

## Annex 5: Training Design and Materials on ANHDO Gender Component

**A. Training Outline:** One day training on Gender Issues in ANHDO Technical Programming.  
May 29, 2016

**Introduction:** Prayer. Introduction. Describe the two days of training but focus on the schedule and outcomes for Day One. Prize for the best small group presentation at the end of day 1. Put cell phones on vibrate and step away if you need to take a call or answer a text.

9:30 – noon : 2.5 hour Introduction (draft); Terms (Power Point and Flip Charts); Tea Break;  
Brainstorming on why gender is important in ANHDO programs; How can we do it?  
Introduce and show gender analysis tools. Lunch break

1:30 – 3:30 : 2 hours - small groups, develop and share degenderized value chain and problem tree, stop at 3:00 to review and do assessments/inputs. Actually stopped at 4:30 because the groups were very active and engaged in both the process and the group presentations.

### Outcomes

1. Increase Gender Awareness
2. Share results of literature review
3. Share programming cycle
4. Practice tools to get information for programming cycle
5. Identify future training needs
6. Generate understand of why need to conduct Gender disaggregation data for each Value Chain.

### Power Point Presentation (printed)

#### Handouts

- a. Reasons for Gender in programming
- b. Disaggregation of Gender in VC Survey Tool
- c. Worksheet 1: Gender Analysis Framework
- d. Worksheet 2: Constraints & Opportunities
- e. Problem Tree

#### Design:

1. Start with Power point and review the day and second day – Equity vs equality
2. Basketball exercise and then Gender Terminology
3. Brainstorm on why this is important – then use economic reasons and national development handout
4. Finish Power point
5. Do Worksheets and Problem Tree
6. Introduce Gender programming cycle and tools

7. Explain the afternoon activities
8. Start afternoon with Gender and Value Chains handout – read it together.
9. Each small group should develop a Gender Map for a different crop.
10. Then a Problem tree for identified weaknesses in the Map
11. Present findings to large group and then Large Group will brainstorm on activities and outcomes for the Gender program.
12. Review teaching styles used and Group will vote for the best presentation and team gets a prize

**Teaching Tools:** Visuals, Activity, Terms, Brainstorming, Power Point, Worksheets, Small Group Work, Individual work, Reading, Team presentations, Prizes.

**Terms:** Terms were explained and then shown on a flip chart in both English and Dari. Flip charts were left in the office for any future need or use.

**Gender:** "Gender" refers not to male and female, but to masculine and feminine - that is, to qualities or characteristics that society ascribes to each sex. People are born female or male, but learn to be women and men. Perceptions of gender are deeply rooted, vary widely both within and between cultures, and change over time. But in all cultures, gender determines power and resources for females and males.

**Gender roles** are those behaviors, tasks and responsibilities that a society considers appropriate for men, women, boys and girls. In some rural societies, commercial agricultural production is mainly a male responsibility. Men usually prepare land, irrigate crops, and harvest and transport produce to market. They own and trade large animals such as cattle, and are responsible for cutting, hauling and selling timber from forests.

Women and girls play an important, largely unpaid, role in generating family income, by providing labor for planting, weeding, harvesting and threshing crops, and processing produce for sale. Usually they are responsible for taking care of smaller animals. In most societies rural women have also the primary responsibility for maintaining the household. They raise children, grow and prepare food, manage poultry, and collect fuel wood and water.

**Gender relations** are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. Although women make substantial contributions to agricultural production and household well-being, men largely control the sale of crops and animals and use of the income. The failure to value their work limits women's bargaining power in economic transactions, the allocation of household resources, and wider community decision-making.

**Gender discrimination** is any exclusion or restriction made on the basis of gender roles and relations that prevents a person from enjoying full human rights.

Rural women suffer systematic discrimination in the access to resources needed for agricultural production and socio-economic development. Credit, extension, input and seed supply services usually address the needs of male household heads. Rural women are rarely consulted in development projects that may increase men's production and income, but add to their own workloads. When work burdens increase, girls are removed from school more often than boys, to help with farming and household tasks.

**Maternal Wall /Faulted for Fatherhood:** When women encounter severe bias once they have children or when fathers who do more caregiving than expected face severe bias.

For example:

- Women sometimes receive messages that mothers should stay home full time.
- Women who are mothers tend to be seen as less competent and committed than either men or women with children.
- Employers often make assumptions that mothers don't want to travel or take career-enhancing assignments—instead of simply asking a given mother whether she wants a specific opportunity.
- Mothers who are not in the office often are assumed to be with their kids—even if they are working.
- Mothers often hide the fact that they have kids in order to avoid the stereotypes triggered by motherhood.
- Men who signal that they have caregiving responsibilities often encounter pushback, reflecting the assumption that “your wife should do it.”

**Gender blind** refers to policies and programs which are designed without prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

**Gender aware** programs/policies deliberately examine and address the anticipated gender-related outcomes during both design and implementation. An important prerequisite for all gender-integrated interventions is to be gender aware.

**Gender equality** is when women and men enjoy equal rights, opportunities and entitlements in civil and political life. Gender equality is equal participation of women and men in decision-making, equal ability to exercise their human rights, equal access to and control of resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods.

**Gender equity** means fairness and impartiality in the treatment of women and men in terms of rights, benefits, obligations and opportunities. By creating social relations in which neither of the sexes suffers discrimination, gender equity aims at improving gender relations and gender roles, and achieving gender equality. The essence of equity is not identical treatment - treatment may be equal or different, but should always be considered equivalent in terms of rights, benefits, obligations and opportunities. Since male predominance in the family, public policy and institutions

- not only in rural areas, but worldwide - has long obscured women's interests and concerns, a key strategy for gender equity lies in women's empowerment.

**Gender analysis** is the study of the different roles of women and men in order to understand what they do, what resources they have, and what are their needs and priorities. Gender analysis is used to address differentiated access to and control over resources and decision-making within rural communities and households. By understanding how different members participate in and are affected by development interventions - who stands to gain and who stands to lose - gender analysis helps planners to avoid costly errors of the past and design programs and projects that are effective, efficient and equitable.

**Gender mainstreaming** is the globally recognized strategy for achieving gender equality. Gender mainstreaming is defined by the United Nations as the process of assessing the implications for women and men of any planned action in all areas and at all levels. That means making both the concerns and experiences of women and men an integral dimension of all agriculture and rural development efforts. Effective agricultural and rural development work now extends beyond "women's issues", into areas once considered "gender-neutral", such as technical sciences, research, and economic policy making. Gender mainstreaming entails sensitizing staff to gender issues in technical and administrative work, creating accountability mechanisms, and ensuring the allocation of resources equal to the challenges for each socio-economic community group.

**Discussion** of the terms focused strongly on the differences between gender equality and gender equity. Used the diagram in the power point to illustrate the difference between the two terms. Also conducted a small activity to emphasize the point (Had everyone in the room take two pieces of paper and make a ball out of each piece of paper. Then placed a small garbage bin in the middle of the room and showed how to try to make a "basket" by throwing the paper ball into the garbage bin. Several people, especially those sitting furthest away, immediately started complaining that it 'was not fair'. Since they had a further distance to throw, they could not make a 'basket'. Used this to demonstrate how even if everyone in the room has the same resources, the same information, and basically the same opportunity - it is not always 'fair' as some need more assistance to have a fair chance at success. So the focus of the training and the exercises for the day were going to focus on how to use the Project Management Cycle to make things more 'fair' for all of the farmers involved in the horticultural value chains.

Small group leaders were chosen several days in advance and given instruction on the purposes of these exercises and on how to lead the groups. Each of the small groups chose their own topic for conducting a gender analysis of a horticulture value chain project cycle. The flip charts completed by each of the small groups have been left in the office.

Summaries of the small group results are as follows:

**Group 1: Nursery Industry.**

Women are involved in Seed grading, Seed stratification, Daily observation of stratified seeds, Sowing of Seeds, Weed control, Sorting and packing of saplings. Children are also involved in sowing of seeds, weeding, packing of saplings and sapling deliveries.

Core problem related to women's involvement was identified as Lack of Knowledge. Causes are Cultural restrictions (religious beliefs, male dominated society, and home responsibilities), Security, and Illiteracy (related to poverty and little access to schools). Other constraints were listed as lack of practical instructions and restrictions on going to the fields.

Gender based opportunities are: providing of training and training centers; providing technical training to women; and awareness and motivation for going to the fields.

### **Group 2: Dry Apricot.**

Women in the Apricot sector are only involved in post-harvest practices and only about 10-15% of the work as compared to the men. Women do extract the seed stones from the fresh fruit before drying. Children are only involved minimally in some pre-harvest, post-harvest and farm protection. Constraints listed were that their families don't allow the women to do any marketing activities; that women cannot participate in labor and transportation decisions; women are not able to select apricot varieties because they lack information; women lack skills for sorting and grading apricots; women don't participate in sulfur drying because of the cost and lack of information.

Gender based opportunities are capacity building for drying methods and improvement of the skills of women as well as providing machinery for removing apricot seed stones.

The core problem related to women's involvement was identified as the producers economically problems (poverty).

Causes were listed as lack of information for women about harvesting skills, processing skills, and marketing skills.

### **Group 3: Dry Prunes**

Women in the prune value chain are involved in weed control, harvesting, peeling fruit, taking care of the product, sorting and grading. Children are also involved in weed control, harvesting, peeling fruit, and taking care of the product.

Constraints were listed as lack of control of the resources and lack of motivation of the women due to social barriers. The core problem was listed as lack of access of women to resources. Causes are illiteracy, poverty, lack of awareness, social and cultural barriers, security and remoteness of rural areas. Gender based opportunities were listed as improving women's skills, train men to know women's rights, involvement of women in the household economy and involve women more in family decisions.

### **Group 4: Raisins**

Women are involved in this value chain in cleaning of fruit, sorting and grading, packaging and labeling. Children are cleaning, washing, sorting and grading, and protecting fruit. Women do have some decision making in the cleaning, washing and sorting and grading activities. Some gender based opportunities are seen for job creation in sorting activities and that women should be made to feel more responsible so they do a better job. More need for hygiene control in cleaning.

The core problems were listed as no credit facility and lack of access to machinery (not sure how this pertains to women in the raisin value chain). Causes were listed as lack of money and lack of technical expertise.

#### **Group 5: Almond**

In this value chain, women are involved in harvesting, nut breaking, sorting, grading and packing. Children help with collecting nuts and some nut breaking.

Gender based constraints were listed as lack of modern technology for nut cracking; women don't have access to markets; and lack of machinery and knowledge for improved harvesting. Women are very involved in decisions about all activities in post-harvest activities in this value chain.

The core problem was listed as the nut cracking or breaking. Causes of this problem are lack of machinery, lack of knowledge, lack of money, lack of time and lack of hygiene resulting in low quality and low profits.

#### **Group 6: Citrus Nursery**

In this value chain, women are only involved a few activities but the group identified several areas where there could be more involvement of women. Men own the land but it was proposed that areas of land could be set aside for the women to produce saplings. Men do the seed sowing but it was proposed that women could do this better. And the same for transplanting of young saplings. Men and women are both currently involved in the marketing of saplings.

Opportunities would be capacity building training for the women and the establishment of women's groups and special land for the women's groups to use. This was proposed as a way to motivate the women to be more involved in these activities and increase sapling production in the regions.

In citrus regions, women are not responsible for family earnings and hence do not have access to resources for production. Culturally, men do not allow the women to work outside of the home.

The core problem was identified as women's lack of skills. The causes are that women are not involved much in this value chain due to security, culture, lack of knowledge and capacity building, poor economy and little motivation.

#### **Conclusions:**

Based on these results, it is fair to say that the group is now much more aware of the involvement of women in the horticulture value chains and have some skills in collecting and analyzing this information. However, these results are based only on antidotal information based on the experience of male trainers in the field. None of the ANHDO field or project staff have done any work actually collecting this information from the women or children in the communities.

The results of the small group work indicated that women were much more involved in each of the value chains than originally thought. This work should be continued to conduct a thorough gender analysis of each horticulture value chain in the field with all of the participants in the chain.

In general, each of the groups did a very good job on completing the first three handouts but did not seem to understand the problem tree analysis. More training should be provided on this topic.