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INGENAES Workshop Summary:

Addressing Gender Issues Agricultural Value Chains

May 1 – 5, 2016, Dhaka, Bangladesh

Prepared by:

Cultural Practice, LLC

USAID FROM THE AMERICAN PEOPLE

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Integrating Gender and Nutrition within Agricultural Extension Services

Contents

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Introduction

The Integrating Gender and Nutrition within Agricultural Extension Services (INGENAES) workshop "Addressing Gender Issues in Agricultural Value Chains" facilitated by Cultural Practice, LLC (CP)[1] was held in Dhaka, Bangladesh May 1 – 5 at the Hotel Lake Castle. The 18 participants came from a range of development and research organizations including CARE-Bangladesh, iDE, Helen Keller International, KSU-CIMMYT, and BAU in Bangladesh with two participants joining from organizations in Nepal (See Annex C).

The workshop uses a methodology for integrating gender analysis into agricultural value chain assessments and interventions, developed by CP with Development & Training Services, Inc. (dTS) for the USAID Economic Growth and Trade (EGAT) Bureau and Missions under the Greater Access to Trade Expansion (GATE) Project and published in the "Promoting Gender Equitable Opportunities in Agricultural Value Chains: A Handbook." This workshop was tailored to meet the needs of development practitioners and researchers in Bangladesh.

The goal of this workshop was to develop participants' ability to identify practical, actionable, and evidence-based interventions to address gender issues in agricultural value chains. To reach that overall goal the workshop was to designed build participants' knowledge and skills around four main competencies:

1. Understand key issues related to gender, extension and advisory services, and value chains (Knowledge)
2. Understand principles of integrating gender analysis into value chain programs (Knowledge)
3. Be able to conduct a gender analysis of agricultural value chain programs (Skill)
4. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs (Skill)

This report provides a summary of the design of the workshop, an explanation of the process to assess knowledge and skills gained, and the results of the assessment. It also provides the results from the evaluation of the workshop.

Few gender workshops are designed to examine the acquisition of knowledge and skills in a systematic way. The discussion in this report present an attempt to understand how to build a process for improving our understanding in what works for capacity development on gender integration. The results of assessment process are important (i.e., test scores) but equally as important is the learning about how to build a monitoring system for capacity development.

Workshop Design

The workshop was structured to first build participants' knowledge competencies and then later focused on developing the skill-based competencies. Teaching methods in the earlier sessions relied more upon lecture to convey information about key issues and principles of gender analysis. The later sessions

[1] Deborah Rubin, Co-Director, Cristina Manfre, Senior Associate, and Caitlin Nordehn, Program Associate

required participants to apply their knowledge in order to conduct a gender analysis of agricultural value chains.

Day 1: The first day focused on building participants' knowledge of key issues in gender, extension and value chains primarily using lecture and small group discussion. Principles of integrating gender analysis into value chains were introduced, including a gender analysis framework, the Gender Dimensions Framework (GDF), which was used by participants throughout the week. At the end of the day, participants used a case study describing a value chain project, which they used to identify information related to the four dimensions of the GDF. This exercise, done in small groups, allowed facilitators to gauge participants' level of understanding of the key concepts taught in the earlier modules and clarify concepts, which were more difficult.

Day 2: This day focused on developing participants' ability to conduct a gender analysis. After listening to a lecture about gender-based constraints[2] and prioritizing those constraints against project objectives, participants identified gender-based constraints in the case study. They learned about facilitation techniques to collect data for a gender analysis and practiced those techniques through role-play. Finally, participants were introduced to gender issues in designing indicators and gender-sensitive monitoring.

Days 3 and 4: On the following day participants were guided through a data collection process. This included a review of the interview guides for input suppliers, buyers, and producers with emphasis on how those specific questions linked to the GDF and are used when conducting a gender analysis. Participants, after reviewing the guides, formed small groups to conduct interviews with input suppliers from the surrounding area. Through this activity, they practiced their facilitation techniques and collected data. The facilitators led a discussion reflecting on gender-related content of the information from the interviews. A lecture was given on analyzing qualitative data in response to a request from participants.

Throughout the workshop participants worked in small groups to map gender issues in specific value chains. The groups were organized around different value chains including dairy, fish, goat, poultry, rice, and vegetable. In the small groups participants conducted a preliminary gender analysis of these value chains with the information they brought to the workshop. This focused small group work provided participants with the opportunity to collaborate across organizations and consider how to apply their new knowledge and skills in their own organizations. At the end of the workshop, the groups presented their chains and identified concrete actions for addressing gender issues in the value chain within projects at their own organizations.

Participant Presentations

"Learn-by-doing" is a key principle of the workshop. Small group exercises are included throughout the workshop and associated with different sessions. In addition, the participants were divided into six (6) value chain groups: Rice, Vegetables, Dairy, Poultry, Fish, and Goat. In these small groups, participants conducted a modified gender analysis of the value chains. Participants were asked to map the gender composition of the chain, identify gender-based constraints at different nodes, information gaps and how to fil these gaps, and then actions to remove the gender-based constrains. The small group work occurred throughout the workshop at different intervals following other related exercises. For example,

[2] Gender-based constraint are restrictions on men's or women's access to resources or opportunities that are based on their gender roles or responsibilities. The term encompasses both the measurable inequalities that are revealed by sex-disaggregated data collection and gender analysis as well as the processes that contribute to a specific condition of gender inequality.

participants used the case study to identify gender-based constraints and then worked in their small groups to do the same exercise on their value chain.

Each group presented progress on their gender analysis throughout the workshop. The Dairy Value Chain group, for example, presented their map following the mapping exercise and received feedback from the facilitators and other participants. Several groups presented after learning about gender-based constraints and then again at the end of the workshop. For the final presentation, groups received a template to follow. Each group had 15 minutes to present their value chain. A question and answer session followed each presentation.

In these small groups, participants were also asked to reflect upon how the learning from the workshop might help their own work. Each group discussed what they could do differently with value chain activities they are working on in their day-to-day job and how they might share or use the material from the workshop with their colleagues. The information gathered through this last exercise will form the basis of a follow up survey to participants either three (3) or six (6) months after the workshop.

These presentations are available in Annex D.

Assessing Knowledge and Skills Gained

To reach the learning objectives during any workshop it is important to get feedback along the way about which concepts participants grasp easily and which ones are more difficult. This can be done through written and oral activities.

Tests can also be used to determine participants' strengths and weaknesses at the beginning of the workshop, at the end, or both. A pre-test can serve as a needs assessment to capture participants' knowledge of the material before the workshop. Facilitators can use this information to adjust the content of the workshop session to emphasize areas where there are gaps or weaknesses in knowledge.

Facilitators can also measure the extent to which participants developed their core competencies throughout the workshop. This can be done by comparing the results of a pre-test and post-test designed around the learning objectives of the workshop. The results of these tests indicate to facilitators where participants had the most and least difficulty in understanding the content of the workshop. Facilitators can use the findings from the analysis to adjust the structure or content of modules for future use.

This workshop tested participants at the beginning and the end of the workshop. While the pre-test was administered, it was not reviewed extensively before the start of the workshop to gauge participant's prior knowledge and skills. The pre-test was used primarily as a baseline, against which a post-test could be compared to assess the acquisition of new knowledge and skills.

The tests were designed so each question targeted a clear learning objective and was linked to one of the four core competencies (Table 1). The pre- and post-tests included similar questions, however, only in a few cases were they identical. Based on best practice in test design for adult learners, easier questions were asked at the beginning and more advanced questions were asked toward the end of the tests. The tests included questions using a range of formats including multiple choice, matching, fill-in-the-blank, and True/False Statements. True/False questions were included in the tests even though the answers do not necessarily reflect understanding of the material - participants have a 50 percent chance of answering (or guessing) it correctly. The results from those questions may have less validity than

those from multiple choice or open-ended questions. In the final scoring of the test more weight was given to skill-based questions than knowledge-based questions.

Analysis

The test results indicate that overall participants' knowledge and skills improved over the course of the workshop. The average pre-test score was 50 percent compared to an average score of 63 percent in the post-test (See Box 1). While the improvement was not ostensibly significant, the post-test included more advanced questions than the pre-test affecting the average score. The analysis below uses the pre- and post-test results to assess participants' knowledge or skills related to each of the four core competencies.

Box 1

Test Results

The pre-test or needs assessment given prior to the workshop included eight questions for a total of 10 points testing learning objectives linked to the four core competencies. The highest score was 80 percent and the lowest 30 percent of the answers correct. The average overall score for the 18 participants on the pre-test was 5 out 10 total points or 50 percent. The post-test which was administered at the end of the workshop included 9 questions worth 12 points. The highest score was 80 percent. Completed by the same 18 participants the average score was 7.6 out of 12 or 63 percent.

Competency 1: Understand key issues related to gender, extension and advisory services, and value chains

One of the purposes of the pre-test was to understand participant's knowledge of foundational issues related to gender, nutrition, extension and advisory services and value chains. Overall, on the pre-test participants demonstrated knowledge of key agricultural value chain concepts and actors with the caveat that many of those questions testing that knowledge used the True/False question format. When asked, participants were able to name a different types of organizations providing extension services including public and private agents, USAID-funded projects, research organizations, farmer producer groups, and other actors in the value chain like dealers, miller, and input suppliers. In the pre-test 89 percent (n=18) correctly answered the question testing knowledge of the difference between sex and gender.

The pre-test showed that participants were more familiar with simple concepts rather than more complex ones. For example, in the pre-test, participants were asked if improving land ownership was the most important strategy for closing the gender gap in agricultural productivity. Only 17 percent (n=18) answered correctly. Additionally, only a quarter of participants were able to identify appropriate strategies for reducing the gender gap in agricultural productivity.

What changed?

Comparison of the pre- and post- test data suggests that participants' understanding of key concepts and linkages between gender and value chains improved. By the end of the workshop, all 18 participants associated sex and gender with the correct definition compared to 89 percent prior to the workshop. Additionally, all participants correctly associated gender equality and gender equity, concepts reviewed during the workshop, with the correct definition. In the pre-test 89 percent of participants (n=18) understood that women farmers are not the only women that can benefit from agricultural value chains. In the post-test, all 18 participants agreed that agricultural value chains can provide income-generating opportunities for women. In the post-test, the majority of participants (78%, n=18) were able to distinguish between institutions that do and do not provide EAS.

Findings and Reflections

- Many of these questions in the pre-test relied upon True/False statement questions. In the future, fill-in-the-blank, open-ended, or multiple choice questions with three or more answers need to be used to better understand knowledge acquisition.
- The results suggests that the content and teaching methods were effective in increasing participants' understanding of key issues related to gender, extension and advisory services, and value chains. For example:
    - The number of participants demonstrating knowledge of key gender, nutrition, extension and advisory services prior to the workshop grew after completing the workshop.
    - Comparison of the pre-test and post-test results indicate that participants' understanding of the linkages between gender, nutrition, EAS, and value chains improved over the course of the workshop.

Competency 2: Understand principles of integrating gender analysis into value chain programs.

The workshop aimed to build participants' understanding of a gender analysis of value chain programs using the Gender Dimensions Framework (GDF). This framework is used to examine three aspects of value chain development: 1. Participation; 2. Performance; and Benefits.[3] The pre-test did not test participant's prior knowledge of the GDF framework. Instead, the questions focused on gauging their understanding of the key outcomes of a gender analysis. Just over three quarters of participants (n=18) demonstrated knowledge of the key outcomes of a gender analysis in the pre-test. This suggests that participants had some familiarity with gender analysis processes.

What changed?

During the workshop participants worked extensively with the GDF. The post-test did not test participants on the outcomes of a gender analysis instead it focused on measuring their knowledge of the GDF. The post-test results show that the analytical framework was well understood by the participants with 97 percent being able to name the four dimensions and 72 percent correctly identifying the three areas of inquiry.

Finding and Reflections

- The results suggest that the repeated use of the GDF and three areas of inquiry throughout the workshop effectively developed participants' familiarity with this framework.

Competency 3: Be able to conduct a gender analysis of agricultural value chain programs

The pre-test focused on testing participants' knowledge of key gender concepts and familiarity with the outcomes of a gender analysis. None of the questions explicitly tested participants' ability to conduct a gender analysis. The post-test however asked participants to identify gender-based constraints, which is considered a key element of a gender analysis.

[3] These areas of inquiry are described in detail in: Rubin, D. and C. Manfre. 2012. "Promoting Gender-equitable Agricultural Value Chains: Issues, Opportunities, and Next Steps." In A. Quisumbing, R. Meinzen-Dick, T. Raney, A. Croppenstedt, J. A. Behrman, and A. Peterman (eds.) Gender in Agriculture and Food Security: Closing the Knowledge Gap. Springer.

What changed?

It was not possible to measure change between the pre- and post-test results because none of the questions in the pre-test directly related to this competency. That is, the pre-test included definitional questions about gender analysis, but did not test whether participants had the skills to be able to conduct an analysis. The post-test did however, by asking them to read a scenario of men's and women's practices and participation in dairy activities in the fictional country of Twanya and identify a gender-based constraint. Participants were asked to determine a condition of disparity and factors that contribute to that disparity. In this question, 83% (n=18) of participants accurately identified a condition of disparity and 78% (n=18) identified factors contributing to the disparity they identified.

Findings and Reflections

- The pre-test focused on testing participant's knowledge rather than their skills related to the core competencies. Questions on identifying conditions of disparity were not incorporated into the pre-test.
- The post-test results demonstrate that the majority of participants understood the components of a gender-based constraint and were able to identify conditions of disparity and factors contributing to those disparities. This is a skill required to conduct gender analysis and which can be applied to their own projects. In small groups, participants were asked to identify gender-based constraints in their value chain. The review of the concepts through lecture format and application during the workshop likely contributed to this positive test result.

Competency 4: Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs

The pre-test included a few advanced questions on designing and monitoring gender-equitable extension-related activities in value chain programs. These consisted of identifying strategies for designing gender-equitable programs, prioritizing gender-based constraints within a program, and several questions related to monitoring.

Participants' understanding of these elements was fairly low. A quarter of participants in the pre-test were able to identify appropriate strategies for reducing the gender gap in agricultural productivity. Additionally, only 16 percent (n=18) of participants were able to correctly prioritize gender-based constraints, which is a critical process in being able to design gender-responsive value chain programs.

The pre-test also sought to understand participants' knowledge of how to appropriately disaggregate indicators by sex. A third of participants answered correctly that it is not appropriate to disaggregate by the head of the household. The True/False format for this question makes it difficult to confirm whether or not participants guessed or knew the correct answer. Participants were also prompted to explain how gender-sensitive indicators are useful for monitoring program activities, which over half (56%, n=18) were able to do.

What changed?

The pre-test and post-test used the same question to test participants ability to prioritize gender-based constraints within a value chain program. The results in the pre and post-test were the same with 16 percent (n=18) answering correctly. This suggests that either the wording of the question was confusing and/or the method for teaching this skill could be improved. A similar conclusion is possible for the other questions related to this competency: That both the questions need work and the sessions aimed at building these skills need to be improved.

Findings and Reflections

- The True/False question format could be changed to make it easier to confirm whether or not participants had prior knowledge of how to appropriately disaggregate indicators by sex and setting program targets.
- The results of the post-test suggest the modules on prioritizing gender-based constraints and prioritizing constraints be modified to improve participants' understanding of those concepts. The wording of the question may have contributed to few people correctly answering the question.

Conclusions

The results of the pre-test and post-test suggest that the overall design of the workshop was effective in conveying the four core competencies to improve participants' ability to identify actionable, and evidence-based interventions to address gender issues in agricultural value chains. In particular, this applies to building their knowledge base of key gender issues in agricultural value chains, understanding the gender analysis framework, and being able to use that framework to identify gender-based constraints. Learning objectives, which were more advanced, like using gender analysis to design and monitor gender-equitable extension-related activities in value chain programs appeared to be more difficult for participants. Reviewing and modifying the design of those modules on design and monitoring could potentially improve outcomes in the future workshops.

While the pre- and post-tests suggest that the workshop improved participants' abilities around these four core competencies, the analysis reveals some limitations on the design of the tests to measure that improvement.

Recommendations

- Avoid the use of True/False statements. Instead, use question formats that do not allow a participant to guess the correct answer to increase the validity of the results.
- Pay more attention to the difficulty of questions. This should be considered when designing the pre and post-tests. A mixture should be used and the scoring of the test should reflect the difficulty of different questions.
- Include questions in the pre-test, which directly link to each question in the post-test. For example, in the pre- test there were not any questions testing participant's ability to conduct a gender analysis of agricultural value chain programs making it difficult to analyze any improvement related to that skill. Questions could also be added to the pre-test on data collection or analysis.
- The wording of some questions may have affected the correct response rate.
    - In the pre-test one question used a double negative. For non-native English speakers this structure is particularly difficult.
    - Question 6 in the pre-test and question 7 in the post-test are identical. There was no improvement between the pre-test and post test results. The wording of the question may have contributed a low correct response rate. Revising this question could improve performance in the future.

Evaluation of the workshop

Participants evaluated the workshop on its content, design, facilitators, results, and delivery mechanisms on a scale from 1 (strongly disagree) to 5 (strongly agree). Participants were also asked to individually comment on how the workshop met their professional needs and provide recommendations for improvement. The overall average score for the 13 evaluation questions was 4.6 (n=18), indicating that on average most participants were satisfied with the workshop. The average score for each question is listed in Table 1.

Overall, participants were most satisfied with the workshop facilitators. The pace and the content were also ranked highly by participants. In the open-ended questions several participants were appreciative of learning how to use the Gender Dimensions Framework. They also provided feedback that the content of the training was applicable to their work.

The results of the evaluation suggest that the workshop was difficult for some participants. Participants' responses suggest that the pace of the workshop could be slowed down to make the workshop less difficult. This is a challenge given that the workshop is already found days. A few things can be done in the future to improve e pace of the workshop. For example, the pre-test could be sent to participants a month before the workshop so that the facilitators can make adjustments to the materials before starting. Spot checks or quizzes could be incorporated more explicitly into the workshop to test knowledge and skills acquisition. This could help provide feedback during the workshop on how participants are doing and suggest areas where the facilitators may need to repeat or reinforce certain ideas. Other possibilities include providing short readings, exercises, or summary sheets at the end of each day to bolster the information acquired during the day.

Table 1: Workshop Evaluation Results:

	Question	Average Score[4]
Content	I was well informed about the objectives of this workshop.	4.6
	This workshop lived up to my expectations.	4.4
	The content is relevant to my job.	4.7
Design	The workshop objectives were clear to me.	4.6
	The workshop activities stimulated my learning.	4.6
	The activities in this workshop gave me sufficient practice and feedback.	4.6
	The difficulty level of this workshop was appropriate.	4.1
	The pace of this workshop was appropriate.	4.7
Facilitators	The facilitators were well prepared.	4.8
	The facilitators were helpful.	4.9
Results	I accomplished the objectives of this workshop.	4.4
	I will be able to use what I learned in this workshop.	4.7
Self-paced Delivery	The workshop was a good way for me to learn this content.	4.6
Total Average Score		**4.6**

[4] 1= Strongly disagree; 2= Disagree; 3=Neither agree nor disagree; 4= Agree; 5=Strong Agree

Annex A: Pre- and Post-tests for Addressing Gender Issues in Agricultural Value Chains Workshop

Pre-test: Addressing Gender Issues in Agricultural Value Chains

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.	1. Understand key issues related to gender, extension and advisory services, 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. **True** 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 **False**? Agricultural value chains only provide opportunities for women as farmers. True or **False**?	1. Understand key issues related to gender, extension and advisory services, and 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? a) Increasing women's access to extension and advisory services **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. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs	1 point

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

a. Biological differences between boys and girls.
b. Social differences between boys and girls.

1. Understand key issues related to gender, extension and advisory services, and value chains — 1 point

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

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

2. Understand principles of integrating gender analysis into value chain programs — 1 point

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

3. Be able to conduct a gender analysis of agricultural value chains — 3 points

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. ___**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?	4. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs	1 point for statement #1 Second statement is unscored.
8. Explain how gender-sensitive indicators are useful for monitoring program activities.	4. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs	Unscored

Post-test: Addressing Gender Issues in Agricultural Value Chains

Questions	Related Competency	Scoring
1. Which of the following institutions does NOT provide extension and advisory services in agricultural value chains? a) Agricultural research centers **b) Health community workers** c) Buyers or processors d) Input suppliers	1. Understand key issues related to gender, extension and advisory services, and value chains	1 point
2. Read the following statement(s) and indicate whether they are true or false: 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. **True** or False?	1. Understand key issues related to gender, extension and advisory services, and value chains	1 point
3. Name the four dimensions of the Gender Dimensions Framework: a. b. c. d.	2. Understand principles of integrating gender analysis into value chain programs	1 point for all correct answers, 0.25 for each correct dimension
4. Name the three main areas of inquiry of gender analysis for agricultural value chains: a. b. c.	2. Understand principles of integrating gender analysis into value chain programs	1 point for at least one good answer
5. Draw a line from the concept to its corresponding definition: Gender equality • Fairness in men's and women's representation, participation in and benefits to opportunities	1. Understand key issues related to gender, extension and advisory services, and value chains	1 point for all correct answers, 0.25 for each correction association

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

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.	3. Be able to conduct a gender analysis of agricultural value chains	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 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	3. Be able to conduct a gender analysis of agricultural value chains	3 points

the project's objectives using 1 as the most important constraint and 3 as the least.

___**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? 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	4. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs	1 point
9. Explain how gender-sensitive indicators are useful for monitoring program activities. **Answer should relate data to achievement of goals, objectives, or monitoring gender-based constraints**	4. Be able to identify how to design and monitor gender-equitable extension-related activities in value chain programs	1 point

Annex B: Results of the Pre- and Post-Tests

PRE-TEST: ADDRESSING GENDER ISSUES IN AGRICULTURAL VALUE CHAINS

Question		Points possible	Participant Number																		% answering correctly
			1	2	3	4	5	13	14	15	16	17	18	19	20	21	22	23	24	25	
			Score																		
1	Name a type of organization or actor that provides extension and advisory services in agricultural value chains.[i]		**Unscored**																		
2a	Agricultural value chains can be designed to improve nutritional outcomes. True or False?	**1**	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%
2 b	Improving women's land ownership is the most important strategy for closing the gender gap in agricultural productivity. True or False?	**1**	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	17%
2c	Agricultural value chains only provide opportunities for women as farmers. True or **False**?	**1**	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	89%
3	Which of the following is NOT a strategy for reducing the gender gap in agricultural productivity?	**1**	0.5	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	25%
4	Circle the correct answer among the options below. The image below is an example of:	**1**	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	89%
5	Which of the following are outcomes of a gender analysis?	**1**	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	78%
6a	Relative to men, women lack access to land where	**1**	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	22%

	they can grow tomatoes because of inheritance patterns in the area where EAST is working.																					
6b	Women are often constrained from improving the quality and quantity of tomatoes produced because they lack access to extension services.	**1**	0	0	1	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0		28%
6c	Women are often constrained from expanding tomato processing activities because they lack access to value addition technologies.	**1**	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0		22%
7a	Disaggregating indicators by the sex of the head of the household is appropriate for understanding gender differences. True or False?	**1**	0	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	1	1		33%
7b	Establishing a 30% target for women's participation in program activities is reasonable. True or False?										**Unscored**											
8	Explain how gender-sensitive indicators are useful for monitoring program activities.[ii]										**Unscored**											
	TOTAL	**10**	**3.5**	**4**	**5**	**6**	**8**	**7**	**3**	**5**	**4**	**3**	**5**	**4**	**6**	**5**	**8**	**4**	**5**	**5**		**Avg: 5.03**

POST-TEST: ADDRESSING GENDER ISSUES IN AGRICULTURAL VALUE CHAINS

Question		Points possible	Participant Number																		% answering correctly
			1	2	3	4	5	13	14	15	16	17	18	19	20	21	22	23	24	25	
			Score																		
1	Which of the following institutions does NOT provide extension and advisory services in agricultural value chains?	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	78%
2	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. True or False?	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100%
3	Name the four dimensions of the Gender Dimensions Framework:	1	1	1	1	1	0.5	1	1	1	1	1	1	1	1	1	1	1	1	1	97%
4	Name the three main areas of inquiry of gender analysis for agricultural value chains:	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	1	72%
5a	Gender equality	0.25	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	100%
5b	Sex	0.25	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	100%
5c	Gender	0.25	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	100%
5d	Gender equity	0.25	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	100%
6a	Identify a condition of disparity	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	83%
6b	Identify the factor contributing to the above mentioned disparity:	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	78%
7a	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	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	17%
7b	Women are often constrained from improving the quality and	1	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	22%

	quantity of tomatoes produced because they lack access to extension services.																				
7c	Women are often constrained from expanding tomato processing activities because they lack access to value addition technologies.	1	0	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	22%
8	What would be the most effective way of ensuring that messages are delivered to both men and women?	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	1	1	39%
9	Explain how gender-sensitive indicators are useful for monitoring program activities.	1	0	1	1	0	0	1	1	1	1	1	0	0	0	1	0	1	1	0	56%
	TOTAL	**12**	**6**	**8**	**7**	**10**	**9.5**	**9**	**6**	**7**	**6**	**7**	**10**	**5**	**6**	**7**	**8**	**9**	**9**	**8**	**Avg: 7.6**

[i] **Responses:** Non-government organization working for agriculture; DAE and its staff, NGO/iNGO, Input market retailer; DAE, Department of Agricultulral Marketing; Public extension agents, private extension agents; Market development Forum (MDF) that provides advisory services in agricultural value chains; WorldFish; FAEC 2016 (Future Agri Entrepreneur contest by Aci as known org. that provides the advisory services in Ag Value Chains; Hortex Foundation, Ag Extension Program (USAID); Catalyst, NAIP - World Bank Project ; Extension Organization like DAE and DLS, Private Organization like ACME, Square, Research like BLRI and BARI, Univeristy like BAU and SAU; international Development Enterprises, Local extension Agent; Bangladesh Food Safety Network; Heifer International Nepal Promoting livestock value chain for raising incomes and nutrition of smallholder farmers; National Agricultural Research Institutions like BRRI; Department of Agriculture ; Development of rice value chain production to business linkage. Retailer/ Dealer/Miller, dar staff, NGO staf, Local service provider; Farmer producer group. Input retailer and output buyer, government extension agents, private extension agents

[ii] **Responses:** I want to learn it.; Competitiveness of program, men and women's participation; Gender-sensitive indicators are useful for monitoring program activities because it is easy to identify the gender gap using these indicators.; To capture women's participation in the different value chains, To involvement of women entrepreneurs; Gender-sensitive indicators sex disaggregated data, which is helpful to understand which activities are working better for men or women or both. Based on that data project can take initiatives which will benefit both men and women.; Closing the gender gap in agriculture could increase the productivity. So the sensitivity is high to monitoring program activities may useful for gender sensitivity; Decision making process, income generating process, mobility, access to assets, credit, market, service provision system; Gender-sensitive indicators are useful for monitoring program activities as these help to assess program's socioeconomic impacts and give ideas how the program is influencing empowerment and gender acces in the program areas. Female participation and how many female increase their livelihood.

Annex C: Participant List

Name	Company	Country	Email Address
Dr. Ahmed Shaharuk	AAPI-IFDC, Dhaka	Bangladesh	shaharuk@aapi-ifdc.org
Md. Abdul Malek	AESA Project, Dhaka Ahsania Mission	Bangladesh	malek@aesabd.org
Homaun Kabir Sumon	AESA Project, Dhaka Ahsania Mission	Bangladesh	hksuman@aesabd.org
Md. Shamim Reja	Agricultural Welfare and Human Development Forum (YPARD)	Bangladesh	rejaiubat@gmail.com
Md. Mojammel Haque	Bangladesh Agricultural University	Bangladesh	mmh.gti@bau.edu.bd
Mostafa Nurul Islam	CARE Bangladesh	Bangladesh	mostafanurul.islam@care.org
Samsad Najnin	CARE-Bangladesh	Bangladesh	samsad.najnin@care.org
Dipankar Chakma	Helen Keller International	Bangladesh	dchakma@hki.org
Tasnuva Zaman	HELEN KELLER INTERNATIONAL	Bangladesh	tzaman@hki.org
Md. Fayzur Rahman	WorldFish	Bangladesh	mdf.rahman@cgiar.org
Afroza Chowdhury	BRRI/YPARD	Bangladesh	afroza_muna@yahoo.com
Mr. Mahabubur Rashid	Winrock International	Bangladesh	mahabubur.rashid@winrock.org
Ms. Rokeya Khanam	FAO (Food Safety)	Bangladesh	rokeya.khanam@fao.org
Mr. Anil Kumar Das	FAO (Value Chain)	Bangladesh	anil.das@fao.org
Prem Sambyu	Heifer International	Nepal	prem.sambyu@heifer.org
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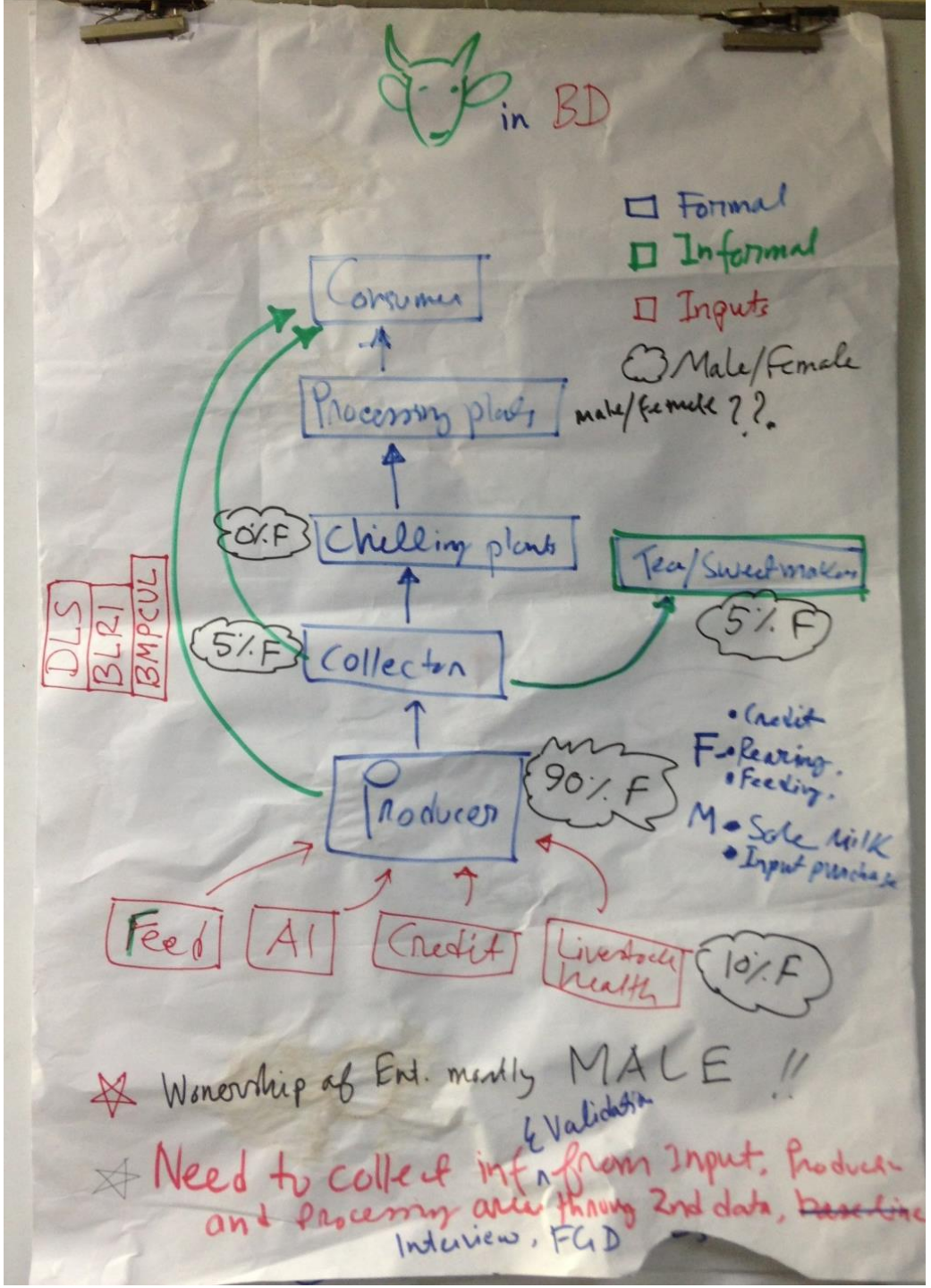
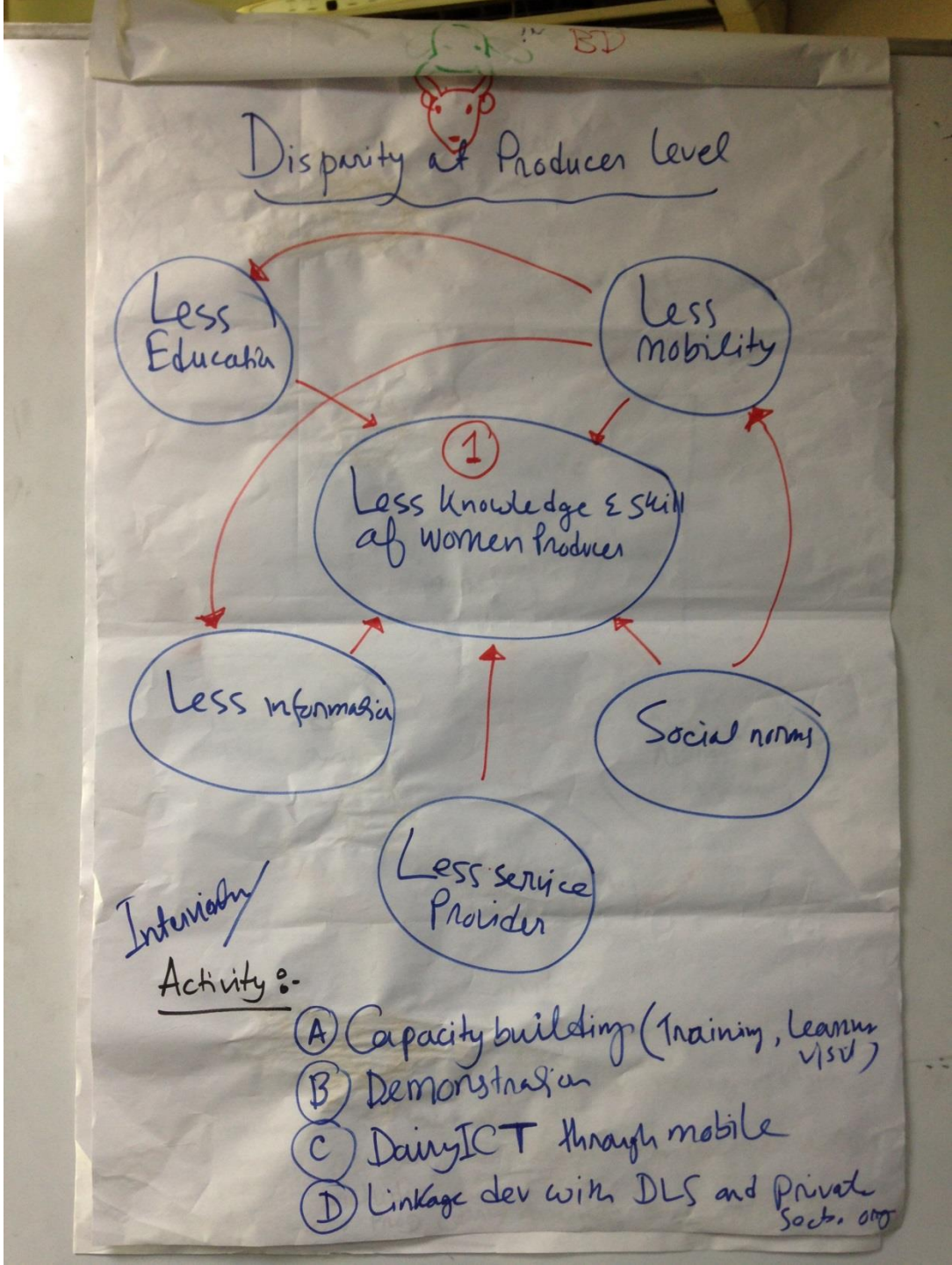
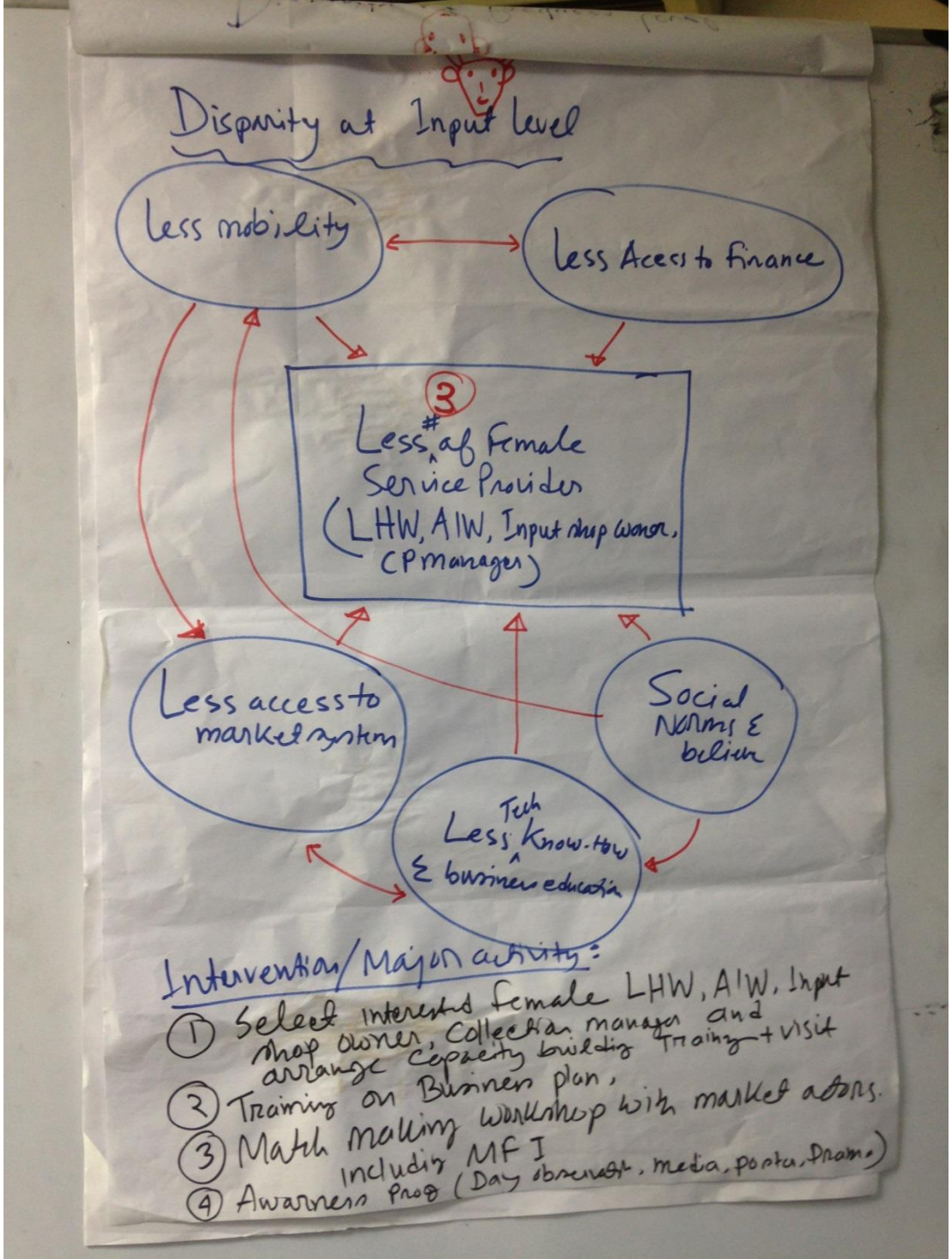
Sabita Kumari Yadav	iDE	Nepal	syadav@idenepal.org
Mahmuda Khan	IRRI	Bangladesh	m.akter@irri.org

Annex D: Group Presentations

Dairy Value Chain


in BD
Formal
Informal
Inputs
Male/Female
Male/female ??
Consumer
Processing plants
Chilling plants
5% F
Collection
5% F
Tea/Sweetmakers
5% F
DLS
BLRI
BMPCUL
Producer
90% F
F
• Credit
• Rearing
• Feeding
M
• Sale Milk
• Input purchase
Feed
AI
Credit
Livestock Health
10% F
Ownership of Ent. mostly MALE !!
Need to collect inf & Validation from Input, Producer and Processing area through 2nd data, baseline Interview, FGD


Disparity at Producer level
Less Education
Less mobility
1
Less knowledge & skill of women Producer
Less information
Social norms
Less service Provider
Intervention/
Activity :-
A Capacity building (Training, Learning visit)
B Demonstration
C DairyICT through mobile
D Linkage dev with DLS and Private Socio. org.



Intervention/Major activity:

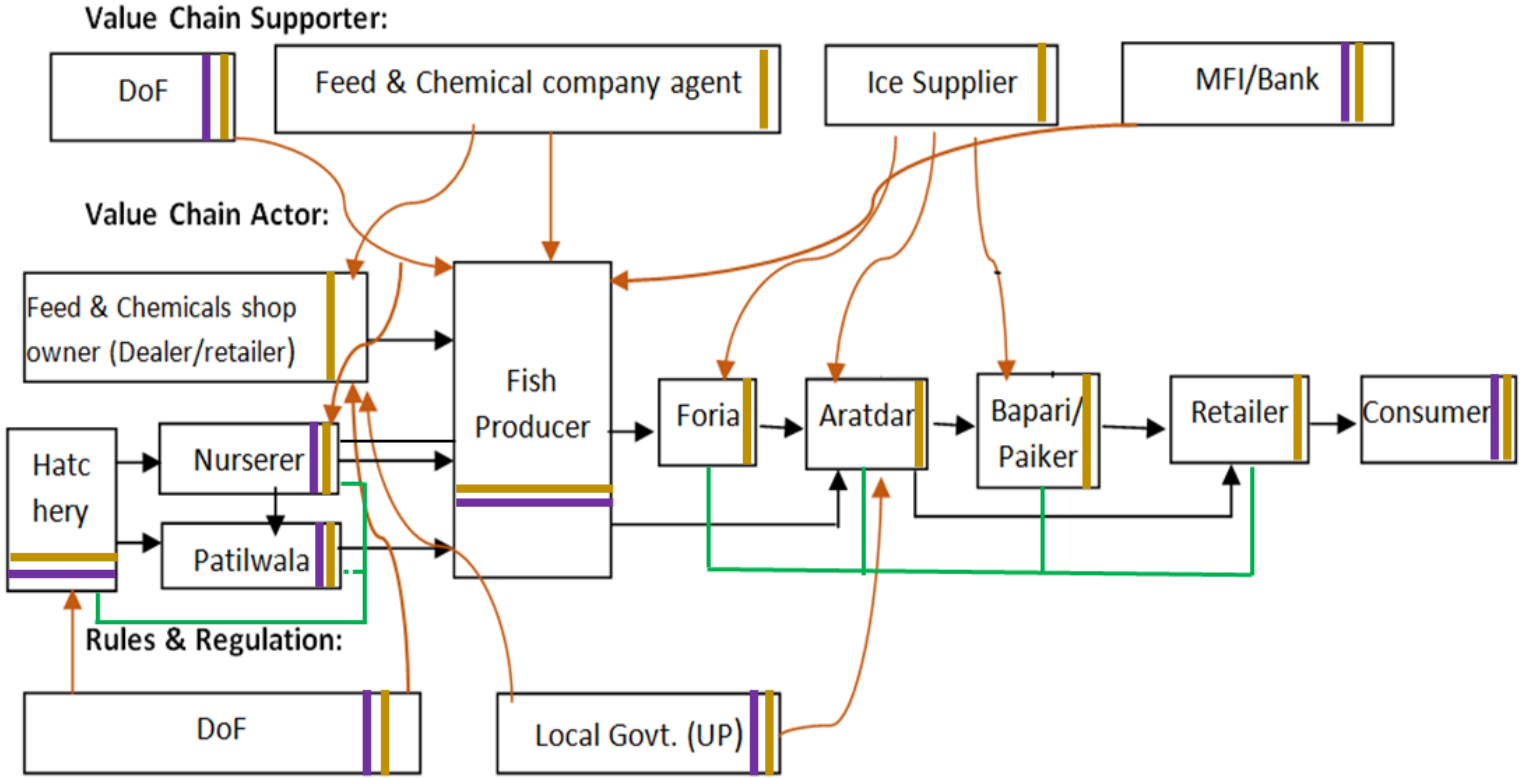
1. Select interested female LHW, AIW, Input shop owner, Collector manager and arrange capacity building Training + visit
2. Training on Business plan,
3. Match making workshop with market actors including MFI
4. Awarness prog (Day observant, media, poster, Drama)

Fish value chain in Bangladesh

Prepared by

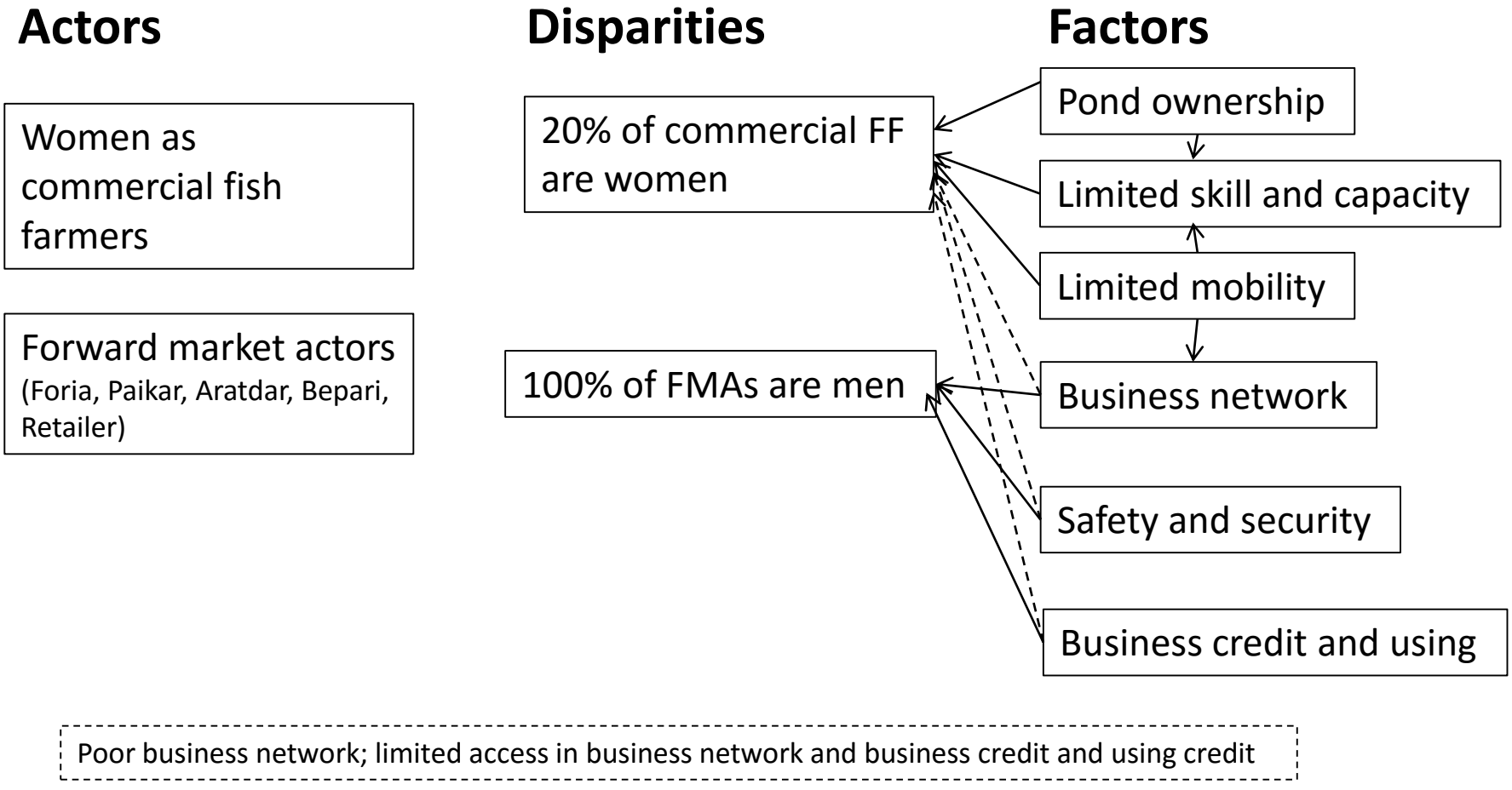
Mojammel, Sumon, Malek and Fayzur

Value chain map



* Fish value chain of South west part of Bangladesh

Gender-based constraints at each node of FVC



What information gaps do you have?

- Processors and exporters
- Women owned ponds status
- Credit
- Division of labor
- Social analysis

How will you close those information gaps?

- Processors and exporters
  - ✓ remapping
- Women owned ponds
  - ✓ remapping
- Credit
  - ✓ ensure easy access
  - ✓ ensure minimum interest rate
  - ✓ flexible conditions
- Division of labor
  - ✓ remapping

What activities might overcome the GBCs?

- Awareness raising activities (counselling, role play, group discussion, meeting-court yard & tea stall etc.)
- Skill and capacity development activities (e.g. training)
- Mass awareness (campaign, day observation, popular theatre etc.)
- Workshop/ seminar with value chain supporters and input suppliers
- Advocacy and lobbying
- Reward
- Celebrate the results

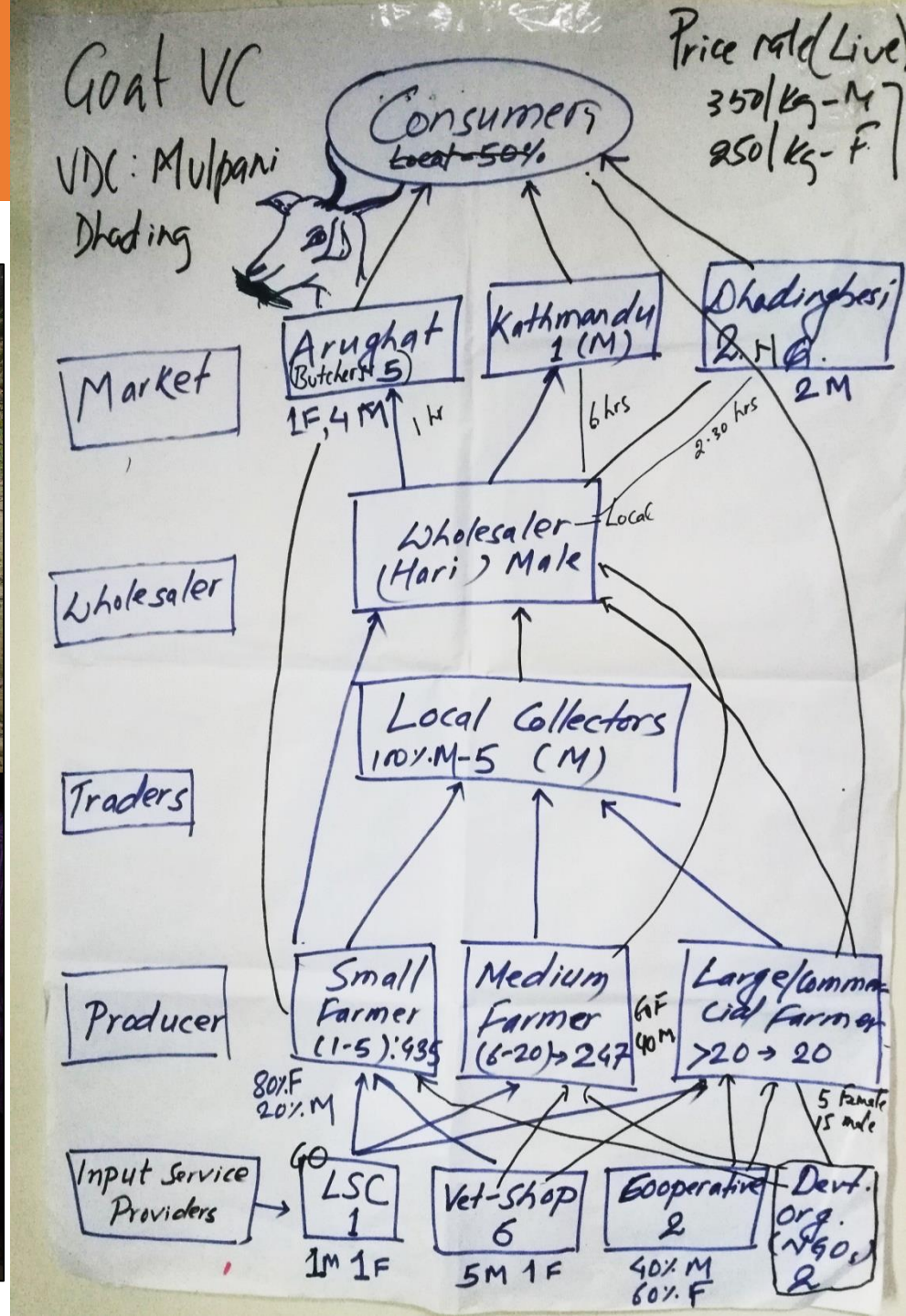
What are you going to do when you go back to the office?

Related to the targeted value chains	With the material you've learned this week
• Different nodes of fish/ shrimp value chain identification • Determine gender role and equity in fish/ shrimp value chain • Identify effective strategies for marginalized farmers participation in shrimp value chain • Conduct WEAI end-line survey and reporting • Implement best bet gender related intervention in CGIAR Research Programme-Livestock &Fish • Downstream Value chain assessment • Conduct study on Gendered ownership of fish ponds	• Share the learning within/ beyond organization • Ensure using of …. ✓ Gender-based constraints ✓ Gender dimension framework ✓ Gender sensitive indicator ✓ Gender SMART indicator ✓ Gender continuum • Taking actions to remove gender-based constraints

Addressing Gender Issues in Agriculture Value Chain

May 1-5, 2016, Dhaka, Bangladesh

Value chain map (Goat)

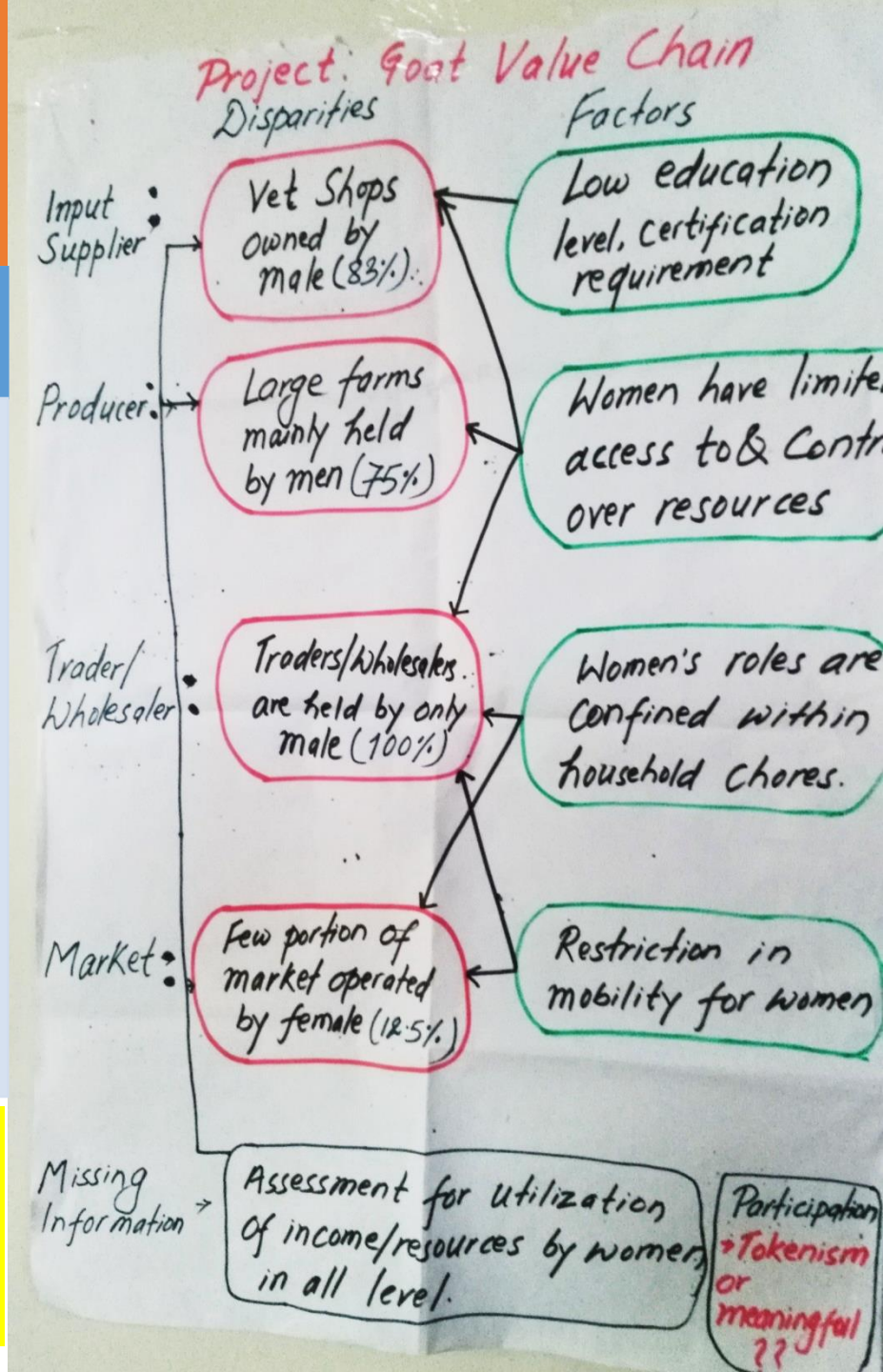


Gender-based constraints at each node of the chain

Level	Gender based disparity	Gender based Constraints
• Input supplier	• Vet Shops mostly owned by male (83%)	• Low Education, certification requirement
• Producer	• Large farms mainly held by men (75%)	• Women have limited access to and control over resources
• Traders/Wholesalers	• Traders/Wholesalers are held by male only (100%)	• Women's roles are confined within household chores
• Market	• Only a few portion of market is operated by women (12.5%)	• Restriction in mobility for women

<u>Missing Information :</u>

- Assessment for utilization of income by and role in decision making of women at all level
- Participation : Tokenism or meaningful ??

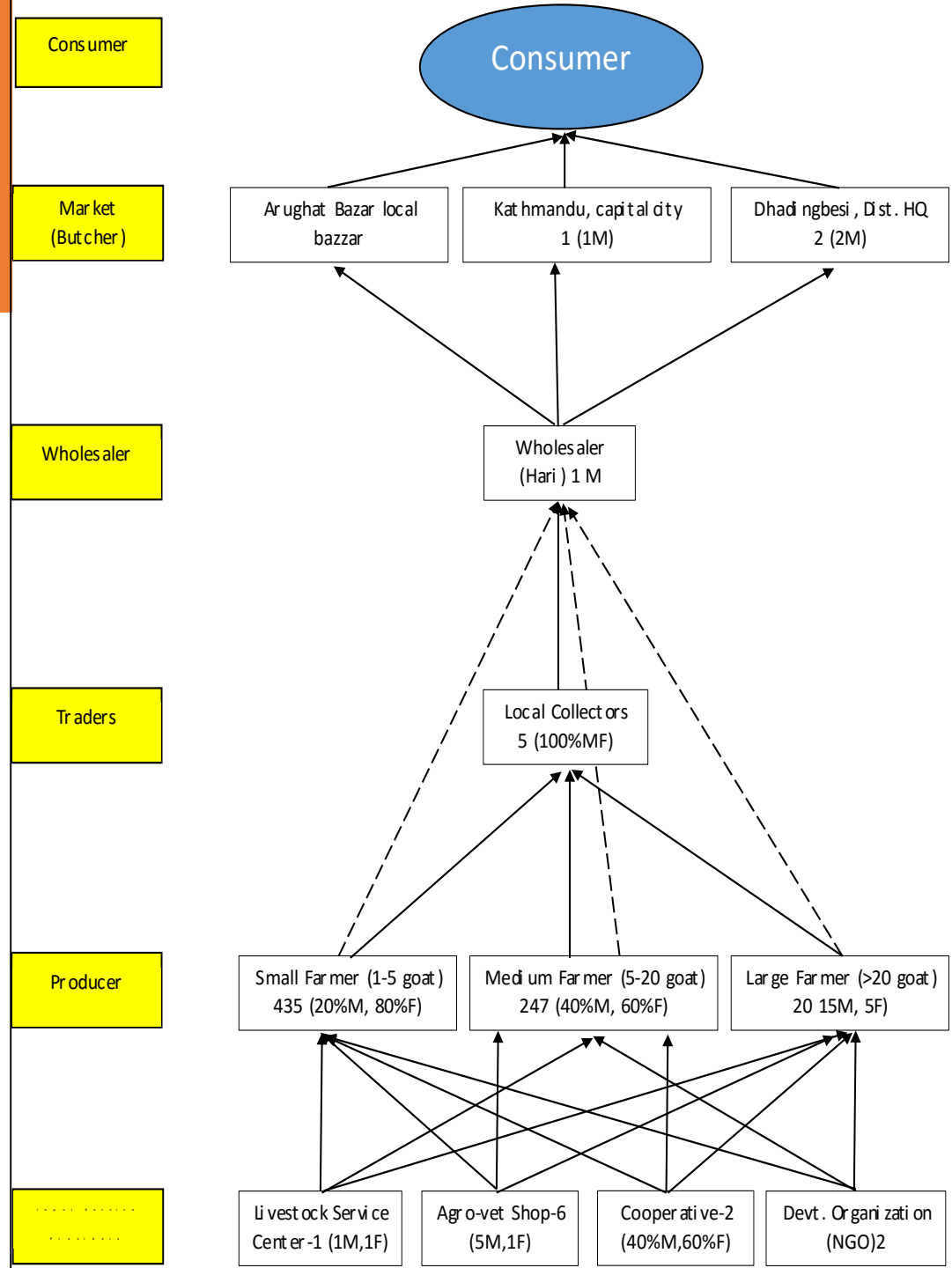


What information gaps do you have?

- Assessment for utilization of income by women at all levels

(Who controls HH's resources / determines HH's decisions???)

- Degree of participation of women: tokenism or meaningful???
- Analysis for work division between male and female at different levels i.e. input supplier, production and retailer shop



How will you close those information gaps?

- Analysis for work division between male and female at input supplier, production and retailer shop level.
  - Direct observation to participants (Random???)
  - KI Interview
- Assessment for utilization of income by women in input supplier, production and retailer shop level.
  - Interview with both men and women
  - FGD with women and men (separate group)
- Degree of women's participation in input supplier, production and retailer shop level
  - KI interview with input supplier and retailer shop
  - FGD/Interview with women as well as men at production level

What activities might overcome the GBCs?

- Gender sensitization orientation / training to participants at different value chain nodes
- Interaction among key stakeholders for widening the women's scope in goat value chain
- Gender integration in every nodes of value chain from the perspective of gender lens
- Form / capacitate the women's institution for collective goat marketing system (Cooperative????)
- Priority to women for setting up of new agro-vets (Supportive institutions (I/NGOs)

What are you going to do when you go back to the office?

Related to the targeted value chains

- Conduct short and quick assessment of tasks outlined in earlier slide (Explore possible ways for gender integration in existing projects) – Secondary / primary data collection
- Design new projects considering the existing gender disparity in all dimensions
- Develop / upgrade the capacity of actors (women participants) and structure
- Enterprise development training for participants in goat value chain focusing women

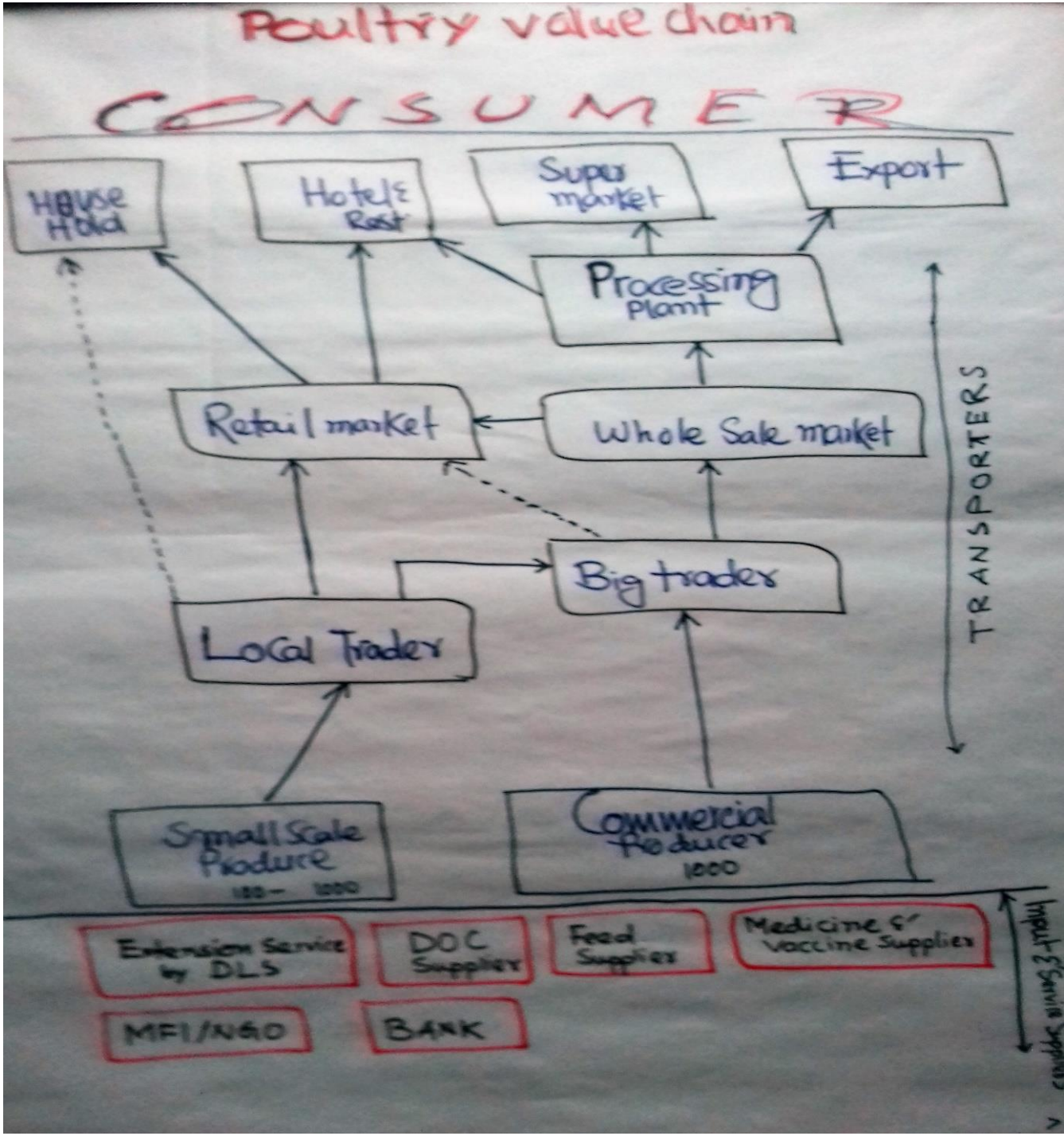
With the material you've learned this week

- Share the materials with institutions and colleagues of both institutions and project holders
- Share and discuss at Strategic Team Meeting/regional level
- Share about the requirement of USAID funding projects with country office


Thanks for your kind attention !
ধন্যবাদ।

Poultry Value Chain

VC MAP|


Poultry value chain
CONSUMER
House Hold
Hotels Rest
Super market
Export
Processing plant
Retail market
Whole Sale market
Big trader
Local Trader
Small Scale Produce
Commercial Producer
1000
TRANSPORTERS
Extension Service by DLS
DOC Supplier
Feed Supplier
Medicine & Vaccine Supplier
MFI/NGO
BANK

Value chain map actors

Service and input suppliers:

- Most of the areas covered by male, very few number GoB officials are women

Producers:

- Around 50% small producers are women but commercial sectors dominated by male producers

Traders:

- This sector dominated by male

Sellers and processors:

- 20% women involved in processing but male are mainly sellers

Gender-based constraints at each node of the chain

- **Constraints 01: Less participations of women as a commercial poultry producer**

  because-

- Lack of access to credit/fund
- Lack of decision making power
- Lack of ownership of assets
- Socially not highly regarded women in the business
- Disorganized women producer

Gender-based constraints at each node of the chain

- **Constraints 02: Lack of appropriate knowledge and skill of women poultry producer**

  because-

- Less technical know how
- Lack of market linkages and information
- Lack of membership in poultry association
- Restricted mobility for women

Gender-based constraints at each node of the chain

- **Constraints 03: Women have limited capacity to deal trade as business**

  because-

- Less business management capacity
- Lack of market linkages and information
- Restricted mobility for women
- Socially not regarded this business

What information gaps do you have?

- All the data based on assumptions and field observation, so we to verify and collect the information from primary and secondary sources

How will you close those information gaps?

- Collect primary data
- Review the secondary literature

What activities might overcome the GBCs?

Less participations of women as a commercial poultry producer

Activities:

- Organize workshop with Microfinance institutes/NGO/Bank for ensuring credit for commercial poultry farmer
- Organize workshops with input retailer for ensuring credit purchase
- Organize awareness program for ensuring women participations

Lack of appropriate knowledge and skill women poultry producer

- Established demonstrations
- Organize capacity building training to build their technical knowhow
- Organize business management and business planning training
- Established child care center for women producer

What are you going to do when you go back to the office?

Related to the targeted value chains

- Capacity-building program, as women in traditional activities often have low levels of education and skill
- Developing entrepreneurial skills and strong leadership amongst women
- Strengthening the organizational capacity of women producer's groups
- Data collection and verification
- Ensuring women have access to business development services (like credit, information and ability to buy land) as well as technical support (business skills, literacy, technology, leadership skills, financial skills, etc.).
- Linking with traders and MFIs/Bank for credit
- Established collection action center
- Developed business plan
- Linkages with marker networks and ensure available of market information

With the material you've learned this week

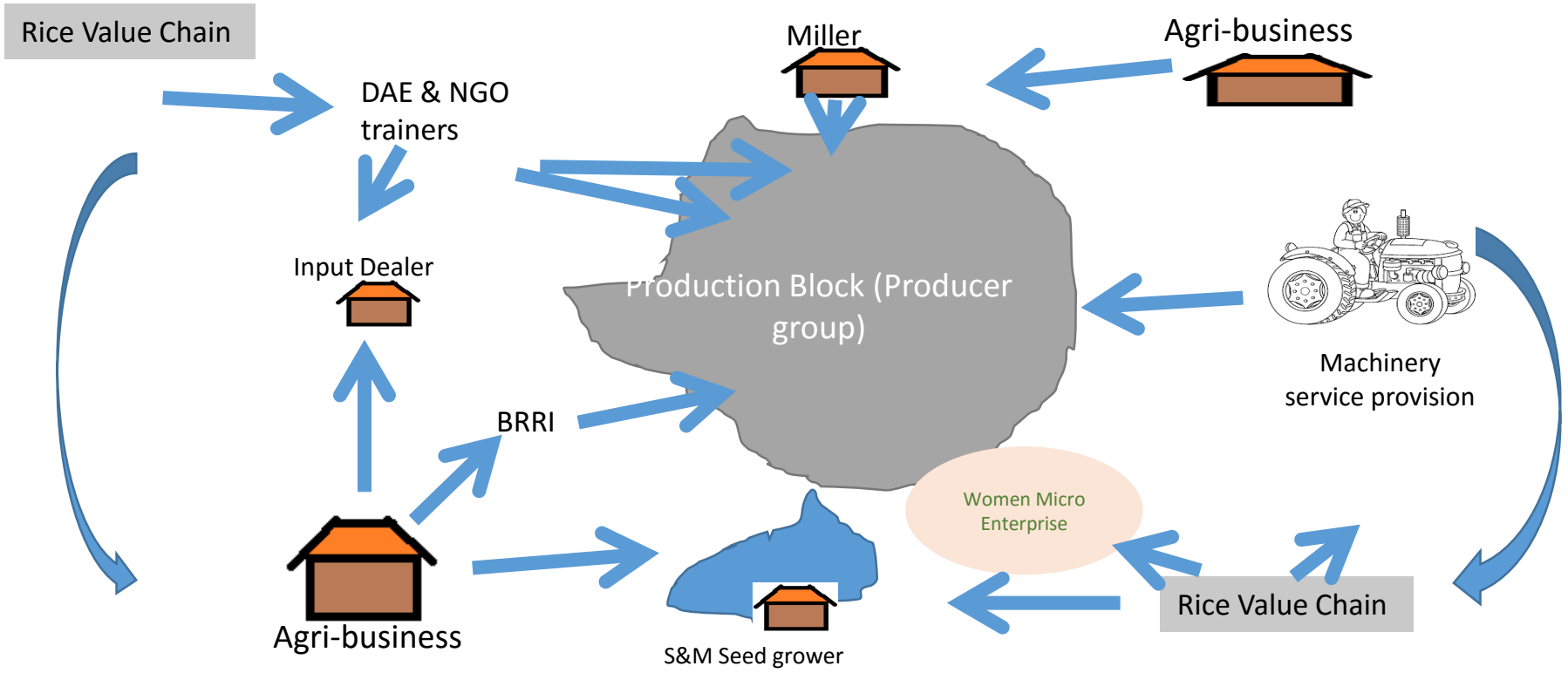
- Gender dimension framework
- Gender sensitive indicator-SMART
- Gender issue in VC
- Identifying and priorities the Gbc

Rice Value Chain

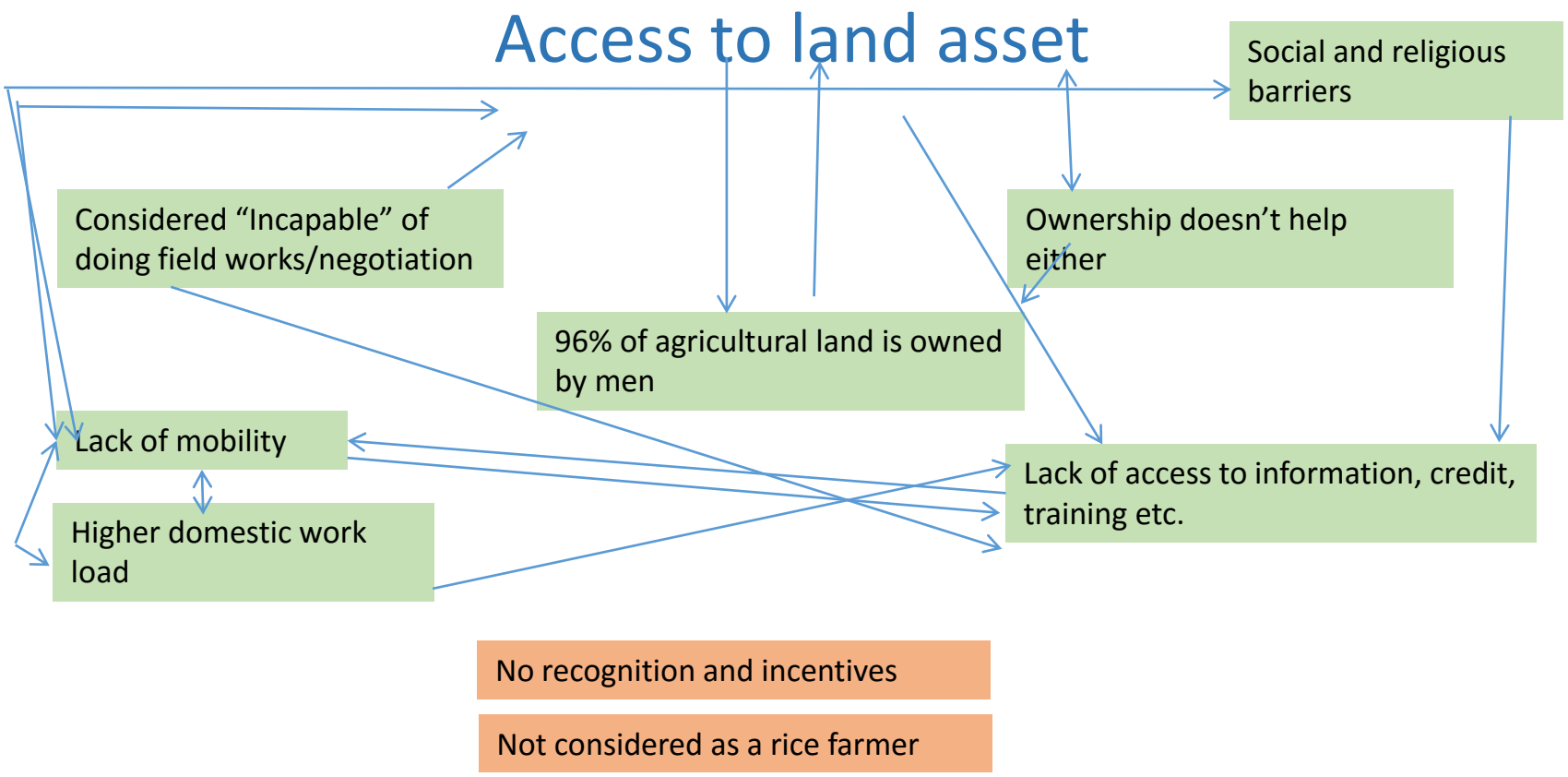




Value chain map



Gender-based constraints at each node of the chain



What information gaps do you have?

Lack of gender disaggregated information

- Land ownership vs farm ownership
- Lack of effective on farm technical backstopping, supervision and monitoring
- Seed processor, distributor, retailer, dealer etc.
- Mechanization
- Knowledge gap

How will you close those information gaps?

- Advocacy
- Motivation
- Capacity building
- Study needed on the benefit cost analysis of each node in the value chain would give a in valuable support for minimizing information gaps

What activities might overcome the GBCs?

- Coordinate and support to all categories of actors in the nodes through a network to overcome the constrains
- Introduce mechanization
- Strengthening capacities of both public and private sectors is essential particularly on policy reform, infrastructure, skill development
- Awareness build up
- Community farming
- Inter and intra mobilization within the different stakeholders

What are you going to do when you go back to the office?

Related to the targeted value chains

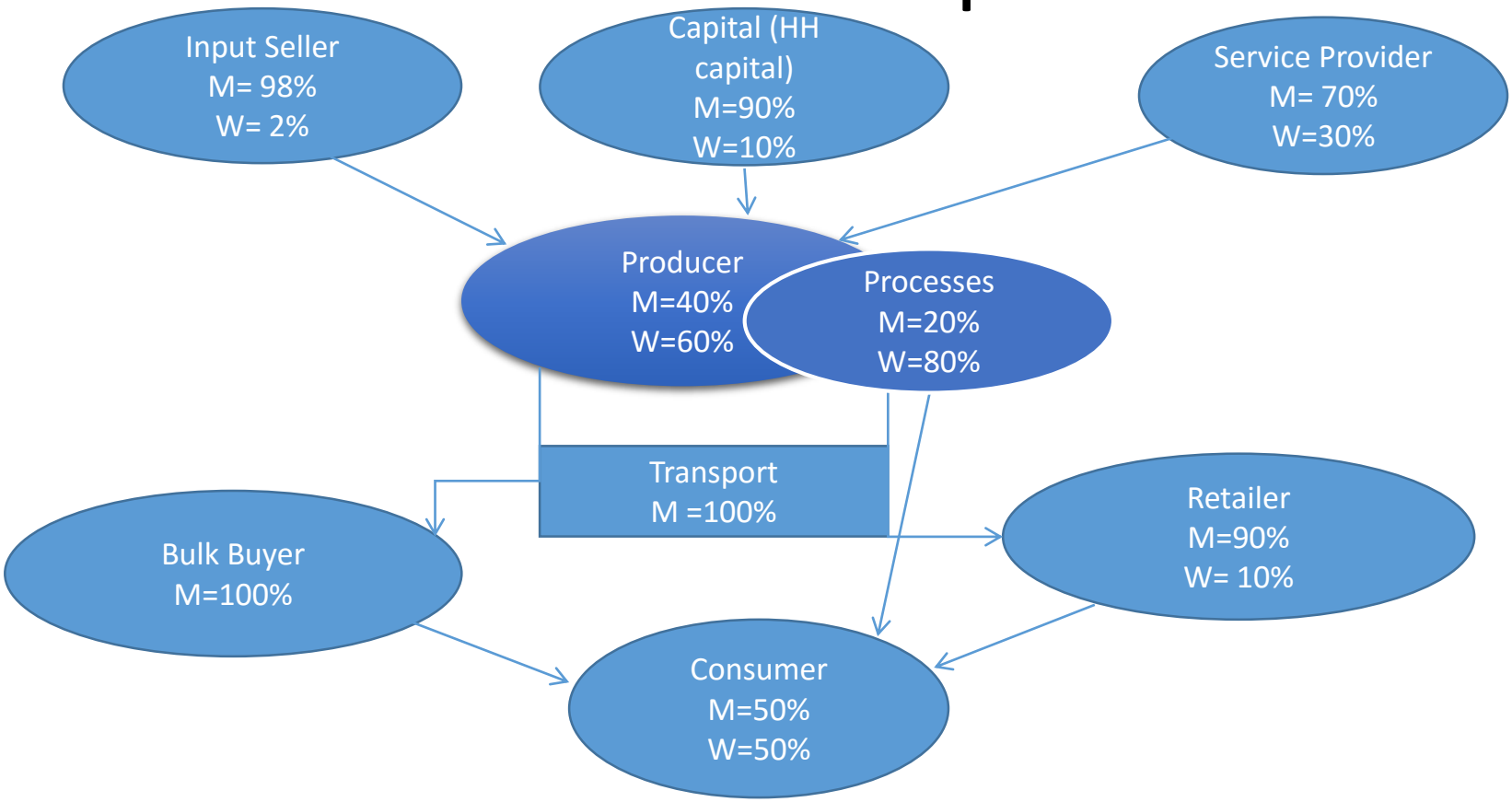
- Gender issues in agricultural value chain Share with collogues
- Develop gender based value chain map
- Analysis and identify gender gap
- Capacity build up to women producer
- Capacity build up to women entrepreneur

With the material you've learned this week

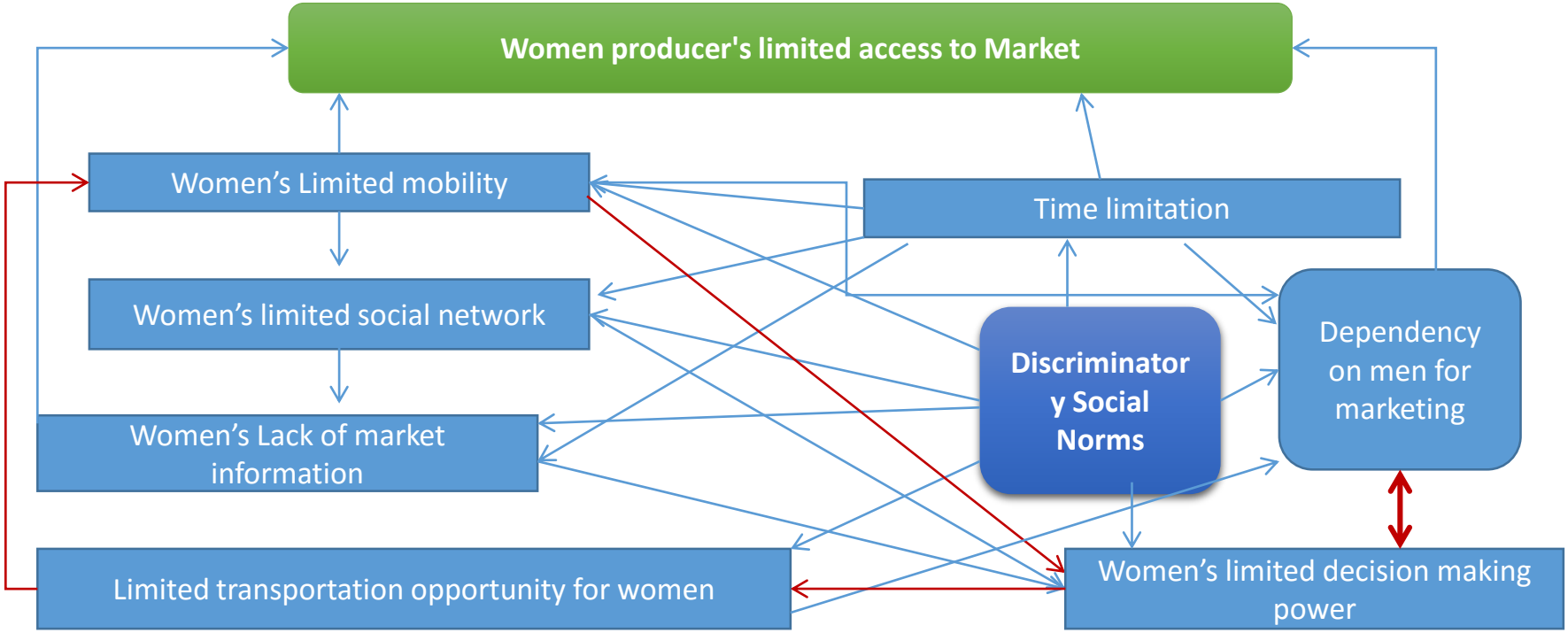
- Gender based value chain map
- Identified value chain actors and Identified gender based constraints
- Gender issues in agriculture value chain

Homestead Vegetable Value Chain

Homestead Vegetable Production - Value chain map



Gender-based constraints at Homestead Vegetable Value Chain



What information gaps do you have?

- Lack of specific Data about homestead vegetable value chain from authentic source
- Lack of gender specific information about production and processing activities
- Lack of information about crop specific information to draw different value-chains for different vegetables

How will you close those information gaps?

- Gender Based formative research about different crops/vegetables value-chain
- Research on secondary data sources
- Coordination with Go-NGO organizations

What activities might overcome the GBCs?

- Capacity building and self-esteem raising sessions with women
- Awareness raising and motivation session in household level with both men and women household members
- Awareness raising sessions and activities in the community level
- Network building sessions with men and women producers, key market actors and local elites
- Create collection points
- Advocacy for GO-NGO collaboration

What are you going to do when you go back to the office?

Related to the targeted value chains

- Conducting a study on existing commercial and homestead vegetable value chain in the project area based on gender disaggregated data (formative research and secondary data analysis)
- Analyze gender based constrains in the commercial and homestead vegetable value chain of target area and identify gender gaps
- Prepare project strategy to integrate gender equitability in the vegetable value chain

With the material you've learned this week

- Use gender dimension framework in gender based formative research for the commercial and homestead vegetable value chain analysis
- Use the question guide to prepare data collection tools for the project
- Use the results of gender analysis/formative research in the project activity design and implementation
- Use gender sensitive indicators for monitoring and evaluation of the project activities


Thank You!