GENDER TRAINING WORKSHOP FOR USAID/UGANDA AND THE AGRICULTURAL PRODUCTIVITY ENHANCEMENT PROGRAM (APEP)

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GENDER TRAINING WORKSHOP FOR USAID/UGANDA AND THE AGRICULTURAL PRODUCTIVITY ENHANCEMENT PROGRAM (APEP)

FEBRUARY 6-14, 2006 – KAMPALA, UGANDA

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ACRONYMS

ADS	Automated Directives System
APEP	Agricultural Productivity Enhancement Program
CBO	Community Based Organization
CEDO	Community Enterprises Development Organization
CRS	Catholic Relief Services
GAD	Gender and Development
GAM	Gender Analysis Matrix
IFPRI	International Food Policy Research Organization
IR	Intermediate Results
IUCN	International Union of Conservation of Nature
NARO	National Research Organization
PCM	Project Cycle Management
PMA	Plan for Modernization of Agriculture
PO	Producer Organizations
POT	Producer Organization Trainers
SOs	Strategic Objectives
SOW	Scope of Work
SWOT	Strengths, Weaknesses, Opportunities and Threats
USAID	United States Agency for International Development
WID	Women in Development

1. INTRODUCTION

In February, 2006, the United States Agency for International Development (USAID)/Uganda organized three gender training workshops for its staff, partners, field trainers and farmer organizations. All three workshops were held in Kampala and attended by 108 participants. The 40 participants who attended the first training (February 6-7) consisted of USAID staff and implementing partners. The second workshop (February 9-10) brought together 36 producer organizations' trainers from USAID/APEP. These trainers provide partners with organizational development, production, and marketing support. This second workshop was also attended by technical advisors and other field-based staff from various USAID implementing partners. The third workshop (February13-14) had 32 participants, most of whom were field-based commodity leaders and demonstration site coordinators. The workshops were facilitated by DevTech Systems Inc. of Arlington, Virginia, USA. This report presents the process and outcomes of the training.

❑ Purpose and Objectives

The purpose of the three workshops was to train staff and trainers on how to incorporate a message of gender into their everyday trainings. Specifically, the training aimed at:

a) Developing a common understanding of gender and related concepts
b) Enhancing practical gender analysis skills as a basis for identifying gender issues in agriculture and in household economy
c) Creating a better understanding and appreciation of the implications of gender on agriculture, with specific reference to household economy
d) Building knowledge and tools of integrating gender into their technical training

❒ Workshop Participants (Appendix 5)

❑ Workshop 1: February 6-7, 2006

USAID staff, Technical Advisors of the Agricultural Productivity Enhancement Program (APEP-funded by USAID) and partners.

❑ Workshop 2: February 9-10, 2006

These field based trainers came from a large number of districts, including Bugiri, Kamuli, Pallisa, Lira, Gulu, Masindi, Kiboga, Mityana, Kapchorwa, Kumi, Pallisa, Iganga, Masaka, Rakai, Rukungiri, Bushenyi, Kabale, Kasese, Ibanda. They train Producer Organizations on institutional development, technical aspects of production and marketing.

❑ Workshop 3: February 13-14, 2006

This was a workshop for Commodity Leaders and Site Coordinators. Producer Organization Trainers (POTs) work with this team which has direct contact with farmers. The represented districts were Nakasongola, Mpigi, Wakiso, Masaka, Ibanda, Kabale, Kabarole, Kumi, Kamuli, Kapchorwa, Lira, Kitgum, Pander, and Apac.

- **Participation Organizations**

The workshops trained over 100 individuals from 30 organizations.

USAID	NARO
World Vision	SCOPE
USAID-APEP	Save the Children, USA
ACDI/VOCA	Catholic Relief Services-Uganda
Land O' Lakes	Prime West
AFRICARE	CRS/CARITAS
FADEP-EU	IUCN
Nature Uganda	Hunger Alert
Mukwano Agri-Project	Ankole Coffee Growers Association
Church of Uganda	KAWACOM
Ibero-Bigasa	VANEX
Nyakatonzi Cotton Growers Assoc	Kachumbala C.N
NOVO	IFPRI
Bon Holdings	RURAL SPEED
AHEAD	
Community Enterprises Development Organization (CEDO)	

- **The Training Team**

The workshops were facilitated by two DevTech Systems consultants, Charity Kabutha from Kenya and Professor Joy Kwesiga from Uganda. This two-person team brought together gender experiences spanning almost two decades. Charity Kabutha holds a Masters Degree in demography and has, for over 15 years, been deeply involved in gender mainstreaming, with a focus on training, gender assessments, and social and gender-based evaluations, within agriculture. She has worked in many of the Anglophone countries for a wide range of groups, including national and international research organizations and bilateral and multilateral organizations. Professor Joy Kwesiga is an experienced gender trainer (in various fields including agriculture, environment, agro-forestry, governance, management, education, etc) and academician. She has wide experience as a social analyst within East Africa and beyond. She has published widely on gender, the women's movement, and development. She holds a PhD in Gender and Education and many other accomplishments in short courses, including gender training, research focusing on gender, and gender and institutional change, among others.

1.1 Background

USAID/Uganda is a major development partner in Uganda's agricultural sector. The Mission assists the Government of Uganda in implementing its agricultural strategy, the Plan for Modernization of Agriculture (PMA). The main focus of PMA is increasing productivity and marketing of agricultural commodities as a basis for addressing the high levels of poverty prevalent in much of the country. The strategy recognizes gender as a major barrier to improved performance of the sector. The gender capacity building effort supported by USAID is aimed at building institutional capacities to adequately address gender issues in their respective programs.

The Mission's support for this gender training is consistent with the USAID Gender Policy, which recognizes the importance of integrating gender into all aspects of development. The policy states that:

Strategic Plans must reflect attention to gender concerns. Unlike other technical analyses described in this section, gender is not a separate topic to be analyzed and reported on in isolation. Instead, USAID's gender mainstreaming approach requires that appropriate gender analysis be applied to the range of technical issues that are considered in the development of a given Strategic Plan. Analytical work performed in the planning and development of SOs and IRs must address at least two questions: (1) how will gender relations affect the achievement of sustainable results; and (2) how will proposed results affect the relative status of men and women.

1.1.1 Role of women in Uganda's agriculture

Women's significant roles in economic production, particularly in agriculture, and their pivotal position in household management and welfare (food preparation, health and hygiene, child care and education) are central to Uganda's economic development and social survival. Addressing gender inequalities has the potential to enhance productivity and more equitable sharing of resources and benefits.

Box 1: Women farmers, a vital contribution

- 70% to 80% of the agricultural labor force in Uganda are women.
- Women provide:
  - 60% of the labor for planting,
  - 70% of the labor for weeding,
  - 60% of the labor for harvesting, and
  - 90% of the labor for processing.

1.1.2 Gender issues undermine productivity

Differences in gender roles and capacities constitute a major obstacle to development and poverty reduction in Uganda. The different structural roles of men and women in the economy, most notably in agriculture and the informal sector, are coupled with their equally different – and unbalanced – roles in the household economy, where the boundary between economic and household activity is less established. The control of production resources and land ownership, embedded in the patriarchal norms and values of Ugandan culture, assigns men more power over household resource allocation. Research shows that targeting poverty begins with giving women economic opportunities that have multiplier effects on the welfare of their immediate and extended families.

Box 2: Addressing gender enhances productivity

- When women receive the same education as men, farm yields rise by as much as 22 percent.
- In Kenya, an information campaign targeted at women increased yields of maize by 28%, beans by 80% and potatoes by 84%. Despite this, women farmers still receive only 5% of all agricultural extension services worldwide.

2. METHODOLOGY

The training approach adopted was influenced by a number of factors. It took into account the limited prior knowledge of gender by a majority of the participants, the short duration of training (2 days), and the high expectations of the participants. The participants had hoped to gain the following from the training: a good understanding of gender, gender analysis skills, appreciation of the implications of gender in project outcomes and knowledge of how to integrate gender into their work. Against this background, the facilitators used a process that

combined brainstorming to tap into participant experiences and theoretical foundation and practical skills in gender analysis, using non-conventional and conventional gender analysis tools.

2.1 Training Preparation: The training team held several meetings with the USAID team, before and during the training. Discussions focused on content, processes, and the drawing up of detailed training programs for each Workshop.

2.2. Training Methods: The workshop employed a participatory approach to training, using a range of methods, including:

- Brainstorming to tap on participant knowledge and experiences.
- visualization (mapping, videos, etc)
- Group exercises for practical application (many examples are incorporated in the next section).
- Lecturettes were used, where necessary. These were mainly applicable where background information and explanations were required, e.g. introduction to gender analysis, gender tools, and the "evolution of gender". Handouts relevant to each of the sections were provided.
- Analysis and synthesis. This approach was found very useful in making the programme relevant to participants' day-to-day work, thus making it easy to apply concepts, analysis tools and practical exercises. Building on each session and linking participant experiences, results of practical work and knowledge to skills, ensured progressive monitoring of the learning process, and adjusting as need arose.

2.3 Training Aids: These included use of flip charts, index cards (to generate ideas from the participants and enable each to contribute to the learning process), power point presentations to enhance visualization, and videos. Three videos were viewed:

- A Day in the Life of an African Woman Farmer
- Gender Analysis for Forestry Development Planning: The ***Why* and *How*** of Gender Analysis (FAO)
- A documentary on Food Security - the work of one of the participating organizations, Hunger Alert, operating in northern Uganda.

Participants were trained on a number of gender analysis tools, as summarized hereunder:

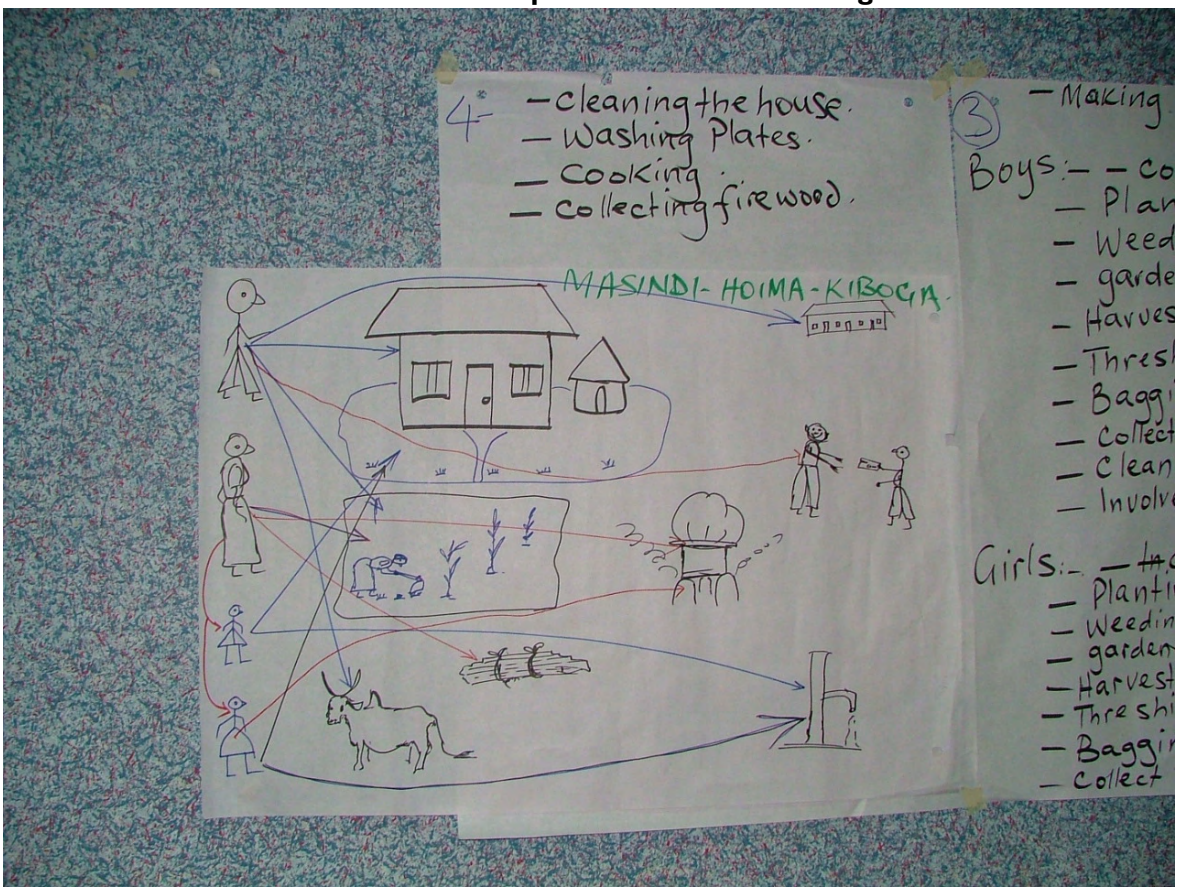
2.4 Summary of Gender Analysis Tools Used

	Gender Analysis Component	Tools
1.	Labor profile - division of work within the household	• Mapping • Daily calendars • Crop-calendars (specific crops) • Harvard framework • Gender Analysis Matrix
2.	Resource profile - access and control	• Mapping • Harvard framework • Gender Analysis Matrix
3	Benefits profile	• Mapping • Harvard framework
4.	Integrating gender into training and programs	• Project Cycle Management (PCM) • WID/GAD Concepts
5.	Strategies for addressing gender	• SWOT-Strengths, Weaknesses, Opportunities, and Threats

2.5 Examples of Methods Used

Index cards to define gender

Pictorial form of household relationships: Masindi-Hoima-Kiboga



3. CONTENT AND PROCESS

This Chapter summarises the content of the training and the delivery process.

3.1 Summary of Content

3.1.1 Climate Setting

- **Participant Introduction:**

Participants paired up with people they did not know well enough. They sought details about their partners and then introduced them to the rest of the group, using information in Box 3.

Box 3: Paired Introduction

- Name:_____
- My organization:_____
- Discipline/specialization:_____
- Agricultural programs within my organization: _____
- Prior exposure to gender/training _____

  _____
- What immediately comes to your mind once you hear the word gender:_____

  _____
- Something personal to share with other participants (related to gender):_____

  _____
- My major expectation for this workshop is: _____(put it on index card)
- One Ground Rule for this workshop (index card):_____

- **Participant Expectations**

Participants used index cards to write out what they considered their most important expectation for the workshop. The cards were then sorted out in similar categories followed by discussions. The results are summarized as below.

Box 4: Participant Expectations

- Get an understanding of what gender is all about /acquire gender awareness
- How to incorporate gender into my work
- Get a proper link between gender and agricultural commercialization
- Understand and get an insight in gender mainstreaming
- Become a gender guru/fundi (expert)
- Become gender facilitators
- Acquire gender training skills
- Acquire/learn tools of gender analysis
- Acquire practical skills relating to gender issues
- Increase women's participation in development
- Obtain gender related statistics
- Share experiences and learn from one another - in light of varied geographical location and program focus.

This summary demonstrates that in general the participants came to the workshop with a notion of what they wanted to gain from the workshop. Needless to say, due to the short duration of the workshop, it was not possible to turn the participants into gender *fundis,* but to initiate them into the process of becoming *fundis (expert).*

Other expectations focused on the workshop process and logistics.

- A participatory and facilitated process where all would be involved, without domination of some groups (especially males)
- Good time-management and focus on the objectives
- Discipline on the part of participants – no cellular phones
- Need to listen and respect one another
- A friendly atmosphere, opening ways for new friends
- No "silly" games!
- Good arrangements regarding welfare and related issues
- Out of pocket allowances
- Certificates

- **Building Consensus on Workshop Agenda**

The workshop objectives were compared with participant expectations, and areas that could not be covered during the workshops were agreed upon, e.g. provision of statistics.

- **Review and Adoption of the Workshop Program:** After building consensus, the Workshop Program was adopted.

3.1.2 Content of Workshops

The content of the various workshops varied slightly according to roles, levels, and potential application of the knowledge and skills gained. These are summarised as below:

- **Workshop 1: February 6-7, 2006**
  - Introduction to gender
  - Characterization of an agricultural household from a gender perspective

- Understanding gender issues
- Relating Automated Directives System (ADS) to the training: USAID gender provisions
- Integrating gender into training and programs (Project Cycle Management)
- Action planning - identification of project specific gender issues and appropriate strategies.

❑ **Workshops 2 and 3 (February 9-10 &13-14, 2006):**
The 2nd and 3rd workshops covered all the above topics with the exception of the ADS and the Project Cycle Management (PCM). During these workshops, more time was spent on "hands-on" sessions, focusing on gender analysis tools and action planning.

3.2 Session Summaries

3.2.1 Why Households Undertake Agriculture (workshops 2&3)
At the end of Workshop 1, as part of the process of developing a Field Gender Training Guide, it was agreed that for Workshops 2 and 3, key questions on why households carry out agriculture would be discussed. This context was deemed essential for the trainers and farmers, not only to provide the opportunity to reflect on their type of work, but also to use this as an entry point in their own future training. It laid the foundation for and put in context the general discussion of components of gender analysis at later stages. For instance, concepts of division of labour or types of work (productive, reproductive, and community) became easier to relate to gender analysis when participants had relevant knowledge of households.

3.2.2 Defining an Agricultural Household
This exercise became very useful in establishing the different groups of people who constitute a household and who need to be included in gender analysis. The agricultural household was defined as consisting of the following components:

- A group of people carrying out agricultural activities together
- Eating together
- Are either blood-related or not
- Work for a common cause

Lively debates arose with regard to polygamous households, single-headed, and child-headed households. The exercise pointed to the fact that as change agents, the participants needed to be aware of the heterogeneity that characterizes agricultural households. The analysis revealed who contributes to production and who should therefore have access and control over resources and benefits in an equitable manner, for the good of the whole household.

3.2.3 Introduction to Gender
To understand what participants knew about gender, two methods were used.

❑ **Method 1**
- Participants used index cards (during paired introduction) and individually wrote out their understanding of gender
- Cards were sorted out by common elements
- Information from participants was used to help define gender
- Conventional definition was presented by the facilitator

- **Method 2**
  - Participants were asked to analyze work done in households and who does what
  - The different roles were presented in picture form on flipcharts
  - Pictures were posted on the wall and participants reviewed them
  - In plenary, information on pictures was analyzed and synthesized
  - Definition of gender was developed from the discussions
  - Conventional definition was presented by facilitator

- **Pre-Training Understanding of Gender by Participants**

A summary of information on the index cards was classified and posted on the wall. The returns are summarized thus:

Box 5: Participant Understanding of Gender

- **Gender Roles** e.g. gender refers to roles of men and women in the family, roles given by the community, men and women sharing responsibilities, "how women can share their heavy burdens"
- **Gender Relationships,** expressed in such terms as "gender defines the relationship between men and women", "relationship between men, women, and youth and how they access and control resources", gender is about the transformation of men and women relationships", "gender is about men and women"
- **Equity and Equality,** "gender is about equity between the sexes", "equal opportunity to both sexes", "justice for men and women", "ability to respect and distribute work and income among men and women", "women and men balancing"
- **Sex,** "gender is about males and females", "differences between males and females",
- **Women,** "gender is about women". A large number of participants in Workshop 2 (trainers), pointed to women as constituting gender.
- **Status of Men and Women,** "gender explains the socioeconomic status of men and women", "promotion of women in society"
- **Gender Issue, "**gender is about issues that affect men and women differently - women's and men's issue.
- **Stereotyping,** "gender is about the assumed difference between men and women socially constructed", "transformation of current assumptions about how females and males work together and are treated and viewed within society"

From the above summaries, it became easy to gauge participants' level of understanding of gender, as a concept. The groups were able to point to key elements of gender issues and gender analysis. The subtitles given above were reached through facilitated discussion.

- **Variations Between the Three Workshops:** It is important to point out that participants of Workshop I (USAID staff and partners) were more knowledgeable about gender as a concept than those of Workshops 2 and 3. Of significance was the defining of gender as "women", and mixing up male and females/ men and women and to some extent and lack of clarity, in definitions with regard to Workshop 3. .

- **Summary of the Session: Conventional Definitions (Facilitators)**

Gender refers to the economic, social, political and cultural attributes and opportunities associated with being male and female….The nature of gender definitions (what it means to be male and female) and patterns of inequality vary among cultures and change over time.

Sex refers to the biological characteristics that define males and females primarily (but not exclusively) according to reproductive capabilities or potentialities.

❒ Sex and Gender

Gender	Sex
• Societal roles of each sex • Culturally determined • Varies from society to society, generation to generation • Changeable	• Biological • Unchangeable • Universal

❒ Group Exercise: Differentiating Gender and Sex (G or S)

To further their appreciation of the importance of gender as a "social construction", an exercise on the **distinction between gender and sex** was carried out in groups. The exercise required participants to categories given statements as either gender or sex. This was to ensure enough reflection and questioning. As they reported back in plenary, it became clear that participants were able to make the distinction.

Box 6: Sex and Gender

- Women give birth, men don't:____
- Girls are gentle, boys are tough:____
- Women in some African countries are paid 40-60% of the wage for men:____
- Most building site workers in Uganda are men:____
- In ancient Egypt, men stayed home and did weaving. Women handled family businesses. Women inherited property and men did not:____
- Men can bottle-feed babies:____
- Women cook, and men build houses:____
- Women have better instincts for parenting than men:____
- Men inherit property; women do not:____
- Women earn 10 percent of the world's income because they do less work than men:____

❒ Socialization

An exercise on **Gender and Socialization** was carried out through recall by male and female participants of messages they received as young boys and girls that barred them from certain practices. Both male and female participants made contributions to this exercise, irrespective of which sex was being discussed. Many such "dos" and "don'ts" were generated but only a few are provided here as examples:

Boys Do/Don't	Girls Do/Don't
• Boys should be courageous and confident • Boys should not cook • Boys do not cry	• Girls should sit in a "proper manner" • Girls must learn to cook • Girls should not whistle • Girls should kneel when greeting men and elders, etc.

The goal of the exercise was to enable participants to distinguish biological characteristics and those that are socially constructed by society.

3.2.4 Learning and Application of Gender Analysis Tools: Hands-On-Exercises

The need to equip participants with practical skills was paramount and the workshops devoted significant time to such exercises. The choice of gender analysis tools was guided by their relevance to the agricultural sector and the programs being executed by the participants.

Participants learned what tools can be used to assess gender issues within an agricultural setting. Examples included:

- Division of labour in households
- Access (use) and control of productive resources
- Access to and control over benefits
- Decision-making

In addition, participants assessed the differential impacts of gender on household members (men, women, boys, and girls).

3.2.4.1 Tools of Gender Analysis

Gender Analysis: An approach that explores and highlights the relationships of women and men in society and the inequalities in those relationships and factors that create and sustain them. The relationships are best captured in the way work is divided in households, the way resources and benefits are used and controlled, and overall power relations.

A) Household Mapping

This tool helped to map out household relationships, reflected in division of labor and access to and control over productive resources and benefits. It enabled participants to gain an understanding of roles and gender inequalities.

Group Exercise/Process

- In regional groups (fairly similar cultures), discuss the kinds of work carried out in households.
- Analyze how work is shared between members of the households (men, women, boys, girls, workers)
- Put the results of analysis in pictorial form on flipchart (no words)
- Post your results on the wall
- Other groups review the work of others
- In plenary, results are analyzed and synthesized.

Example of Gender Roles for the Central Region

These were generated by participants and were derived from the mapping exercise

#	Gender Roles in an Agricultural Household - Uganda Central Region			
	Father	**Mother**	**Boys**	**Girls**
1.	Building houses	Cooking	Look after animals	Collect water
2.	Acquisition of land	Nursing children	Collect water	Collect firewood
3.	Acquisition of land implements	Looking after children and husband	Collect firewood	Cooking
4.	Buying family clothes	Growing food	Clean the compound	Cleaning house
5.	**Decision-maker:** • What to grow • What to sell • What to eat • When to sell • Where to sell • Transport	**Maintaining the home:** • firewood • water • deciding on what to eat	**Farm work:** • Digging • Harvesting • Transporting	**Farm work:** • Digging • Harvesting
6.			Petty/small businesses	Taking care of siblings

Example: Household Roles in Pictures (Central Region)

Summary

- The woman and the girl are predominantly responsible for reproductive work
- The man is only involved in productive work-no reproductive work
- All major decisions are made by the man
- The boy is socialized by the father-involved in more productive work than the girl

B) The Daily Calendar

A daily calendar tracks time use for different members of the household. It asks the questions: Who does what? When do they do it? Where do they do it? Could add-How do they do it?

Participants formed groups according to geographical/cultural regions. They discussed all tasks performed by men, women, boy and girls, when, and for how long in a given day. Seasonal variation was recognized but there was no time to put this in practice. The results were posted on the wall, and other groups reviewed the presentations. Facilitators synthesized the results, including filling gender gaps.

Group Exercise

- What are the activities carried out in an agricultural household (include all types of work)?
- Who is responsible for what tasks and how long does each take?
- What are the gender issues in division of labour?
- What are the potential impacts on the household economy and family relations?
- What can we do about it?
- Post your results on the wall
- Other groups view and discuss the results
- Results from all calendars are discussed and summarized.

Example of Daily Calendar: Kasese/Kabalore Region (South-West Uganda)

Men's Calendar

Time	Activity
6.00 AM	Wake up
6:00-7:00 AM	Breakfast
7:00 AM -1:00 PM	Farm work
1:00-2:00 PM	Lunch
2:00-3:00 PM	Resting
3:00-4:00 PM	Monitoring farm activities
4:00-5:00 PM	Bathing
5:00-9:00 PM	Boozing
9:00-10:00 PM	Dinner
10:00 PM-6:00 AM	Sleeping

Total working hours = 7 Hours (all productive work)

Women's Calendar

Time	Activity
6.00 AM	Wake up
6:00-7:00 AM	Prepare children
7:00-8:00 AM	Prepare breakfast, Cleans the house
8:00 AM -12:00 Noon	Farm work
12:00 -1:00 PM	Preparing lunch
1:00-2:00 PM	Fetching water and firewood
2:00-4:00 PM	Farm work
4:00–7:00 PM	Prepare supper, Bathes children

Time	Activity
7:00–8:00 PM	Clean utensils, Make beds
8:00-9:00 PM	Serve supper
9:00-10:00 PM	Give husband supper
10:00 PM	Go to sleep &fulfill family obligations

Hours of work = 18 Hours

- Farm work = 6 hours
- Domestic work =12 Hours

Emerging Gender Issues

- Women work for long hours
- Women do reproductive and productive work while men are only involved in productive work
- Men have time to rest and socialize but women have none
- Men divert family resources as they socialize

C) Crop Calendars

Crop calendars show all the activities of a given crop, from land preparation, planting, weeding, up to marketing. This information is important for a number of reasons. One, it defines tasks for men and women and asks whether, as development workers, we pay attention to the technical needs of those who do the work. It also points to gender divides in division of work, some of which we can reduce. For example, weeding is a tedious task, often done manually by women. Introduction of technologies to address this constraint would save a lot of time on the part of women and free them to perform other tasks.

Group Exercise

The participants formed groups according to crops they are currently promoting. They discussed all tasks related to their crops, analyzing different levels of contribution by different members of the household (men, women, boys, girls, and others). The results were posted on the wall, and other groups reviewed the presentations. Facilitators synthesized the results, including filling gender gaps.

Group Exercise

a) What are the activities of the selected crop?
b) Who is responsible for what tasks and how long does each of the tasks take?
c) What are the gender issues within this crop?
d) What are the potential impacts on the performance of the crop?
e) What can we do about it?
f) Post your results on the wall
g) Other groups view and discuss the results
h) Results from all calendars discussed and summarized.

Crops Calendar Example I: Cotton (One Acre Field)

Family Member Contributions To Coffee Production						
Land Preparation	**Planting**	**Weeding and Thinning**	**Spraying**	**Picking**	**Sorting**	**Marketing**
Man = 4 days (66.2%)	Man & woman= 1.5 days	Man = 2 days	Man = 0.75 days	Man = 2 days	Man = 1 day	Man = 1 day (100%)
		Woman = 0.5 days		Woman = 4 days	Woman = 1 day	
Boy =2 days (33.8%)	Boy& girl = 0.5 days	Boy = 0.25 days	Boy = 0.25 days	Boys = 1 day		
		Girl = 0.25 days		Girl = 1 day		

Summary of Contribution by Different Members of the Household

Family member	Number of Days	%
Man	11.5	50%
Woman	6.25	27.2%
Boy	3.75	16.3%
Girl	1.5	6.5%
Total Days	23	100%

Sharing Of Work and Gender Issues

- Although the man does most of the work on cotton, all family members participate
- Although all family members are involved, the man is the only one who is in charge of the marketing task.

Crops Calendar Example 2: Sesame

Activity	Individual Contributions to Sesame Production (%)			
	Man	**Woman**	**Boy**	**Girl**
1st ploughing	60%	30%	10%	0%
2nd ploughing	50%	40%	5%	5%
Planting	40%	40%	15%	5%
1st weeding	20%	60%	5%	15%
2nd weeding	20%	60%	5%	15%
Spraying	70%	0%	30%	0%
Harvesting	20%	60%	5%	15%
Processing	5%	60%	5%	15%
Marketing	70%	30%	0%	0%

Labor Contribution and Gender Issues

- All members of the household contribute to sesame production
- The man and the boy are most involved in tasks that are mechanized such as ploughing and spraying while the woman and the girl are mostly involved in very tedious tasks such as weeding, harvesting and processing
- A large portion of the marketing is done by the man

Crop Calendar (Cotton): Example 3: Soroti, Eastern Uganda

Actors by Gender	Hours of Work	Reproductive Work	Production Work	Community Work
Men	9.5	0	7.5	2
Women	16.05	8.15	6.45	1.45
School Boys	2	1	1	0
School Girls	4	3	1	0
Other (Girl Orphan)	12.5	12.5	0	0

Some Key Questions to Ask in the Analysis of Crop Calendars

• Who is doing the work and who receives training?
• Who is contributing to production who is not involved in the benefits?
• What are the implications of family members working and not benefiting from their input?

D) The Harvard Gender Analysis Framework

This tool is used to develop a description and analysis of gender relations in a given household and community, with regard to labor, resources, and benefits. Although the framework was developed from an efficiency perspective and therefore does not adequately address power relations, it is a very practical tool for analyzing inputs of different members of the household. Its focus is on three components:

- Activity Profile: Which identifies types of work – productive, reproductive and community work? Who does what, how much of it, when this is done, etc.?
- Access and Control Profile: Identifies resources and benefits (who has access and who controls – authority and power).
- Influencing Factors: Which explain patterns and trends?

This tool was practiced in a large group, using one region. Results from exercises on Daily and Crop Calendars were used as a basis for practicing this tool. The process helped participants make linkages to various stages or components of gender analysis.

E) Gender Analysis Matrix (GAM)

This is normally used to determine the differential impacts of projects and programs on various members of the household. Such impacts relate to labour, time, and income. This tool can also be used at the design stages of programs, to help assess the potential impacts of activities of a given initiative.

Group Exercise on GAM

- In your organization/crop group, select a project you are currently implementing.

- Assess how the project has differently affected members of the household (men, women, boys, girls, entire household, and community).
- Record the effects:
  - For effects that are in line with project objectives, use and explain.
  - For effects that are contrary to project objectives, use and explain.
  - Where it is uncertain, use?
- What issues pose the greatest threat to the program?
- What strategies do you propose to address them?
- Share your results with other groups.

Gender Analysis Matrix: Cotton-APEP

Household members	**Skills**	**Time - use**	**Income**	**Labor - change in Tasks**
Man	+ (from training)	+ (less time in the field-using technology)	+	+ (improved technology-scouting, ULUA+
Woman	+ (training)	+	+	- (weeding and sorting
Boy	+ (acquired from parents)	?	+ (indirectly-education)	Marginal
Girl	+ (acquired from parents)	?	+ (indirectly-education)	Marginal
Household	+	+	+	+ activity level has changed
Community	+	+	+	+ activity level has changed

Gender Issues derived from the above exercise

- Technological improvements in one activity do not take account of what happens in other activities, e.g. while the man can plough a large area; the woman has more work in weeding and sorting of the crop.
- There is a need to relate the analysis to benefits

4. INTEGRATING GENDER INTO TRAINING

Integrating gender into training was a key objective of the Workshops. There were two components of analysis. The first was general, focusing on how gender can be incorporated at each stage of the project. The second focused on ongoing projects, to enable participants to apply the learning to their day-to-day work. Both enabled participants to generate gender issues from the various exercises.

4.1 The Project Cycle Management was utilized to emphasize that gender mainstreaming is best achieved when the process begins at problem identification and not along the way as activities progress (only used with the first workshop). The cycle helped participants assess the level of gender sensitivity, inclusiveness, and responsiveness at each stage of the Project Cycle. This enabled the participants to gauge where their projects were with regard to

gender mainstreaming and what they could do to rectify the situation in cases where gender was not considered in the original project. Participants generated types of questions required at each stage.

4.1.1 Incorporating Gender in the Project Cycle Management (Workshop I): Exercise

A brainstorming session was conducted with regard to the components of the Project Cycle Management (PCM). Participants identified the components of the typical USAID PCM in Uganda consisting of:

- **Planning:** Design & Identification
- **Achieving**: Implementation
- **Learning:** Monitoring & Evaluation (M & E)

This was compared with a conventional PCM consisting of Problem Identification; Setting Goals and Objects; Designing Activities; Planning Implementation; Implementation; and, Monitoring and Evaluation. Participants were grouped under their programs and requested to review their projects, selecting one of the stages of the PCM for analysis. Participants were requested to generate key questions that would enable them identify gender gaps which would in turn point to appropriate solutions. In addition, they were to reflect sources of data – how the answers would be generated. Participants built on the knowledge gained earlier on gender concepts and other tools of analysis. The questions raised at each stage were presented on flipcharts and discussed and debated in the plenary. What questions do we need to ask and what data is required to ensure gender mainstreaming?

Key Questions in Gender Mainstreaming at the Planning (Identification & Design Stage): Returns from Participants

Box 7: Gender Mainstreaming: Questions to Ask

- What is the issue (problem?)
- Who is affected?
- How is each factory affected?
- What are key activities (present and past)?
- Who carries out the activities?
- What has been done so far to solve the problem? By who?
- What can/should be done? How?
- Who should be targeted?
- What are the resources available?
  - Who owns them?
  - Who has access?
  - Who controls them?
- What will be the benefits of the intervention?
- Who will the benefits accrue to?
- What are the expected impacts?
- Who is likely to be affected by impacts?
- How are they likely to be affected?
- How are we going to mitigate the negative impacts (if, any?)
- Sources of Data: Needs assessment. Baseline survey/available information; Evaluation reports

Facilitators synthesized the results and further discussed a handout on the topic – key questions to ask at each stage of a project cycle.

4.2 Integrating Gender into Training Programs: Process and Application

Building on the various exercises undertaken, participants reviewed their own chosen areas of focus to practice integrating gender into training programmes. At this stage, participants were already equipped with the following:

- Understanding of gender and gender issues
- Analysis of an agricultural household and its dynamics
- Skills in the application of the following gender analysis tools
  - Daily Calendar
  - Crop Calendar
  - Harvard Framework for Gender Analysis
  - Gender Analysis Matrix
  - ADS General Framework
- Analysis of own program/crop and the gender issues and gender gaps that arise
- Some strategies had already been generated through various exercises.

A plenary on the evolution of the concept of gender in development was conducted. The aim was to distinguish between the Women in Development (WID) and Gender and Development (GAD). Apart from the fact that, as gender trainers, participants needed to understand these approaches, it was essential for them to reflect the kinds of approaches currently in use or applicable within their work. They also needed to understand the approaches in order to make informed decisions with a view to working towards transformation – gender equity and equality. Many local examples of WID interventions, in microfinance and other areas, were generated by participants.

Issues of integrating gender and/or mainstreaming gender were also discussed and debated, and participants offered examples. Definitions were arrived at through facilitation. Handouts on the concepts were discussed.

Participants reassembled in the groups they had earlier worked in (crop specialty/program). They reviewed gender issues and the strategies identified thus far. They debated the strategies, added or adjusted them accordingly, and finally decided on the type of approach they would take to "integrate" gender into their training: either (a) through incorporation of gender training in ongoing programs, or (b) as a stand-alone gender training, or (c) both (a) and (b). Through discussion, it was agreed that this exercise would take into account the resources available (human and financial), availability of farmers, the sensitivity of gender as a concept, and how they would gain a useful entry.

- **Gender Issues and Suggested Solutions (Eventually Incorporated into Action Plans): Upland Rice**

Gender Issue/Gap	Strategy
Women over-worked	Introduce herbicides Introduce mechanization Sensitize men and women on gender issues
Women do not own land	Sensitize men over this issue

(have no control)	Review the culture
Women are not involved in marketing	Work towards men and women having a unified voice in marketing
Children are withdrawn from school to scare birds	Hire labourers Introduce new technologies Introduce bird repellents (shields)

Many groups decided that introducing gender as part of the technical training programs that they were already running would be the most appropriate approach. They identified the general methodological approaches. The decisions were later incorporated as Action Plans, several examples of which are provided. Their justifications are summarised below:

- It is impossible to reorganize an entire project once it has already taken off
- Resources may not be available
- It is possible to incorporate gender whenever the training of farmers occurs – step by step
- Farmers are very busy people and may not be able to afford to take off several days for gender training
- Only a few groups chose separate, stand-alone gender training.

Participants went through an exercise of identifying appropriate strategies to address gender issues in their respective programs. Handouts on WID/GAD approaches, key questions focusing on PCM, and a summary of general definitions of varied gender concepts were distributed.

5. OUTCOMES OF THE TRAINING

At the end of each of the three workshops, some aspects of change, which could be associated with the gender training, were noted. Changes were noted in skills and knowledge, attitude, and commitment to apply the knowledge gained.

5.1 Improved Knowledge and Skills

Final Evaluation: Rating 1-5 (1 = weakest, 5 = strongest)

- ❒ **Workshop 1: February 6-7, 2006**

Objective	Ratings of 4 or 5 (% of responses)
Common understanding of gender	86%
Gender analysis skills	78%
Implications of gender on agriculture	75%
Integration of gender into training	77%

- ❒ **Workshop 2: February 9-10, 2006**

Objective	Ratings of 4 or 5 (% of responses)
Common understanding of gender	94%
Gender analysis skills	94%
Implications of gender on agriculture	92%
Integration of gender into training	92%

- **Workshop 3: February 13-14, 2006**

Objective	Ratings of 4 or 5 (% of responses)
Common understanding of gender	84%
Gender analysis skills	97%
Implications of gender on agriculture	97%
Integration of gender into training	94%

5.2 Statements on Quality of Training

Personal Statement form a Participant (workshop 3)

I have attended several gender training workshops, but this is the first time that I have been able to relate this to my work and gain this deep understanding. Thank you very much.

--Lead Farmer in the Vanilla Group

5.3 What Participants Learned (from Final Evaluation)

- Gender analysis- Harvard Framework of Analysis, Gender Analysis Matrix
- How to integrate and address gender in our current program
- Learned difference between integrating and mainstreaming
- How to incorporate gender in day to day work and overall programs
- How gender affects agricultural production and the household economy
- Learned that gender does not mean involving women BUT dealing with issues that affect men and women

5.4 Change of Attitude

Some workshop participants, particularly among the lead farmers, expressed their intentions to make changes within their households and to act as role models for other farmers. This is reflected in one statement from a participant:

Personal Statement from Lead Farmer from Kumi – Workshop 3:
Although I have been reasonably good in terms of involving my wife in planning and overall utilization of family benefits, I see clear inequality in sharing of reproductive work. She is wholly responsible for childcare, including taking children to hospital. I will do something about that.

5.5 Commitment to Apply Knowledge and Skills Gained

Equipped with knowledge and skills and aware of the negative implications of gender issues, the participants made solid commitments to integrate gender in ongoing programs and in other cases, working towards mainstreaming gender in new projects in the pipeline. Participant commitments as stated in evaluation forms and action plans reflecting content and time schedules are a clear testimony of a valuable outcome of the training sessions:

- Use all gender analysis tools – all tools – when conducting participatory monitoring and evaluation
- Incorporate it in our trainings
- Be ADS compliant
- To act as a focal point in my organization
- Use Gender Analysis Matrix tool to assess impact of gender in farming/agricultural income
- Incorporate gender in our trainings

❒ **Examples of Action Plans are Provided Below**

5.5.1 Commitment to Integrate Gender into Training

A) Agricultural Productivity Enhancement Program (APEP): Strategy and Plan

Broad Plan/Strategy

❒ **Develop a gender training "Manual" for Training of Trainers activities:**
Small-2-3 page, taking maximum 2 Hours
Incorporate gender into all technical training programs and across projects

❒ **Making training more effective:**
"Clock" – Timing right
Gender Analysis – who does what and do we need to adjust training audience? (By operation, etc)
Training Venue

❒ **Monitoring Training"**
Have we modified our training to "Engender?"
Numbers by sex and monitor change
Specific female audience emphasis

❒ **Redo Gender Analysis Matrix to determine "impact"**

In addition, after Workshop I, the APEP Group was able to visualize the kind of training that would be most effective within their other training programs. Consequently, participants of Workshop I and Workshop II developed a joint Action Plan. The team went further and worked with the facilitation team at the beginning of Workshop 2.

B) Integrating Gender into Food Security Project - North Uganda[1] Action Plan

Gender Capacity Building: The organizations implementing food security programs have limited gender mainstreaming capacity. In order for the proposed action plan to be effectively implemented, the organizations will begin with gender sensitization and capacity building in gender. These new capacities will help execute the action plan.

[1] Organisations comprised of World Vision, CRS/CARITAS, Save the Children (US, Hunger Alert, FADEP-EU, Community Enterprises Development Organization (CEDO)

Gender Issue	Objective	Activity	Time Frame	Resources	Resource People
Men's low level of participation	Enhance men's participation in farming activities	• Gender sensitization • Training on Group Formation • Affirmative action (60% men in groups)	March-April	• Funds • Human Resource • Video tape	• Technical staff • Project committee
Women's low level of access and control over benefits	Increase women's level of access to and control over benefits	• Collect data to establish levels of access to and control over benefits • Gender sensitization • Training on equal opportunity to access and control over benefits	April-May	• Funds • Human Resource	• Technical staff • Project committee
Low level of women's participation in decision-making	Enhance women's participation in decision-making	• Collect data on current levels of women's participation in decision-making • Analyze data • Gender sensitization	Feb-March	• Funds • Human Resource	Technical staff
Women's heavy workloads (long hours of work)	To promote equitable sharing of work at household level	• Collect data using Daily and Seasonal Calendars • Analyze • Gender sensitization	Feb-March	• Funds • Human Resource	Technical staff

C) Crop-Specific Action Plan - Vanilla - Workshop 3: February13-14, 2006

Gender Issue	Strategies	When	Resources	Person responsible
Women's limited control over land	Encourage flexibility over land	During other technical trainings	• Training materials • Transport • Incentives	VANEX field staff
Women's and children's limited access to knowledge and skills	• Encourage men to attend meetings with their wives and children • Plan trainings at a time convenient to all	During other technical trainings	• Training materials • Transport • Incentives	VANEX field staff
Men's domination over marketing of vanilla	Involving all family members in the marketing process	During other technical trainings	• Training materials • Transport • Incentives	VANEX field staff
Lack of involvement of women and children in	Involve men, women and mature children	During other technical trainings	• Training materials • Transport • Incentives	VANEX field staff

planning agricultural work				

D) Sunflower-Mukwano Agri-Project Action Plan

Gender Issues	Strategies	When	Resources	Person Responsible
Women work for long hours compared to men	Sensitize both men and women on gender	Feb-March	Skilled trainers Stationery Venue	Gender team
Men control most of the productive resources-women have limited control	Create gender awareness, particularly to men and the community	June-July	Radio talk shows Community meetings	Gender team, CBOs and project staff
Men benefit more than other family members	Gender sensitization with a view to changing the culture that is unfair to women	July-Dec	Radio talk shows Community meetings	Gender team, CBOs, Project staff and local leaders

6. LESSONS LEARNED & FACILITATORS' REFLECTIONS AND RECOMMENDATIONS

6.1 On the Training Process: The Team would like to emphasize the need for prior discussion and agreement between the group in charge at the Headquarters in Kampala and the training team. This way, the expectations of both groups would be met, thus allowing workshops to run smoothly to avoid incidences such as:

a) Unclear and very broad scope of work. For example, there was no mention of a training manual until the first face-to-face meeting of the facilitators and the Kampala organizing team (Thursday February 2nd 2006). Production of a training manual is a process which requires a lot of time and pre-tests, as well as consultation with potential users. Facilitators were expected to have this manual ready for handout at the first workshop on February 6th 2006. Even at the second stage, the actual parameters were not clear, until the conclusion of the first workshop (Wednesday February 8th 2006). This again left little time for the facilitators to attend to this task as they had to prepare for the 2nd and 3rd Workshops (February 9-10th and 13-14th 2006).

b) Prior clear agreement on the content of each workshop to avoid the occurrences of workshop I, where some members of staff suddenly took over the session, as the facilitators were in the process of giving instructions. This event was noted by the participants, which also gave the impression of lack of preparation on the part of facilitators.[2] We believe there are other ways of intervening (e.g. discussion and feedback during break time since the actual programme had been agreed the day before, including going through details of what type of exercises would be undertaken).

[2] Similar confusing interventions were experienced during the session on Project Cycle Management – facilitators asked to apply the USAID version instead of the conventional type. It was not even clear, from participants' contribution, that this was a well-know and agreed version.

c) A Training Needs Assessment (TNA) to establish the knowledge level of the participants is essential, and particularly in cases where the training duration is extremely short (two days). This had actually been suggested by the facilitating team. Some participants, especially in workshop I, felt that some aspects on which they had prior exposure could have been skipped while workshop 2 participants indicated that they would have wished to go through The PMC.

d) Number of participants in workshops. These workshops were rather too large for effective management (32-40 participants), particularly because time was tight. Groups of 20-25 are recommended. It is therefore recommended that, where possible, such training takes on smaller groups.

6.2 Duration of the Workshop: More time is required for such training. Participants needed more time to carry out practical exercises. As trainers, they need to have real hands-on practice since they have to train others on such skills.

6.3 Language of Instruction: Although the majority of the participants were very fluent in the English language, one or two participants (in workshop 3), could not express themselves well. A TNA suggested would have revealed such constraints and found ways of handling them.

7. GENERAL RECOMMENDATIONS ON FOLLOW UP

- In order to develop and sustain implementation momentum, it is recommended that USAID and other partners establish a forum that will help bring practitioners together, at least once a year, to share experiences and motivate each other.
- Participants raised facilitation issues: Is there a way for USAID/APEP to assist in the provision of training materials and related expenses as the Action Plans were not budgeted for?
- Participants recommended that consideration be given to the idea of "decentralizing" this kind of training – within regions or projects so as to reach bigger numbers of trainers who in turn can pass on the knowledge to lower levels.
- It is recommended that, in future trainings, facilitators should not be expected to undertake the administration of the workshop when they are fully engaged as facilitators, to avoid interaction and possible lack of coherence through interruptions[3].

8. ACKNOWLEDGEMENT

The facilitators would like to thank DevTech Systems Inc. for the confidence placed in selecting them to undertake this training. In particular, we wish to thank Nancy Taggart for her capacity to organize from afar and for the support provided to the team before and during the workshop period. Appreciation is extended to the USAID/APEP staff in Kampala, Uganda, for their support and effort to ensure expected results. These include Ms Gaudensia Kenyangi, Ms. Kim Burns and Ms Anne Milligan, who were directly in charge of the workshops. Special appreciation goes to Adeline Muheebwa who oversaw all administrative tasks. We benefited from her very organized and systematic work habits.

[3] The facilitator was required to handle all key financial transactions, including payments and this is not easily accomplished along with workshop facilitation.

Scope of Work
Uganda APEP Gender Workshop

Toward Creating Gender Awareness within Uganda's Agricultural Households

Background

The Uganda Agricultural Productivity Enhancement Program (APEP) aims to expand rural economic opportunities in the agricultural sector by increasing food and cash crop productivity and marketing. APEP focuses on creating economies of scale that catalyze transformation of agriculture from low input/low output, subsistence farming to commercially competitive agriculture. To achieve results, APEP addresses the underlying causes of low agricultural productivity, by identifying and providing support to selected commodity systems, where productivity gains will lead to significant impacts on the economy and affect a significant segment of the rural population. Within targeted commodities/sectors, APEP interventions address production-to-market transactions and linkages; improvements in input distribution systems, and technology demonstration and transfer. APEP works with Producer Organizations (POs) to improve farmer group management systems and revenue streams. Emphasis is also given to creating competitive agricultural and other off-farm rural enterprises.

Uganda Context

Differences in gender roles and capacities constitute a major obstacle to development and poverty reduction in Uganda. Women's significant roles in economic production, particularly in agriculture, and their pivotal position in household management and welfare (food preparation, health and hygiene, child care and education) are central to Uganda's economic development and social survival. The different structural roles of men and women in the economy, most notably in agriculture and the informal sector, are coupled with their equally different – and unbalanced – roles in the household economy, where the boundary between economic and household activity is less established. The extent to which existing gender inequalities in Uganda are likely to impact economic growth focuses on five factors: education, agricultural employment, access to credit, high fertility, and imbalances in the gender division of labor.

The control of production resources and land ownership, embedded in the patriarchal norms and values of Ugandan culture, assigns men more power over household resource allocation. Research shows that targeting poverty begins with giving women economic opportunities that have multiplier effects on the welfare of their immediate and extended families. APEP is trying to address gender imbalance in Uganda by empowering women through agriculture extension training, particularly within selected commodities. Given that gender roles can change through economic development, APEP's strategy is that an increase in knowledge and sector participation will equate to income generation and a more defined voice in household decisions. Through our Producer Organization approach and involvement with women producer organization groups, women have the opportunity to increase their access to credit, inputs, extension, and market information.

Definitions

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and changes over time.

Gender Equity is the process of being fair to women and men. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. Gender equity strategies are used eventually to gain gender equality. Equity is the means; equality is the result.

Gender Equality permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources and of the benefits from development results.

Gender Integration means taking into account both the differences and the inequalities between women and men in program planning, implementation and evaluation. The roles of women and men and their relative power affect who does what in carrying out an activity and who benefits.

USAID Context: Gender Analysis Framework

Building on the USAID requirement that a gender analysis be conducted as part of the strategy planning process (ADS 201.3.8.4), USAID has developed a framework for analyzing gender through six domains:

1. ***Access.*** Access refers to being able to use resources necssary to be a fully active and productive particpant (socially, eonomically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits.

2. ***Knowledge, Beliefs, and Perceptions.*** This domain refers to the culturally-mediated gender ideologies that shape beliefs about the qualities and life goals or aspirations appropriate to different gender categories. It involves understanding how people interpret aspects of their lives differently according to gender categories. Men and women may have access to different types of knowledge, have diverse beliefs, perceive situations differently, and conform to gender-specific norms.

3. ***Practices and Participation.*** This domain refers to peoples' behaviors and actions in life and how this varies by gender. It encompasses not only current patterns of action, but also the way that people engage in development activities. It includes attending meetings, training courses, accepting or seeking out services, and other activities.

4. ***Space and Time.*** Gender often structures both the availability and allocation of time as well as the space in which time is spent. This domain includes recognizing gender differences in the division of both productive and reproductive labor, identifying how time is spent and committed during the day, week, month, or year, and in diffent seasons, and determining how people contribute to the maintenance of the family, community, and society. The object here is to determine how people in different gender categories spend their time and what implications their time commitments have for their respective availability for program activities.

5. ***Legal Rights and Status.*** Analysis of this domain involves assessing how people in different gender categories are regarded and treated by both the customary and formal legal codes and judicial systems. It encompasses access to legal documentation such as identification cards, voter registration, and property titles as well as rights to inhertiance and employment.

6. ***Power.*** This sphere of social life pertains to the ability of people to decide, to influence, to control, and to enforce. It refers to the capacity to make decisions freely and to exercise

power over one's body and within an individual's household, community, and municipalitye. This includes the capacity of adults to decide about the use of household and individual economic resources, income, and choice of employment. It also encompasses the right to engage in collective action, including the detemination of rights to and control over community and municipal resources.

Objective

The essential role of women in the Ugandan farming economy is evident and the need for increased awareness among all farmers - men and women - is necessary to further gender equity in the agricultural sector. To increase gender awareness among APEP's lead farmers, site coordinators, and producer organization trainers, APEP will conduct three 2-day workshops entitled; *Creating gender awareness within Uganda's agricultural households*. Three workshops will be conducted in Kampala for approximately 35 participants in each. The participants for the 3 workshops will be trained in the following groups:

- Workshop 1: APEP technical advisors and USAID staff and partner NGOs
- Workshop 2: APEP Producer Organization Trainers (POTs)
- Workshop 3: Commodity lead farmers and site coordinators

The workshops will introduce participants to the constructed, yet persistent, role of gender norms in society and how these norms can act against women's and men's best interests and undermine efficiency, dignity, and security in the household. The goal of these workshops will be to create awareness in order to initiate a learning process. Our hope is that raising the consciousness of gender inequality will increase the likelihood of changes favoring gender equity.

Methodology

Day one of each of the three trainings will involve an interactive seminar designed to introduce participants to central tenants of gender equity and gender relations as they pertain to the household economy. Day two will examine the role of gender within agriculture and discuss gender from both an equity and efficiency standpoint. Two resources for the facilitators to draw from in developing the training are DevTech Systems gender training modules and Chemonics' handbook, *Local Action, Global Change.*[4]

The training will require the combined expertise of an international facilitator and a local facilitator to deliver the training. Illustrative facilitator tasks may include:

Plan the workshop: The facilitators will attend initial workshop planning meetings with relevant USAID and APEP staff to determine the needs of the project. The meetings will result in: (a) a workshop agenda; (b) assignment of tasks for planning and implementing the workshop; (c) key points and methods to include in the training curriculum.

Develop training curriculum and materials: The facilitators will develop a training curriculum and materials for use in and distribution during the workshop. A list of materials as they relate to the curriculum will be submitted to the APEP SAF Manager and USAID CTO, along with drafts of the package of materials.

[4] The Chemonics handbook combines information on principle topics such as decision making in the household and women in the informal sector with exercises to teach basic gender and women's rights concepts to a basic audience.

***Lead the workshop sessions**:* The facilitators will lead the training sessions that will increase participants' awareness of gender relations and build participants' skills in using gender analysis and other gender tools.

Report workshop proceedings: The facilitators will compile a report on the information presented in the workshop, lessons learned, and necessary follow-up actions.

Performance Period

The overall period of performance is January 15 – February 28, 2006, with the workshops to be conducted during February 6-14. The activity requires an international consultant and a local professional gender specialist. The anticipated level of effort for the international consultant is estimated to be a maximum of 22 working days to include:

- 5 days preparation
- 2 days for travel
- 12 days for in-country work (based on a 6-day work week)
- 3 days for writing/finalizing training report

The local professional gender specialist would be hired for a maximum of 15 working days.

Gender Mainstreaming: Examples of Questions to Ask about a Project's Contribution towards Women in Development.

The following questions are part of a paper by Sara Hlupekile Longwe of Zambia: They were developed during the period of Women in Development Model. Inclusion of men reflects the GAD approach (men in parentheses where they had been left out)

1. **Questions on Problem Identification**
   a) Did the needs assessment look into special or different problems and needs of the women (and men) in the community?
   b) For the problems selected for project intervention, how does this problem affect women and men differently?
   c) Were the women (and men) involved in conducting needs assessment, and were the women of the community asked for their opinion on their problems and needs?
   d) Has there been an assessment of women's (and men's) positions in terms of possible problems as their heavier work burden relative lack of access to resources and opportunities or lack of participation in the development process?

2. **Questions on Project Strategy**
   a) Is the project intervention aimed at target group of both women and men?
   b) Have the women (and men) in the affected community and target group been consulted on the most appropriate ways of overcoming the problem?
   c) Is the chosen intervention strategy likely to overlook women (or men) in target group, for instance, because of their heavier burden of work and more domestic location?
   d) Is the strategy concerned merely with delivering benefits to women (and men), or does it also involve their increased participation and empowerment, so they will be in a better position to overcome problem situations?

3. **Questions on Project Objectives**
   a) Do the project objectives make clear that the project benefits are intended equally for women as for men?
   b) In what ways, specifically, will the project lead to women's increased empowerment? E.g. increased access to credit? Increased participation in decision-making at the level of family and community? Increased control of income resulting from their own labor?
   c) Do any of the objectives challenge the existing or traditional sexual division of labor, tasks, opportunities, and responsibilities?
   d) Are there specific ways proposed for encouraging and enabling women to participate in the project despite their traditionally more domestic location and subordinate position within the community?

4. **Questions on Project Management**
   a) Is there a clear guided policy for management on the integration of women (and men) in the development process?
   b) Are women (and men) of the affected community represented equally on the management committee?
   c) Is there a need for management training on gender awareness and gender analysis?
   d) Has the management been provided with the human resources and expertise necessary to manage and monitor the women's (and men's) development components within the project?

5. Questions on Project Implementation

a) Do implementation methods make sufficient use of existing women's (and men's) organizations and networks such as women's (and men's) clubs, church organizations and political party organizations?
b) Are women (and men) included in the implementation team?
c) Are women (and men) the target group involved in project implementation?
d) Are there methods for monitoring the progress in reaching women (and men)? For instance, by monitoring their increased income, increased participation in the project management and implementation, and increased influence over decision-making process.

6. Questions on Project Outcome

a) Do women receive a fair share, relative to men, of the benefits arising from the project?
b) Does the project redress a previous unequal sharing of benefits?
c) Does the project give women (and men) increased control over material resources, better access to credit and other opportunities, and more control over the benefits resulting from their productive efforts?
d) What are the (likely) long-term effects in terms of women's increased ability to take charge of their own lives, understand their situations and the difficulties they face and to take collective action to solve problems?

Examples of Action Plans

a) CRS-DAP Action Plan: Integrating Gender in DAP Farmer Training

Case Cassava

Gender Constraint	Activity	Timing
Limited access to land by women	Land lobbying meetings, scheduled for Feb-August	February – August 2006
Women's participation in Cassava Production Integration Training	Farmer group training	March-June 2006
Domination of men in cassava production	Farmer group training on economy and garden	March-June 2006
Few women in TAC and Lead Farmers	Group dynamics training with emphasis on gender	March-June 2006

The Coffee Group

Gender Issue	Strategies	When	Resources	Person responsible
Labor: • Unfavorable technologies, women responsible for reproductive and productive work	• Encourage more sharing of work • Promote easily adoptable technologies	Integrated with other trainings	• Training materials • Transport • Incentives	VANEX field staff
Land • Women do not control over land • Women have no access to capital • Women have no right to own family property	• Promoting equal right of ownership over productive resources	Integrated with other trainings	• Training materials • Transport • Incentives	VANEX field staff
• Men's domination over marketing of vanilla	• Hold consultative meetings on benefits and how to best utilize it	Integrated with other trainings	• Training materials • Transport • Incentives	VANEX field staff

Upland Rice Group

Gender Issue	Strategies	When	Resources	Person responsible
Women's heavy workloads	• Introduction of herbicides • Gender sensitization	20/March 2006	Trainers	Trainers Stationery (APEP)
Men's control over land	• Gender sensitization • Addressing cultural behaviour	20/March 2006	Trainers	Trainers Stationery (APEP)
Women's limited involvement in marketing and benefits	• Gender sensitization • Hold planning meetings to share	20/March 2006	Trainers	Trainers Stationery (APEP)

	market information			

Cotton Group

Gender issues	Strategies	When	Resources	Contact person	Monitoring mechanisms
Women not involved in planning and decision-making	Gender sensitization Group pressure	March-April 06	Teaching aids Stationery Allowances Facilitation Refreshments	Area Coordinator Zonal coordinators LC 3 NGOs Farmer groups	Household surveys Reports Group records
Women not trained on use of ox technology for land preparation	Training and gender sensitization	March-April 06	Teaching aids Oxen plough Oxen Allowances Refreshments	Site Coordinator Farmer group NGO	As above
Women not involved in pest control	Training in: -scouting use of ULU and herbicides Use of Demos	April-June 06	Peg board Chemicals ULU pump Protective gear Pest charts Refreshments	S/Coordinator A/Coordinator Lead farmers Farmer groups	Field day reports Household survey/visits
Uncontrolled use of children in cotton picking-education compromised	Gender sensitization Training group members	August-Oct 06	Teaching aids Refreshments for farmers	LC 5 S/Coordinator Schools and churches Farmer groups NGOs	Household visits
Men exclusively market cotton	Gender sensitization Training Group pressure	August-Oct 06	Facilitation Refreshments		Household visits/survey
Money mainly controlled by men	Gender sensitization Training Group pressure	Sept-Dec 06	Facilitation Refreshments	Farmer groups S/coordinator NGOs	As above

Training Program Itineraries

Day 1: Monday February 6

0800-8.30 hrs Registration

Time	Activity
8.30-9.45 hrs	**Session1: Climate Setting** ❑ Welcome ❑ Paired introductions ❑ Participant expectations ❑ Workshop objectives ❑ Workshop ground rules ❑ Review of workshop program
9.45-10.30	**Session 2: Introduction to Gender** ❑ Defining Gender
10.30-10.45	**COFFEE BREAK**
10.45-11.45	**Session 2: Introduction to Gender** ❑ Gender and socialization-childhood messages ❑ Evolution of gender-from Women in Development to Gender and Development
11.45-13:00	**Session 3: Gender Analysis** ☐ Defining an Agricultural Household ☐ Gender factors (constraints) in household economy
13.00-13:45	**LUNCH**
13:45-15:30	**Session 3:Gender Analysis** ☐ Gender factors (constraints) in household economy ☐ Implications of factors on productivity
15:30:15:45	**COFFEE BREAK**
15:45-16:45	**Session 3: Gender Analysis** ☐ Introducing Tools of Gender Analysis
16:45-17:00	❑ Day's Evaluation ❑ Close

Day 2: Tuesday February 7, 2006

Time	Activity
8.30-8.45 hrs	☐ Review of Day One
8.45-9:45	**Session 1: Gender Analysis** ☐ Group Exercise-Applying the tools
9.45-10.00	**Session 2: The ADS**
10:00-10:30	**Session 3: Integrating Gender into programs:** ☐ Project Cycle Management
10.30-10.45	**COFFEE BREAK**
10.45-13:00	**Session 4: Integrating Gender into Training**

13.00-13:45	**LUNCH BREAK**
13:45-16:30	**Session 4 (cont): Integrating Gender into Training**
16:30-17:00	**Session 6: Wrap up** □ Final evaluation □ Certificates □ Departure

Training: February 9-10, 2006

Day 1: Thursday February 9

0800-8.30 hrs Registration

Time	Activity
8.30-9.45 hrs	**Session 1: Climate Setting** ❑ Welcome ❑ Paired introductions ❑ Participant expectations ❑ Workshop objectives ❑ Workshop Ground Rules ❑ Review of workshop program
9.45-10.30	**Session 2: Understanding household agricultural operations from a gender perspective** ❑ Why agriculture? ❑ Roles of household members in agricultural activities ❑ Facilitated analysis/synthesis of roles
10.30-10.45	**COFFEE BREAK**
10.45-12:00	**Session 2 (cont'd):** ❑ Mapping household relationships ❑ Presentation and discussion of group work ❑ Facilitated analysis/synthesis of roles
12:00-13:00	**Session 3: Gender Concepts** ❑ Gender and Sex ❑ Socialization
13.00-13:45	**LUNCH**
13:45-14:30	**Session 4: Un-packaging gender roles** ❑ Types of work within agricultural households ❑ Division of work in the household ❑ Facilitated analysis/synthesis of roles
14:30-15:30	**Session 5: Gender Analysis** ❑ Gender analysis concept ❑ Components of Gender Analysis ❑ Division of labor-Tools: Daily and Crops Calendars
15:30-15:45	**COFFEE BREAK**
15:45-16:45	**Session 5: Gender Analysis (cont'd)** Group work ❑ Presentations ❑ Facilitated analysis/synthesis of roles
16:45-17:00	❑ Day's Evaluation

	❑ Close

Day 2: Friday February10

Time	Activity
8.30 - 8.45 hrs	**Session 1: Review of Day One**
8.45 - 10:30	**Session 2: Additional Tools of Gender Analysis** ❑ Harvard Framework ❑ Gender Analysis Matrix-Exercises) ❑ SWOT Analysis
10.30 -10.45	**COFFEE BREAK**
10:45 - 13:00	**Session 2 cont'd** ❑ Group work and presentations
13:00-13:45	**LUNCH BREAK**
13:45 - 15:30	**Session 3: Integrating Gender into Training** ❑ Concepts ❑ Models of integration/mainstreaming ❑ Action Planning
15:30 - 15:45	**COFFEE BREAK**
15:45 - 16:30	**Session 3 cont'd** ❑ Presentations
16:30 - 17:00	**Wrap-up:** ❑ Final workshop evaluation ❑ Award of certificates ❑ Closing

Training: February13-14, 2006

Day 1: Monday February13

0800-8.30 hrs Registration

Time	Activity
8.30- 9.45 hrs	**Session 1: Climate Setting** ❑ Welcome ❑ Paired introductions ❑ Participant expectations ❑ Workshop objectives ❑ Workshop Ground Rules ❑ Review of workshop program
9.45 - 10.30	**Session 2: Understanding household agricultural operations from a gender perspective** ❑ Why agriculture? ❑ Roles of household members in agricultural activities ❑ Facilitated analysis/synthesis of roles
10.30 -10.45	**COFFEE BREAK**

10.45 - 12:00	**Session 2 (cont'd):** ❑ Mapping household relationships ❑ Presentation and discussion of group work ❑ Facilitated analysis/synthesis of roles
12:00 - 13:00	**Session 3: Gender Concepts** ❑ Gender and Sex ❑ Socialization
13:00 – 13:45	**LUNCH**
13:45 – 14:30	**Session 4: Un-packaging gender roles** ❑ Types of work within agricultural households ❑ Division of work in the household ❑ Facilitated analysis/synthesis of roles
14:30 – 15:30	**Session 5: Gender Analysis** ❑ Gender analysis concept ❑ Components of Gender Analysis ❑ Division of labor-Tools: Daily and Crops Calendars
15:30 – 15:45	**COFFEE BREAK**
15:45 – 16:45	**Session 5: Gender Analysis (cont'd)** **Group work** ❑ Presentations ❑ Facilitated analysis/synthesis of roles
16:45 – 17:00	❑ Day's Evaluation ❑ Close

Day 2: Friday February 14

Time	Activity
8.30 - 8.45 hrs	**Session 1: Review of Day One**
8.45 - 10:30	**Session 2: Additional Tools of Gender Analysis:** ❑ Harvard Framework ❑ Gender Analysis Matrix-Exercises) ❑ SWOT Analysis
10.30 -10.45	**COFFEE BREAK**
10:45 – 13:00	**Session 2 cont'd** ❑ Group work and presentations
13:00 – 13:45	**LUNCH BREAK**
13:45 – 15:30	**Session 3: Integrating Gender into Training** ❑ Concepts ❑ Models of integration/mainstreaming ❑ Action Planning
15:30 – 15:45	**COFFEE BREAK**
15:45 – 16:30	**Session 3 cont'd** ❑ Presentations
16:30 – 17:00	**Wrap-up:** ❑ Final workshop evaluation ❑ Award of certificates ❑ Closing

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