supports producer groups with equitable membership and benefit practices
- Uses ICTs (e.g., mobile phones) and older technologies (e.g., radios) in new ways to reach both men and women with market and other technical information
- Recognizes and seeks to strengthen good nutritional outcomes for all household members

## Concepts

### Sex

- Biologically defined and genetically acquired differences between males and females
- Defines "males" and "females" independently of each other
- Is the same around the world

### Gender

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

## Gender roles

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

- Gender roles are usually learned in childhood.
- Gender roles change over time as a result of social and/or political changes

## Gender relations

**Gender relations** are the social relationships between men and women shaped by beliefs and social institutions

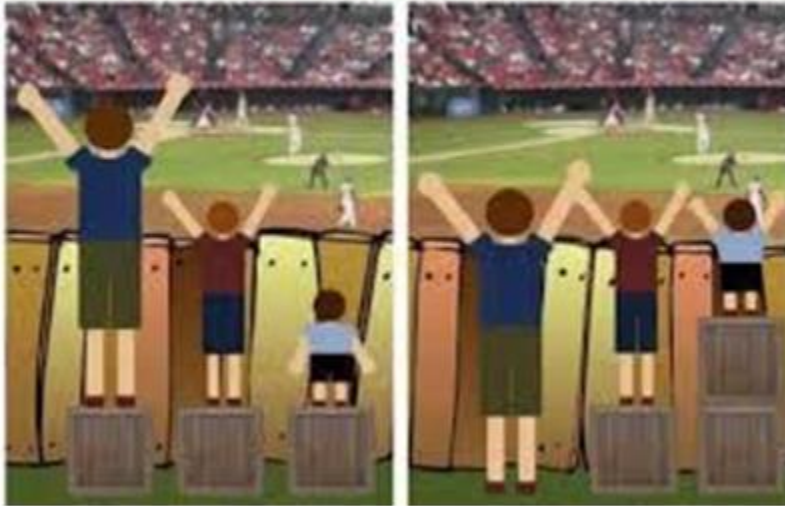
- Often **perceived** as "natural" and related to sex and reproduction, but are conceptually distinct
- They are socially determined, culturally based, and historically specific
- Sanctioned and reinforced by cultural, political, and economic institutions, including the household, legal and governance structures, markets, and religion
- Gender relations are mediated by other identities (ethnicity, class, age)
- Relations may be unequal
- Change over time

## What does it mean to engage men?

- Understand how attributes, behaviors and roles generally associated with boys and men impact gender relations
- Recognize gender-based constraints that effect men
- Actively seek to work with men to support gender-related activities



## Equity and equality



## Gender equality and gender equity

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

- It does NOT mean that resources or benefits must be split evenly between men and women

**Gender equity** refers to fairness in representation, participation and benefits. The goal is that both women and men have a fair chance of having their needs met and each has equal access to opportunities for realizing their full potential.

- It refers to the processes used to achieve gender equality.

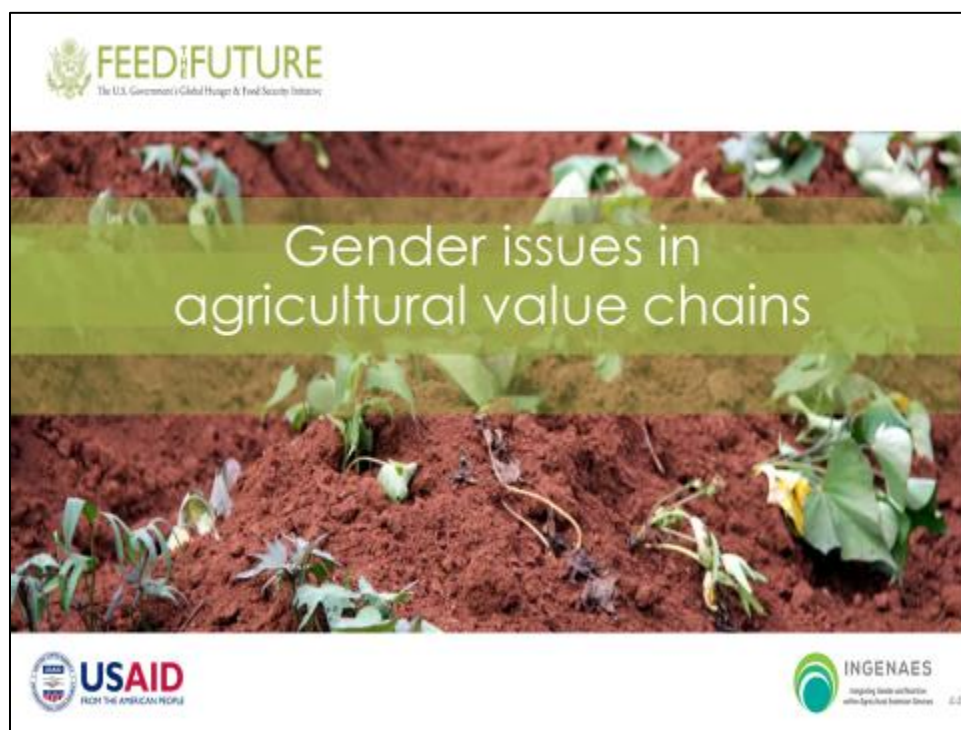


## Gender issues in agricultural value chains

### Objectives

- Identify key gender issues in agricultural value chains
- Be able to map participation of men and women along agricultural value chains

Duration	90 minutes
Format	Lecture with plenary and small group activity
Equipment and supplies	Computer and projector Projector screen Flipcharts and markers



## Session objectives

- Identify key gender issues in agricultural value chains
- Be able to map participation of men and women along agricultural value chain

## Rationale for addressing gender issues

### Business case

- Ensure the flow of quality goods
- Improve the efficiency of business
- Take advantage of new market opportunities
- Target niche markets and corporate social responsibility opportunities

### Social justice case

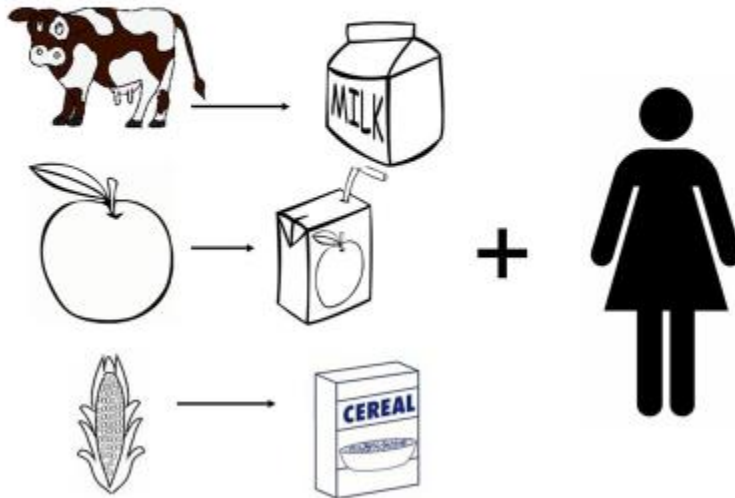
- Ensure the dignity of work and economic equity for all
- Remove discriminatory beliefs and practices

WIN-WIN FOR POVERTY REDUCTION AND GENDER EQUALITY



**FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## "Add Women"

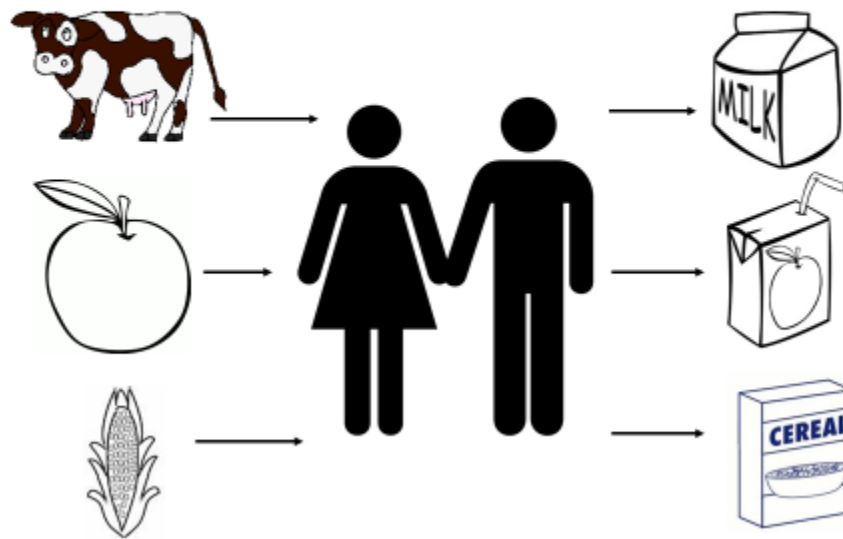


47



**FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Gender Integration



## Gender issues in agriculture are not just for women

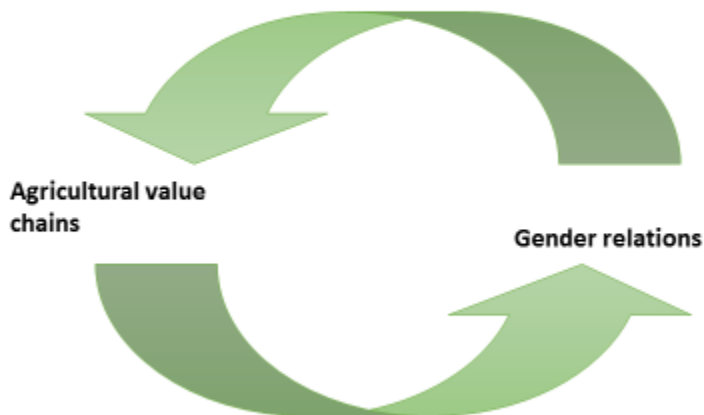


Gender integration means looking beyond women's role as farm laborers towards increasing their participation as farmer-entrepreneurs

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



Gender equity and value chain development can be mutually supportive goals



## Gender analysis

Gender analysis is a methodology that both:

1. Describes existing gender relations in a particular environment, ranging from within households or firms to a larger scale of community, ethnic group, or nation, and
2. Organizes and interprets, in a systematic way, information about gender relations to identify gender-based constraints and make clear the importance of gender differences for achieving development objectives.

## Outcomes of a gender and value chain analysis

- Description of men and women's roles
- Identification of gender-based constraints that shape men and women's ability to:
  - Participate in the value chain
  - Improve their performance in the value chain
  - Benefit from the value chain
- Recommendations for improving opportunities for both men and women to participate in and benefit from value chain activities

## Three main areas of inquiry

1. Determinants of participation (participation)
2. Opportunities for upgrading (performance)
3. Rewards, risk, and benefit-sharing (benefits)

## Participation

- What do you need to participate in a particular value chain as a producer?
  - Dairy value chain
  - Rice value chain
- What do you need to participate in a particular value chain if you cannot or do not wish to enter as a producer?
  - Wage worker
  - Small-scale entrepreneur

## Performance

- Improving volume or quality of products
  - Moving from hand milled to hammer milled maize that yields a higher profit (Amaro et al. 2009)
- Shifting to more predictable, better paying markets
  - From informal door-to-door traders to mills
- Maintaining or changing position in the chain
  - Moving from a mill operator position to a mill owner or manager

## Benefits

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Income or wages</li><li>• Social capital and networking</li><li>• Health insurance</li></ul> | <ul style="list-style-type: none"><li>• How does your participation facilitate or impede your access to benefits?</li><li>• How do norms and values shape patterns of benefit distribution?</li></ul> |
|--|---|

## Three main areas of inquiry

1. Determinants of participation (participation)
2. Opportunities for upgrading (performance)
3. Rewards, risk, and benefit-sharing (benefits)

## Integrating gender issues into agricultural value chains research for development

Rubin, Manfre, and  
Nichols Barrett 2009





## Exercise: Mapping the Chain

- Each group will have 15 minutes to draw or review the map of its value chain to highlight:
  - Location and numbers of men and women at each node of the chain
  - Types of work performed by men and by women
  - the proportion of enterprises owned by men/women at different nodes of the chain

## Exercise: Mapping the Chain

- Each group will have 15 minutes to draw or review the map of its value chain to highlight:
  - Location and numbers of men and women at each node of the chain
  - Types of work performed by men and by women
  - the proportion of enterprises owned by men/women at different nodes of the chain

## Activity: Mapping the value chain

Purpose	To reflect upon the different ways men and women participate in value chain activities.
Format	Small group
Timing	15 minutes group work, with 20 minutes for report out (depends on number of groups)
Instructions	<ol style="list-style-type: none"><li>1. Ask participants to form small groups and appoint different people to draw, to record the discussion, and to be a presenter to the group.</li><li>2. Each group will draw a value chain highlighting to the best of their ability:<ol style="list-style-type: none"><li>a) The location and numbers of men and women at each node of the chain;</li><li>b) The type of work performed by men and women;</li><li>c) The proportion of enterprises owned by men and/or women at different nodes of the chain</li></ol></li></ol> <p>Participants can use the following questions to guide the conversation about the value chain:</p> <ol style="list-style-type: none"><li>a) What are the participation rates for men? What are the participation rates for women?</li><li>b) What work is done by men/women? What positions do men/women typically occupy within firms or associations?</li><li>c) What barriers exist to increase women's participation? What barriers exist to increase men's participation?</li><li>d) What percentage of enterprises is owned by men? What percentage is owned by women?</li></ol> <ol style="list-style-type: none"><li>3. Have 2-3 groups present their maps.</li></ol>

## Gender Dimensions Framework

### Objectives

- Be able to define gender analysis
- Become familiar with key analytical components of gender dimensions framework
- Be able to apply gender dimensions framework to case study

Duration

1 hour and 45 minutes

Format

Lecture and small group activity

Equipment and supplies

Computer and projector

[Handout: Case study](#)

[Handout: Worksheet 1](#)



## Session objectives

- Define gender analysis
- Review key analytical components of the Gender Dimensions Framework
- Apply the Gender Dimensions Framework to a case study

## Gender analysis

Gender analysis is a methodology that both:

1. Describes existing gender relations in a particular environment, ranging from within households or firms to a larger scale of community, ethnic group, or nation, and
2. Organizes and interprets, in a systematic way, information about gender relations to identify gender-based constraints and make clear the importance of gender differences for achieving development objectives.

## Gender-based constraints

Refer to restrictions on men's or women's access to resources or opportunities that are based on their gender roles or responsibilities. The term includes:

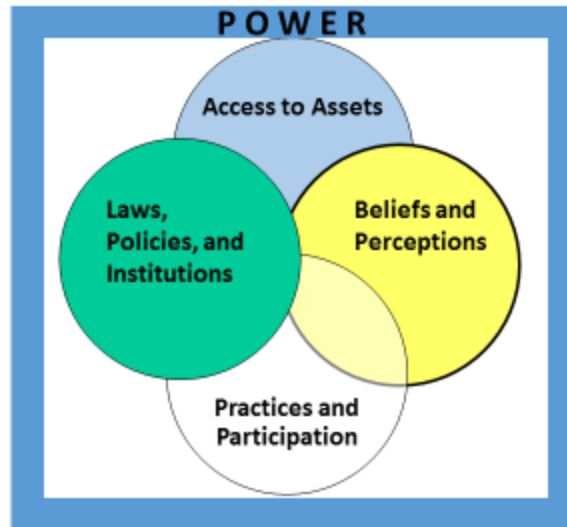
1. Measurable disparities that are revealed by sex-disaggregated data collection and gender analysis and
2. Identification of the factors that cause the conditions of disparity.

## Outcomes of a gender analysis

Information for the design of a gender-responsive agricultural project:

- Description of men's and women's roles
- Identification of factors that shape men's and women's opportunities
- Understanding of gender-based constraints
- Areas of action to ensure the men and women have equal opportunities to participate in and benefit from program activities

## The Gender Dimensions Framework



## How is the GDF useful?

The GDF is a tool that can help you:

- Organize and analyze information about gender-related gaps or gender-based constraints
- Understand gender-related information (e.g., for background research)
- Develop questions for interviews
- Reflect on challenges and successes of meeting project targets, objectives, and goals

## Access to assets

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

### **Tangible**

Land  
Labor  
Capital  
Equipment  
Credit

### **Intangible**

Information  
Social networks:  
Church groups, producer  
associations, self-help  
groups, kinship relations



## Why does access to assets matter?

- Access to land is often required to participate as members of associations.
- Access to information can improve the quality of a crop.
- Access to improved technologies can lead to increased income.

## Practices and Participation

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

- Responsible for different tasks on the farm and within the household
- Hired for different tasks within firms
- Segregated into different sectors



70

## Why do practices and participation matter?

- Women and men participate in value chains at different points as wage workers, unpaid family workers, and entrepreneurs.
- Being a man or a woman influences participation in trainings.
- Differences in men's and women's mobility influences their participation in markets.

71



## Beliefs and perceptions

Social beliefs and perceptions shape expectations about "appropriate" roles for boys and girls and men and women.

These norms affect:

- Who goes to school and for how long
- Who goes to work and what type
- How much money you earn
- What kinds of assets you can inherit
- Where you can go and for how long



## Why do beliefs and perceptions matter?

- Beliefs about appropriateness of women to perform types of work affects their employment opportunities.
- Perceptions that women are not farmers limits their access to extension services.
- Women are paid less than men for similar work because women are perceived to provide supplementary income.

## Laws, policies, and institutions

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

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

Laws can provide the framework for equality but in practice inequality may persist.

## Why do laws, policies, and institutions matter?

- Laws can restrict which jobs men and women have and when men and women can work.
- Policies can include quotas for men's and women's participation in particular jobs.
- Laws restricting credit options limit women's performance.
- Laws can determine which types of benefits come from certain types of employment (e.g., full-time or part-time).

## Worksheet One

### Instructions:

Working in groups,

1. Identify what you know about each dimension listed in column one for men and for women (columns 2 and 3), using the information presented in the case study.
2. Brainstorm about what additional information you might want to know and make notes of that in column 4.

Dimension	Information about men		Information about women	
		Beliefs & Perceptions		Beliefs & Perceptions
Access (use, control, ownership) to assets				
Practices & participation				
Laws, policies, & institutions				

## Activity: Understanding the gender dimensions framework

Purpose	To learn to use the gender dimensions framework as a means of organizing gender-related information
Format	Small group
Timing	45 minutes including report out
Instructions	<ol style="list-style-type: none"><li>1. Ask participants to form groups of 2-3.</li><li>2. Individually they should read the <a href="#">case study</a>, highlighting information that pertains to each of the dimensions of the framework.</li><li>3. Together, they should fill out <a href="#">Worksheet 1</a> and discuss challenges or questions about the case study and the data.</li><li>4. In plenary, the facilitator will ask for information related to each dimension. The facilitator should be sure to ask the group:<ol style="list-style-type: none"><li>a) If all groups categorized the information in the same way</li><li>b) If there was information that was difficult to organize by dimension</li></ol></li></ol> <p>The plenary discussion should be sure to emphasize the definition of each dimension. It should also highlight how the dimensions are not mutually exclusive but interrelated, highlighting for example the role of the Beliefs &amp; Perceptions column in relation to the other rows.</p> <p>It may be necessary to explain that the table is only used for gender-related data. Data that is "general" or is not disaggregated does not have to go into the table. However, some data may require further analysis to understand if there may be gender differences and these should be noted for further exploration and clarification.</p>

## Handout: Case Study in Applying Gender Analysis to an Agriculture Development Program<sup>1</sup>

### **ENHANCING THE AGRICULTURE SECTOR THROUGH TRADE (EAST) PROJECT IN TWANYA**

#### **Country background**

“Twanya” is a fictitious nation of approximately 27 million people. Classified as a “low-income” country by the World Bank, it has a mostly tropical climate, with many good water sources. It also offers microclimates suitable for cultivating a wide range of agricultural products. Agriculture, primarily from smallholder production, provides nearly one-half of the country’s gross domestic product (GDP), and a significant proportion of GDP is earned from smallholder production. The economy has grown erratically over the last decade; the current GDP growth rate is 2.8 percent. Per capita GDP is just under US\$1,300 per year. Inadequate infrastructure, low agriculture productivity, poor export performance, and weak governance have negatively affected the country’s economic performance.

#### **Project Information**

The new agricultural competitiveness project in Twanya, Enhancing the Agriculture Sector through Trade (EAST), will support the development of the horticulture subsector, from production to processing to building market linkages. The project builds on previous activities, including a market analysis, which identified key fruits and vegetable crops for expansion. The program components include:

- Increase productivity of targeted horticulture commodities
- Strengthen trade and producer associations
- Increase employment in horticultural production and processing
- Increase agriculture trade in domestic, regional, and international markets

A new component of this project is greater emphasis on gender issues than in the past. The donor pronounced that the project’s effectiveness will be linked to implementing the institution’s ability to identify and address gender-related issues while also raising productivity and incomes. The donor country’s operational plan has identified gender as a crosscutting theme, but unfortunately, the plan did not provide details about implementation strategies.

---

<sup>1</sup> The methodology, case study and worksheets are taken from Rubin, D., Manfre, C. and Nichols Barrett, K. (2009) “Promoting Gender Equitable Agricultural Value Chains: A Handbook” Washington, DC: USAID.

Although no gender assessment was carried out before the design of the EAST project, in the course of its design and implementation, project staff found the information presented below from published reports and project documents.

## **AGRICULTURAL PRACTICES IN TWANYA**

Gender relations in Twanya are neither extremely unequal nor completely egalitarian. There are differences in men's and women's opportunities and responsibilities. The population is 80 percent rural, and most people are expected to marry and live on the small farms that supply their food and livelihoods. Although collaborative decision-making is increasing, especially among the younger generation, it is still customary for women to defer to men on a range of issues and in many public settings. Women have smaller social networks outside their villages and generally have lower levels of education.

### **Small Producers**

Smallholder farms draw primarily on household labor. Men and women in Twanya are both involved in agricultural production, processing, and marketing, but their roles and responsibilities are different. Family members provide the majority of labor required on smallholder farms. Women provide most of the day-to-day labor (e.g., planting, transplanting, weeding, and harvesting) on household fields and small gardens that supply the family with food (staple grains and local vegetables). The surplus is sold in the domestic market. Women work on plots that produce an increasing proportion of vegetables destined for the small but growing export market. They also raise poultry. Women and young girls have added responsibilities for child care and other domestic work, such as food preparation and cleaning; this is considered "women's work." Men work on the farms and are especially involved in land clearing and plowing. Hired labor supplements household labor on the farm, especially for weeding and harvesting. Many men own herds of cattle that are grazed on common lands. Some men have wage jobs, either as casual labor or in salaried positions, depending on their education and skills. Women carry their produce to market on their heads or hire men with carts or bicycles to assist them; men generally have their own transport or hire trucks to transport their produce. Men are more likely to handle crop sales and to share with their wives only a portion of the proceeds.

Title to most agricultural land is held in men's names. Twanya laws stipulate that children should inherit equally and that women may own land in their own names. However, women seldom inherit on an equal basis with their brothers. Women lack cash to buy their own land, or they lack access to capital to

expand their current landholdings. This is in part the result of banks requiring spouses to cosign loans. It is still rare for an unmarried (single, divorced, or widowed) woman to obtain capital. Women's holdings are smaller than those owned by men. In addition, fields for staple foods and for higher-value crops are located in different locations. Women are expected to marry and gain access to land through their husbands, but a growing number of younger couples are registering their land in the names of both husbands and wives. Women operate approximately one-third of all agriculture enterprises but receive less than 10 percent of agriculture extension services.

Twanya has built many rural schools, and both girls and boys attend in equal proportions. Young women are usually less likely than young men to continue their education at the postsecondary level, as it is believed that boys should receive preference in education. Girls are required to leave primary or secondary school if they become pregnant. Among those who do continue, women are underrepresented in the fields of agricultural science, veterinary medicine, and engineering. In addition, customary laws and social attitudes further restrict women's opportunities to work outside the home after marriage.

### **Input Suppliers**

Seventy percent of input supply shops are owned by men. Within the supply shops, men and women are hired for different tasks. Few women possess the qualifications and certifications required to work in technical positions, such as agro-vet agents and extension workers. Women typically occupy positions in accounting and sales; men are hired as drivers, porters, and extension agents. Although women are physically capable of undertaking the tasks as porters, most people—men and women, employers and workers—believe it is “inappropriate” for women to load trucks because women will be more easily injured by the heavy work.

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

### **Producer Associations**

The vast majority of smallholder farmers receive inputs, market information, and training services through producer associations. In some cases, anyone who meets the membership requirements may join an association, for example, by

showing title to agricultural land, by owning livestock, or by paying dues and registration fees. In other cases, membership is limited to heads of households who can meet these conditions. Among married couples in rural Twanya, women and their adult children may sit in on meetings, but each household is allowed only one vote, usually given to the man as head of the household. It is commonplace for only the registered member (individual or household) to be permitted to establish an account or to receive training or other services.

Women's participation in producer associations varies greatly throughout the country, depending on the specific requirements for membership, their interest in the crops targeted, and other issues related to scheduling and location of meetings. Although women are active members, they are not frequently elected to executive leadership positions.

### **Processors**

Sex-segmented employment patterns are common in processing factories. Men dominate management and technical positions and fill the jobs that require operating heavy machinery or handling heavy loads. Women occupy low-skilled and lower-paid positions in the field and in packinghouses or on the assembly lines. Women are perceived as more adept at postharvest handling. There are cultural beliefs that link the sensitive care that horticultural products require with women's domestic work. Labor laws also restrict women's nighttime work hours and the weight of loads they may carry. Lower skill levels, lack of experience, and social conditions limit employment opportunities for women in senior management and technical positions in processing firms. It is believed that women are incapable of managing men. In addition, perceptions concerning the appropriateness of heavy lifting and machinery operation limit women's opportunities in processing plants. Reports indicate that sexual harassment of women is common.

Some processors notice that there is a difference in the quality of products supplied by men and by women, particularly of fresh fruits and vegetables. Men are thought to be more careless than women in storage transporting, resulting in contamination or bruising.

### **Transporters**

The majority of transportation companies are owned by men. Over 90 percent of drivers are also men. Women do drive small cars, but it is uncommon for a woman to drive large trucks, although those who have attended the National Service Driving School are capable of driving them as well as men.



Transporters often hire young men to pack and load the fruits and vegetables. They do not like to hire young women because the transporters have to do much of their work at night, and young women are not usually permitted to work outside of their homes at night. Women do work for transport firms in office positions.

### **Exporters**

Of the 272 exporting firms that opened in the country in the past three years, only 12 percent were owned by women. Of these 33 firms, 27 were started by married women whose husbands had professional positions in business, law, academics, or government. This is in part the result of banks requiring spouses to cosign loans for start-up capital. It is still rare for an unmarried woman (single, divorced, or widowed) to obtain the capital and to have the business knowledge to start her own export firm.

Few women are involved in horticultural product export firms except as low-skilled workers and clerical staff. Women with computer training are hired for data input positions.



**FEED the FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Reflections Day 1



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

7/3

## Day 2

### Agenda

Time	Topics	Activities
9:00 – 10:30	<b>Identifying and Prioritizing Gender-based constraints</b>	Review gender-based constraints  Activity: Identifying gender-based constraints  Activity: Prioritizing gender-based constraints
<b>Break (15 minutes)</b>		
10:45 – 12:00	<b>Facilitation techniques: Part 1</b>	Discussion of facilitation techniques  Activity: Listening
<b>Lunch (1 hour)</b>		
1:00 – 2:30	<b>Knowing how you're doing</b>	Discussing of gender-sensitive indicators, targeting, and monitoring  Activity: What is our data telling us?
2:30 – 3:30	<b>Facilitation Techniques: Part 2</b>	Activity: Facilitating
<b>Break (15 minutes)</b>		
3:45 – 5:00	<b>Identification of Gender-based Constraints in Participants' Projects</b>	Identify conditions of disparity related to the dimensions and identify factors that contribute to those conditions.

## Identifying and Prioritizing Gender-based constraints

### Objectives

- Be able to identify gender-based constraints
- Understand importance of relating gender-based constraints to project elements
- Understand how to prioritize gender-based constraints

### Duration

90 minutes

### Format

Lecture (15 minutes each lecture) and small group activity (30 minutes each activity)

### Equipment and supplies

Computer and projector  
Flipcharts and markers

[Handout: Case study](#)

[Handout: Worksheet 2](#)



## Session Objectives

- Be able to identify gender-based constraints
- Understand importance of relating gender-based constraints to project elements
- Understand how to prioritize gender-based constraints

## Gender-based constraints

Refer to restrictions on men's or women's access to resources or opportunities that are based on their gender roles or responsibilities. The term includes:

1. Measurable disparities that are revealed by sex-disaggregated data collection and gender analysis and
2. Identification of the factors that cause the conditions of disparity.

## Identifying gender-based constraints

### GENERAL CONSTRAINT

- Small landholdings
- Limited range of finance and credit options
- Lack of access to market information
- Low productivity

### GENDER-BASED CONSTRAINT

- Laws or customs that restrict women's land ownership
- Bank policies that require a married women to obtain her husband's signature
- Social norms that limit women's networking abilities
- Inequitable distribution of household income

- Identify conditions of gender disparity
- Identify the factors that cause conditions of gender disparity
- Formulate a cause and effect hypothesis: the gender-based constraint statement  
(GBC statement)

Identify a condition of disparity (an observed and measurable unequal condition)



Identify the factors leading to observed inequalities



Formulate a cause and effect hypothesis: the gender-based constraint statement<sup>5</sup>

## In Twanya,

Women are less likely than men to be hired as senior managers or in technical positions



Because they have lower skill levels and lack of experience, and because it is believed that women are incapable of managing men.

## Activity: Identifying Gender-based Constraints


**Purpose** To identify gender-based constraints

**Format** Small group

**Timing** 30 minutes including report out


**Instructions**


1. Ask participants to form groups of 2-3.
2. Using the information in the [case study](#), groups identify conditions of disparity related to the dimensions and identify factors that contribute to those conditions. Participants can use [Worksheet 2](#).
3. Identify at least one gender-based constraint per dimension.

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

**Activity: Identifying gender-based constraints**

- Using the information in the case study, identify:
  - Conditions of disparities related to each of the dimensions in the table; and,
  - Factors that contribute to those conditions.
- Formulate at least one gender-based constraint per dimension.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services



Dimension	Condition of disparity (inequality)	Potential factors causing the disparity	Gender-based constraint
Access to assets			
Practices and participation			
Laws, policies, and institutions			



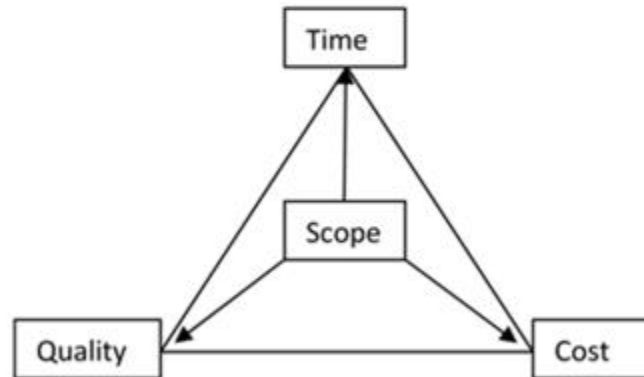
## Prioritizing gender-based constraints

Process of

- developing criteria for assessing the relative importance of gender-based constraints to a program or project, and
- prioritizing constraints that are within the manageable interests of the project or program



## What is within the manageable interest?




## What does "scope" refer to?

- Achieving project objectives
- Supporting women's economic empowerment
- Improving value chain competitiveness


## Activity: Prioritizing Gender-based Constraints


Purpose	To understand the importance of prioritizing gender-based constraints against different project management criteria
Format	Small group
Timing	30 minutes including report out
Instructions	<ol style="list-style-type: none"><li>1. Ask participants to divide into small groups.</li><li>2. Using the gender-based constraint statements previously identified, consider the consequences of the constraints on:<ol style="list-style-type: none"><li>a) Achieving project objectives; and,</li><li>b) Supporting women's economic empowerment.</li></ol></li><li>3. Discuss the consequences of the gender-based constraints related to the different criteria (above).</li><li>4. Finally, prioritize the gender-based constraints.</li><li>5. Report out in plenary.</li></ol>

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

Activity: Prioritizing gender-based constraints

- Using the gender-based constraint statements previously identified, consider the consequences of the constraints on:
  1. Achieving project objectives (see case study);
  2. Supporting women's economic empowerment; and,
- Discuss the consequences of the gender-based constraints related to the different criteria (above).
- Finally, prioritize the gender-based constraints.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

13

- Increase productivity of targeted horticulture commodities
- Strengthen trade and producer associations
- Increase employment in horticultural production and processing
- Increase agriculture trade in domestic, regional, and international markets
- Supporting women's economic empowerment

## Facilitation techniques: Part 1

### Objectives

- Become familiar with techniques for facilitating interviews
- Practice listening for gender-related information

### Duration

1 hour and 15 minutes

### Format

Discussion (20 minutes), one small group activity, and one plenary activity

### Equipment and supplies

Computer and projector

[Handout: Interview with an Input Supplier](#)



## Session Objectives

- Become familiar with techniques for facilitating interviews
- Practice listening for gender-related information

## Activity: Conducting Interviews

**Purpose** To reflect upon the challenges of facilitating interviews

**Format** Small group

**Timing** 35 minutes

- Instructions**
1. Divide into groups of 5. Each group should have a “talking stick.”
  2. The group will discuss each of the questions below. Each discussion will last for 2 minutes.
    - What advice would you give to an extension officer to conduct a better interview?
    - What types of common mistakes are made?
    - What advice would give to an extension officer about how to conduct a good interview with women farmers?
    - What advice would give to an extension officer about how to conduct a good interview with a mixed group of men and women farmers?
  3. Only the person who has the “talking stick” should speak and everyone should have a chance to speak during the 2 minutes.

It may be helpful to demonstrate the rules of using the “talking stick” before beginning the activity.

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

### Activity:

- Divide into groups of 5.
- Each group should have a “talking stick.”
- The group will discuss each of the questions on the next slide. Each discussion will last for 2 minutes.
- Only the person who has the “talking stick” should speak and everyone should have a chance to speak during the 2 minutes.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

## Discussion Questions

- What advice would you give to an extension officer to conduct a better interview?
- What types of common mistakes are made?
- What advice would give to an extension officer about how to conduct a good interview with women farmers?
- What advice would give to an extension officer about how to conduct a good interview with a mixed group of men and women farmers?

## Reflections on the activity

- What did you notice about the activity?
- What did you like?
- What didn't you like?
- How might you adapt it for your own purposes?



## Interviewing Techniques: Principles



FIELD GUIDE



-The interviewer and the informant are different people –

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

20

## General Points

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



TRY TO MOVE BEYOND STEREOTYPES

22



## Asking Questions

- Asking the right questions in the right ways:
  - Use open-ended questions, especially in the beginning.
  - Descriptive questions are broad and general and allow people to describe their experiences and their daily activities, e.g., "Tell me about a typical day."
  - Structural questions explore responses to descriptive questions. They are used to understand how the respondent organizes knowledge.
  - Avoid asking multi-part questions. Allow the respondent to answer fully before moving on to the next question.



- Ask the questions as they are written
  - Avoid introducing the question
  - Don't explain why you are asking the question
- Prompts
  - What are they?
  - How do you use them?

## Being an active listener


- Don't mentally prepare the next question
- Avoid distractions
  - Texting or answering the phone
  - Side conversations
  - Other family members
- Pay attention to the respondent's body language and tone (and make notes of this!)
- Be mindful of your own body language
  - Nodding or smiling
- Ask questions to clarify certain points
- Summarize the respondent's comments periodically – but do not editorialize or add your own analysis

## Ending the interview

- At the end of the interview, briefly summarize the main points to check that you have understood the interviewee's position.
- It is often helpful to ask the respondent if he or she has questions for you.
- Offer your thanks for their time and assistance.


## Activity: Listening


Purpose	To practice active listening
	To understand how to identify gender-related information in an interview
Format	Plenary
Timing	20 minutes
Instructions	1. Two participants are each given an <a href="#">interview script</a> . One participant will be the interviewer; the other will be the interviewee.
	2. The remaining participants should listen to the interview and record any information related to the Gender Dimensions Framework; noting any conflicting information or additional questions that could be asked to clarify the information in the interview.
	3. In plenary, report out on observations.

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

### Activity: Listening exercise

- Two participants are each given an interview script. One participant will be the interviewer; the other will be the interviewee.
- The remaining participants should listen to the interview and record any information related to the Gender Dimensions Framework; noting any conflicting information or additional questions that could be asked to clarify the information in the interview.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

### Handout: Interview with an Input Supplier

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

---

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

*Input supplier:* 11

Interviewer: Of those 11, how many are men?

*Input supplier:* There are 7 men.

Interviewer: How many are women?

*Input supplier:* There are 4 ladies.

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

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

Interviewer: What is required to become an extension agent?

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

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

*Input supplier:* You know ladies are better at selling items. They can sell more quickly than men. A man will ask a man for a discount. A man won't ask a saleswoman for a discount, though. And you know ladies aren't as hardy as men. They aren't as energetic. They can't

lift heavy items or push a trolley. I don't hire women as porters or warehouse managers; those are men's jobs.

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

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

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

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

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

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

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

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

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

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

## Knowing how you're doing

### Objectives

- Understand the gender issues in designing indicators
- Understand gender-sensitive monitoring

Duration

90 minutes

Format

Discussion (1 hour) and small group activity (30 minutes)

Equipment and supplies

Computer and projector

[Handout: Data Analysis](#)





## Session Objectives

- Understand the gender issues in designing indicators
- Understand gender-sensitive monitoring

## "SMART" Indicators

<b>Specific</b>	The indicator clearly and directly measures a specific result for the objective it is measuring.
<b>Measurable</b>	The indicator is unambiguously specified so that all parties agree on what it covers and there are practical ways to measure the indicator.
<b>Achievable</b>	The measurement of the indicator is feasible and realistic, within the resources and capacity of the project/program, and the data are available.
<b>Relevant</b>	The indicator provides appropriate information that is best suited to measuring the intended result or change expressed in the objective.
<b>Time-bound</b>	The indicator specifies the specific timeframe at which it is to be measured.

## Gender-Sensitive Indicators tell us ....

- **If** projects are affecting men and women differently
  - Are both men and women participating in project activities?
  - Are both men and women able to implement the recommendations provided or access the services offered?
  - Are both men and women receiving benefits from their participation?
- **If** projects are reducing gender disparities
  - Are women's incomes rising? Are they rising relative to men's?
- **If** projects are exacerbating existing or creating new disparities
  - Are women's workloads rising? Are they rising relative to men's?

## Gender-"SMART" indicators

<b>Sex-disaggregated</b>	Any indicator about people is sex-disaggregated (M/F).
<b>Mixed methods</b>	Use both qualitative and quantitative methods (including participatory monitoring to collect monitoring data to measure change and elicit explanations of what change means to participants (men and women).
<b>Accurate</b>	Compare like with like. Use appropriate units of analysis. Don't compare households headed by men to those headed by women! The results do not translate to all men and all women.
<b>Reduce gender-based constraints</b>	Measure changes in an identified gender-based constraint, e.g., in access to credit, use of inputs, participation, income, etc.
<b>Time-sensitive</b>	Develop indicators that do not add a large extra time burden to the women from whom data is collected.

## Some tips and guidance for creating gender-sensitive indicators

## 1. Choose the appropriate unit of analysis

## Households, individuals, associations, firms?

Individual trader,  
entrepreneur?



Households?



Association or firm?

## 2. Indicate that individual (or people) - level indicators will be sex- disaggregated

Aim also to disaggregate other indicators by age, caste,  
ethnicity, and other variables.

### 3. Collect numbers and narrative

Use a mixture of quantitative and qualitative indicators

### 4. Look for opportunities to disaggregate by sex

- Number of improved technologies adopted
- Volume of sales
- Increase in crop productivity

## 5. Establish realistic targets

- ✓ Don't be risk-averse and be too cautious
- ✓ Don't be overly ambitious
- ✓ Look for the "just right"



Gender and value chain indicators should measure change in:



- **Participation**
- **Performance**
- **Benefits**

## Change in participation

Expected Result	Indicator	Number/ Narrative
Increase in number of jobs in oilseed processing	• Increased number of jobs available in oilseed processing, disaggregated by sex	#
	• # of women/men in each job type: occasional, salaried	#
	• # of women/men in each job category: laborer, manager, owner	#
	• How have women/men's lives changed with new job?	Narrative

## Change in performance

Expected Result	Indicator	Number/ Narrative
Improved seed and other quality inputs are adopted by smallholder farmers	• % increase above baseline of input use, disaggregated by sex	#
	• Relative increase of input use by women compared to men	#
	• How have production practices changed with use of new inputs?	Narrative


## Change in benefits

Expected Result	Indicator	Number/ Narrative
Producers income increased	• Change in men's & women's income from agricultural sales	#
	• Change in number of women reporting increased control of income from agricultural sales	#
	• What has changed in your life as a result of earning more income?	Narrative



## Activity: Data Analysis


- Purpose** To understand the usefulness of sex-disaggregated data for project monitoring
- Format** Small group
- Timing** 30 minutes including report out
- Instructions**
1. Divide participants into small groups.
  2. Have participants review the data in the chart on the [Handout: Data Analysis Exercise](#) and answer the following questions:
    - What is the income per capita by sex? Fill in the corresponding boxes
    - What is the average return per tree/vine by sex? Fill in the corresponding boxes
    - What does the data tell us?
    - What additional information do we need to explain results?
  3. Review the answers in plenary.


 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

### Data Analysis Exercise

Review the data in the chart on the handout and answer the following questions:

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

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

## Handout: Data Analysis Exercise

Questions to answer:

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

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

## Facilitation Techniques: Part 2

### Objectives

- Understand the gender issues of facilitation
- Become familiar with tips for gender-sensitive facilitation

Duration

1 hour

Format

Discussion (20 minutes) and plenary activity

Equipment and supplies

Computer and projector

Activity: Role Play

[Handouts: For Interviewers and For Producers](#)



## Session Objectives

- Understand the gender issues of facilitation
- Become familiar with tips for gender-sensitive facilitation

To interview women is it a good strategy  
for the team to conduct interviews at  
their homes before dinner?

### Planning interviews

- Time
- Location
- Duration



To collect data on assets is it a good strategy to interview the only adult found at home?

- Men and women do not have the same information
- Information is not always shared
  - Spouses may conceal ownership of assets from each other
- Accuracy of the information
  - Concerns about status may influence the reporting of assets holdings

## Who knows what?



Is it a good strategy to conduct interviews in mixed-sex groups?

### Mixed or single sex?

- Are women able to speak openly in front of men?
- Would it be beneficial to understand how men and women interact with each other in public?



## Activity: Role Play

Purpose	To practice facilitation techniques to manage group interviews and focus groups
Format	Small group
Timing	40 minutes including report out
Instructions	<ol style="list-style-type: none"><li>1. Divide the participants into three groups:<ol style="list-style-type: none"><li>a) Group 1 Interviewers: 2-4 people</li><li>b) Group 2 Group interview or focus group participants: 5-10 people</li><li>c) Group 3 Observers: The rest of the participations.</li></ol></li><li>2. Group 1 will be given the <a href="#">Handout: The Interviewers</a>. This group should find a place, preferably in another room, to develop a plan for conducting a group interview or focus group. A few questions are provided on the Handout but the group should discuss how they wish to manage the meeting including the introduction, the closing, who will lead the questions, etc. The group can add questions if they wish.</li><li>3. Individuals in Group 2 will be given one of the participant profiles on the <a href="#">Handout: The Producers</a>. These should be divided across the members of Group 2. If there are more people than profiles, the group should decide how the additional people can be used. Some ideas include:<ol style="list-style-type: none"><li>a) Silent participant: One of the jobs of the Interviewers should be to identify participants who are quieter so one idea is to have a few who don't talk immediately.</li><li>b) Extension Officer or other leader: One person can choose to represent an individual who would be considered a leader or a more knowledgeable individual. This person should insert himself/herself into the conversation. The Interviewers should recognize that this person may influence the answers of others and need to be prepared to develop a strategy to deal with him/her.</li></ol></li><li>4. If there are additional participants, they can be given the job of observing how the interview is managed and provide input after the session is over.</li><li>5. The groups should be given about 10 minutes to organize themselves. The role play itself can run between 20 and 30 minutes depending on the time allocated to the activities.</li><li>6. Upon conclusion the Facilitator should have everyone sit in a circle to conduct a short debrief. The Facilitator should ask each</li></ol>



group the questions below, starting with Group 3.

- a) What did you notice about the dynamics of the group of Producers?
- b) How did the Interviewers manage those dynamics?
- c) What would you do differently next time?

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Activity: Managing group interviews

- In this role-playing exercise, the group will conduct a mock group interview of producers.
- Participants should divide in two groups: interviewers and producers.
- The interviewers should briefly leave the room and confer about how they are going to conduct the group interview, while producers will read their scenarios.
- The interviewers will return to the room to conduct the interview.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

## Handout: For Interviewers

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

Interviewer A:

Tell us about what you grow?

Who makes the decisions about the farm business?

Interviewer B:

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

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

Interviewer C:

How do you get reliable information about new farming practices?

What challenges do you face in growing your business?

## Handout: The Producers

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

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

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

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

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

## Identification of Gender-based Constraints in Participants' Projects

### Objectives

- To identify gender-based constraints in participants' own projects

Duration 1 hour 15 minutes

Format Discussion and small group activity

Equipment and supplies Computer and projector

[Handout: Worksheet 2](#)



## Session Objectives

- Apply gender analysis components to a specific value chain:
  - Identify gender disparities
  - Consider possible factors causing disparities
  - Identify missing information
- Identify GBCs that are within manageable interest of project objectives

## Activity: Identifying and Prioritizing Gender-based Constraints in Our Own Projects

Purpose	To apply the skills learned about gender analysis and gender-based constraints
Format	Small group by value chain
Timing	1 hour 15 minutes
Instructions	<ol style="list-style-type: none"><li>1. In value chain groups, participants should identify gender-based constraints in each value chain, guided by the following questions:<ol style="list-style-type: none"><li>a) What types of disparities exist?<ol style="list-style-type: none"><li>i) Access to assets</li><li>ii) Practices and participation</li><li>iii) Beliefs and norms</li><li>iv) Laws, policies, and institutions</li></ol></li><li>b) Does your indicator data reveal any disparities?</li><li>c) What do you know about possible factors contributing to those disparities?</li><li>d) What information is missing and how would you go about collecting it?</li></ol><p>Participants can use <a href="#">Worksheet 2</a> to build the GBCs.</p></li><li>2. The groups then identify 2-3 important assessment criteria: E.g., value chain competitiveness, opportunities for women's employment, etc.</li><li>3. Using this criteria, groups prioritize the identified GBCs and consider what GBCs are within the manageable interest of the project.</li></ol>

## Activity: Identifying GBCs

### Part 1

- Identify gender disparities in your value chains.
  - What types of disparities exist?
    - Access to assets
    - Practices and participation
    - Beliefs and norms
    - Laws, policies, and institutions
  - Does your indicator data reveal any disparities?
- Identify factors that may be contributing to those disparities
  - What do you know about possible factors contributing to those disparities?
- Identify missing information and ways of collecting that information

## Remember!

- Consider gender-based constraints that exist
  - At different nodes of the chain
  - Within different types of institutions
  - Related to extension and advisory services



Dimension	Condition of disparity (inequality)	Potential factors causing the disparity	Gender-based constraint
Access to assets			
Practices and participation			
Laws, policies, and institutions			



## Activity: Prioritizing GBCs

- Identify 2-3 important assessment criteria:
  - E.g., value chain competitiveness, opportunities for women's employment, etc.
- Prioritize the identified GBCs
  - What is within the manageable interest of the project?





**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Reflections on Day 2



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services



**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Pick a number from the bag

- 1 – Best thing you learned today
- 2 – Something that surprised you today
- 3 – One thing you would change today
- 4 – Say anything



**USAID**  
FROM THE AMERICAN PEOPLE



**INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

## Day 3

### Agenda

Time	Topics	Activities
9:00 – 9:20	<b>Understanding discrimination: Part 1</b>	Activity: Visualizing Equality
9:20 – 10:00	<b>Understanding discrimination: Part 2</b>	Discussion of consequences of discriminatory attitudes and bias  Activity: Avoiding the negative consequences of statistical discrimination
10:00 – 10:30	<b>What information do you generally gather?</b>	
<b>Break (15 minutes)</b>		
10:45 – 12:00	<b>Preparing Interview Guides</b>	Activity: Understanding the gender dimensions of interview guides
<b>Lunch (1 hour)</b>		
1:00 – 3:00	<b>Interviews with Input Suppliers</b>	Activity: Collecting data about gender relations in the value chain
<b>Break (30 minutes)</b>		
3:30 -5:00	<b>What do we know now that we didn't know before?</b>	Activity: Analyzing data about gender relations in the value chain

## Understanding Discrimination

### Objectives

- Become aware of our perceptions and biases
- Consider how discriminatory ideas affect opportunities for men and women in agricultural value chains
- Understand the importance of data collection and analysis for understanding gender roles and relations

Duration

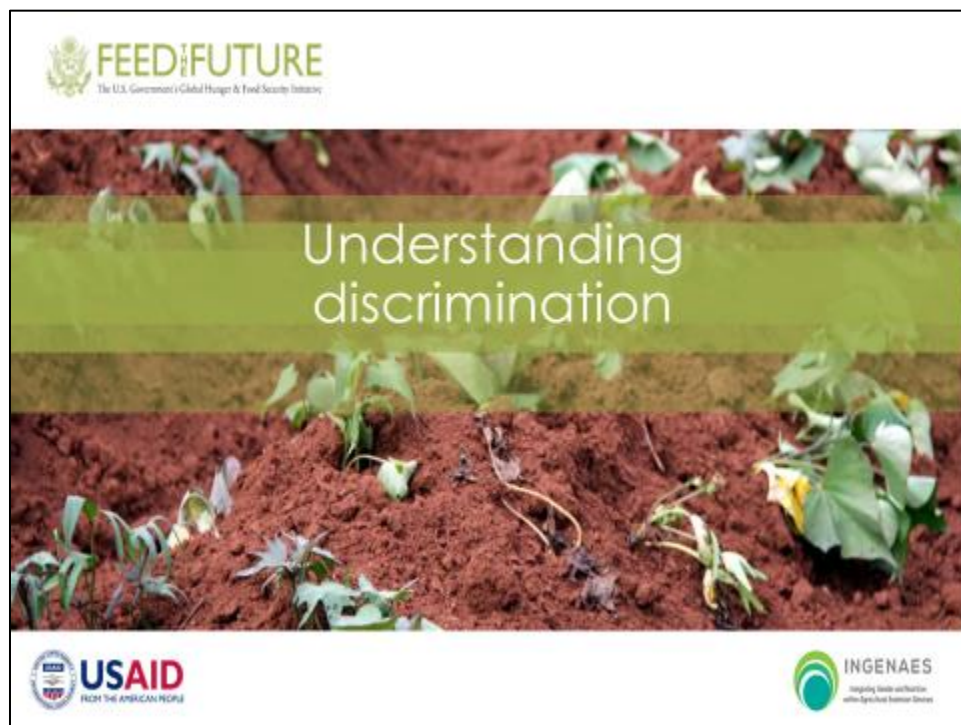
60 minutes

Format

Small group activity with plenary discussion

Equipment and supplies

Computer and projector  
Two flipcharts with markers



## Activity: Visualizing Equality

**Purpose** To become aware of perceptions and biases

**Format** Small groups

**Timing** 20 minutes

**Instructions** This activity should be done before the short lecture on understanding discrimination. This is to ensure that participants engage in the discussion before considering how their own beliefs and perceptions may be discriminatory.

1. Divide the participants into two groups. Have each group select an Artist. The flipcharts should be positioned so that when the Artists stand in front of them their backs are to the screen and they cannot see what's on it. The rest of the group should stand facing the screen, but on the other side of the flipchart, so that they cannot see what the Artist is drawing.
2. Each group will need to describe the word that appears on the screen. They cannot use the word in their descriptions. The Artist will draw what he/she hears. The Facilitator will review the rules below making sure that everyone is clear about what they can and cannot do. Ask the participants to repeat the rules.
  - a) Rule #1: The Artist is allowed to draw but not allowed to speak.
  - b) Rule #2: The Artist cannot turn around and look at the screen.
  - c) Rule #3: The Group cannot look at what the Artist is drawing.
  - d) Rule #4: The Group can only describe what they see on the screen but cannot say the word that appears.
3. The Artist and his/her group will have five (5) minutes to describe and draw what they see.
4. When the time is up, ask the Artists and the group the questions below. The Facilitator can ask the questions first and then have the participants look at the picture or have everyone come and look at the pictures right away.
  - a) What was difficult about drawing (or describing) the word?
  - b) What do you notice about the drawings?
  - c) Did the Artist draw a man or women? Why do you think he/she drew a man (or woman)?

Unless the Artist is told otherwise, he/she will often draw a man or a woman for the occupation on the slide. This is because certain occupations are associated with men or women in different countries. The Facilitator should explain this or have a conversation about why the Artist (or the group) deviated from these stereotypes.

# Teacher | Doctor

## Session Objectives

- Become aware of our perceptions and biases
- Consider how discriminatory ideas affect opportunities for men and women in agricultural value chains
- Understand the importance of data collection and analysis for understanding gender roles and relations

## Stereotypes

A **stereotype** is a widely held but fixed and oversimplified image or idea of a particular type of person or thing or issue.

## Discrimination

**Discrimination** is treating or considering someone or something not on the basis of their merit but based on the group, class, or category to which that person or thing is perceived to belong.

## Statistical discrimination

- The *tendency* to assess an individual person on group averages
  - If there are more men than women surgeons, we may be likely to think of surgeons as only being men
  - What image do you have about:
    - Chefs?
    - Police officers?
    - Nurses?
- And in agricultural value chains?
  - Who is an extension officer?
  - Who is a farmer?
  - Who is buyer?

## Just because we think it, does it mean it's true?

- Some stereotypes may never have been accurate to begin with
  - Women are bad at math
- Some stereotypes lose their accuracy over time
  - Women are not politicians

We do not always update our stereotypes.

Certain beliefs remain in place long after a situation has changed.



## Statistical discrimination: Is it bad?

- The tendency to make assessments based on group averages does not have negative consequences:
  - Some snakes are poisonous, therefore I will avoid all snakes...just in case.
- It becomes problematic when you restrict or impede opportunities for certain groups on that basis of these stereotypes.
- What might this look like in an agricultural value chain?

## Activity: Avoiding the negative consequences of statistical discrimination

**Purpose** To identify strategies for reducing the risk of discrimination in a gender and value chain analysis


**Format** Small group

**Timing** 30 minutes

- Instructions**
1. Participants should form groups of 4-5 people.
  2. In their group they should identify how discriminatory attitudes might influence a gender and value chain analysis, and what can be done to minimize this.
  3. The groups will have about 15 minutes to discuss this and then a plenary discussion can follow.


The types of ideas that might emerge from the discussion might relate to:


- a) How assumptions about men's and women's work can influence who is targeted as survey respondents or participants in interviews.
- b) How practitioners need to keep their own assumptions in check when they are targeting beneficiaries.

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

**Activity: Avoiding the negative consequences of statistical discrimination**

In your tables, discuss what you can do when conducting a gender and value chain analysis to avoid the negative consequences of statistical discrimination.

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

## Preparing Interview Guides

### Objectives

- Understand the intent of questions in interview guide
- Revise and adapt interview guides

Duration

1 hour 15 minutes

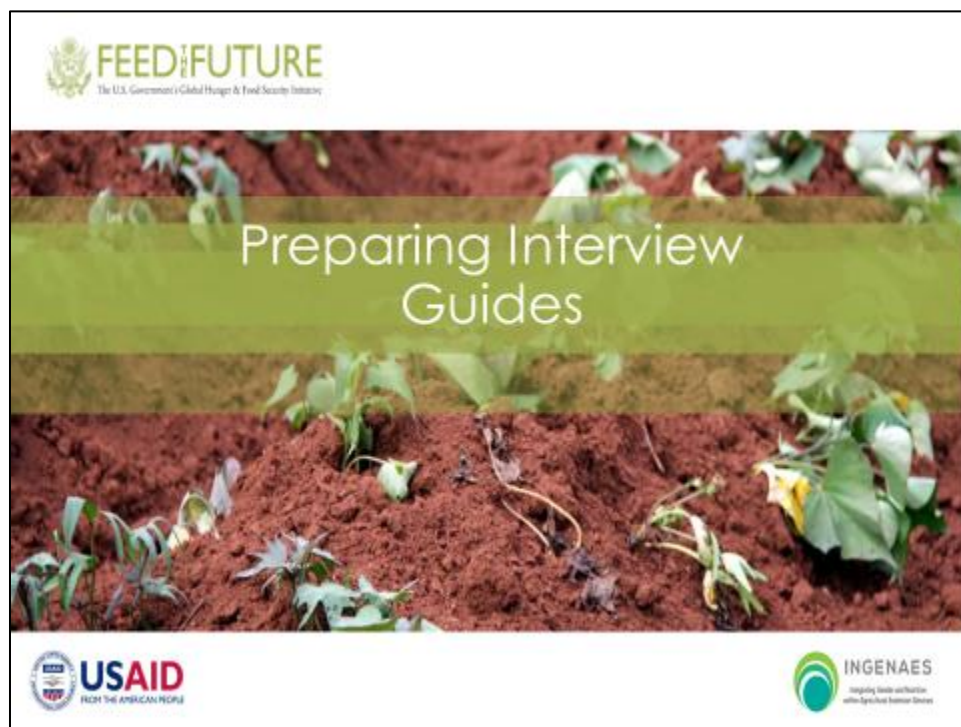
Format

Small group activity and discussion

Equipment and supplies

Computer and projector

[Handout: Interview guides](#)<sup>2</sup>



---


<sup>2</sup> The interview guides used here are taken from Rubin, D., C. Manfre, and K. Nichols Barrett. 2009. Promoting Gender Equitable Agricultural Value Chains: A Handbook. Washington, DC: USAID.

## Session Objectives

- Understand the intent of questions in interview guide
- Revise and adapt interview guides


## Activity: Understanding the gender dimensions of questions


Purpose	To understand how each question in the interview guide relates to the gender dimensions framework
Format	Small group
Timing	15 minutes in small group activity (30 minutes report out for each questionnaire)
Instructions	<ol style="list-style-type: none"><li>1. Divide into 4 groups. Distribute the <a href="#">Handout: Interview Guides</a>. Two groups will work with the input supply questionnaire and the other two groups will work with the processor/buyer questionnaire.</li><li>2. For each question, the group will identify how it relates to one of the dimensions of the Gender Dimensions Framework (GDF).</li><li>3. During the report out, review most of the questions in both questionnaires. If the groups were divided in a way that each group reviewed only one questionnaire, it is important to dedicate the time to review all of the questions in plenary. This is to ensure that all participants become familiar with the questionnaires.</li><li>4. The Facilitator can design alternative strategies for reviewing the questions. The main purpose of the exercise is to ensure that participants are able to make the connection between the questions and the GDF which is used to both structure the questions and for data analysis.</li></ol>

 **FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

### Activity: Understanding the gender dimensions of questions

- Divide in four groups
  - Two groups will work on the **input suppliers** questions and **transporter/buyer** questions
  - Two groups will work on the **processor** and **transporter/buyer** questions
- Using the Gender Dimensions Framework go through each question and identify which dimension relates to each question
- Report out for each questionnaire

 **USAID**  
FROM THE AMERICAN PEOPLE

 **INGENAES**  
Integrating Gender and Nutrition into Agricultural Extension Services

## HANDOUT: INTERVIEW GUIDES

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

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

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

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



## ACTOR IN THE VALUE CHAIN: PROCESSORS

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

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

QUESTIONS FOR PROCESSORS	FOLLOW-UP
Do you believe that there are differences in the supply or quality of the product that you receive from men or women?	What is an example of such a difference?
How do you identify your buyers?	
With whom do you negotiate your sales contracts (man/woman)?	Do you believe that there is a difference in negotiating sales contracts with men or women?

## ACTOR IN THE VALUE CHAIN: TRANSPORTERS/BUYERS

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

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

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

QUESTIONS FOR TRANSPORTERS/BUYERS	FOLLOW-UP
Do you buy from more men or women?	
Have you noticed any differences in buying from men and from women?	
Do you believe that there are differences in the volume or quality of the product that you receive from men or women?	

## Activity: Collecting data about gender relations in the value chain

Purpose	To practice data collection methods for a gender and value chain analysis
Duration	Depends on the number of actors to be interviewed. Schedule 1 hour for individual interviews and between 90 minutes and 2 ours for group interviews.
Format	Interviews with actors in the value chain
Equipment and supplies	<a href="#">Handout: Interview guides</a>
Instructions	<p>The design of this activity will depend on a number of variables. Ideally interviews can be scheduled where the actors live or work. This means scheduling sufficient time to travel to the interview site and conduct the interview. Interviewees can be brought into the workshop but the experience is enriched, and the participants also enjoy, the opportunity to leave the classroom setting and travel to the field.</p> <p>Participants need to be organized into groups prior to traveling to the field. Each group needs 10 -15 minutes to organize itself. Groups need to identify who will be asking questions, who will be the note taker, and other logistics.</p>



## What do we know now that we didn't know before?

### Objectives

- To reflect upon the gender-related content of information coming from interviews
- To reflect upon the opportunities and limitations of the data collected

Duration

1 hour 15 minutes

Format

Small group activity and discussion

Equipment and supplies

Computer and projector

[Worksheet 1](#) and [Worksheet 2](#)



## Session Objectives

- Reflect upon the gender-related content of information coming from interviews
- Reflect upon the opportunities and limitations of the data collected

## Activity: Analyzing data about gender relations in the value chain

Purpose	To analyze the data collected using the Gender Dimensions Framework
Duration	1 hour (Additional time is necessary if the group included lots of interviews)
Format	Small group activity and discussion
Equipment and supplies	Computer and projector <a href="#">Worksheet 1</a> and <a href="#">Worksheet 2</a>
Instructions	<ol style="list-style-type: none"><li>1. Each group will work together to organize the data collected during the interviews. <a href="#">Worksheet 1</a> and <a href="#">Worksheet 2</a> can be used to organize the data collected. The goal of the activity is to identify gender-based constraints. The Facilitators should work with the groups to do this analysis.</li><li>2. Depending on available time, each group presents the outcomes of their interview and analysis.</li><li>3. In plenary, the Facilitators will guide a discussion using the following questions:<ol style="list-style-type: none"><li>a) What were the limitations of the data collection?</li><li>b) What other questions would you have liked to ask?</li><li>c) What other kinds of input suppliers might you interview?</li></ol></li></ol>

## Day 4

### Agenda

Time	Topics	Activities
<b>9:00 – 10:00</b>	<b>Review of participant's value* chain work</b>	Presentations
<b>10:00 – 11:00</b>	<b>Actions to remove the constraints</b>	Introduce the gender continuum Activity: Gender continuum scenarios Activity: Identifying actions to overcome constraints in Twanya
<b>Break (15 minutes)</b>		
<b>11:15 – 12:30</b>	<b>Around the world: Brainstorming on actions</b>	Activity: Peer-to-peer exchange on actions
<b>Lunch (1 hour)</b>		
<b>1:30 – 3:00</b>	<b>Integrating Gender issues into Agricultural Value Chains Lab</b>	Work on individual presentations Consultation with facilitators
<b>Break (15 minutes)</b>		
<b>3:15 – 5:00</b>	<b>Continuation</b>	

\*Throughout the workshop, time can be used at different moments for the value chain groups to present part of the work they have completed. For example, groups can present the maps they developed earlier in the workshop to receive feedback and questions from the Facilitators and the other participants.

## Actions to Remove Constraints

### Objectives

- Become familiar with the gender continuum
- Be able to identify action to overcome gender-based constraints

Duration

1 hour

Format

Small group activity and discussion

Equipment and supplies

Computer and projector

[Handout: Gender Continuum Vignettes](#)



## Session Objectives

- Become familiar with the gender continuum
- Be able to identify action to overcome gender-based constraints

## Continuum of Approaches for Gender Integration



**Gender-blind** refers to activities undertaken **without having considered** the different needs or preferences of men or women.

**Gender neutral** refers to situations here, after a gender analysis is conducted, gender is deemed **not relevant** to the implementation of an activity or where **the impact or consequences of the activity or policy will be the same for both men and women**.

## Exploitative

**Gender Exploitative** refers to projects that intentionally **manipulate or misuse knowledge of existing gender inequalities and/or stereotypes** in pursuit of economic outcomes. The approach reinforces unequal power in the relations between women and men and potentially deepens existing inequalities.

## Exploitative

### Example:

An agricultural activity in Egypt to develop the strawberry value chain found that local companies hired women as seasonal workers to pick and pack the strawberries. Men were hired in permanent positions sometimes for the same jobs. The companies were taking advantage of women's dual roles in domestic and agricultural work that limited their ability to find permanent work. The companies could pay the women less and did not offer staff benefits.

## Accommodating

**Gender Accommodating** approaches refers to projects that **acknowledge inequities in gender relations** and seek to develop actions that **adjust to and often compensate for** gender differences and inequities without addressing the underlying structures that perpetuate gender inequalities.

This approach considers the different roles and identities of women and men in the design of programs, but does not deliberately challenge unequal relations of power. In the process of achieving desired development objects, projects following this approach may miss opportunities for improving gender equality.



## Accommodating

### Example:

A dairy project in Mozambique offered training to one member of the household, typically the household head. To succeed, the project required increased labor to care for the cow, a job expected of the wife. After some women refused to take on the added work, the project required two people's attendance at the trainings, usually the husband and wife.

## Transformative

**Gender Transformative** refers to an approach that explicitly engages both women and men to examine, question, and change those institutions and norms that reinforce gender inequalities and, through that process, achieve both economic growth and gender equality objectives.

## Transformative

### Example:

In 2010, Harvard's new president (the first woman), Drew Gilpin Faust, appointed a new dean who pledged to ...remake gender relations at the business school.

The business school studied gender relationships in and out of the classroom and intentionally addressed the identified disparities, providing support to women to speak up in class, to get tutoring in difficult subjects, and to negotiate professional relationships outside of class.

By graduation, 70+ interviews with class members revealed:

- more women participating in class discussions,
- record numbers of women winning academic awards and a much-improved environment,
- more explicit and visible support from men (wearing T-shirts celebrating the 50th anniversary of the admission of women).



**USAID**  
FROM THE AMERICAN PEOPLE

Adapted from [http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all&\\_r=0](http://www.nytimes.com/2013/09/08/education/harvard-case-study-gender-equity.html?pagewanted=all&_r=0)



**INGENAES**  
Integrating Gender and Nutrition  
within Agricultural Extension Services

## Activity: Gender Continuum

Purpose	To use the gender continuum to analyze the design and outcome of different projects
Duration	45 minutes (20 minutes small group work with 25 minute plenary)
Format	Small group activity and discussion
Equipment and supplies	Computer and projector <a href="#">Handout: Gender Continuum Vignettes</a>
Instructions	<ol style="list-style-type: none"><li>1. Participants divide into small groups. Each group receives one or more vignette.</li><li>2. The group will discuss where the vignette falls along the continuum. The group will identify both whether the <b>intention</b> of the project and <b>its results</b> were gender blind, exploitative, accommodating, or transformational.</li><li>3. In plenary, each vignette will be read aloud and participants will discuss where the continuum belongs.</li></ol>

Note that there can be disagreement about how the vignettes are categorized. The Facilitator will need to encourage the participants to justify why they have categorized the vignettes. Be clear when discussing the vignettes to distinguish between the intention of the project – if the project made the necessary plans to include gender analysis, and the outcomes of the project which may have been blind, exploitative, accommodating or transformative.

## Activity Directions

- Break into groups.
- Read the scenarios you are given.
- Discuss where each scenario falls on the Continuum.
- Identify both whether the **intention** of the project and **its result** were gender-blind, exploitative, accommodating, or transformational.

## Handout: Gender Continuum Vignettes

### **Market Access for Homebound Women Embroiderers in Pakistan (MAHWEP)**

This program aims to develop the embroidered garment subsector in Pakistan in which large numbers of low-income, isolated women microentrepreneurs work. Building on an existing business model, the program is developing a network of women intermediaries that link women embroiderers to markets and provide an embedded package of services that help them meet the demand from contemporary markets. The program also links the intermediaries to design services and to urban garment makers who use the embroidered fabric in modern apparel. Over the last two years, MAHWEP's assistance has enabled 6,000 homebound women at least double their income. Central to the project's strategy is linking mobile women sales agents with homebound women.

### **Making Rural Roads Work in Peru**

The lack of rural transportation in Peru's highlands limits access to markets, employment, health services, and schooling for men and women in these largely indigenous communities. Men's and women's transportation needs vary—a factor that large infrastructure projects tend to ignore. Through the Peru Rural Roads program (PRR), the World Bank and Inter-American Development Bank aimed to address the transportation needs of both men and women by consulting and including women in the project design and implementation. The participation of women was required in the Road Committees that oversaw the project's activities as well as in the community-based road-maintenance micro-enterprises that helped maintain local roads and tracks. The criteria for membership in the micro-enterprises were adapted to ensure women's participation. For example, women's household management was counted as management experience, and women from female-headed households were prioritized. As a result, the project made improvements to 3,000 kilometers of non-motorized tracks which are largely used by women alone and often ignored in transportation projects. The benefits to women included their ability to participate more in markets and fairs and a reduction in the time spent on obtaining fuel and food supplies. Forty-three percent of the women stated that the improved roads and tracks provided greater income opportunities.<sup>3</sup>

---

<sup>3</sup>. World Bank, "Making Rural Roads Work for Both Women and Men."

### **Increasing Women's Access to the Labor Market in Kosovo**

While post war conditions and high unemployment affect all Kosovars, there are considerable differences in the access that women and men have to economic opportunities. The project will work with local partners such as job placement agencies, private sector firms and the Ministry of Labor to promote employment opportunities for women, particularly in the areas of food production and marketing, and clerical work. The aim of the project is to increase the economic opportunities of women and of household incomes. In addition, the project will develop a marketing campaign that promotes the central role women play in the economy and at home, using images of women in their various jobs as income-earners, care givers.

### **Raising rural households incomes in Kenya**

The Kenya Maize Development Program (KMDP) boosts household incomes by raising productivity, improving effectiveness of smallholder organizations and increasing access to agricultural markets and business support services. The program involves a diverse consortium of partners within the maize value chain, including the Cereal Growers Association of Kenya, Farm Input Promotions Africa Ltd. (FIPS) and the Kenya Agricultural Commodity Exchange. The project provides business skills training for farmers, including the *Farming as a Business* training module, which teaches producers to adopt a commercial approach to their farming activities. Recognizing the importance of household labor in the production of maize in Kenya, the training includes a module on "Farming as a Family Business" which aims to assist smallholder families adopt commercial approaches while paying attention to the ways in which different members of the household contribute to the commercial and reproductive activities in the household and how household budgeting decisions are made.

## Integrating Gender Issues into Agricultural Value Chains Lab

### Objectives

- Prepare final presentations and actions plans
- Consult facilitators on other questions related to gender integration in agricultural value chains

Duration 3 hours

Format Small group activity and discussion

Equipment and supplies Computer and projector





**FEED THE FUTURE**  
The U.S. Government's Global Hunger & Food Security Initiative

## Session Objectives

- Prepare final presentations and actions plans
- Consult facilitators on other questions related to gender integration in agricultural value chains



This session aims to provide time for participants to prepare their presentations. It can also be used for participants to receive direct technical assistance from the Facilitators and respond to other questions that may have emerged during the workshop.



## Day 5

### Agenda

Time	Topics	Activities
<b>9:00 – 11:30 (with a break)</b>	<b>Presentations and Commitments</b>	Participant presentations
<b>Break (15 minutes)</b>		
<b>11:30 – 12:30</b>	<b>Concluding Remarks and Evaluation</b>	Distribution of certificates Workshop evaluation
<b>Lunch</b>		

## Annex 1: Self-Assessment Questions for Addressing Gender Issues in Agricultural Value Chains Workshop

### Pre-test

The questions below are each associated with a learning objective of the program. The test includes scored and unscored questions. The unscored questions are information gathering questions to understand the participant's level of knowledge and understanding of the topic. When using this pre-test, the questions should be inserted into a separate document. Participants should each be given a number and asked not to put their name on the test. The number should be used again for the post-test so that answers and improvement can be compared from before and after the workshop. The last column explains how to review and score the answers for each question.

A total of 10 points is possible for the pre-test. The answers for each question are noted in bold.

Questions	Related Learning Objective	Scoring
1. Name a type of organization or actor that provides extension and advisory services in agricultural value chains.	Be able to describe relationship between EAS and value chains	Not scored.
2. Read the following statement(s) and indicate whether they are true or false:  Agricultural value chains can be designed to improve nutritional outcomes. <b>True</b> or False?  Please explain your answer:  Improving women's land ownership is the most important strategy for closing the gender gap in agricultural productivity. True or <b>False</b> ?  Agricultural value chains only provide opportunities for women as farmers. True or <b>False</b> ?	Be able to describe the role of value chains in agricultural development  Be able to identify gender-related challenges and opportunities in agricultural development  Identify key gender issues in agricultural value chains	1 point for each correct answer.
3. Which of the following is NOT a strategy for reducing the gender gap in agricultural productivity?	Be able to identify gender-related challenges and	1 point

a) Increasing women's access to extension and advisory services

opportunities in agricultural development

**b) Improving men's knowledge of nutrition**

c) Ensuring women are able to take advantage of agricultural credit opportunities

d) Organizing women farmers into producer or marketing associations

e) All of the above

f) None of the above

4. Circle the correct answer among the options below. The image below is an example of:

Understands key gender concepts

1 point



a. Biological differences between boys and girls.

**b. Social differences between boys and girls.**

5. Which of the following are outcomes of a gender analysis?

Be able to define gender analysis

1 point

a) Description of men's and women's roles

b) Identification of factors that shape men's and women's opportunities

c) Understanding of gender-based constraints that impact agriculture

d) Areas of action to ensure the men and women have equal opportunities to participate in and benefit from program activities

**e) All of the above**

f) None of the above

6. The EAST project objectives are to strengthen the tomato value chain and improve both the volume and quality of tomatoes produced by smallholder farmers. The project will work with input suppliers, extension agents, producer associations, processors, and buyers to achieve these objectives. The project also aims to increase the opportunities for men and women to participate in the value chain not just as farmers but also as entrepreneurs. Project staff conducted a gender analysis to understand how to support women. The resulting analysis identified the gender-based constraints below. The project staff need to prioritize the constraints. Rank the constraints are most closely aligned with the project's objectives using 1 as the most important constraint and 3 as the least.

Understand the importance of relating gender-based constraints to project elements

3 points

\_\_\_3\_\_\_ Relative to men, women lack access to land where they can grow tomatoes because of inheritance patterns in the area where EAST is working.

\_\_\_1\_\_\_ Women are often constrained from improving the quality and quantity of tomatoes produced because they lack access to extension services.

\_\_\_2\_\_\_ Women are often constrained from expanding tomato processing activities because they lack access to value addition technologies.

7. Read the following statement(s) and circle whether they are true or false:

Disaggregating indicators by the sex of the head of the household is appropriate for understanding gender differences. True or **False?**

Establishing a 30% target for women's participation in program activities is reasonable. True or False?

Understands the gender issues in designing indicators

1 point for statement #1

Second statement is unscored.

8. Explain how gender-sensitive indicators are useful for monitoring program activities.

Understand gender-sensitive monitoring

Unscored

## Post-Test

Questions	Related Learning Objective	Scoring
<p>1. Which of the following institutions does NOT provide extension and advisory services in agricultural value chains?</p> <p>a) Agricultural research centers <b>b) Health community workers</b> c) Buyers or processors d) Input suppliers</p>	Be able to describe relationship between EAS and value chains	1 point
<p>2. Read the following statement(s) and indicate whether they are true or false:</p> <p>Agricultural value chains can provide income-generating opportunities for women to participate in a range of roles, for example as farmers, as entrepreneurs, or as traders. <b>True</b> or False?</p>	Identify key gender issues in agricultural value chains	1 point
<p>3. Name the four dimensions of the Gender Dimensions Framework:</p> <p>a. b. c. d.</p>		1 point for all correct answers, 0.25 for each correct dimension
<p>4. Name the three main areas of inquiry of gender analysis for agricultural value chains:</p> <p>a. b. c.</p>		1 point for at least one good answer
<p>5. Draw a line from the concept to its corresponding</p>	Be able to define key concepts	1 point for all correct

definition:

- |                 |  |
|-----------------|--|
| Gender equality | • Fairness in men's and women's representation, participation in and benefits to opportunities |
| Sex             | • Biologically defined and genetically acquired differences between males and females          |
| Gender          | • Socially defined and culturally learned differences between men or women                     |
| Gender equity   | • The ability of men and women to have equal opportunities and life chances                    |

answers,  
0.25 for  
each  
correction  
associatio  
n

6. In the country of Twanya, women are heavily involved in dairy activities. Relative to men, women however have less access to veterinary services and information which has impacts on the health and productivity of the cows for which they care. These services are often available at milk collection points. Women also have greater difficulty selling milk because milk collection points are often too far from their homes. This is likely because social norms limit both their mobility and time.

Be able to identify  
gender-based  
constraints

1 point for  
condition  
of  
disparity

1 point for  
factor  
only if it  
relates to  
the  
disparity

A. Identify a condition of disparity:

**Less access to veterinary services and information**  
**Difficulty selling milk**

- B. Identify the factor contributing to the above mentioned disparity:

**Collection centers are far from homes**  
**Social norms that limit time and mobility**  
**Less time and/or mobility**

7. The EAST project objectives are to strengthen the tomato value chain and improve both the volume and quality of tomatoes produced by smallholder

Understand the  
importance of  
relating gender-  
based constraints

3 points

farmers. The project will work with input suppliers, extension agents, producer associations, processors, and buyers to achieve these objectives. The project also aims to increase the opportunities for men and women to participate in the value chain not just as farmers but also as entrepreneurs. For example, it is examining opportunities for women to be involved in tomato processing. Project staff conducted a gender analysis to understand how to support women. The resulting analysis identified the gender-based constraints below. The project staff need to prioritize the constraints. Rank the constraints are most closely aligned with the project's objectives using 1 as the most important constraint and 3 as the least.

to project elements

- \_\_\_3\_\_\_ Relative to men, women lack access to land where they can grow tomatoes because of inheritance patterns in the area where EAST is working.
- \_\_\_1\_\_\_ Women are often constrained from improving the quality and quantity of tomatoes produced because they lack access to extension services.
- \_\_\_2\_\_\_ Women are often constrained from expanding tomato processing activities because they lack access to value addition technologies.

8. An extension officer in the EAST project is going to meet with a small processing association to provide them with information about new market opportunities. Both men and women are members in the association. What would be the most effective way of ensuring that messages are delivered to both men and women?

1 point

- a. Convene the meeting at the local women's health clinic
- b. Schedule the meeting right before dinner
- c. Use a range of multi-media communication materials (e.g., text, videos, audio, images)**
- d. Deliver the messages to the leadership of the association

9. Explain how gender-sensitive indicators are useful for monitoring program activities.

Understands gender-sensitive monitoring

1 point

**Answer should relate data to achievement of goals, objectives, or monitoring gender-based constraints**



## Annex 2: Worksheets 1 and 2

Worksheet 1				
	Information about men		Information about women	
		Beliefs and perceptions		Beliefs and perceptions
Access to assets				
Related Power Issues				
Practices and participation				
Related Power Issues				

Laws, policies, and institutions				
Related Power Issues				

Worksheet 2			
	Condition of disparity	Factors related to that disparity or potentially causing the disparity	Gender-based constraint statement
Access to assets			
Practices and participation			
Laws, policies, and institutions			