



# **GATE WORKSHOP MATERIALS:**

## **INTEGRATING GENDER IN AGRICULTURAL VALUE CHAINS (INGIA-VC) IN TANZANIA**

**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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**DISCLAIMER:**

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

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

**DAY ONE: MARCH 23, 2008  
ARUSHA, TANZANIA**

Time	Topic – Activity
9:00 AM – 9:30 AM	Session One: Welcome and Introductions <ul style="list-style-type: none"><li>• GATE Project Team Facilitators</li><li>• GATE Project background</li><li>• Introduction of Workshop Participants</li><li>• Workshop Objectives</li><li>• Workshop Purpose</li><li>• Workshop Process</li><li>• Review Agenda</li><li>• Summary of needs assessment</li></ul>
9:30 AM – 9:45 AM	Vote with Your Feet Exercise
9:45 AM – 10:45 AM	Session Two: Gender Concepts and Their Importance in Agriculture <ul style="list-style-type: none"><li>• Exercise on Sex and Gender</li><li>• Key Gender Concepts</li><li>• Gender issues in Tanzania</li><li>• Gender Integration in USAID Programming</li><li>• Goals of Improving Gender Integration in Agriculture</li></ul>
	Coffee Break
10:45 AM – Noon	Session Three: Integrating Gender into Value Chains <ul style="list-style-type: none"><li>• Exercise on Mapping Program Value Chains</li></ul>
Noon – 1:00 PM	Lunch
1:00 PM- 2:30 PM	Session Four: A Framework for Gender Analysis <ul style="list-style-type: none"><li>• Four Dimensions of Gender Relations</li><li>• Case Study</li><li>• Worksheet One</li><li>• Data Sources</li></ul>
	Coffee Break
2:30 PM - 4:30 PM	Session Five: Identifying Gender-Based Constraints in Value Chain Development <ul style="list-style-type: none"><li>• Worksheet Two</li></ul>
4:30 PM – 5:15 PM	Session Six: Identifying Actions to Address Gender-Based Constraints <ul style="list-style-type: none"><li>• Plenary Discussion</li></ul>
5:15 PM – 5:30 PM	Summary of the Day

**DAY TWO: MARCH 24, 2009  
ARUSHA, TANZANIA**

Time	Topic – Activity
9:00 AM – 9:15 AM	Review of previous day
9:45 AM – 11:30 AM	Session Seven: Identifying Gender-Based Constraints in SHOP and SEMMA <ul style="list-style-type: none"> <li>• Worksheet One</li> <li>• Worksheet Two</li> <li>• Plenary Discussion</li> </ul>
11:30 AM – Noon	Session Eight: Principles of Gender-Sensitive Indicators <ul style="list-style-type: none"> <li>• Data Analysis Exercise</li> </ul>
Noon – 1:00 PM	Lunch
2:00 PM – 4:00 PM	Session Nine: Preparation for Field Visits <ul style="list-style-type: none"> <li>• Interviewing Techniques</li> <li>• Exercise on interviewing</li> <li>• Reviewing field interview guide</li> </ul>
4:00 PM – 4:30 PM	Close

**FIELD VISITS: MARCH 25-26, 2009, SEMMA PROJECT**

**WRAP UP: MARCH 28, SEMMA PROJECT  
TANGA, TANZANIA**

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9:00 AM – 9:30 AM	Opening
9:30 AM – 10:30 AM	Session Ten: What Do We Know Now That We Didn't Know Before? <ul style="list-style-type: none"> <li>• Worksheet Four</li> </ul>
10:30 AM – 12:00 PM	Session Eleven: Identifying Gender-Based Constraints <ul style="list-style-type: none"> <li>• Worksheet Five</li> </ul>
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:30 PM	Session Twelve: How Will What You Know Change Your Program? <ul style="list-style-type: none"> <li>• Worksheet Six</li> </ul>
2:30 PM – 3:00 PM	Session Thirteen: Reflections on Data Collection Process in the Field
3:00 PM – 3:15 PM	Session Fourteen: Evaluation
3:15 PM – 3:30 PM	Closing ceremonies

## FIELD VISITS: MARCH 31–APRIL 3, SHOP PROJECT

### WRAP UP: APRIL 6, SHOP PROJECT ARUSHA, TANZANIA

Time	Topic – Activity
9:00 AM – 9:30 AM	Opening
9:30 AM – 10:30 AM	Session Ten: What Do We Know Now That We Didn't Know Before? <ul style="list-style-type: none"><li>• Worksheet Four</li></ul>
10:30 AM – 10:45 AM	Coffee Break
10:45 AM–12:00 PM	Session Eleven: Identifying Gender-Based Constraints <ul style="list-style-type: none"><li>• Worksheet Five</li></ul>
12:00 PM – 1:00 PM	Lunch
1:00 PM – 2:30 PM	Session Twelve: How Will What You Know Change Your Program? <ul style="list-style-type: none"><li>• Worksheet Six</li></ul>
2:30 PM – 3:00 PM	Session Thirteen: Reflections on Data Collection Process in the Field
3:00 PM – 3:15 PM	Session Fourteen: Evaluation
3:15 PM – 3:30 PM	Closing ceremonies

## SESSION ONE: INTRODUCTION

# GATE PROJECT WORKSHOP FACILITATORS

### **Deborah Rubin, Director of Cultural Practice LLC**

Deborah is a senior social science development analyst, specializing in gender and agricultural development issues. She has a Ph.D. in Cultural Anthropology, based on research conducted in Tanzania in the 1980s on the gendered division of labor on cooperative and private farms in Tanga Region. She has also conducted research in Kenya on commercial agriculture and its impact on household nutrition. Rubin regularly conducts gender trainings, gender assessments, and reviews materials on gender and agriculture for USAID and other donors. She managed two agricultural policy research projects and has long-term experience working on and supervising multi-disciplinary teams.

### **Cristina Manfre, International Program Manager, Development and Training Services, Inc. (dTS)**

Cristina manages GATE's programs in the Dominican Republic, Peru, and Kenya. She provides expertise in training, research and program management. She has conducted gender-related training and research in the areas of agriculture and natural resource management, value chain development, and micro and small enterprise development. She has a Master's degree in Development Management.

### **Kara Nichols Barrett, Program and Research Manager, Development and Training Services, Inc. (dTS)**

Kara manages GATE's program in Albania and provides expertise in training, research and program management, and project administration. She has conducted gender-related research in the areas of agriculture, labor markets, value chain development, and micro and small enterprise development. She has a Master's degree in Public Anthropology.

## SESSION ONE: INTRODUCTION

# WORKSHOP OBJECTIVES

To enable workshop participants to:

- become familiar with gender and 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-based constraints in value chain development activities

# WORKSHOP PURPOSE

To identify and address gender-based 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 TWO: GENDER CONCEPTS AND THEIR IMPORTANCE IN AGRICULTURE

# KEY CONCEPTS RELATED TO GENDER

## SEX AND GENDER

Gender is not the same as sex. They are not synonyms.

**Sex** refers to the biological characteristics that define males and females primarily according to reproductive capabilities or potentialities. Sex is universal and (ordinarily) unchanging.

In Swahili, sex (jinsi) is described as follows:

Jinsi ni maumbile yanayotofautisha kati ya binadamu wakike na binadamu waume. Hakuna mtu anachagua kuzaliwa wakike au waume. Tofauti za kimaumbile kati ya watu hawa zinaonyesha kwamba mwanamke anao uwezo wa kubeba mimba, kujifungua (kuzaa) na kunyonyesha (maziwa au matiti yake mwenyewe) vitu ambavyo mwanaume hawezi kuvifanya. Japo sasa hivi katika nchi zilizoendelea wana sayansi wanajaribu kubadilisha maumbile haya kwa njia za upasuaji, kwa kawaida maumbile hayabadiliki.<sup>1</sup>

**Gender** refers to social characteristics that groups associate with being a man or a woman.<sup>2</sup> These include the economic, social, political, and cultural attributes and opportunities as well as the roles and responsibilities that are associated with being a man or a woman. Gender is a socially defined category that is defined differently around the world and which changes over time.

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.

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<sup>1</sup> The Swahili definitions of sex and gender are adapted from reference materials supplied by the Tanzania Gender Networking Programme in Dar es Salaam, Tanzania (see [http://www.tgnp.co.tz/swahili\\_concepts.htm](http://www.tgnp.co.tz/swahili_concepts.htm))

<sup>2</sup> Some societies recognize third and fourth gender categories as well, but for training purposes we are identifying here only the gender categories of "men" and "women." (See, e.g., the SIDA study "Sexual Orientation and Gender Identity Issues in Development" by Lotta Samelius and Erik Wågberg (2005), (<http://www.ilga-europe.org/content/download/1801/11211/file/Sweden%20-%20Sex%20Orient%20and%20Gend%20ID%20issues%20in%20development.pdf>).

In Swahili, the description of gender (jinsia) similarly emphasizes that is the learned behaviors on how to be boys and girls and men and women that vary according to custom and culture, and that the associations with a gender category can change.

Jinsia ni mahusiano ya kijamii yanayotambua wavulana na wasichana, wanawake na wanaume wamelelewa katika misingi tofauti kufuatana na tabia, mila, desturi, utamaduni na matarajio ya jamii husika. Mahusiano ya kijinsia yanajengwa kwa njia ya kuelekeza au kufundisha yaani makuzi na malezi au kwa mtu kujifunza. Kwa hali hiyo, mahusiano ya kijinsia yaliyojengeka vilevile yanaweza kubadilika au kubadilishwa.

**Pay attention to vocabulary!**

**Use “male” and “female” to refer to sex**

**Use “man” and “woman” to refer to gender**

## **SEX-DISAGGREGATED OR GENDER-DISAGGREGATED DATA?**

USAID policies make reference to the collection of sex-disaggregated data for indicators and targets. As noted earlier, sex is a universally consistent variable, while gender categories vary across time and space. Disaggregating data by sex (i.e., in categories of males and females) 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 (sex-disaggregated and gender-disaggregated) are often used synonymously, with some donors preferring one over the other.

The FAO, which collects large amounts of data on agricultural production and performance, says:

“Sex-disaggregated data refer to the collection of data by physical attributes, whereas gender-disaggregated data are analytical indicators derived from sex-disaggregated data on social and economic attributes. These concepts are used interchangeably, although this is not correct from a technical point of

view. Gender statistics refer to sex-disaggregated data that reflect observed gender relations.”<sup>3</sup>

## **GENDER ROLES**

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

Gender roles change over time, through individual choices or as a result of social and/or political changes emerging from changed opportunities (more education, different economic environment) or times of social upheaval (during disasters, in war, and in post-conflict situations).

## **GENDER RELATIONS**

Gender relations are the social relationships that exist between men and women. The content and shape of these relationships are shaped and reinforced by social institutions such as schools, religious organizations, and governance structures at household, community, and national levels.

Gender relations are often perceived to be “natural” and related to sex and reproduction, but they are conceptually distinct and affect all domains of social life including business, education, politics, and religion. They are socially determined, culturally based, and historically specific. Gender relations are mediated by other identities (ethnicity, class, age). Gender relations are often unequal. Men may have more power in some aspects of a relationship with women; women may have more power in others. Gender relations also change over time.

## **GENDER ANALYSIS, GENDER ASSESSMENT, AND GENDER AUDIT**

**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.

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<sup>3</sup> *Agricultural Censuses and Gender: Lessons Learned from Africa* (Rome: FAO, 2005, pg. vi). Available at [http://www.fao.org/sd/dim\\_pe1/docs/pe1\\_051003d1\\_en.pdf](http://www.fao.org/sd/dim_pe1/docs/pe1_051003d1_en.pdf)

A **gender audit** is usually a **self-assessment methodology** undertaken by an organization or program “to systematically take stock of and address the status of gender equality in all aspects of their operations and work.” The goal of the audit is to improve how an organization manages its efforts to promote gender equality and women’s empowerment. It uses several different tools: a readiness checklist, a questionnaire, and focus group discussions involve all the staff or program members.<sup>4</sup>

## **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 are a gender-based constraint on agricultural production and/or economic growth since they 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 reflect 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 would illustrate a gender-based constraint if it inhibits men from getting tested because they would be embarrassed to be seen among pregnant women to whom they were neither married nor related and would not visit the clinic.

## **GENDER EQUALITY**

**Gender Equality** refers to the ability of men and women to have equal opportunities and life chances.<sup>5</sup> 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.<sup>6</sup>

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.

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<sup>4</sup> Different donors have developed different gender audit methodologies. The one used in conjunction with some USAID programs was created by InterAction (see [www.interaction.org](http://www.interaction.org))

<sup>5</sup> Gender equity is sometimes used synonymously with gender equality, but the latter term has become increasingly preferred.

<sup>6</sup> OECD: Paris. 1998. *DAC Guidelines for Gender Equality and Women’s Empowerment in Development Cooperation*, page 13 (see <http://www.oecd.org/dataoecd/56/46/28313843.pdf>).

## **GENDER EQUITY**

**Gender Equity** refers to a “fair distribution of resources and benefits between men and women according to cultural norms and values.”<sup>7</sup> 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 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.<sup>8</sup>

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

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<sup>7</sup> Caroline Taborga et al. “Gender Glossary” Rome, Italy: World Food Programme.

<sup>8</sup> Gender integration is not always distinguished from mainstreaming, but may be used synonymously.

expanding and the issue of addressing men in gender and development programming is becoming increasingly important.<sup>9</sup>

Most development agencies have over the past twenty years shifted from a terminology of “women in development” (WID) to “gender and development” (GAD).<sup>10</sup> 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.<sup>11</sup>

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<sup>9</sup> 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.

<sup>10</sup> For an early overview of this shift, see Eva Rathgeber, 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 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.

<sup>11</sup> Murphy, Josette 1995 Gender Issues in World Bank Lending. Washington, D.C.: World Bank, pg. 23.

## SESSION TWO: GENDER CONCEPTS AND THEIR IMPORTANCE IN AGRICULTURE

# 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 ... 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

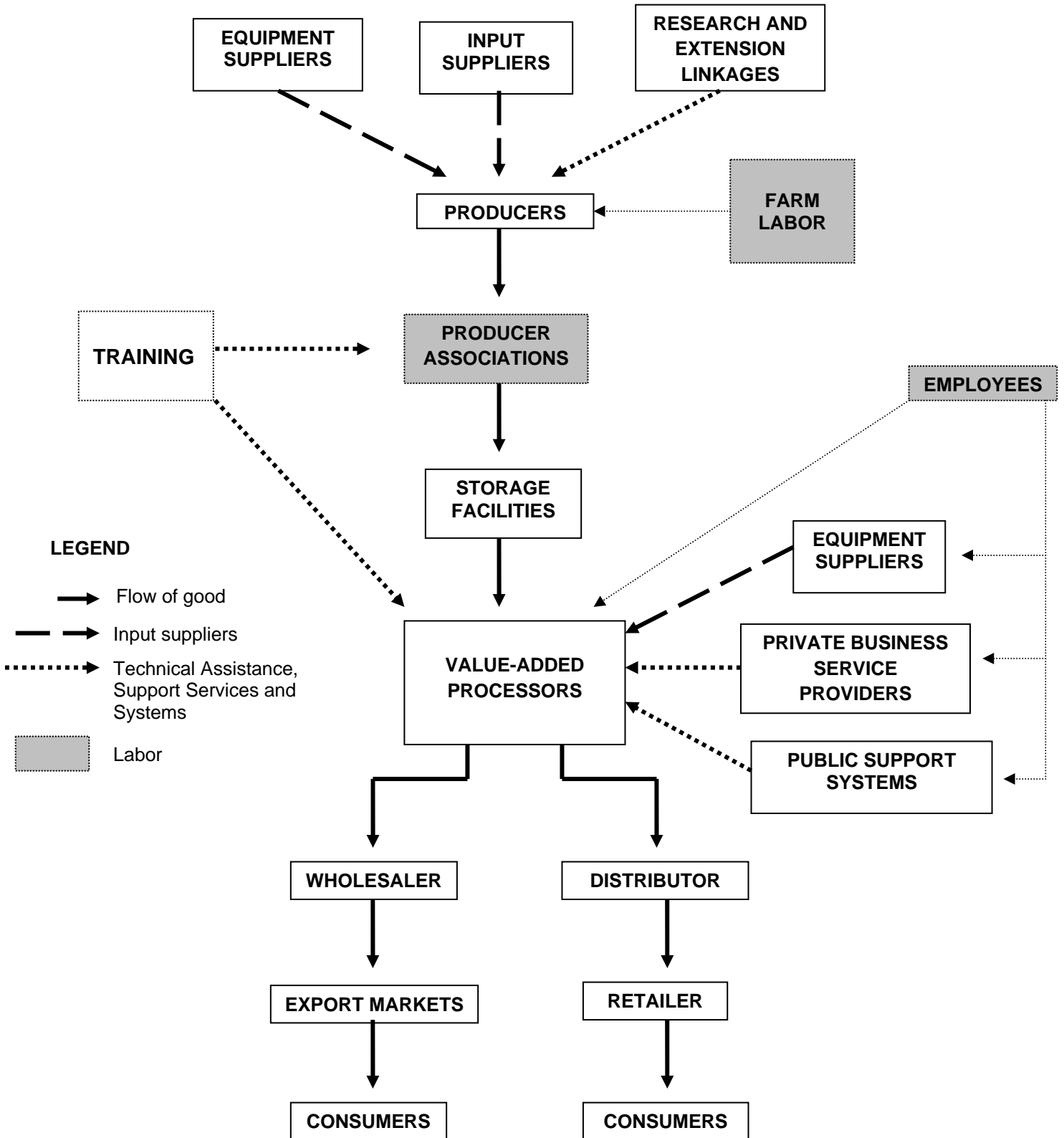
(a) Confirm that either the gender statement is incorporated into the resulting RFA, RFP, or APS requirements or that the rationale (#2, above) has been completed as part of activity approval; and

(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).

# SESSION THREE: INTEGRATING GENDER INTO VALUE CHAINS

## MAPPING THE VALUE CHAIN



## SESSION THREE: INTEGRATING GENDER INTO VALUE CHAINS

# QUESTIONS TO ANSWER IN MAPPING THE GENDER VALUE CHAIN

Based on the value chain diagram constructed, please answer the following questions for each actor in the chain:

1. What are the participation rates for men? What are the participation rates for women?
2. What work is done by men/women? What positions do men/women typically occupy within firms or associations?
3. What barriers exist to increase women's participation? What barriers exist to increase men's participation?
4. What percentage of enterprises is owned by men? What percentage is owned by women?

## SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

# GENDER ANALYSIS FRAMEWORKS<sup>12</sup>

As referenced in USAID's ADS guidance (see above) a gender analysis is a mandatory component of planning development activities. **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. 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.

## COMMONLY REFERENCED GENDER ANALYSIS FRAMEWORKS<sup>13</sup>

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

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

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<sup>12</sup> 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](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>).

<sup>13</sup> See also Candida March, Ines Smyth, and Maitrayee Mukhopadhyay, *A Guide to Gender-Analysis Frameworks*, London: Oxfam Publishing, 1999.

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. 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.”<sup>14</sup> 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 gives those unfamiliar with gender analysis useful ways of documenting information in the field: according to one donor, “It makes men’s and women’s work visible.”<sup>15</sup>

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.”<sup>16</sup> 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 views of their development problems.

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<sup>14</sup> Netherlands Development Organization, “Gender Reference Guide.”

<sup>15</sup> International Labour Organization, “Online Gender Learning and Information Module.”

<sup>16</sup> International Labour Organization, “Online Gender Learning and Information Module.”

**Key Resources:**

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

**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.

*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 Resource:**

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

## **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.<sup>17</sup>

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 Resource:**

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

## **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.

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<sup>17</sup> The Global Development Research Center website, <http://www.gdrc.org/gender/framework/matrix.html>.

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.

**Key Resources:**

- Williams, Suzanne. *Oxfam Gender Training Manual*. London: Oxfam, 1994.
- March, Tina and Candida March. *Changing Perceptions: Writings on Gender and Development*. London: Oxfam, 1991.

## **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.”<sup>18</sup> 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. The Social Relations Approach asserts that:<sup>19</sup>

- 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.
- How institutions operate reflect their different gender policies. Gender policies 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. *Reversed Realities: Gender Hierarchies in Development Thought*. London, UK: Verso, 1994.

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<sup>18</sup> Quoted in Miller and Ravazi, <http://www.sdn.org/gender/resources/mono6.html>

<sup>19</sup> Drawn from the Netherlands Development Organization's, "Gender Reference Guide."

## SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS

### FOUR DIMENSIONS OF GENDER RELATIONS<sup>20</sup>

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.*<sup>21</sup>

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.<sup>22</sup> 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.

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<sup>20</sup> 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](http://www.igwg.org) along with many other training materials on gender.

<sup>21</sup> 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

# FOUR DIMENSIONS OF DATA COLLECTION AND ANALYSIS ON GENDER RELATIONS

### ■ ACCESS TO ASSETS

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?

### ■ 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.

### ■ BELIEFS AND PERCEPTIONS

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.

### ■ LAWS, POLICIES, AND REGULATIONS

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.

# **A CASE STUDY IN APPLYING GENDER ANALYSIS TO AN AGRICULTURE DEVELOPMENT PROGRAM**

## **OBJECTIVES OF CASE STUDY EXERCISE:**

1. Identify information about men and women.
2. Organize information according to the four dimensions for gender analysis.
3. Identify and discuss how gender-based constraints affect the operation of the different components of a value chain in a horticultural agribusiness activity.

## **PROGRAM OBJECTIVES:**

1. To raise rural household incomes through increased productivity of horticultural crops.
2. To provide employment in horticultural production and processing.

## **COUNTRY BACKGROUND:**

“Tswana,” an East African nation of approximately 27 million people, is categorized as a “low-income” country by the World Bank. It has a primarily tropical climate, good water sources, and many micro-climates suitable for the cultivation of a wide range of agricultural products. Agriculture provides nearly one-quarter of the country’s gross domestic product (GDP). The economy has grown erratically over the last decade; the current GDP growth rate is 2.8 percent. Per capita GDP is just under \$1,300 per year. Inadequate infrastructure, low agriculture productivity, poor export performance, and weak governance have negatively impacted the country’s economic performance.

There are several areas of inequality between men and women in Tswana, however, which also hinder it from achieving full economic growth. Although women comprise almost half of all primary and secondary students, women are less likely than men to continue their education at the post-secondary level. Women are under-represented in the fields of agricultural science, veterinary medicine, and engineering. Women do form a large percentage of agricultural laborers, but these are often in lower skilled positions. In addition, customary laws and social attitudes in some of the more rural parts of the country further restrict women’s mobility and opportunities to work outside the home after marriage. Furthermore, women are expected to marry soon after reaching 18 years of age; men tend to marry in their mid-20s.

## **PROJECT INFORMATION:**

The new agricultural competitiveness program in Tswana, “Enhancing the Agriculture Sector through Trade” (EAST), will support the development of the horticulture sub-sector—from production to processing to building market linkages. The program builds on a prior project that identified key crops for expansion, especially fruits and vegetables. The project components include:

1. Increase productivity of targeted horticulture commodities.
2. Strengthen trade and producer associations.
3. Increase agriculture trade in domestic, regional, and international markets.
4. Improve policy environment to promote investments in agriculture.

The new program is committed to addressing gender issues. The donor pronounced that the program's effectiveness is linked to the implementing institution's ability to identify and address gender-related issues. The donor country operational plan has identified gender as a cross-cutting theme but unfortunately the strategy itself did not provide details about implementation strategies. No gender assessment was carried out in conjunction with the new program.

Women and men are both actively involved in the horticulture sub-sector. Reports indicate, though, that men and women's roles and responsibilities differ throughout the value chain.

#### Input Suppliers:

Seventy percent of input supply stores are owned by men. Within the supply shops, men and women are hired for different tasks. Women occupy positions in accounting and sales; men are hired as drivers, porters, and extension agents. Few women possess the qualifications and certifications required for technical positions such as agro-vets and extension workers. While women are physically capable of undertaking the tasks as porters, general social norms deem it unacceptable for women to load trucks.

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

#### Small-holder farmers:

Men own approximately 90 percent of all smallholder farms. Legislation stipulates equal inheritance rights for children, indiscriminate of sex. Yet, women seldom inherit on an equal basis with their brothers. Women are expected to marry and gain access to land through their husband's families. Women operate approximately one-third of all agriculture enterprises, but receive less than ten percent of agriculture extension services.

Family members provide the majority of labor required on smallholder farms. Men and women's participation varies by job. Women often perform labor-intensive tasks such as planting, transplanting, weeding, and harvesting vegetables and fruits. Men provide most of the labor working on field preparation. Women are perceived as more adept at post-harvest handling. There are cultural beliefs that link the sensitive care that horticultural products require with women's domestic work.

#### Producer Associations:

The vast majority of smallholder farmers receive inputs, market information, and training services through producer associations. Women's participation in producer associations varies greatly throughout the country based on the requirements for membership. Where membership is based on formal land ownership, women are often constrained from becoming full and active members. In associations with high rates of participation for women, this does not necessarily translate into leadership

roles. It is often believed, though, that women are more transparent, more effective communicators, and make better association officers.

#### Transporters:

The majority of transportation companies are owned by men. Over 90 percent of drivers are men. While women are often seen driving small cars, it is uncommon for a woman to drive a large truck. Women who attend the National Service Driving School are capable of demonstrating the same driving skills as men. Transporters often hire young men, who work in the markets, to pack and load the fruits and vegetables. These men are perceived as energetic and hardworking in comparison with their rural counterparts who are deemed lazy.

#### Processors:

Sex segmented employment patterns are present in processing factories. Men dominate management and technical positions, while women occupy low skilled factory positions. Social conditions restrict employment opportunities for women in senior management and technical positions in processing firms. It is believed that women are incapable of managing men. In addition, perceptions concerning the appropriateness of heavy lifting and machinery operation limit women's opportunities in processing plants. Reports indicate that sexual harassment of women is common.

#### Exporters:

The owners of most export firms are men, who are more likely to have the financial knowledge, access to capital, and wider social networks to establish these types of companies. Women work in clerical positions and some younger women who have completed study courses in business are moving into management slots. In Twanya, a women's business owners association has been started and it is seeking funds from the government and from donors to establish lines of credit to support start-ups of new women-owned export firm.

## SESSION FOUR: A FRAMEWORK FOR GENDER ANALYSIS – DAY ONE

### WORKSHEET ONE: (A) GENDER ANALYSIS FRAMEWORK

#### A CASE STUDY: TWANYA

**INSTRUCTIONS:** Using **ONLY** the information provided in the case study, 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. If appropriate, mention if the information is different for different value chain actors.
- 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 but that you think would be helpful.

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 ASSETS			
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><b>BELIEFS AND PERCEPTIONS</b></p>			
<p><b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b></p>			
<p><b>POWER</b></p> <p><i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i></p>			

## SESSION FIVE: ADDRESSING GENDER-BASED CONSTRAINTS IN VALUE CHAIN DEVELOPMENT

### WORKSHEET TWO (A) IDENTIFYING GENDER-BASED CONSTRAINTS AND OPPORTUNITIES

#### A CASE STUDY: TWANYA

**INSTRUCTIONS:** Using **ONLY** the information from the case study that you organized in the Gender Analysis Worksheet One and the data in the value chain map, fill in the matrix below. Complete one matrix for each actor in the value chain.

#### INPUT SUPPLIERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

## INPUT SUPPLIERS (CONTINUED)

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PRODUCERS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			
<b>BELIEFS AND PERCEPTIONS</b>			

## PRODUCERS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b>  <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PRODUCER ASSOCIATIONS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## PRODUCER ASSOCIATIONS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b>  <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PROCESSORS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## PROCESSORS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## TRANSPORTERS/BUYERS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## TRANSPORTERS/BUYERS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			



## SESSION SEVEN: A FRAMEWORK FOR GENDER ANALYSIS – DAY TWO

### WORKSHEET ONE (B):

### 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 but that you think would be helpful.

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 ASSETS			
PRACTICES AND PARTICIPATION			

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

## SESSION SEVEN: IDENTIFYING GENDER CONSTRAINTS IN SHOP AND SEMMA

### WORKSHEET TWO (B) IDENTIFYING GENDER-BASED CONSTRAINTS AND OPPORTUNITIES

**INSTRUCTIONS:** Using the information from program documents and your program experience that you organized in the Gender Analysis Worksheet One (B) and drawing on the data in your program value chain map, fill in the matrix below. Complete one matrix for each actor in the value chain

#### INPUT SUPPLIERS

DIMENSION	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION	IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION	HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?
ACCESS TO ASSETS			
PRACTICES AND PARTICIPATION			

## INPUT SUPPLIERS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b>  <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PRODUCERS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## PRODUCERS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PRODUCER ASSOCIATIONS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>BELIEFS AND PERCEPTIONS</b>			

## PRODUCER ASSOCIATIONS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b>  <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## PROCESSORS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## PROCESSORS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## TRANSPORTERS/BUYERS

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## TRANSPORTERS/BUYERS (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b> <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## BUSINESS DEVELOPMENT SERVICE PROVIDER

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>ACCESS TO ASSETS</b>			
<b>PRACTICES AND PARTICIPATION</b>			

## BUSINESS DEVELOPMENT SERVICE PROVIDER (CONTINUED)

<b>DIMENSION</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH DIMENSION</b>	<b>IDENTIFY A GENDER-BASED OPPORTUNITY FOR EACH DIMENSION</b>	<b>HOW WILL THIS CONSTRAINT/OPPORTUNITY AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>
<b>BELIEFS AND PERCEPTIONS</b>			
<b>LAWS, POLICIES, AND REGULATORY INSTITUTIONS</b>			
<b>POWER</b>  <i>NOTE HERE ANY POWER INEQUALITIES THAT DO NOT FIT ELSEWHERE</i>			

## SESSION EIGHT: PRINCIPLES OF GENDER-SENSITIVE INDICATORS

# GENDER INDICATORS

### **ADS 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....

## **CONSTRUCTING GENDER-SENSITIVE 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: PRINCIPLES OF GENDER-SENSITIVE INDICATORS

### DATA ANALYSIS EXERCISE

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

## SESSION NINE: PREPARATION FOR SITE VISITS

### 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 NINE: PREPARATION FOR SITE VISITS

### LISTENING EXERCISE

**INSTRUCTIONS:** *In this role-playing exercise, two participants are each given an interview script. One participant will be the interviewer; the other will be the interviewee. The remaining participants should listen to the interview and record any information related to the Four Dimensions Framework; noting any conflicting information or additional questions that could be asked to clarify the information in the interview.*

#### **Interview with an Input Supplier**

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

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

*Input supplier.* 11

**Interviewer:** Of those 11, how many are men?

*Input supplier.* There are 7 men.

**Interviewer:** How many are women?

*Input supplier.* There are 4 ladies.

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

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

**Interviewer:** What is required to become an extension agent?

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

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

*Input supplier.* You know ladies are better at selling items. They can sell more quickly than men. A man will ask a man for a discount. A man won't ask a saleswoman for a discount, though. And you know ladies aren't as hardy as men. They aren't as energetic. They can't lift heavy items or push a trolley. I don't hire women as porters or warehouse managers; those are men's jobs.

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

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

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

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

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

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

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

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

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

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

## SESSION NINE: PREPARATION FOR SITE VISITS

### **INTERVIEWING EXERCISE**

*In this role-playing exercise, the group will conduct a mock group interview of producers. Participants should divide in two groups: interviewers and producers, and follow the instructions found below for their group. Following the interview, the training participants should discuss the information collected, as well as the challenges of managing a group interview.*

### **INSTRUCTIONS FOR INTERVIEWERS**

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

Interviewer A:

1. Tell us about what you grow?
2. Who makes the decisions about the farm business?

Interviewer B:

1. Tell us about the tasks that you do in the production process.
2. Are there aspects of production that are hard for you because you are a woman/man?

Interviewer C:

1. How do you get reliable information about new farming practices?
2. What challenges do you face in growing your business?

## **INSTRUCTION FOR PRODUCERS**

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

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

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

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

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

## SESSION NINE: PREPARATION FOR SITE VISITS

# FIELD VISITS: INTERVIEW QUESTIONS

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

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

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

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

## ACTOR IN THE VALUE CHAIN: PRODUCER

QUESTIONS FOR PRODUCERS	FOLLOW-UP
Can you describe for us your activities on the last day you worked on the farm from when you woke up in the morning to when you had dinner?	
Tell us about your decision to become a member of the association.	What are the requirements for participating in the association?
What benefits do you expect to receive from your participation in the association?	
How did you obtain your land?	Who makes decisions about the use of land?
How do you raise cash when you need it?	

QUESTIONS FOR PRODUCERS	FOLLOW-UP
How do you find labor for your farming business?	
How do you get reliable information on new farming practices?	<p>Who makes decisions about the choice of crops (or varieties) to produce?</p> <p>Who makes decisions about the technology used?</p>
Tell us about the work that you, specifically, do in production of this crop.	
Are there aspects of production that are hard for you because you are a woman/man?	What is an example of such a task?
Are there aspects of production that men/women are discouraged from doing?	What is an example of such a task?

QUESTIONS FOR PRODUCERS	FOLLOW-UP
How do you get your product to your buyer?	Who are your buyers?
How do you get reliable information on market prices?	
Who makes marketing decisions?	<p>Who makes the decisions about what products to sell?</p> <p>Who makes the decisions about how much of each to sell?</p> <p>Who negotiates sales?</p>
Are there aspects of selling and marketing that are hard for you because you are a woman/man?	What is an example of such a task?
Are there aspects of marketing and selling that men/women are discouraged from doing?	What is an example of such a task?

<b>QUESTIONS FOR PRODUCERS</b>	<b>FOLLOW-UP</b>
Who receives income from the sale?	
What household expenses are you responsible for?	

## ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS

QUESTIONS FOR PRODUCER ASSOCIATIONS	FOLLOW-UP
Tell us about your producer association.	When did it start?  What are the main activities?  What are the benefits to members?  How much are membership fees (registration and maintenance fees)?  How often do they have to be paid?
What are the criteria for membership in the association?	How many members are men?  How many members are women?

QUESTIONS FOR PRODUCER ASSOCIATIONS	FOLLOW-UP
When are meetings held?	<p>How often are they held?</p> <p>What time of day are they held?</p> <p>Where are they held?</p>
Tell us about the leadership positions in the association.	<p>How many are women?</p> <p>How many are men?</p>
What qualifications are required to become a leader in the association?	What resources (financial, time, other) are required?
Do you believe that being a man or a woman helps someone to become an association leader?	

## ACTOR IN THE VALUE CHAIN: PROCESSORS

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

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

<b>QUESTIONS FOR PROCESSORS</b>	<b>FOLLOW-UP</b>
How do you identify your buyers?	
With whom do you negotiate your sales contracts (man/woman)?	Do you believe that there is a difference in negotiating sales contracts with men or women?

## ACTOR IN THE VALUE CHAIN: TRANSPORTERS/BUYERS

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

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

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

<b>QUESTIONS FOR TRANSPORTERS/BUYERS</b>	<b>FOLLOW-UP</b>
Do you believe that there are differences in the volume or quality of the product that you receive from men or women?	

## SESSION TEN: WHAT DO WE KNOW NOW THAT WE DIDN'T KNOW BEFORE?

### WORKSHEET FOUR: ENTERING FIELD DATA

**INSTRUCTIONS:** Worksheet Four is designed to summarize the responses received from informants during field interviews. Please record relevant data about men and women into column two and three. Where informants expressed beliefs about men and women, include that information in column four. Finally, if there is additional information or observations that confirm or contradict the data, please record that in the last column. There is one page for each actor of the chain.

<b>ACTOR IN THE VALUE CHAIN:</b>  <b>INPUT SUPPLIERS/BUSINESS DEVELOPMENT SERVICE PROVIDERS</b>  Please note if business owners are men or women	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Source of initial capital for the business?				
Source of operating capital for the business?				
Who is responsible for day-to-day operations?				
Decisions about the purchasing supplies and hiring?				
Number and sex of employees				
What kind of jobs do men and women do in business?				

<b>ACTOR IN THE VALUE CHAIN: INPUT SUPPLIERS/BDS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Do you believe that men or women are better suited to particular jobs?				
Are there jobs in your business that are believed to be more difficult for men/women?				
Are there jobs in your business that men or women are prohibited from doing?				
Do you have more men or women as customers?				
Are there differences in the purchases made by men and women producers?				
Are there differences in men's and women's preferences in purchasing inputs?				
Do you believe there is a difference in how men and women use inputs/services in their horticulture enterprises?				
Do you offer credit to you customers? Are more of them men or women?				
Who makes decisions about offering credit?				
In your opinion, are men or women more creditworthy?				

<b>ACTOR IN THE VALUE CHAIN: PRODUCERS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Description of daily activities on the farm from morning to dinner.				
Reason for (NOT) becoming a member of the association.  What are requirements for participating?  Benefits expected from participation in association.				
How did you obtain your land?  Who makes decisions about the use of land?				
How do you raise cash when you need it?				
How do you find labor?				

<b>ACTOR IN THE VALUE CHAIN: PRODUCERS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
<p>How do you get reliable information on new farming practices?</p> <p>Who makes decisions about the choice of crops (or varieties) to produce?</p> <p>Who makes decisions about the technology used?</p>				
<p>What work do you specifically do in production?</p>				
<p>Are there aspects of production that are hard for you because you are a woman/man?</p>				
<p>Are there aspects of production that men/women are discouraged from doing?</p>				
<p>How do you get your product to your buyer?</p> <p>Who are your buyers?</p>				
<p>How do you get reliable information on markets?</p>				

<b>ACTOR IN THE VALUE CHAIN: PRODUCERS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Who makes marketing decisions?  What products to sell and how much?  Who negotiates sales?				
Are there aspects of selling and marketing that are hard for you because you are a man/woman?				
Are there aspects of marketing that men/women are discouraged from doing?				
Who receives income from the sale?				
What household expenses are you responsible for?				

<b>ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
<p>When did the association start?</p> <p>What are its main activities?</p> <p>How much are membership fees (registration and maintenance)?</p> <p>How often do they have to be paid?</p> <p>Schedule and frequency of meetings</p> <p>Location of meetings</p>				
<p>What are the criteria for membership in the association?</p> <p>What are the benefits to members?</p> <p>How many members are men? How many members are women?</p>				

<b>ACTOR IN THE VALUE CHAIN: PRODUCER ASSOCIATIONS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
<p>Number and sex of association officers</p> <p>What are the qualifications needed to become an association leader?</p> <p>What financial resources (financial, time, other) are required to be an association leader?</p> <p>Do you believe that being a man or a woman helps someone to become an association leader?</p>				

<b>ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS</b>  Please note if business owner is a man or a woman	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFIRM OR CONTRADICT REPORTED DATA
Number and sex of buyers/traders/transporters.				
What makes it harder for women to become buyers/traders/transporters?				
What are qualifications are needed to become buyer/traders/transporters?  What resources are needed?				
Source of initial capital for the business?				
Source of operating capital for the business?				
Who is responsible for day-to-day operations of the business?				
Who makes decisions about purchasing supplies and hiring employees?				

<b>ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Are there differences in the quality or quantity of supplies from men or women producers?				
What kind of hours do you work?  How often and how far do you have to travel?				
What characteristics made a successful buyer/trader or transporter?				
Are there aspects of buying/trading or transporting that are believed to be more difficult for men/women?				
Number and sex of employees				
What kind of jobs do men and women do in the business?				
Do you believe that men or women are better suited to particular jobs??				

<b>ACTOR IN THE VALUE CHAIN: TRANSPORTERS/ BUYERS</b>	DATA ABOUT MEN	DATA ABOUT WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Are there types of jobs that men/women are discouraged from doing?				
Are there aspects of buying/trading or transporters that men or women are prohibited from doing?				
How do you identify people you buy from?  More men or women?				
Differences in buying from men and from women?				
Differences in volume or quality of producer that you receive from men or women?				

<b>ACTOR IN THE VALUE CHAIN: PROCESSORS</b>  Please note if the owner of the business is a man or a woman	DATA ABOUT MEN	DATA FROM WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Source of initial capital for the farm/business?				
Source of operating capital for the farm/business?				
Who is responsible for the day-to-day operations of the business?				
What are the hours of operation?				
Number and sex of employees?				
Types of jobs performed by men/women				
Types of work performed in the business?				
Do you believe that men or women are better suited to particular jobs?				
Are there aspects of processing that are believed to be more difficult for women/men?				
Are there aspects of processing that men or women are prohibited from doing?				
How do you find suppliers?				

<b>ACTOR IN THE VALUE CHAIN: PROCESSORS</b>	DATA ABOUT MEN	DATA FROM WOMEN	BELIEFS ABOUT MEN AND WOMEN RELATED TO DATA REPORTED IN PREVIOUS TWO COLUMNS	OBSERVATIONS OR OTHER DATA TO CONFRIM OR CONTRADICT REPORTED DATA
Who (men or women) owns or manages the farm/business from which you purchase?  Are more of them men or women?				
Different in supply or quality of the product that you receive from men or women?				
How do you identify buyers?				
With whom do you negotiate your sales contracts (man/women)?  Do you believe there is a difference in negotiating contracts with men or women?				

## SESSION ELEVEN: IDENTIFYING GENDER-BASED CONSTRAINTS

### WORKSHEET FIVE

**INSTRUCTIONS:** Using the information recorded in Worksheet Four, identify at least one gender-based constraint for each actor in the chain. Next, identify the project component that will be affected by the gender-based constraint and explain how. Finally, prioritize the gender-based constraints for each actor of the chain.

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
<b>INPUT SUPPLIERS</b>				

ACTOR	IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR	WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?	HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?	PRIORITIZE CONSTRAINTS FOR EACH ACTOR
PRODUCERS				
PRODUCER ASSOCIATION				

<b>ACTOR</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR</b>	<b>WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?</b>	<b>HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>	<b>PRIORITIZE CONSTRAINTS FOR EACH ACTOR</b>
<b>BUYERS/TRANSPORTERS</b>				

<b>ACTOR</b>	<b>IDENTIFY A GENDER-BASED CONSTRAINT FOR EACH ACTOR</b>	<b>WHAT PROJECT COMPONENT WILL BE AFFECTED BY THIS CONSTRAINT?</b>	<b>HOW WILL THIS CONSTRAINT AFFECT THE ACHIEVEMENT OF PROJECT RESULTS?</b>	<b>PRIORITIZE CONSTRAINTS FOR EACH ACTOR</b>
<b>PROCESSORS</b>				

## SESSION TWELVE: HOW WILL WHAT YOU KNOW CHANGE YOUR PROGRAMS?

### WORKSHEET SIX

**INSTRUCTIONS:** Using the work completed in worksheet five, indicate the gender-based constraint you want to address (list three, one per row). Brainstorm possible actions that will reduce each constraint. Following the principles of design of gender-sensitive indicators, design a feasible indicator that would measure the success of your proposed action. Does the project objective need to be rewritten to better reflect these new goals? If so, write the revised statement in the right-hand margin.

LIST THE MOST IMPORTANT GENDER-BASED CONSTRAINTS FOR THE PROGRAM	WHAT ACTIONS MIGHT ADDRESS THE CONSTRAINTS TO ACHIEVE MORE EQUITABLE OUTCOMES?	MODIFY OR CONSTRUCT A GENDER-SENSITIVE INDICATOR TO MEASURE SUCCESS

<b>LIST THE MOST IMPORTANT GENDER-BASED CONSTRAINTS FOR THE PROGRAM</b>	<b>WHAT ACTIONS MIGHT ADDRESS THE CONSTRAINTS TO ACHIEVE MORE EQUITABLE OUTCOMES?</b>	<b>MODIFY OR CONSTRUCT A GENDER-SENSITIVE INDICATOR TO MEASURE SUCCESS</b>

## SESSION THIRTEEN: REFLECTIONS ON DATA COLLECTION PROCESS IN THE FIELD

### DISCUSSION QUESTIONS

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?

## SESSION FOURTEEN: EVALUATION OF TRAINING

### **INtegrating Gender in Agricultural Value Chains (INGIA-VC TANZANIA), March-April 2009**

<b>Topic</b>	<b>How did the session or activity improve your understanding of the topic?</b>	<b>What would you have wanted to be done differently?</b>
DAY ONE SESSION TWO: Gender Concepts and Their Importance in Agriculture		
DAY ONE SESSIONS THREE: Integrating Gender into Value Chains		
DAY ONE SESSION FOUR: 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: SESSIONS FIVE AND SIX: Identifying Gender-Based Constraints in Value Chain Development (Case Study)</p>		
<p>DAY TWO SESSION SEVEN: Identifying Gender-Based Constraints (SHOP and SEMMA Programs)</p>		
<p>DAY TWO SESSION EIGHT: Principles of Gender-Sensitive Indicators</p>		

<b>Topic</b>	<b>How did the session or activity improve your understanding of the topic?</b>	<b>What would you have wanted to be done differently?</b>
DAY TWO SESSION NINE: Preparation for Field Visits		
FIELD VISITS		

<b>Topic</b>	<b>How did the session or activity improve your understanding of the topic?</b>	<b>What would you have wanted to be done differently?</b>
FINAL DAY WRAP UP		

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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