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KENYA

GENDER TRAINING MATERIALS: INTEGRATING GENDER IN AGRICULTURAL VALUE CHAINS (INGIA-VC) IN KENYA

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

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

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This publication was produced for review by the United States Agency for International Development (USAID). It was prepared by Deborah Rubin, Director, Cultural Practice LLC, Cristina Manfre, International Program Manager, and Kara Nichols Barrett, Research and Program Manager, dTS Inc.

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The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development of the United States Government.

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SESSION ONE: INTRODUCTION

WORKSHOP AGENDA FOR USAID/KENYA TRAINING: INTEGRATING GENDER IN AGRICULTURAL VALUE CHAINS (INGIA-VC) IN KENYA

**DAY ONE: SEPTEMBER 15, 2008
ELDORET, KENYA**

| Time | Topic – Activity |
|---------------------|---|
| 8:30 AM – 9:00 AM | Session One: Welcome and Introductions <ul style="list-style-type: none">• GATE Project Team Facilitators• GATE Project• Workshop Programs and Participants• Workshop Objectives• Workshop Purpose• Workshop Process |
| 9:00 AM – 9:15 AM | Vote with Your Feet Exercise |
| 9:15 AM – 10:30 AM | Session Two: Value Chain Development <ul style="list-style-type: none">• Theory and Concepts |
| 10:30 AM – 10:45 AM | Coffee Break |
| 10:45 AM – 11:30 AM | Session Two Continued: Value Chain Development <ul style="list-style-type: none">• Mapping Program Value Chains |
| 11:30 AM – 12:30 PM | Session Three: Gender Issues in Agricultural Activities <ul style="list-style-type: none">• Key Gender Concepts• Gender Integration in USAID Programming• Goals of Improving Gender Integration in Agriculture |
| 12:30 PM – 1:30 PM | Lunch |
| 1:30 PM - 2:30 PM | Session Four: A Framework for Gender Analysis <ul style="list-style-type: none">• Four Dimensions of Gender Relations• Worksheet One |
| 2:30 PM – 3:30 PM | Session Five: Mapping the Gender Value Chain |
| 3:30 PM – 3:45 PM | Coffee Break |
| 3:45 PM – 5:00 PM | Session Six: Identifying Gender Constraints in Value Chain Development <ul style="list-style-type: none">• Worksheet Two |
| 5:00 PM – 5: 15 PM | Summary of the Day |

**DAY TWO: SEPTEMBER 16, 2008
ELDORET, KENYA**

| Time | Topic – Activity |
|---------------------|---|
| 9:00 AM – 9:15 AM | Review of previous day |
| 9:15 AM – 10:15 AM | Session Seven: Application of Gender Analysis to Kenya Value Chain Programs <ul style="list-style-type: none"> • Reporting Out |
| 10:15 AM – 10:30 AM | Coffee Break |
| 10:30 AM – 11:30 AM | Session Eight: Program Level Gender Indicators |
| 11:30 AM – 12:00 PM | Session Nine: Data Collection Processes and Techniques |
| 12:00 PM – 1:00 PM | Lunch |
| 1:00 PM – 2:45 PM | Session Ten: Preparation for Site Visits |
| 2:45 PM – 3:00 PM | Close |

**FIELD VISITS: SEPTEMBER 17 THROUGH 23, 2008
ELDORET, KENYA**

Kenya Horticulture Development Program (KHDP): September 17 and 18

Kenya Maize Development Program (KMDP): September 16 and 19

Kenya Dairy Sector Competitiveness Program (KDSCP): September 22 and 23

**IDENTIFYING CONSTRAINTS AND DESIGNING ACTIONS: SEPTEMBER 25,
2008**

**JACARANDA HOTEL
NAIROBI, KENYA**

| Time | Topic |
|---------------------|--|
| 8:30 AM – 9:00 AM | Field Debates: What did the visits tell us? |
| 9:00 AM – 11:00 AM | Session Eleven: Identifying Gender-based Constraints <ul style="list-style-type: none"> • Small group work |
| 11:00 AM – 12:00 PM | Preparation of program comments |
| 12:00 PM – 2:00 PM | Session Twelve: Integrating Gender in Value Chain Development Activities in Kenya: What Do We Know Now? <i>Program Presentations to USAID/Kenya and Program Chiefs of Party</i> <ul style="list-style-type: none"> • Kenya Horticulture Development Program • Kenya Maize Development Program • Kenya Dairy Sector Competitiveness Program |
| 2:00 PM – 3:00 PM | Lunch |
| 3:00 PM – 4:30 PM | Session Thirteen: Designing Solutions: Actions and Indicators |
| 4:30 PM | Evaluation: Reflections on Data Collection Process in the Field Visits Closing ceremonies |

SESSION ONE: INTRODUCTION

WORKSHOP OBJECTIVES

To enable workshop participants to:

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

WORKSHOP PURPOSE

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

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

SESSION 1 SLIDES



SESSION 1 WELCOME AND INTRODUCTIONS



GATE PROJECT TEAM FACILITATORS

- Cristina Manfre (GATE Project, dTS Inc.)
- Kara Nichols Barrett (GATE Project, dTS Inc.)
- Deborah Rubin (Cultural Practice LLC)

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GREATER ACCESS TO TRADE EXPANSION (GATE)

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

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WORKSHOP PROGRAMS AND PARTICIPANTS

- Kenya Maize Development Program
Desmond Boi, Lydia Mbevi Nderitu, and Sebastian Wanjala Oggema
- Kenya Dairy Sector Competitiveness Program
Nancy Amayo, Daniel Diang'a, and Mary Munene
- Kenya Horticulture Development Program
Tabitha Runyora and Geoffrey Nyamota

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WORKSHOP OBJECTIVES

To enable workshop participants to:

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

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WORKSHOP PURPOSE

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

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

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WORKSHOP PROCESS

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

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VOTE WITH YOUR FEET

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

If you agree with the statement, move to your left

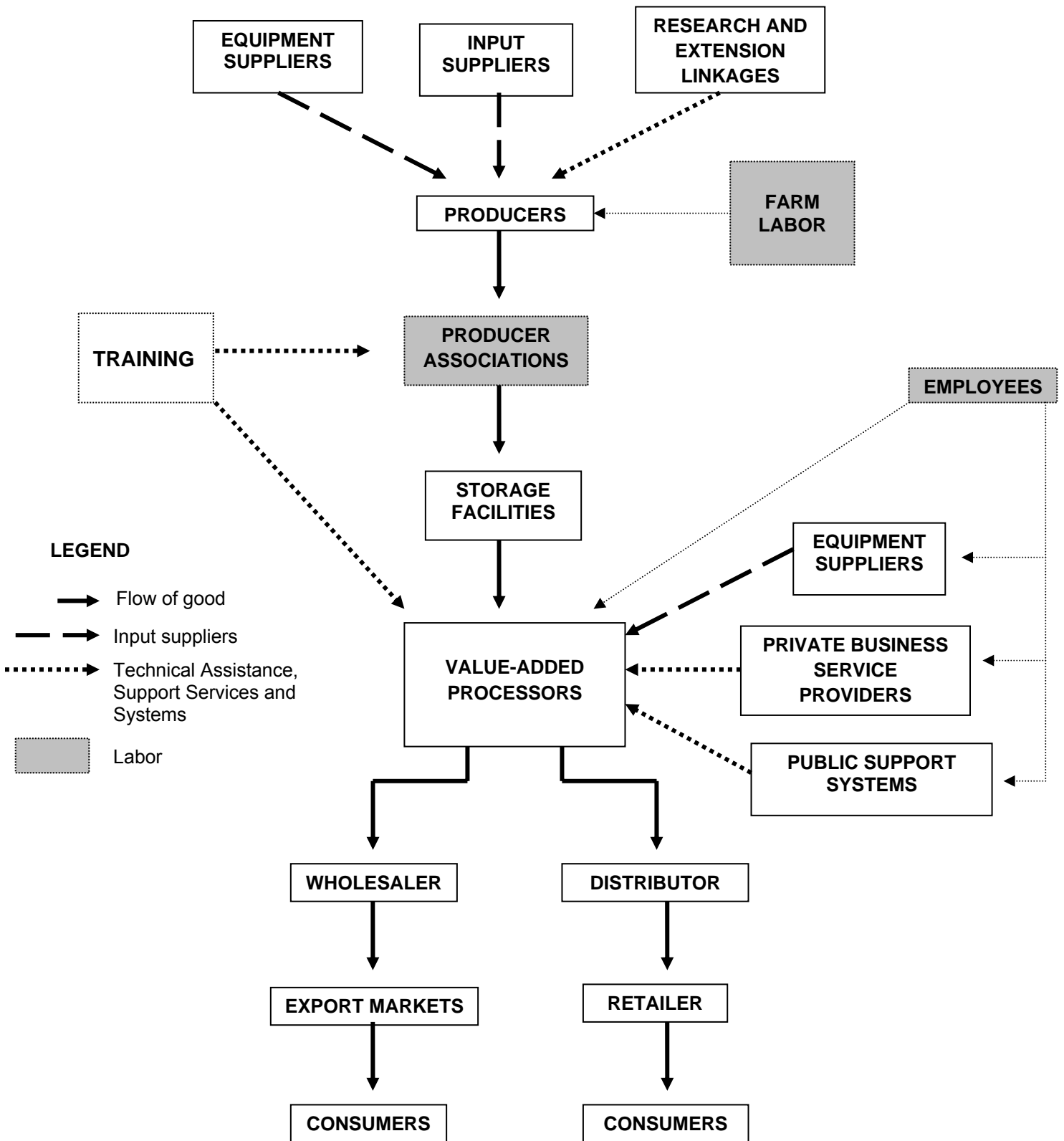


If you disagree with the statement, move to your right

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

SESSION TWO: VALUE CHAIN DEVELOPMENT

MAPPING THE VALUE CHAIN



SESSION 2 SLIDES



SESSION 2 VALUE CHAIN DEVELOPMENT: THEORY AND CONCEPTS



DEFINITION OF A VALUE CHAIN

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

Value chain Supply chain **Market chain**
GLOBAL commodity chain *future (trend)*
INTERNATIONAL ASSEMBLY LINE

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VALUE CHAIN ANALYSIS

- 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

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- ✓ Global value chains create employment for the poor
- ✓ To ensure that employment not only raises incomes but also improves living standards requires careful design and implementation to:



- increase the total amount and value of products that the poor sell in value chains; and,
- sustain the share of the poor in a given sector or increase their margins per product, so that
- poor producers and employees gain both an absolute increase in income as well as an increase in the relative income of the poor compared to other actors along the chain.

(DFID Making Markets Work for the Poor)
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**Control of the organization of the chain is called:
Governance**

- *Buyer-driven chains*: global buyers establish and control geographically-dispersed production and distributions systems often owned by others
- *Producer-driven chains*: commodity chains governed by companies that control key technology and production facilities (manufacturers) and are typical of capital- and technology-intensive industries such as automobiles

Upgrading is a process of increasing the economic competitiveness of enterprises, occupying new positions in a global value chain, or delivering to new markets and buyers. Upgrading is achieved by, e.g., improving working conditions, job and employment security, and maintaining a clean environment are all important means by which to upgrade.

- Chain upgrading: moving to a new chain
- Functional upgrading: changing the mix of activities
- Process upgrading: increasing the efficiency of internal processes
- Product upgrading: introducing new products or improving old products

“...upgrading the performance of individual firms in a [sector] may have little impact if they are imbedded in a sea of inefficiency.”

Kaplinsky and Morris

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KEY VALUE CHAIN CONCEPTS

WHAT IS COMPETITIVENESS?

Competitiveness is the ability of a firm or industry to develop and maintain an edge over market rivals.

This can be achieved through a combination of three strategies: producing and delivering goods and services more efficiently, differentiating products or services through quality standards and branding, and/or exploiting new market demand.

The Value Chain Framework Briefing Paper, AMAP

This edge can be based on price, efficiency, quality, quantity, asymmetric access to information, uniqueness, branding, advertising, good service, and/or other environmentally or socially valued standards (e.g., social marketing, fair trade practices). *Lexicon..., AMAP*

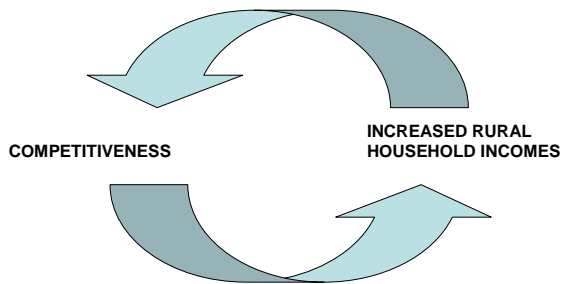
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TYPICAL CONSTRAINTS TO COMPETITIVENESS

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

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WHAT IS THE RELATIONSHIP?



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CHARACTERISTICS OF SHIFTING TO VALUE CHAINS

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

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CHALLENGES FACING SMALLHOLDERS

Can smallholders be incorporated in value chains in a way that improves farm enterprise and/or sector competitiveness?

The challenges to smallholders are:

- Meeting quality and environmental standards
- Maintaining consistent and reliable production
- Meeting the costs of certification
- Identifying multiple sales outlets

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WHO IS THE SUCCESSFUL SMALLHOLDER?

Competence is more important than size

- Possessing technical knowledge of the commodity
- Being a “farmer-entrepreneur” with the business skills and acumen to weather ups and downs in market conditions
- Having sufficient liquid resources or credit to meet certification standards
- Not being overly dependent on a single buyer

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BENEFITS OF INCORPORATION

- Increasing farm enterprise income because agriculture is typically an engine of greater growth than other sectors in rural areas
- Access to more employment opportunities from the impact of agricultural development through both direct and indirect pathways, by creating multiplier effects in off-farm enterprises
- Prices for export-oriented fresh fruits and vegetables are higher than prices for either domestically-oriented production or the standard agricultural commodities (e.g., coffee, tea, and cocoa)

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PROJECT DESCRIPTION PRESENTATIONS

MAPPING PROGRAM VALUE CHAINS

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SESSION THREE: GENDER ISSUES IN AGRICULTURAL ACTIVITIES

KEY CONCEPTS RELATED TO GENDER

SEX AND GENDER

Gender is not the same as sex. They are not synonyms. Where **sex** refers to the biological characteristics that define males and females primarily according to reproductive capabilities or potentialities, **gender** refers to the economic, social, political and cultural attributes and opportunities, roles and responsibilities that are associated with being a man or a woman. Sex is universal and unchanging. Gender is a socially defined category that is defined differently around the world and which changes over time.

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

Use “male” and “female” to describe sex categories.

Use “man” and “woman” to describe gender categories.

GENDER ANALYSIS AND GENDER ASSESSMENTS

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

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

GENDER-BASED CONSTRAINTS

Gender-based constraints are factors that inhibit either men's or women's access to resources or opportunities of any type. They can be formal laws, attitudes, perceptions, values, or practices (cultural, institutional, political, or economic). Customary laws dictating that men can own land is a gender-based constraint on agricultural production and/or economic growth since it can prevent women from producing and/or marketing crops or obtaining credit for other enterprises when land is required as collateral. Laws that prohibit hiring pregnant women represent a gender-based constraint since they disadvantage women relative to men in obtaining a job. An HIV/AIDS program that is located in an ante-natal clinic could be a gender-based constraint if it inhibits men from getting tested because they would be embarrassed being seen among pregnant women to whom they were neither married nor related.

GENDER EQUALITY

Gender Equality¹ refers to the ability of men and women to have equal opportunities and life chances. A recent World Bank policy report on gender identifies three dimensions as “equality under the law, equality of opportunity..., and equality of voice (the ability to influence and contribute to the development process)” (2001: 3). As stated in the DAC guidelines on gender (1998),

the emphasis on gender equality ...does not presume a particular model of gender equality for all societies and cultures, but reflects a concern that women and men have equal opportunities to make choices about what gender equality means and work in partnership to achieve it.²

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

GENDER EQUITY

Gender Equity refers to a “fair distribution of resources and benefits between men and women according to cultural norms and values.”³ Equity is therefore harder to measure in objective terms, and, because it is based on locally-specific definitions, it varies across countries, and it can be used to describe situations in which women are still significantly disadvantaged relative to men. For example, a situation in which

¹ Gender equity is sometimes used synonymously with gender equality, but the latter term has become increasingly preferred.

² OECD: Paris. 1998. DAC Guidelines for Gender Equality and Women's Empowerment in Development Co-operation, page 13.

³ Caroline Taborga et al. “Gender Glossary” Rome, Italy: World Food Programme.

women inherit less than men do, but in a way that is “fair” in local terms, could still be described as equitable.

GENDER INTEGRATION

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

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

GENDER MAINSTREAMING

Where gender integration has come to refer to the program or activity level, **gender mainstreaming** is more inclusive and goes beyond looking at gender in specific programs. It includes incorporating gender dimensions explicitly into all levels of development effort, including policy formulation, planning, evaluation, budgeting, and decision-making procedures. The term, adopted by the 1995 Fourth World Conference on Women in Beijing, addresses the institutional arrangements that are needed to achieve gender equality. Gender mainstreaming requires that gender issues cannot be treated separately from other development efforts.⁴

Gender integration and gender mainstreaming assume that the goals of gender equality should be expressed in both an organization’s own structure as well as its activities. In practice, the organization’s activities usually – but not always – involve a focus on women because they are more often in a subordinate position in society, but that focus emerges out of an understanding of unequal relationships rather than unequal roles. Recent research interest in the construction of masculinities is also expanding and the issue of addressing men in gender and development programming is becoming increasingly important.⁵

Most development agencies have over the past twenty years shifted from a terminology of “women in development” (WID) to “gender and development” (GAD).⁶

⁴ Gender integration is not always distinguished from mainstreaming, but may be used synonymously.

⁵ For a critical approach to this subject, see Sylvia Chant and Matthew Gutmann, 2000, *Mainstreaming Men into Gender and Development: Debates, Reflections, and Experiences*. UK: Oxfam.

⁶ For an early overview of this shift, see Eva Rathgeberger, 1990, “WID, WAD, GAD: Trends in Research and Practice” *The Journal of Developing Areas* 24: 489-502; a more recent review was carried out by Shahrashoub

USAID continues to reference the office that addresses gender issues as the Office of Women in Development, but its orientation is consistent with a gender and development approach. Although the terms are often used interchangeably at USAID, there is a conceptual difference, outlined in the following quotation, which also leads to a practical difference:

A WID focus does not analyze the reasons behind differences in access to resources, services, and opportunities between men and women in a given society or group. It simply designs projects so that these differences are compensated for when necessary. A gender focus identifies the reasons for these differences and their consequences on individuals (men and women), households, communities, and economic development in general, and attempts to modify their negative impact.⁷

SEX-DISAGGREGATED OR GENDER-DISAGGREGATED DATA?

As noted earlier, sex is a universally consistent variable, while gender categories vary across time and space. Disaggregating data by sex permits valid cross-country comparisons. Gender analysis of the sex-disaggregated data can be carried out to determine what impact development activities have on gender relations and the results of that analysis is termed gender-disaggregated data.

Unfortunately, these terms are often used synonymously, with some donors preferring one over the other.

Razavi and Carol Miller, 1995, "From WID to GAD: Conceptual Shifts in the Women and Development Discourse." Occasional Paper No. 1. UN Fourth World Conference on Women. UNRISD.

⁷ Murphy, Josette 1995 Gender Issues in World Bank Lending. Washington, D.C.: World Bank, pg. 23.

GENDER INTEGRATION IN USAID PROGRAMMING

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

201.3.8.4 Gender Analysis

Effective Date: 01/31/2003

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

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

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

201.3.12.6 Activity Planning Step 2: Conduct Activity-level Analyses as Needed

Effective Date: 01/31/2003

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

*Additional analysis may be needed before the approval of individual activities. Operating Units should conduct those analyses that they conclude are needed to plan detailed and rigorous activities to achieve the intended results. Topics of

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

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

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

(a) Are women and men involved or affected differently by the context or work to be undertaken?

(b) If so, would this difference be an important factor in managing for sustainable program impact?

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

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

(3) The Approving Official for the activity is responsible for ensuring that the gender statement adequately responds to item #1 in this list. In cases where no gender statement is made (see #2), (s)he must ensure as part of approving the activity that the rationale is adequate.

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

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

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

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

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

Men and women have different access to development programs and are affected differently by USAID activities. USAID seeks to understand these differences to improve the efficiency and overall impact of its programs, and to ensure that both women and men have equitable access to development activities and their benefits. One way to understand the effect of gender on development efforts is to disaggregate performance information by sex. Because disaggregating performance data by gender is not always feasible or cost effective, the following requirement ensures due consideration in assessing the relationship between gender and development efforts:

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

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

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

Operating Units should be aware that their activities may have significantly different effects on different social groups, and should ensure that neither women nor men are disproportionately affected, either positively or negatively. For example, in a

region where 8 of 10 farmers are women and there are certain social norms governing social relations between the sexes, the Operating Unit should weigh the benefits of using male versus female agricultural extension agents. A program might disproportionately address women's access to education in situations where they have been historically disadvantaged. Similarly, policy changes often affect men and women differently, and Operating Units should look for unexpected effects that may need to be addressed. When gender technical expertise is not present in an Operating Unit, technical assistance is available from the Office of Women in Development in the Bureau for Economic Growth, Agriculture, and Trade (EGAT).

SESSION 3 SLIDES

SESSION 3

GENDER ISSUES AND AGRICULTURE



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SEX OR GENDER?

Sex:

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

Gender:

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

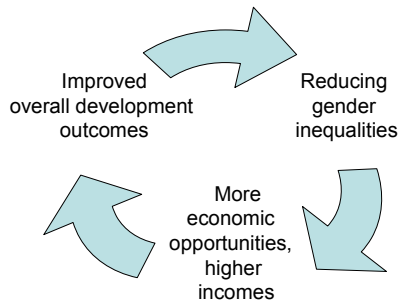
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GENDER RELATIONS

are one type of social relations between men and women which are constructed and reinforced by 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

**GENDER AND DEVELOPMENT:
A VIRTUOUS CYCLE**



GENDER INTEGRATION IN USAID PROGRAMMING

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

Identify gender relations at the start of the project through gender analysis and establish an appropriate baseline

↓ (monitor changes)

Describe gender relations at the end of the project (results) and start of the next project (new baseline)

GENDER MAINSTREAMING is a process

...of assessing the implications for women and men of any planned action, including legislation, policies or programs.

It ensures that strategies for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation policies and program in all political, economic and social spheres, such that inequality between men and women is not perpetuated.

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GENDER EQUALITY is the goal

- **Gender Equality** refers to the ability of men and women to have equal opportunities and life chances.
 - It does NOT mean that a single model of equality is good for all societies
 - It does NOT mean that resources or benefits must be split evenly between men and women.
- **Gender Equality** is a US government endorsed goal of development and development cooperation efforts. It is Goal 3 of the Millennium Development Goals: "Promote gender equality and empower women."

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INGIA-VC means.....



- Looking beyond women's role as farm laborers towards increasing their participation as farmer-entrepreneurs
- Recognizing that women and men can be equally productive when given access to equivalent agricultural inputs and technology

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





GOALS OF IMPROVING GENDER INTEGRATION IN AGRICULTURE

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

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THE ELEVATOR METAPHOR



Existing gender inequalities restrict access to upper floors of the development skyscraper

- Discriminatory legislation
- Lack of access to productive resources: land, labor, capital, and education
- Socio-cultural attitudes about gender roles and expectations
- Gender-based violence

Gender-sensitive interventions

- remove obstacles
- create equitable opportunities for both women and men, and
- let both men and women reach the top floor

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

GENDER ANALYSIS FRAMEWORKS⁸

Gender analysis is a type of socio-economic analysis. In the context of development assistance, it is intended as a tool to illuminate the links between the existing gender relations in a particular society and development problems it needs addressed.

As referenced in USAID's ADS guidance, a gender analysis is mandatory

1. in the process of developing a strategic plan (ADS 201.3.8.4) where it is intended to answer the questions:
 - (1) How will gender relations affect the achievement of sustainable results; and
 - (2) How will proposed results affect the relative status of men and women.
2. and in the process of conducting activity level analyses (ADS 201.3.12.6) where it is to answer the questions:
 - (1) Are women and men involved or affected differently by the context or work to be undertaken?
 - (2) If so, would this difference be an important factor in managing for sustainable program impact?

The gender analysis identifies the types of gender differences and inequalities that might otherwise be taken for granted – such as how men and women have different access to and control over resources, carry out different social roles, and face different constraints and receive different benefits. Once highlighted, they can be addressed and alleviated by carefully designed programs.

⁸ This document was prepared to reflect USAID positions and priorities but is not an official statement of them. It is based on materials drawn from a wide range of bilateral and multilateral donors' work on gender, particularly the Netherlands Development Organization's materials on gender frameworks in its "Gender Reference Guide" (http://www.snvworld.org/gender/gender-mainstreaming_analysis_1.htm), the International Labour Organization's South East Asia and Pacific Online Gender Learning and Information Module (<http://www.ilo.org/public/english/region/asro/mdtmanila/training/homepage/mainmenu.htm>) and Carol Miller and Shahra Razavi 1998 summary, "Gender Analysis: Alternative Paradigms" available on the UNDP website (<http://www.sndp.undp.org/gender/resources/mono6.html>).

COMMONLY REFERENCED GENDER ANALYSIS FRAMEWORKS⁹

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

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

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

- In addition to those discussed here, there are other models for collecting and analyzing gender-relevant information, and ways to put that analysis into effect in development interventions. No single framework provides an appropriate way to address all development problems.
- Each model reflects a set of assumptions about how gender is constituted and the importance of understanding gender issues to achieve successful development outcomes. Some emphasize equity or equality as the key outcome, and do not address other development objectives. Program managers can learn to identify these assumptions to choose the most appropriate model for their specific needs.
- The different institutional settings of the multi-lateral and bilateral development agencies, the foundations, NGOs, and developing and transition country government systems call for adaptation of different gender analysis frameworks. Not all models work equally well in every organization; many were designed by specific organizations and are not easy to adapt to other institutional programs. Some are more research oriented and are difficult to use in implementation; others are focused only on a particular implementation style and may omit data useful to other approaches.
- Each model was developed at a particular point in time. Not all have been modified to reflect changes in the way we think about gender or the way in which development priorities and approaches have changed.
- In hiring consultants to carry out gender analyses, to clarify which, if any, framework the consultant follows. Some follow one particular model; others use a combination of methods depending on the situation at hand.

THE HARVARD ANALYTICAL FRAMEWORK OR GENDER ROLES FRAMEWORK

The Harvard Analytical Framework (sometimes referred to as the “Gender Roles Framework” or the “Gender Analysis Framework”) was developed by researchers at the Harvard Institute of International Development (HIID) in collaboration with USAID’s Office of Women in Development. It represents one of the earliest efforts to systematize attention to both women and men and their different positions in society.

⁹ See also Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, [A Guide to Gender-Analysis Frameworks](#), London: Oxfam Publishing, 1999.

It is based upon the position that allocating resources to women as well as men in development efforts makes economic sense and will make development itself more efficient – a position labelled as the “efficiency approach.”

Key to the Harvard Analytical Framework is adequate data collection at the individual and household level, and it adapts well to agricultural and other rural production systems. Data is collected on men’s and women’s activities which are identified as either “reproductive” or “productive” types, and is then considered according to how those activities reflect access to and control over income and resources, thereby “highlighting the incentives and constraints under which men and women work in order to anticipate how projects will impact their productive and reproductive activities as well as the responsibilities of other household members.”¹⁰ Data is collected in three components: an activity profile, an access and control profile that looks at resources and benefits, and a list of influencing factors. The approach helps those with little understanding of gender analysis useful ways of documenting information in the field: according to one donor, “It makes men’s and women’s work visible.”¹¹

Because the approach emphasizes gender-awareness and does not seek to identify the causes of gender inequalities, it “offers little guidance on how to change existing gender inequalities.”¹² There is the expectation that having good data on gender will, on its own, allow practitioners to address gender concerns in their activities; it assumes that both the problem and the solutions are technical ones. Compared to more recent and more participatory approaches, the Harvard method does not involve informants in describing their own views of the development problems they face.

Key Resources:

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

THE MOSER GENDER PLANNING FRAMEWORK

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

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

¹⁰ Netherlands Development Organization, “Gender Reference Guide.”

¹¹ International Labour Organization, “Online Gender Learning and Information Module.”

¹² International Labour Organization, “Online Gender Learning and Information Module.”

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

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

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

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

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

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

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

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

GENDER ANALYSIS MATRIX

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

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

- All requisite knowledge for gender analysis exists among the people whose lives are the subject of the analysis
- Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators
- Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.¹³

¹³ Quoted from the Global Development Research Center website, <http://www.gdrc.org/gender/framework/matrix.html>.

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

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

WOMEN'S EMPOWERMENT FRAMEWORK

The Women's Empowerment Framework was developed by Sara Hlupekile Longwe, a gender expert from Lusaka, Zambia. Her model is explicitly political, arguing that women's poverty is the consequence of oppression and exploitation (rather than lack of productivity), and that to reduce poverty women must be empowered.

The framework postulates five progressively greater levels of equality that can be achieved (listed from highest to lowest):

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

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

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

SOCIAL RELATIONS APPROACH

The social relations framework was created by Naila Kabeer at the Institute of Development Studies in Sussex, UK. It draws on explicitly structural feminist roots. It is broader than earlier approaches, locating the family and household within the network of social relations connecting them to the community, market, and state. Kabeer writes that the triple roles model formulated by Moser is insufficiently attentive to "the fact that most resources can be produced in a variety of institutional locations (households, markets, states, and communities) so that the same resources may be produced through very different social relations."¹⁴ The Social Relations Approach shows how gender and other inequalities are created and reproduced within structural and institutional factors, and then to design policies that can enable women to work to change those factors that constrain them.

¹⁴ Quoted in Miller and Ravazi, <http://www.sdn.org/gender/resources/mono6.html>

The Social Relations Approach asserts that:¹⁵

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

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

¹⁵ Drawn from the Netherlands Development Organization's, "Gender Reference Guide."

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

FOUR DIMENSIONS OF GENDER RELATIONS¹⁶

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

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

To answer the questions, you must be able to describe the *different roles of men and women* in the area in which you are working, as well as *the relationship and balance between them and institutional structures that support them*.¹⁷

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

This gender analysis framework is one of many that have been used in development research and implementation.¹⁸ It facilitates both the data collection about and the analysis of how gender relations operate in different dimensions of social life and development activities. It also helps to identify whether there are specific gender-based structural and institutional constraints that affect the relative status and opportunities open to men and women that can be addressed by development activities. The expectation is that this exercise can help researchers move beyond simply disaggregating data and process indicators by sex. By more carefully considering the questions posed by the USAID operations manual, USAID-funded research will be able to provide better information about the current status of gender relations as well as better information about how development programs are affecting the relative status of men and women so that future interventions can help to overcome gender constraints and achieve the Millennium Development Goals of reducing hunger and poverty while enhancing gender equality.

¹⁶ The Domains Framework for Gender Analysis on which this is based draws on the principles of the other frameworks described elsewhere, but has been refined specifically for use with USAID programs and projects in large part by Deborah Rubin and Deborah Caro of Cultural Practice LLC under USAID contracts (the WID IQC and the Health Policy Initiative). Many of the components of this approach are available with a health focus on the Interagency Gender Working Group (IGWG) website, www.igwg.org along with many other training materials on gender.

¹⁷ Automated Directive System (ADS) Chapter 201.3.8.4 *Gender Analysis* [excerpted in Section 2 of this training handbook].

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

CORE DIMENSIONS OF DATA COLLECTION AND ANALYSIS ON GENDER RELATIONS

■ ACCESS TO FACTORS OF PRODUCTION AND ENTERPRISE DEVELOPMENT

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

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

■ KNOWLEDGE AND BELIEFS

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

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

■ PRACTICES AND PARTICIPATION

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

■ LAWS, POLICIES, AND REGULATORY INSTITUTIONS

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

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

SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

WORKSHEET ONE: GENDER ANALYSIS FRAMEWORK

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

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

| DIMENSION | INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT | INFORMATION ABOUT MEN RELEVANT TO THE PROJECT | QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE |
|---|--|--|--|
| ACCESS TO FACTORS OF PRODUCTION AND ENTERPRISE DEVELOPMENT | | | |

| DIMENSION | INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT | INFORMATION ABOUT MEN RELEVANT TO THE PROJECT | QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE |
|--|--|--|--|
| KNOWLEDGE AND BELIEFS | | | |
| PRACTICES AND PARTICIPATION | | | |

| DIMENSION | INFORMATION ABOUT WOMEN RELEVANT TO THE PROJECT | INFORMATION ABOUT MEN RELEVANT TO THE PROJECT | QUESTIONS OR TOPICS ABOUT WHICH YOU NEED TO KNOW MORE |
|---|--|--|--|
| <p>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</p> | | | |
| <p>POWER <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i></p> | | | |

SESSION 4 SLIDES



SESSION 4

A FRAMEWORK FOR GENDER ANALYSIS IN AGRICULTURE



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



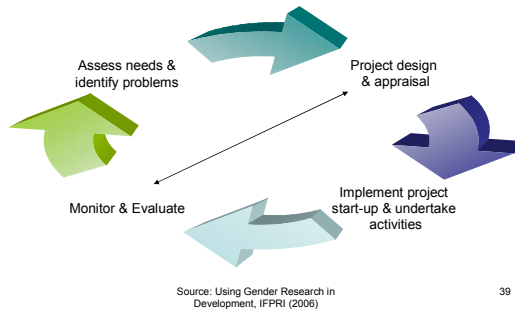
GENDER ANALYSIS is a tool

Gender Analysis is set of methods that are used to identify and interpret how gender relationships affect:

- the achievement of development objectives, and
- the ability of development interventions to change established relationships between women and men.

It describes the process of collecting data on gender issues and analyzing that data. An examination of gender differences and relations cannot be isolated from the broader social context.

GENDER ANALYSIS IN PROGRAM LIFE CYCLE



GENDER ANALYSIS QUESTIONS

- Who does what, including when and where tasks are done?
- Who has what (access and ownerships issues)?
- Who makes decisions and what is the decision-making process?
- Who gains and who loses as a result of development interventions?

GENDER ANALYSIS INFORMATION OUTCOMES

- Gender and/or poverty assessment or profiles
- Identification of needs assessment for men and women
- Baseline data
- Workplans, Project Monitoring Plans, operating manuals, indicators
- Monitoring & Evaluation (M&E)
- Case studies, best practices, and lessons learned

DIMENSIONS OF GENDER RELATIONS

- Access to Factors of Production and Enterprise Development
- Knowledge and Beliefs
- Practices and Participation
- Laws, Policies, and Regulatory Institutions

Each domain is influenced by power relations

Adapted from Rubin, Deborah, "Addressing Gender in Today's Agriculture, A Workshop Sponsored by USAID/EGAT/AC and the Office of Women in Development," June 29, 2004

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ACCESS TO FACTORS OF PRODUCTION AND ENTERPRISE DEVELOPMENT

Men and women typically have different levels of access to factors of production – land, labor, human and financial capital – leading to economic inefficiencies in production, processing, and marketing, leading to unequal participation in value chains



In Kenya:

- **Access to Land**
Women own less than 10 percent of agriculture land.
- **Access to Finance**
Women owned enterprises receive less than 10 percent of all formal finance.
- **Access to Services**
While women operate 38 percent of all agriculture enterprises, they receive less than 10 percent of all agriculture extension services.

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ILLUSTRATIVE QUESTIONS

ACCESS TO FACTORS OF PRODUCTION AND ENTERPRISE DEVELOPMENT

- Who can own land?
- Who can have a bank account?
- What does a man do/need to obtain a loan? What does a woman do/need to obtain a loan? If there is any difference, why is that?
- Do men and women have the same access to agricultural services? If not, why not?
- Do men and women have equal opportunities to attend training courses? If not, why not?
- Do men and women hold different kinds of jobs in the formal economy? In the informal economy?

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KNOWLEDGE AND BELIEFS

- Difference in knowledge and beliefs shape the options open to men and women in the economy and their life choices
- Men and women are typically socialized to learn about different topics, e.g., cars vs. clothes.
- People have beliefs about “appropriate” roles for boys and girls and men and women.
- Men and women have different perceptions about behavior and the meanings assigned to that behavior.

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KNOWLEDGE AND BELIEFS

Men and Women’s Knowledge

In Kenya, researchers have found that men’s knowledge of indigenous crops and practices has declined with formal schooling and migration to urban areas.

Rural women retain more knowledge of wild foods, craft and medicinal plants, and acquire new knowledge about natural resources as their roles and duties change

Rocheleau and others 1995

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ILLUSTRATIVE QUESTIONS

- At what age should a person marry?
- How long should boys and girls stay in school?
- Are boys or girls encouraged to study agriculture? (why or why not?)
- Are there jobs that men should avoid?
- Are there job that women should avoid?
- Who is familiar with traditional medicines?
- Who is more familiar with indigenous plants?
- Who knows best about animal behavior on farms?
- Who responsible for fixing farm machinery?

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PRACTICES AND PARTICIPATION

Gender roles and responsibilities structure people's behaviors and activities, in time and space

- Men and women typically have responsibility for different tasks on the farm and seek different jobs in the workplace.
- Men and women have different daily schedules.
- They may be restricted from entering or leaving different locations at some times of the day.
- Women and men may behave differently at meetings, in elections, in training courses.

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PRACTICES AND PARTICIPATION IN KENYA

- **Space**
Women owned enterprises are twice as likely to be operated from home than firms owned by men.
- **Household Division of labor**
Women often spend up to 10 times more time providing unpaid labor than men (e.g. caring for children, cleaning, and cooking).
- **Sector Sex Segmentation**
Women owned enterprises dominate wholesale and retail, rural manufacturing, and urban agriculture sectors while men are concentrated in urban manufacturing, transport, and financial services.
- **Participation Rates**
In remote communities, the long distance required for collecting firewood and water combined with domestic responsibilities, can place disproportional limits on women's ability to participate in and engage community/group meetings and elections compared to men.

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ILLUSTRATIVE QUESTIONS

- Who does what? When do they do it?
- Do men and women allocate their time differently?
- Are there jobs on the farm that are usually done only by men? By women?
- Are there processing or marketing tasks that are usually done only by men? By women?
- Who participates in producer groups or farming associations? When are these meetings held?
- Do men and women have equal contact with agricultural extension workers?

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LAWS, POLICIES, AND REGULATORY INSTITUTIONS

- Customary law and the formal legal code and judicial system often treat women and men differently
- Gender may affects rights to:
 - Legal documents
 - Ownership and Inheritance
 - Reproductive Choice
 - Representation
 - Due process

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LEGAL AND REGULATORY INSTITUTIONS IN KENYA

- **Differential Treatment Under the Law**
The Law of Succession, which governs inheritance rights, terminates a widow's inheritance rights if she remarries while a widower's rights remain intact.
- **Differential Application of the Law**
While the Law of Succession stipulates equal inheritance rights for children, indiscriminate of sex, women seldom inherit on an equal basis with their brothers. Women are expected to marry and be provided for by their husbands' families.

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ILLUSTRATIVE QUESTIONS

- Who legally has the right to own what type of assets, before and after marriage?
- Who has the right to inherit different types of assets?
- How do legal rights interact with customary rights concerning ownership and inheritance?
- Who keeps family property after a divorce?
- Do men and women have equal rights to employment under the law? To social services? To citizenship? To divorce?

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POWER influences all aspects of life in each domain

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

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POWER: Illustrative Questions

- What are the consequences for men and women who:
 - Leave a marriage?
 - Refuse to marry?
 - Pursue a job that most men or women would not take?
 - Continue in school or leave school earlier than is the norm?
- Do women and men have equal rights over their bodies?
- Are women and men treated equally by the authorities, such as the police, the banks, and religious organizations?

55

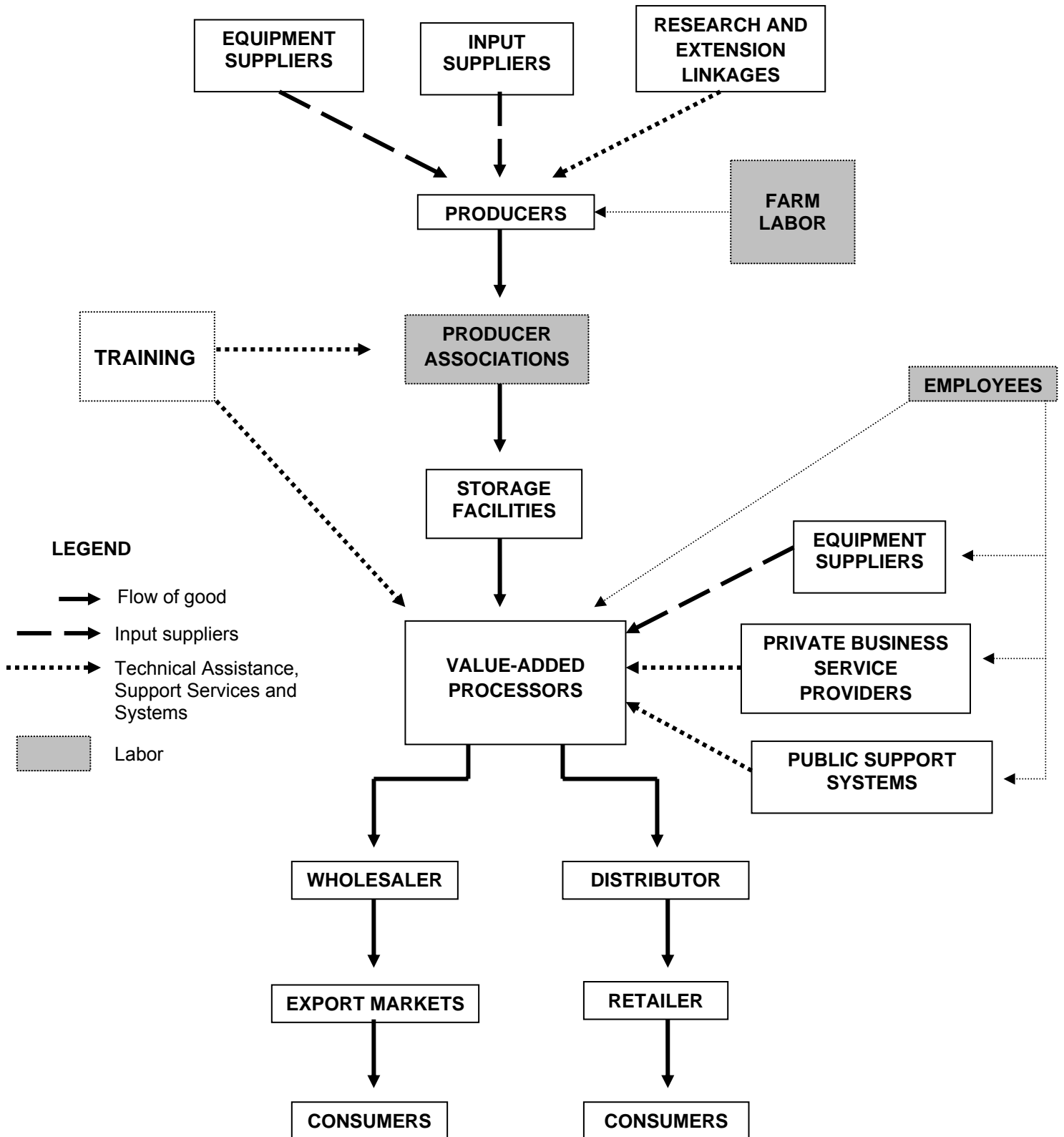
INSTRUCTIONS FOR WORKSHEET ONE

1. Work in your program groups.
2. Drawing on your existing knowledge and program documentation, identify what you know about each dimension listed in column one for men and for women (columns 2 and 3).
3. Brainstorm about what additional information you might want to know and make notes of that in column 4.
4. Add comments on where you might be able to get the missing information.

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SESSION FIVE: INTEGRATING ATTENTION TO GENDER INTO VALUE CHAINS

MAPPING THE GENDER VALUE CHAIN



SESSION FIVE: INTEGRATING ATTENTION TO GENDER INTO VALUE CHAINS

QUESTIONS TO ANSWER IN MAPPING THE GENDER VALUE CHAIN

In the value chain diagram constructed during Session Two, answer the following questions for the projects you are working on:

1. Where are the women? Where are the men? Provide estimates of their numbers.
2. What work does each do? Make notes about any formal or informal restrictions on men's and women's work that relates to gender.
3. What positions do men typically occupy within firms or associations? What positions do women occupy within firms or associations? What are the criteria used for promotion and retention, and are these different for men and for women?
4. Identify women-owned enterprises within the chain.

SESSION 5 SLIDES

SESSION 5

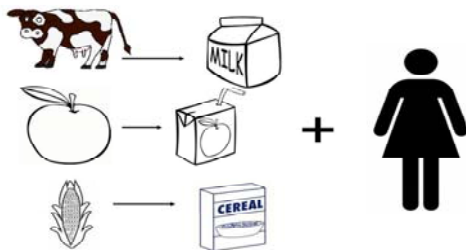
MAPPING THE GENDER VALUE CHAIN

•Session goals:

Identify the activities of men and women in the value chain

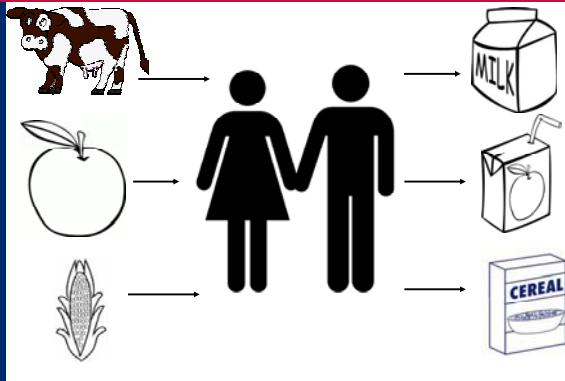
58

“ADD WOMEN”



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GENDER INTEGRATION



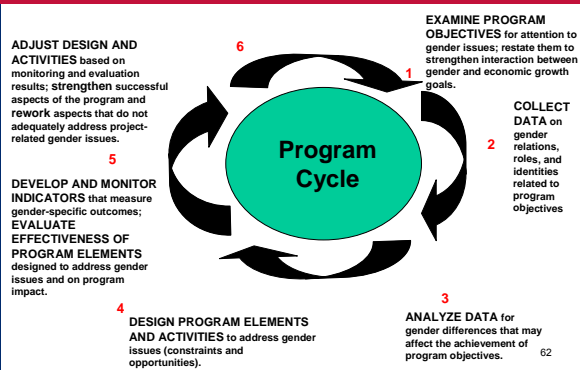
THE INGIA PROCESS

INTEGRATING GENDER INTO THE VALUE CHAIN

- Map the participation of men and women in the value chain
- Identify the gender-based constraints and opportunities
- Design solutions to remove gender-based constraints
- Construct indicators to measure success of action
- Revise program objectives as needed to be more gender-sensitive

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THE PROGRAM CYCLE





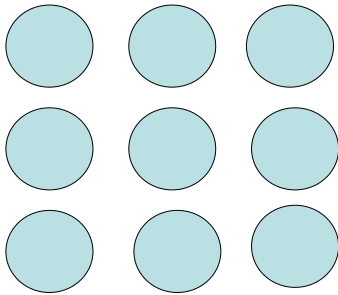
Questions to answer when mapping the gender value chain:

1. Where are the women? Where are the men?
2. What work does each do?
3. What positions do men/women typically occupy in firms and/or associations? What are the criteria used for promotion and retention and are these different for men and for women?
4. Identify women-owned enterprises within the chain

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Connect all the dots without lifting your pen from the paper in four straight lines



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SESSION 6 SLIDES



SESSION 6
IDENTIFYING GENDER-BASED
CONSTRAINTS IN
VALUE CHAIN DEVELOPMENT

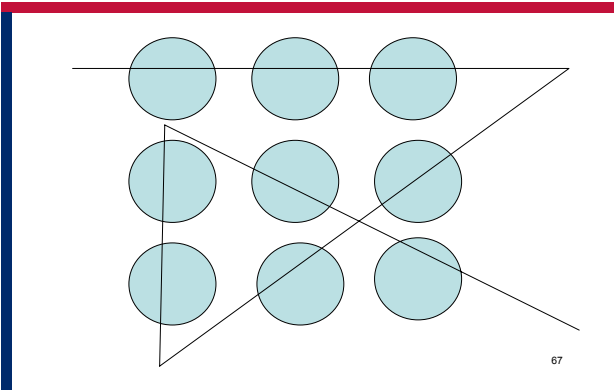


SESSION GOALS:

- Identify gender-based constraints and opportunities for each program
- Consider the impact of these constraints on program activities



Connect all the dots without lifting your pen from the paper in four straight lines



BE CREATIVE
GO OUTSIDE OF THE BOX!

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REMEMBER...

- Gender is not only about women.
- Gender ≠ sex.
- Gender roles differ from place to place and DO change over time
- Including a few women will not guarantee representation for all women.
- Avoid stereotyping! Investigate gender differences, don't assume them.

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GENDER-BASED CONSTRAINTS

... are barriers that inhibit either men's or women's access to resources or opportunities of any type. They can be attitudes or practices. They can be formal or customary laws or just "the way things are."

There are few women taxi drivers in Nairobi because 1) to earn a living it is necessary to drive at night, and 2) employers and passengers perceive that driving with women at night is less safe

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GENDER-BASED OPPORTUNITIES

... are avenues for change that can improve women's or men's access to productive resources or opportunities for advancement

An example: Women's knowledge of livestock gives them the background to provide health care to animals.

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WHAT DIFFERENT CHALLENGES FACE WOMEN AND MEN?

Can women/men be incorporated in value chains in a way that improves farm enterprise and/or sector competitiveness?

The challenges to women/men are:

- Meeting quality and environmental standards
- Maintaining consistent and reliable supplies
- Meeting the costs of certification
- Identifying multiple sales outlets

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BENEFITS OF INCORPORATION FOR WOMEN? MEN?

- Agricultural development has an impact on the rural poor through both direct and indirect pathways, by increasing agricultural incomes and creating multiplier effects in off-farm enterprise development
 - Will incorporation increase incomes for women/men? Who will have control of farm enterprise income?
 - Will women/men have more opportunities for employment?

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**PROGRAM IDENTIFIED
COMPETITIVENESS CONSTRAINTS**

KENYA DAIRY SECTOR COMPETITIVENESS PROJECT

- Small production units
- Smallholder dairy farmers with poor asset base to support credit-worthiness
- Weak smallholder dairy business organizations (milk bulking/cooling centers)
- Inadequate access to crucial dairy-related business services
- Weak market linkages between dairy farmers and processors
- Lack of training and verification services for processors to access international markets

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74



**PROGRAM IDENTIFIED
COMPETITIVENESS CONSTRAINTS**

KENYA MAIZE DEVELOPMENT PROGRAM

- Low productivity
- Lack of access to finance
- Lack of access to timely and accurate market information
- Lack of access to affordable inputs and business development services
- Weak market linkages

75
75



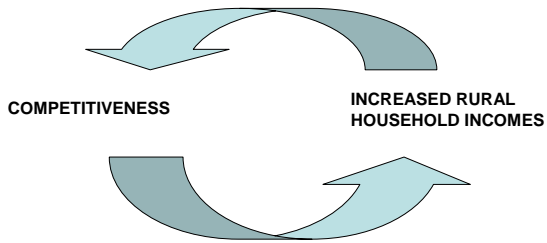
**PROGRAM IDENTIFIED
COMPETITIVENESS CONSTRAINTS**

KENYA HORTICULTURE DEVELOPMENT PROGRAM

- Small production units
- Lack of access to innovative production technologies
- Weak producer associations
- Weak market linkages between farmers and market intermediaries
- Weak domestic production and distribution
- Lack of information and training on SPS regulations and global trade standards to access international markets

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HOW DO GENDER-BASED CONSTRAINTS AFFECT THIS RELATIONSHIP?



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INSTRUCTIONS FOR WORKSHEET TWO

1. Working in program groups, use the information in the program activities and from Worksheet One and identify gender-based constraints and or opportunities that might influence the program's ability to achieve its results (Column 2).
2. Complete columns 3, 4, and 5, answering the questions at the top of each column.

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Continuum of Approaches for Gender Integration

| | | |
|---------------------|----------------------|-----------------------|
| Gender Exploitative | Gender Accommodating | Gender Transformative |
|---------------------|----------------------|-----------------------|





EXPLOITATIVE

Gender integration approaches that use, exploit or exacerbate gender inequalities and stereotypes in pursuit of project objectives

Reinforcing inequalities between men and women by perpetuating stereotypical images or ideas about roles

Examples:

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



ACCOMMODATING

Accommodating approaches adapt to gender differences in pursuit program objectives

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

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



TRANSFORMATIVE

- Approaches that seek to **transform relations between women and men** to promote equity and gender equality, and attempt to reduce inequality in pursuit of project objectives. For example,
 - Supporting community dialogue to shift the balance of power or the distribution of resources
 - Building men's or women's critical awareness of gender norms or human rights through workshops



Instructions for Worksheet Three – Done in Plenary

1. From Worksheet Two, each group will suggest a gender-based constraint (each group uses a constraint from a different dimension)
2. All participants will brainstorm possible actions to address this constraint (column 3)
3. The group will discuss the impact that removing this constraint could have on the project activity, if successful

SESSION SIX: ADDRESSING CONSTRAINTS IN VALUE CHAIN DEVELOPMENT

WORKSHEET TWO: IDENTIFYING GENDER-BASED CONSTRAINTS AND OPPORTUNITIES

Instructions: Working with your project team, use the information you have organized from the Gender Analysis Worksheet (1) and the two value chain maps, fill in the matrix below.

- **Gender-based constraints** are factors that inhibit men’s or women’s access to resources, behavior and participation, time use, mobility, rights, and exercise of power based on their gender identity.
- **Gender-based opportunities** are structural and institutional factors that facilitate women’s and men’s equitable access to resources, behavior and participation, time use, mobility, rights, and exercise of power.

| DIMENSION | IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION | IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH ROW | HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS? |
|---|---|--|---|
| ACCESS TO FACTORS OF PRODUCTION SURPRISE DEVELOPMENT | | | |

| DIMENSION | IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION | IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH ROW | HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS? |
|---|---|--|---|
| KNOWLEDGE AND BELIEFS | | | |
| PRACTICES AND PARTICIPATION | | | |
| LAWS, POLICIES, AND REGULATORY INSTITUTIONS | | | |

SESSION EIGHT: PROGRAM-LEVEL GENDER INDICATORS

GENDER INDICATORS

“An indicator is a pointer. It can be a measurement, a number, a fact, an opinion or a perception that points at a specific condition or situation, and measures changes in that condition or situation over time. In other words, indicators provide a close look at the results of initiatives and actions. ...

Gender-sensitive indicators have the special function of pointing out gender-related changes in society over time. Their usefulness lies in their ability to point to changes in the status and roles of women and men over time, and therefore to measure whether gender equity is being achieved. Because use of indicators and other relevant evaluation techniques will lead to a better understanding of how results can be achieved, using gender-sensitive indicators will also feed into more effective future planning and program delivery.” (CIDA Guide to Gender-Sensitive Indicators)

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

- Instead of “Cabbage sales increased by 60 tons” add “Women’s proportion of cabbage sales have increased from 10% of men’s sales to 35% of men’s sales.”

SESSION EIGHT: PROGRAM-LEVEL GENDER INDICATORS

Questions to answer:

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

| COMMODITY/GROUP | SEX | NUMBER OF MEMBERS | NUMBER OF TREES/VINES | SALES (KSH) | INCOME PER CAPITA | AVG RETURN PER TREE/VINE |
|-------------------------|--------|-------------------|-----------------------|-------------|-------------------|--------------------------|
| Passion Fruit/Embu-Meru | 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/Mpeketoni | Male | 607 | 14,643 | 3.6 million | | |
| | Female | 415 | 2,500 | 2 million | | |

SESSION 8 SLIDES



SESSION 8
PROGRAM-LEVEL GENDER INDICATORS



DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

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



DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

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

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



DEVELOPING APPROPRIATE AND GENDER-SENSITIVE INDICATORS

- Avoid counting bodies only
- Aim to measure changes in levels of inequality
 - E.g., instead of a measure of “25 women joined the producer association” use “women have increased in proportion of the producer association membership from 25% to 50%; for the first time, women hold 3 leadership positions in the association”
 - If the indicator measures only volume of sales, it is not possible to determine if women’s proportion of sales have increased relative to men’s



**USAID FROM SEX-DISAGGREGATED DATA
TO GENDER ANALYSIS**

Questions to answer:

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

SESSION NINE: DATA COLLECTION PROCESSES AND INTERVIEW TECHNIQUES

INTERVIEW TECHNIQUES

- The informational interview is a conversation with a purpose. It needs to combine both social and professional elements. At the start, take time for a greeting and offer an explanation of the purpose of your interview.
- Express interest, using verbal and nonverbal cues (eye contact) to indicate your interest in the topic.
- Express ignorance. The purpose of the interview is for you to learn from the informant. Indicate that the information is helpful and suggest additional topics using open-ended questions.
- You need to ask the right questions in the right ways. Use open-ended questions. Descriptive questions are broad and general and allow people to describe their experiences and their daily activities, e.g., “Tell me about a typical day.” Structural questions explore responses to descriptive questions. They are used to understand how the respondent organizes knowledge.
- Avoid asking the informant questions that make him or her do the analytical work for you. Instead of asking, “What do you mean that it is “too hard” to find workers at planting time?” you might ask, “What efforts did you take to find workers at planting time?” or “Give me an example of what you did to find workers.”
- Avoid asking multi-part questions. Ask one at a time and wait for the response.
- This is not the time to demonstrate your knowledge or to correct the interviewee – you are trying to learn what the situation looks like from his or her perspective.
- Take turns in the interview. Ask if the informant also has questions for you.

- Incorporating local, specific terms in your questions as they are presented to you to check your understanding.
- At the end of the interview, summarize the main points to be sure you have understood the interviewee's perspective.

SESSION 9 SLIDES



SESSION 9
DATA COLLECTION PROCESSES
AND TECHNIQUES



PRIMARY SOURCES OF INFORMATION ON GENDER

- Individual in-depth and structured interviews
- Group interviews
- Focus group discussion
- Surveys
- Observation



SECONDARY SOURCES OF INFORMATION ON GENDER

- Donor publications and websites
- National and Program statistical analysis from census and other survey data
- Academic research
- Program documents
- <http://www.usaid.gov/cross-cutting/wid> for 2007 Kenya Gender and Economic Growth training materials and other resources

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INTERVIEW PRINCIPLES

- 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. The purpose of the interview is for you to learn from the informant.

TRY TO MOVE BEYOND STEROTYPES

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CONDUCTING INTERVIEWS ON GENDER

- Context: Women and men interviewees may respond differently to women or men interviewers. Married women may respond differently when interviewed alone or with her husband; Married men may respond differently when interviewed alone or with his wife/wives. Both may respond differently when alone or with others.
- Content: Gendered access to information means different respondents may tell different stories – both may be correct.

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ASKING QUESTIONS

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

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- 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.

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DURING THE INTERVIEW

- Avoid asking the informant questions that make him or her do the analytical work for you.
- Instead of asking, “What do you mean that it is “too hard” to find workers at planting time?” you might ask, “What efforts did you take to find workers at planting time?” or “Give me an example of what you did to find workers.”
- Avoid asking multi-part questions, but do follow up if answers are not clear.

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ENDING THE INTERVIEW

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

SESSION TEN: PREPARATION FOR SITE VISITS

FIELD VISITS: INTERVIEW QUESTIONS

| NODE OF THE VALUE CHAIN | ACCESS TO FACTORS OF PRODUCTION | KNOWLEDGE AND BELIEFS | PRACTICES AND PARTICIPATION | LAWS, POLICIES, AND REGULATORY INSTITUTIONS |
|-------------------------|---|---|---|--|
| Input suppliers | <p>Is this enterprise owned by a man or a woman?</p> <p>How many employees (men/women?)</p> <p>How did you raise the funds to purchase/obtain the business?</p> <p>Do you offer credit to your purchasers?</p> <p>■ Follow up: Are more of them men or women?</p> | <p>Are there differences in men's and women's preferences in purchasing inputs, e.g. timing, pricing, and size?</p> <p>Do you believe there is a difference in how men and women use inputs in their maize/dairy/horticulture enterprises?</p> <p>■ Follow up: Provide an example.</p> <p>Do you believe that men or women are better suited to particular jobs in your business?</p> | <p>Who carries out the day to day operation of the business?</p> <p>What are the hours of operation of your store?</p> <p>How do you/your employees get to and from work?</p> <p>What kind of jobs do men and women do in the business?</p> <p>Do you have more men or women as customers?</p> <p>Are there differences in the purchases made by men and women producers?</p> <p>■ Follow up: Provide an example.</p> | <p>Are there laws or policies that make it hard for you to run your business?</p> <p>Are there regulations that affect types of work that men and women are allowed to do?</p> |

| NODE OF THE VALUE CHAIN | ACCESS TO FACTORS OF PRODUCTION | KNOWLEDGE AND BELIEFS | PRACTICES AND PARTICIPATION | LAWS, POLICIES, AND REGULATORY INSTITUTIONS |
|-------------------------|---|--|---|--|
| Producers | <p>Tell us about your decision to become a participant in this project (Maize, Dairy, Horticulture)</p> <ul style="list-style-type: none"> ■ Follow up: Was there someone else involved in the decision? What benefits do you expect to receive from your participation? <p>How did you obtain your land or livestock? How do you raise cash when you need it? How do you find labor for your farming business? How do you get your product to your buyer? <ul style="list-style-type: none"> ■ Who are your buyers? How do you get reliable information on new farming practices? How do you get reliable information on market prices?</p> | <p>What part of the production and marketing process do you think you need to know more about?</p> <p>How would you try to get this information?</p> <p>Are there aspects of maize/dairy/horticulture production that are hard for you because you are a women/man? <ul style="list-style-type: none"> ■ Follow up: What is an example of such a task? </p> <p>Are there aspects of maize/dairy/horticulture production that men/women are discouraged from doing? <ul style="list-style-type: none"> ■ Follow up: What is an example of such a task? </p> | <p>Tell us about the work that you, specifically, do in production of this crop.</p> <p>Who makes the decisions about the farm business about the use of the land?</p> <p>About the choice of crops (or varieties) to produce?</p> <p>Who makes the decisions about what products to sell?</p> <p>Who makes the decisions about how much of each?</p> <p>Who negotiates sales?</p> <p>Who receives income from the sale?</p> <p>What expenses are you responsible for in your business?</p> | <p>Are there laws or policies that make it hard for you to run your farm as a business?</p> <ul style="list-style-type: none"> ■ Follow up: regulations about export quality? About transportation regulation? Export tariffs? <p>If the land owner dies, are there laws or policies that make it difficult for the spouse/spouses to inherit the property?</p> |

| | | | | |
|--|--|--|--|--|
| | Tell us about your decision to become a participant in this association? | | | |
|--|--|--|--|--|

| NODE OF THE VALUE CHAIN | ACCESS TO FACTORS OF PRODUCTION | KNOWLEDGE AND BELIEFS | PRACTICES AND PARTICIPATION | LAWS, POLICIES, AND REGULATORY INSTITUTIONS |
|--|---|---|--|---|
| <p>Producer Association Members and Officers</p> | <p>What benefits do you expect to gain from your participation?</p> <p>What kinds of resources does it take to run for association office?</p> <p>How much are membership fees?</p> <p>How often do they have to be paid?</p> | <p>Do you believe that being a man or a woman gives a person any advantage or disadvantage in being a dairy/maize/passion producer?</p> <p>Do you believe that being a man or a woman helps someone in running for an association office?</p> | <p>Tell us about the activities of the producer association.</p> <p>When are meetings held?</p> <p>How often are they held?</p> <p>What time of day are they held?</p> <p>Where are they held?</p> <p>How many men and women are in the association?</p> <p>How many officers are there in the association?</p> <p>How many women serve as officers?</p> <p>What are the criteria for membership in the association?</p> | <p>Are there laws or policies that make it hard for you to run your producer association?</p> |

| NODE OF THE VALUE CHAIN | ACCESS TO FACTORS OF PRODUCTION | KNOWLEDGE AND BELIEFS | PRACTICES AND PARTICIPATION | LAWS, POLICIES, AND REGULATORY INSTITUTIONS |
|-------------------------|---|---|--|---|
| Processors | <p>Is this enterprise owned by a man or a woman?</p> <p>Tell us about how you find your suppliers.</p> <p>Are you aware of who (men or women) own or manage the farms/businesses from which you purchase?</p> <p>Do you find there is any difference in the quality/quantity of product that you receive from men or women's farms?</p> | <p>Are there aspects of processing that are believed to be more difficult for men women/men?</p> <p>■ Follow up: What is an example of such a task?</p> <p>Are there types of jobs that men/women are discouraged from doing?</p> <p>■ Follow up: What is an example of such a task?</p> <p>Do you believe that there are differences in the supply or quality of the product that you receive from men or women?</p> | <p>Who carries out the day to day operation of the business?</p> <p>What are the hours of operation of your store?</p> <p>How many employees (men/women?)</p> <p>How do you/your employees get to and from work?</p> <p>What kind of jobs do men and women do in the business?</p> <p>Do you have more men or women as customers?</p> <p>What kind of jobs do men and women do in the plant/factory?</p> | <p>Are there laws or policies that make it hard for you to run your business?</p> |

| NODE OF THE VALUE CHAIN | ACCESS TO FACTORS OF PRODUCTION | KNOWLEDGE AND BELIEFS | PRACTICES AND PARTICIPATION | LAWS, POLICIES, AND REGULATORY INSTITUTIONS |
|-------------------------|---|---|---|---|
| Buyers and traders | <p>How many buyers/traders in your field are men? Are women?</p> <p>What makes it harder for women (?) to become buyers/traders?</p> <p>Tell us about how you identify the people you buy from.</p> <p>Have you noticed any differences in buying from men and from women?</p> <p>What kinds of resources do you need to be a buyer/trader?</p> | <p>What are the characteristics that make a successful buyer/trader?</p> <p>Are there aspects of purchasing/trading that are believed to be more difficult for men/women?</p> <p>■ Follow up: What is an example of such a task?</p> <p>Are there types of jobs that men/women are discouraged from doing?</p> <p>■ Follow up: What is an example of such a task?</p> | <p>Who carries out the day to day operation of the business?</p> <p>What kind of hours do you work?</p> <p>How many employees (men/women?)</p> <p>How do you/your employees get to and from work?</p> <p>What kind of jobs do men and women do in the business?</p> <p>Do you have more men or women as customers?</p> <p>What kind of jobs do men and women do in the plant/factory?</p> | <p>Are there laws or policies that make it hard for you to run your business?</p> |

SESSION 11 SLIDES



SESSION ELEVEN:
FIELD DEBATES-
WHAT DID THE VISITS TELL US?



FIRST WE HEARD

- "Women don't like to do physical work."
- "Women have difficulty lifting water out of the well."
- "Women are not hardened, they don't have strength."
- "Pushing a trolley is a man's job."
- "Women can't drive trucks."



THEN WE SAW





RESOLUTION

- The real constraint is not physical.
- Physical limitations can be overcome with appropriate technology.
- Women who are single heads of households repeatedly demonstrate their ability to take on tasks previously considered difficult or inappropriate.



FIRST WE HEARD

- "Women are more creditworthy."
- "If men take a loan they won't pay; if women take a loan they will pay."
- "When men get their money their priorities change; you become last on their list."
- "Men are more reckless, they misuse the money, they go to drink, or divert it for large purchases."



THEN WE HEARD

- “Women only borrow a little at a time, and repay the next week.”
- “It’s risky to give credit to anyone. Women don’t have assets, so it’s more risky to loan to women.”
- “Women can have the will (to repay), but not the ability. You have to have an asset, which women don’t have.”



RESOLUTION

- Women are not “naturally” more careful with money.
- Social conditions create expectations for women to be more accountable with their money.
- There’s no evidence to compare men and women’s repayment rate for similar sized loans.



FIRST WE HEARD

- “In this culture, women are not so involved in farming.”
- “Women are not experienced.”



THEN WE HEARD

- “Women sometimes save the situation.”
- “We hire the women to do the harvesting as casual labor.”
- “Women are more careful and have a vision.”
- “Women tend to be fairly honest; we have no quality issues with their produce.”
- “Women who have gone through National Service are good drivers.”



RESOLUTION

- The real constraint is not physical.
- Physical limitations can be overcome with appropriate technology.
- Women who are single heads of households repeatedly demonstrate their ability to take on tasks previously considered difficult or inappropriate.



FIRST WE HEARD

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THEN WE HEARD

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- “It’s risky to give credit to anyone. Women don’t have assets, so it’s more risky to loan to women.”
- “Women can have the will (to repay), but not the ability. You have to have an asset, which women don’t have.”



RESOLUTION

- Women contribute to production and management of farms.
- With appropriate training, women can get the knowledge they need to perform tasks all along agriculture value chains.



What did you learn about gender relations in the field visits?

SESSION TWELVE: IDENTIFYING GENDER-BASED CONSTRAINTS

WORKSHEET THREE: ENTERING FIELD DATA BY GENDER DIMENSION

| NODE OF THE VALUE CHAIN: INPUT SUPPLIERS Please note if business owner is a man or a woman | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|--|------------------|--------------------|---|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| Source of initial capital for the business? | | | |
| Source of operating capital for the business? | | | |
| Source of land for the farm? | | | |
| Source of labor for the farm? | | | |
| Sources of market information? | | | |
| Sources of technical information? | | | |
| Do you offer credit? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Who is responsible for day-to-day operations? | | | |
| Who makes decisions about the business? | | | |
| Types of work performed in the business? | | | |
| What are the hours of operation of the business? | | | |
| Do you have more men or women as customers? | | | |
| What are the purchasing practices of men/women? | | | |
| What differences are there in the use of inputs by men/women? | | | |

| NODE OF THE VALUE CHAIN: PRODUCERS | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|---|--------------------------|----------------------------|---|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| Reasons for joining the program? | | | |
| Reasons for joining the association? | | | |
| Who in the household participated in the decision to joint the program? | | | |
| What benefits did you expect to gain? | | | |
| Source of initial capital for the farm/business? | | | |
| Source of operating capital for the farm/business? | | | |
| Source of land for the farm? | | | |
| Source of labor for the farm? | | | |
| Sources of market information? | | | |
| Sources of technical information? | | | |
| Aspect of production on which more information is needed? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Types of work performed in the business? | | | |
| Who makes decisions about the farm business? | | | |
| Who makes decisions about land use? | | | |
| Who is responsible for farm-related expenses? | | | |

| NODE OF THE VALUE CHAIN: PRODUCER ASSOCIATIONS | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|---|--------------------------|----------------------------|---|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| Reasons for joining the program? | | | |
| Reasons for joining the association? | | | |
| Who in the household participated in the decision to joint the program? The association? | | | |
| What benefits did you expect to gain? | | | |
| Schedule and amount of membership fees? | | | |
| Resources or qualities needed to become an association member? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Number and sex of members | | | |
| Schedule and frequency of meetings | | | |
| Location of meetings | | | |
| Number and sex of association officers | | | |
| Criteria for membership | | | |

| NODE OF THE VALUE CHAIN: BUYERS/TRADERS/TRANSPORTERS Please note if business owner is a man or a woman | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|---|------------------|--------------------|---|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| What are the resources needed to be a buyer/traders/transporters? | | | |
| Source of initial capital for the business? | | | |
| Source of operating capital for the business? | | | |
| Who are your suppliers? | | | |
| Are there differences in the quality or quantity of supplies from men or women producers? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Who is responsible for day-to-day operations of the business? | | | |
| Types of work performed in the business? | | | |
| Number and sex of employees? | | | |
| Type of transportation used to get to work? | | | |
| How many of the customers are men/women? | | | |

| NODE OF THE VALUE CHAIN: BUSINESS DEVELOPMENT SUPPLIERS Please note if business owner is a man or a woman | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|---|---------------|-----------------|--|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| Source of initial capital for the business? | | | |
| Source of operating capital for the business? | | | |
| Source of land for the farm? | | | |
| Source of labor for the farm? | | | |
| Sources of market information? | | | |
| Sources of technical information? | | | |
| Do you offer credit? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Who is responsible for day-to-day operations? | | | |
| Who makes decisions about the business? | | | |
| Types of work performed in the business? | | | |
| Number and sex of employees? | | | |
| What are the hours of operation of the business? | | | |
| Do you have more men or women as customers/clients? | | | |
| What differences are there in the use of services by men/women? | | | |

| NODE OF THE VALUE CHAIN: PROCESSORS Please note if the owner of the business is a man or a woman | DATA FROM MEN | DATA FROM WOMEN | BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS |
|--|------------------|--------------------|---|
| ACCESS TO FACTORS OF PRODUCTION | | | |
| Source of initial capital for the farm/business? | | | |
| Source of operating capital for the farm/business? | | | |
| How do you find suppliers? | | | |
| Source of labor for the business? | | | |
| Do suppliers own or manage their own farms/dairies? | | | |
| Is there a difference in quality or quantity of product received from men/or women? | | | |
| PRACTICES AND PARTICIPATION | | | |
| Types of work performed in the business? | | | |
| Who is responsible for the day-to-day operations of the business? | | | |
| Number and sex of employees? | | | |
| Hours of operation | | | |
| Transportation used by employees? | | | |
| Types of jobs performed by men/women | | | |
| How many customers are men/women? | | | |

SESSION 12 SLIDES



SESSION 12
INTEGRATING GENDER IN AGRICULTURE
VALUE CHAINS IN KENYA:
WHAT DO WE KNOW NOW?



WORKSHOP OBJECTIVES

- To enable workshop participants to:
- become familiar with value chain analysis
 - understand key gender concepts
 - understand the process of gender analysis in value chain development
 - learn to apply gender analysis to address gender constraints in value chain development activities



WORKSHOP PURPOSE

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

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

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WORKSHOP PROCESS

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

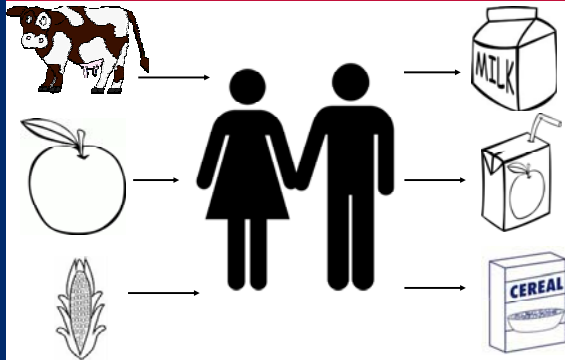
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The INGIA Process: Integrating Gender into the Value Chain

- Map the participation of men and women in the value chain
- Identify the gender-based constraints and opportunities
- Design solutions to remove gender-based constraints
- Construct indicators to measure success of action
- Revise program objectives as needed to be more gender-sensitive

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GENDER INTEGRATION



SESSION THIRTEEN: DESIGNING SOLUTIONS–ACTIONS AND INDICATORS

Worksheet Four: Gender Integration Matrix

| Steps 1 and 6 <ul style="list-style-type: none"> ● Project objective ● Revised project objective | Step 2 Data collection | Step 3 ID of gender-based constraints | Step 4 Actions to reduce gender-based constraints | Step 5 Indicators to measure both success in removing gender-based constraints |
|---|---|--|--|--|
| <ul style="list-style-type: none"> ● Original project objective: ● Revised or additional gender-related project objectives: | | | | <ul style="list-style-type: none"> ● Original project indicators: ● Revised gender-related project indicators that measure improvement in gender equity: |

SESSION 13 SLIDES



SESSION 13 DESIGNING SOLUTIONS: ACTIONS AND INDICATORS

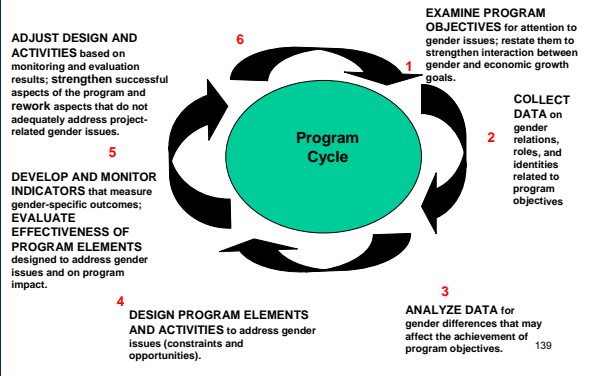


GENDER MAINSTREAMING

- Gender mainstreaming is the process of assessing (and making explicit) the implications for women, men, girls and boys of any planned action, including legislation, policies or programmes in all areas and at all levels – program objectives, specific objectives, procedures, and language.
- It is a strategy for making women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.
- The ultimate goal of gender mainstreaming is to achieve gender equality.
 - Adapted from UN guidelines



THE PROGRAM CYCLE





GENDER INTEGRATION MATRIX

| Steps 1 and 6 | Step 2 | Step 3 | Step 4 | Step 5 |
|--|---|--------------------------|--------------------------------------|------------|
| Project Objectives | Data Collection | ID of Gender Constraints | Actions to gender reduce constraints | Indicators |
| Original project objective: Increase employment opportunities in horticultural production and processing plants | <ul style="list-style-type: none"> In households women plant, weed, and harvest; men do land preparation. Cultivation tasks vary by crop. Most women have completed primary education. Women are hired into low-paying production & processing jobs; Men are hired as supervisors. Sexual harassment is frequent. | | | |



GENDER INTEGRATION MATRIX

| Steps 1 and 6 | Step 2 | Step 3 | Step 4 | Step 5: |
|--|---|--|--------------------------------------|------------|
| Project Objectives | Data Collection | ID of Gender Constraints | Actions to reduce gender constraints | Indicators |
| Original project objective: Increase employment opportunities in horticultural production and processing plants | <ul style="list-style-type: none"> In households women plant, weed, and harvest; men do land preparation. Cultivation tasks vary by crop. Most women have completed primary education. Women are hired into low-paying production & processing jobs; Men are hired as supervisors. Sexual harassment is frequent. | Social conditions (attitudes, harassment, lack of training) restrict employment opportunities for women, particularly in moving from line jobs to supervisory positions in horticultural production and processing plants. | | 141 |



GENDER INTEGRATION MATRIX

| Steps 1 and 6 | Step 2 | Step 3 | Step 4 | Step 5: |
|--|---|---|--|------------|
| Project Objectives | Data Collection | ID of Gender Constraints | Actions to reduce gender constraints | Indicators |
| Original project objective: Increase employment opportunities in horticultural production and processing plants | <ul style="list-style-type: none"> In households women plant, weed, and harvest; men do land preparation. Cultivation tasks vary by crop. Most women have completed primary education. Women are hired into low-paying production & processing jobs; Men are hired as supervisors. Sexual harassment is common. | Social conditions (attitudes, harassment, lack of training) restrict employment opportunities for women, particularly in moving from line jobs to supervisory positions in horticultural production and processing plants | <ul style="list-style-type: none"> Provide management training to women. Publicize opportunities in supervisory and management positions to men and women. Provide trainings on sexual harassment to men and women. | 142 |



GENDER INTEGRATION MATRIX

| Steps 1 and 6 | Step 2 | Step 3 | Step 4 | Step 5 |
|--|---|--|--|---|
| Project Objectives | Data Collection | ID of Gender Constraints | Actions to reduce gender constraints | Indicators |
| <p>Original project objective: Increase employment opportunities in horticultural production and processing plants</p> | <ul style="list-style-type: none"> In households women plant, weed, and harvest; men do land preparation. Cultivation tasks vary by crop. Most women have completed primary education. Women are hired into low-paying production & processing jobs; Men are hired as supervisors. Sexual harassment is common. | <p>Social conditions (attitudes, harassment, lack of training) restrict employment opportunities for women, particularly in moving from line jobs to supervisory positions in horticultural production and processing plants</p> | <ul style="list-style-type: none"> Provide management training to women. Publicize opportunities in supervisory and management positions to men and women. Provide trainings on sexual harassment to men and women. | <p>Baseline: Sex-disaggregated data on employment</p> <p>Number of women in supervisory and management positions;</p> <p>Percentage of women in supervisory and management positions.¹⁴³</p> |



GENDER INTEGRATION MATRIX

| Steps 1 and 6 | Step 2 | Step 3 | Step 4 | Step 5 |
|---|---|---|--|---|
| Project Objectives | Data Collection (new info) | ID of Gender Constraints | Actions to reduce gender constraints | Indicators |
| <p>Original project objective: Increase employment opportunities in horticultural production and processing plants</p> <p>Revised project objective: Increase employment opportunities in horticultural production and processing plants, especially in previously underrepresented positions</p> | <ul style="list-style-type: none"> Sex-disaggregated baseline data on employment in production and processing plants. Knowledge of requirements for supervisory and management positions. Understanding of men's and women's qualifications. | <p>Social conditions (attitudes, harassment, lack of training) restrict employment opportunities for women, particularly in moving from line jobs to supervisory positions in horticultural production and processing plants.</p> | <ul style="list-style-type: none"> Provide management training to women. Publicize opportunities in supervisory and management positions to men and women. Provide trainings on sexual harassment to men and women. | <p>Baseline: Sex-disaggregated data on employment</p> <p>Number of women in supervisory and management positions;</p> <p>Percentage of women in supervisory and management positions.¹⁴⁴</p> |



**GENDER INTEGRATION MATRIX-
HORTICULTURE**

| Steps 1 and 6 Project Objectives | Step 2 Data Collection | Step 3 ID of Gender Constraints | Step 4 Actions to reduce constraints | Step 5: Indicators |
|---|---------------------------|---|--|-----------------------|
| Increasing smallholder incomes through horticulture production and employment | | -Married women lack access to proceeds from high value horticultural production | -Encourage family participation in production and sales through establishing family budgets -Address women's immediate household needs in incentive schemes to encourage regular production - Provide targeted support for women producers | |



**GENDER INTEGRATION MATRIX -
MAIZE**

| Steps 1 and 6 Project Objectives | Step 2 Data Collection | Step 3 ID of Gender Constraints | Step 4 Actions to reduce constraints | Step 5: Indicators |
|-------------------------------------|---|--|---|--|
| -Increase maize productivity | -Men control decisions about land use -Men have greater control of proceeds from maize sales | -Married women have less access to land, income, and decision-making over access to land and land use -Social perceptions about women's knowledge and experience limits active participation in the maize chain | -Farming as a Family Business curricula to include family budgeting exercise -% of proceeds from maize to be deposited into joint account -Identify repayment options that provide women incentives to reinvest in the farm | - Index of budgeted categories against productivity levels |



GENDER INTEGRATION MATRIX – DAIRY

| Steps 1 and 6 Project Objectives AND Revised Project Objectives | Step 2 Data Collection | Step 3 ID of Gender Constraints | Step 4 Actions to reduce constraints | Step 5: Indicators |
|--|---------------------------|---|---|---|
| Increase household income through the sale of quality milk | | -Limited membership of women in associations, since membership is often linked to formal land ownership | -Permit association membership to be based on animal registration -Develop other criteria for association membership that is not linked to ownership of fixed assets | -# of association members, disaggregated by sex -% increase in women's membership in producer associations -tracking the grade of animal registered to owners, disaggregated by sex |

SESSION FOURTEEN: REFLECTIONS ON DATA COLLECTION PROCESS IN THE FIELD VISITS

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

EVALUATION OF TRAINING

INtegrating Gender Into Agricultural Value Chains (INGIA-VC) - September 2008

| Topic | How did the session or activity improve your understanding of the topic? | What would you have wanted to be done differently? |
|--|---|---|
| DAY ONE SESSION TWO Value Chain Development | | |
| DAY ONE SESSIONS THREE AND FOUR Gender Issues in Agricultural Activities and A Framework for Gender Analysis | | |

| Topic | How did the session or activity improve your understanding of the topic? | What would you have wanted to be done differently? |
|---|--|--|
| <p>DAY ONE and TWO SESSIONS FIVE, SIX, AND SEVEN Integrating Gender Issues into Value Chain Development</p> | | |
| <p>Field Visits</p> | | |

| Topic | How did the session or activity improve your understanding of the topic? | What would you have wanted to be done differently? |
|---|--|--|
| FINAL DAY Identifying Gender Constraints and Designing Actions | | |

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

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

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