



# **Gender Learning and Sharing**

## **Project End Report**

**Submitted to  
Embassy of Sweden  
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Dar es Salaam, Tanzania**

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Colophon
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<p>This report is written in the framework of the EPOPA programme, <a href="http://www.epopa.info">Hwww.epopa.info</a>. Please contact <a href="mailto:Hepopa@agroeco.nl">Hepopa@agroeco.nl</a>H for more information</p>
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## Executive summary

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The main objective of the EPOPA programme is to improve the livelihood of the rural communities; the producers. The role of women is crucial. They are engaged in many farming and thus project activities, but this involves mainly fieldwork, not necessarily decision making and participation in training, or control over the farm income. In many cases an increased income for women will be spent differently than when the extra income is earned by men.

The EPOPA Gender Project started its first phase in June 2006 with gender analyses in four export projects, two in Uganda (Ibero and Bio Uganda) and two in Tanzania (PCI and KNCU). The gender analysis conducted in Uganda gives us an impression on how roles and responsibilities are divided between men and women in the two project areas. It reconfirmed some pre-assumptions about traditional gender roles, like the fact that only few women are engaged in commercial farming and that the majority of women are more involved in food crop production for home consumption. In Ibero it was noted that when farmers are married, the man is registered. Women who are registered as farmers are all widows. In Tanzania the analysis was a general gender study of the Tanzanian situation, supplemented with the outcome of open interviews with farmers in the project areas.

EPOPA decided to extend the gender project with the aim of mainstreaming gender equity in all activities of the programme. At the start of the second phase of the project, a Gender Action plan with practical tools for including gender issues in EPOPA projects was developed. Particularly, the Focus Group Discussions gave better insight into gender issues in individual EPOPA projects and the exercise was well appreciated by farmers. There were some parallels between the different projects, but also differences depending on, for example, the cultural background, the crop, and average age of the farmers.

From the pilot study about female Field Officers we learned that it does make a difference for many women if a male or a female Field Officer approaches them. In some projects women said that they do not have a problem with a male FO, but in several other projects women mentioned that they not feel free to go to the field with a male FO or that they do not express themselves freely to a man.

In some projects there are women groups active. Women often say that they stand stronger in groups. Several women asked for support to get organised in a women group. There were no negative opinions from men or women about women groups.

A brochure on organic agriculture and gender has been developed for Field Officers. The brochure was distributed to the EPOPA exporters. It gives practical advice for a gender sensitive approach and can act as a starting point for discussions about gender issues within communities.

The Gender Project begun too late in the implementation of the EPOPA programme for the mainstreaming to be successful. However, with its focus group discussions, training of FOs and availability of brochures, the project has contributed, to the start of this process within the communities where EPOPA projects operated.

# 1 Introduction

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## 1.1 How this project came about

EPOPA Projects have offered small-scale farmers in Uganda and Tanzania an additional, premium market for their farm produce and consequently contributed to an increase of their income. The intention has always been to offer opportunities and benefits for male as well as female farmers, however a gender sensitive approach was never outlined in a structured approach. Gender issues are addressed in the project proposals quite briefly, but the importance of a gender perspective with regard to the overall objective of EPOPA was not always clearly emphasized in practice.

To understand the real impact of the projects on the livelihood of the rural communities, gender related information about the target group and a gender sensitive approach at all stages of the projects is essential. This would bring EPOPA closer to its objective; improving the livelihood of rural communities. When gender mainstreaming is accepted as being crucial in community development by all the parties involved, women empowerment as a strategic gender objective can be achieved to a certain extent.

It was seen necessary that all EPOPA staff

- Understood the difference of the impact on men and women in the projects in order to ensure that increased income also meant an improvement of livelihood.
- Had better insight of impacts on household level to avoid negative impact of EPOPA projects on women.

The idea for this project arose during the EPOPA Management Team meeting in March 2006. EPOPA decided to develop and implement a gender project with the aim of mainstreaming gender equity in all activities of the EPOPA programme.

The project was carried out in two phases:

- In Phase I of the project; external consultants conducted gender analyses in two EPOPA projects per country.
- In Phase II: the EPOPA Gender Action Plan was developed and implemented.

## 1.2 Objective

The objective of this gender project was to mainstream gender equity in all activities of the EPOPA programme, resulting in an increased adoption rate and improved sustainability of the implemented activities. Secondly, women empowerment as a strategic gender objective can be achieved to a certain extent, when gender mainstreaming is accepted by all parties involved as being crucial for an effective approach in community development activities.

### 1.3 The basics

The project would:

- Develop better insight in gender issues within the EPOPA projects
- Improve gender sensitivity among all stakeholders involved in EPOPA.
- Implement a Gender analysis framework to be used by EPOPA staff to include and measure gender issues in the projects.

## 2 Project activities and inputs

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### 2.1 Time Frame

The time frame for the first phase of the project was 1<sup>st</sup> June to 31<sup>st</sup> October 2006. The second phase of the project took place from 1<sup>st</sup> November 2006 until 31<sup>st</sup> October 2007 with an extension from 1<sup>st</sup> November 2007 until 31<sup>st</sup> August 2008. This extension was necessary because more time was needed to implement the EPOPA Gender Action Plan

### 2.2 Project Leader

The Project Leader (PL) of the project was Inge Vos, based in the Netherlands and she met the EPOPA staff in Uganda and Tanzania twice during the project period. To facilitate communication between project stakeholders and the PL, a Gender Country Coordinator was appointed in each country. In Tanzania, the Coordinator was Grace Murungi and in Uganda, Stelah Nalwanga. From February until July 2008 a Dutch intern, Fieneke de Jong from Van Hall Larenstein University in Wageningen, performed field activities within the Project.

### 2.3 Project activities

#### Gender analyses

In the first phase of the project, a gender analyses was carried out in two projects each in Uganda and Tanzania. The fieldwork was contracted out to two different consultancies.

In Uganda, a mixture of focus group discussions and one to one in-depth interviews were conducted. In Tanzania the gender analysis involved interviews. See chapter 3 for further information.

#### EPOPA staff sensitization

In September 2006, the annual EPOPA Project Leader (staff) training took place in Jinja, Uganda. The training included a two-hour session on gender issues by the EPOPA Gender Project Leader. A preliminary gender project report, dated 16<sup>th</sup> August 2006, was used as a discussion paper at the EPOPA PL training. The outcomes of the gender analyses were presented and suggestions for methodologies were discussed and further defined during group work and plenary sessions within the EPOPA team. The results were that the importance of gender was acknowledged within the team and a gender policy within EPOPA was considered necessary.

#### EPOPA Gender Action Plan

The Project Leader visited the country offices in Tanzania and Uganda in January 2007. During this visit the Project Leader introduced and confirmed the finalised

EPOPA Gender Action Plan with Gender country coordinators, Project Leaders (PLs), Assistant Project Leaders (APLs) and Country Managers (CMs). The activities mentioned from here on were identified in the action plan.

### **Gender Analysis Framework**

EPOPA staff received a guideline to integrate the gender analysis framework in their daily EPOPA work (See annex I). The idea was that this information, gathered by the (A)PLs, would be forwarded to the Gender country coordinator who then sends it to the Project Leader. Another tool that was developed to collect relevant information on gender issues from EPOPA projects is a short gender checklist (Annex II).

### **Focus Group Discussions**

In order to collect information within the gender analysis framework in an efficient way, focus group discussions were conducted with groups of men and women farmers in a project. In these sessions, information was collected on issues under (1) activity profile, (2) access and control profile and step (3) project Issues. (See annex III). In order to obtain a structured outline of the activity profile, the session started with the focus group filling in a labour calendar. Before the men and women started the discussion in their own groups, there was an opening session for men and women together about general project information, an introduction of the gender project and the focus group discussion exercise. It is important that both men and women feel involved in this exercise and that men do not consider it a "women's thing" or get suspicious and do not want to cooperate. Such Focus Group Discussions have been conducted in 7 EPOPA projects.

### **Field Officer Training**

The Field Officers (FOs) were trained on facilitation skills to enable them to conduct Focus Group discussions in a correct way and to receive reliable information from them.

The FO Gender training in Uganda and Tanzania took place in April 2007 and consisted of the following components.

- Gender in Organic Agriculture
- EPOPA Gender project and Action Plan
- Interview techniques and facilitation skills for conducting focus group discussions

### **Adapting existing EPOPA instruments**

The EPOPA baseline and impact survey formats were adapted in order to obtain gender-disaggregated data. Examples of modifications in the surveys are:

- Single or joint registration
- Land ownership: husband / wife / shared
- Crops planted per season, indicate ownership by man, woman or joint ownership.
- Farm animals: husband / wife / shared
- Other sources of income: husband / wife
- Education level: husband / wife

A guideline on gender sensitive training was developed. The EPOPA ICS format was also modified to include gender specific information.

### **Training**

EPOPA promotes that the project' Field Officers regularly organise training sessions for farmers. These training sessions are open for men and women. In order to enable equal participation from men and women and active involvement from both, a gender sensitive approach is essential. It is important that the trainer is aware of the specific gender issues within the target group of the training and that both men and women are motivated to be involved in the training.

Rural men and women are often engaged in different activities. They have different needs and possibilities. The trainer should address the needs of both men and women as far as it fits within the scope of the training.

Also differences between men and women in availability of time and means of travel have to be considered. A guideline to gender sensitive training has been developed with advice for training sessions for farmers (See Annex IV).

### **Joint registration**

In many cases the registered farmers are men. The reality is that women do a big part of the work in organic agriculture. Usually the registered farmers are invited for training; therefore mainly men are being trained. They do not always forward the information obtained. Payments are made to the registered farmer. This means that the men receive and in many cases control the income from organic farming. Women are reluctant to co-operate with inspections when they are not the registered farmer. They ask the inspector to come back when their husband is at home. This causes delays in the inspections.

The PL discussed the possibility and advantages of joint registration with exporters and FOs during the country visits. Also during FO training and focus group discussions with farmers the issue of joint registration has been discussed. In several projects joint registration was recognized as being advantageous. It is a simple and effective way of recognizing the women's role in farming. It empowers the women.

### **Pilot Study**

The idea was to conduct a pilot study in two projects per country to:

- Identify the need/benefit to increase the number of female field officers
- Collect information on the experiences with women groups and the desire to promote specifically women groups.

In practice it was difficult to realize the pilot study in two projects. Instead, information about these subjects was collected through a questionnaire and the focus group discussions. During the discussion with women from the UMS vanilla project in Uganda, women expressed their interest in forming women groups. When women express their interest in women groups, EPOPA should look into possibilities to realise this.

**2.4 Project Input**

The project expenditure was as follows:

<b>Amount in Sek</b>	<b>Budget</b>	<b>Spent</b>
Fees	255 079	237 034
Reimbursables	162 902	121 804
<b>Total</b>	<b>417 981</b>	<b>358 838</b>

## 3 Project Results Phase I

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In the first phase of the project, a gender analyses was carried out in two projects each in Uganda and Tanzania. The fieldwork was contracted out to two different consultancies. Both used different methodologies.

### 3.1 Research results Uganda

In Uganda a gender analyses was conducted within 15 days in July 2006 by two consultants from Dynamic Financial Services, Kampala in two EPOPA projects; Ibero Robusta coffee diversification in Luwero district, and BioUganda Fresh and Dried fruits in Masaka district.

The consultants carried out focus group discussions with the EPOPA staff, the executive members of the two exporting organizations and the field officers. With the individual farmers, the consultants conducted one to one in-depth interviews. The consultants also developed a quantitative questionnaire to be used with the individual farmers. Dynamic Financial Services submitted the full report about the results of this Gender Analysis, written by Damalie Kairumba and Jackie Kemigisha, to EPOPA on July 28th.

#### Farmers

##### *Farmers profile*

Most of the interviewees (79%) are household heads and 9% are spouses; 75% of the households are male headed and 25% are female headed. The women in female-headed households were divorcees (9%), widows (7%) or single (9%).

The findings also indicate that 73% of the farmers are married, 47% polygamous while 52% are in a monogamous marriage.

On average 39% of the women compared to 61% of the men are responsible in the household for growing crops for commercial production.

##### *Access and control to resources*

Generally, men have more access to all resources. Men also have more control over savings and marketing because they transport produce to the market and receive the money. Men mostly control land because they have the ownership. In most cases where women have control over land, this is because they are widowed or divorced. Some married couples co-own land by having co-owned land titles.

#### Field officers

##### *Challenges encountered in gender mainstreaming*

From the experience the Field Officers, some challenges of mainstreaming gender were observed.

- Some women still feel that they should not invest so much on the household land because the men own and control the land. The distribution of household

assets is still a challenge because women only have access to it for utilisation, but have no control. This affects the adoption rate of organic farming to some extent, because women feel that they should not invest a lot into land that does not belong to them.

- There is resistance faced from men who perceive that gender mainstreaming is impacting negatively on their freedom as they have to account for their spending which they were previously not exposed to.
- The polygamous families are finding it very difficult to cope with the gender mainstreaming as opposed to monogamous families. The wives want to ensure that income generated from their household is actually spent on their household and not the co-wife's household.
- During the training sessions one party attends and this usually results in inconsistencies and communication breakdown between the male and female farmers and with the project organization with possible consequences for the organic integrity.
- The male dominance among the registered farmers with the exporting companies is negatively affecting the effective mainstreaming of gender.
- The high illiteracy levels among the female farmers has an adverse effect on their confidence, contributing to the low and non-responsive participation in the training sessions.
- The cultural sensitivity where gender roles are socially constructed is still affecting the active participation of men and women in the different agri-business activities. This hampers the implementation of certain activities thus slowing down the adoption rate of organic farming to some extent.

## **Exporters**

### ***Ibero Uganda Ltd***

#### **Organisational profile**

The main activity is export of coffee. The other activities include training of farmers in organic farming and community development. Ibero is both organic certified and Utz certified; most of the farmers therefore have to meet both standards although not all have yet received the Utz certification.

There is no executive committee, 20% of the field officers are female and 80% male. The community selects the field officers who have to be farmers and are exemplary to the village community. Ibero takes the final decision based on how competent they are.

#### **Selection criteria of farmers**

Farmers in the project area are sensitised on the project expectations and later farmers are asked to volunteer to join, but usually only a specified number can be taken on at a time. However, more farmers are recruited in subsequent periods. The criterion does not emphasize the gender aspect. The organisation noted that only men come forward for registration as farmers and the only female farmers that register are widows.

**BioUganda Ltd****Organisational profile**

The executive committee is composed of two members, one man and one woman. BioUganda is an exporter of fresh and dried fruits and trains its farmers. It undertakes marketing internationally and supports farmers to become organically certified.

BioUganda has four male field officers. There is no particular criterion for their selection as long as they are competent.

**3.2 Research results Tanzania**

In Tanzania the gender analysis was assigned to Marie Memouna Shaba of the Afrikan Multicultural Center Ltd, Bagamoyo. Two projects were selected for it, KNCU Arabica coffee in Moshi and Premier Cashews in Mkuranga District. The exercise took place from 23<sup>rd</sup> August to 8<sup>th</sup> September 2006.

Interviews were conducted with 8 farmers (4 men, 4 women), 2 (male) Field Officers and two members of staff of the exporting organisation. The questions were open and probing on gender relations.

Afrikan Multicultural Center Ltd submitted the report on the analysis on 1<sup>st</sup> November '06 to EPOPA, written by Marie Memouna Shaba.

**Incorporation of Gender**

The study for EPOPA-Tanzania at Kerekesi-PCI (Mkuranga) (Moslem dominated) and Marangu-KNCU Moshi (Christian dominated) proves that gender roles are learned and dynamic. There is a lot of influence from customs and traditions from one social group to another, according to class, ethnicity, age and religion. Factors such as education, technology, economics; diseases like HIV/AIDS, retirement from employment or death of a spouse, and polygamy cause gender roles to change.

The two societies have their own basic organizing principles in division of labour; in both women do work that is less prestigious, less visible and more time consuming<sup>1</sup>, and they get little pay. They also have responsibilities related to their reproductive role and child bearing, maintaining the family and household. However, functions and responsibilities differ. Men's work if done by women becomes lower paid. Work traditionally done by women earns a higher pay when done by men, for example when the prices for cash crops go down women's produce like banana or cassava becomes important and men start to get involved<sup>2</sup>. At the community level men tend to have formal leadership roles, perform high-status tasks while women often do the organizing and support the men.

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<sup>1</sup> In Mkuranga women pick nuts from fruits, in Moshi women take care of the cattle, and pick coffee beans.

<sup>2</sup> During the month of Ramadan cassava and other food crops became precious and expensive and men take over the business, in Moshi men sell foodstuff (maize, bananas) to neighbouring countries.

A female cashew nut farmer says, "Very often the men's income comes in bulk at the end of the month if he is employed or after the sale of the produce. His income is for maintaining his property like a house, farm or buying a radio, bicycle and the like. But it's the woman who maintains the home with her small but regular income."

### **Observations**

#### ***Education***

Retention of girls in school till standard 7 is a problem, due to early marriages or pregnancy. In both study areas, it is a shame for the family if a girl does not have a proper marriage. In Marangu, a long time single woman or a single mother will not be buried in the family graveyard after she dies for fear that it will be a curse to the family. In Kerekesi, women are insecure without a husband, so it is normal to get married twice or thrice.

#### ***Land Tenure – two examples***

A female widowed farmer in Marangu uses her husbands' name and code number in the project. She keeps record of everything and says, "*This is my home, and it is my duty to maintain our farm. My children support me and we share what ever I get*".

Another example of a woman with a different experience: "My husband has several farms totaling about 10 acres. His other wife lives in one of them. I have bought my own farm, two acres and I have 30 cashew nut trees and I grow my own food. I am not involved in my husbands' farm in anyway; it is his business. I do not know how much he gets, but he knows what I get since he goes to the market. The house belongs to my husband and I have not planted anything permanent."

#### ***Household Structures***

One of the main problems of the expenditure pattern of most men is that they will try to marry another wife after harvest time. This problem is mentioned as second biggest problem after drinking being the first problem. In Marangu which is 90% Christian, most men have one wife but also "a secret wife" somewhere. A woman must conceive male heirs, otherwise she will not be respected. Because of education and exposure this is changing.

#### ***Gender issues in development projects***

For many years it was believed that women and girls are already integrated in development projects. In reality their involvement was on unequal terms; projects increased the demand on women without increasing access to resources or decision-making power, in effect worked against women's interests. Therefore there should be greater focus on gender issues and equity in development projects.

## 4 Project Result Phase II

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In Phase II, the EPOPA Gender Action Plan was developed and implemented. The Project Leader visited the country offices in Tanzania and Uganda in January 2007.

### *Activities during the country visits:*

- Introduction to and agreement of final action plan with Gender country coordinators, PLs, APLs and CM
- Discussion of the EPOPA Gender project with EPOPA exporting companies
- Discussion of the EPOPA Gender project with Field Officers
- Focus group discussions in two EPOPA projects with female and male farmers

### 4.1 Focus Group Discussions

This activity has been conducted first by the Project Leader in two EPOPA projects in January 2007, in UMS (Uganda) and in KNCU (Tanzania). There were quite some differences between the group discussions in these two projects. KNCU is a coffee project and coffee has been a men's crop for generations. Vanilla is a relatively new crop; during the group discussion men and women both discussed about ways how they could increase involvement of women and share responsibilities and benefits. They were very interested in the gender project and brought forward their concerns and ideas. The labour division between men and women in the vanilla of UMS was subject to discussion in both groups. Men complained that women did not want to complete their tasks in vanilla anymore and women said they refused to work in the vanilla because they did not receive an income from it. They both agreed that joint registration and sharing of benefits could solve these arguments.

In April 2007, FOs in Uganda and Tanzania were trained on Gender mainstreaming and facilitating focus group discussions. The quality of the discussion and the usefulness of the information depend much on the skill of the facilitator (see also Annex III).

The other Focus Group Discussions were conducted in 2008 under presence of the Dutch intern Fieneke de Jong. Although the Field Officers have been trained on conducting Focus Group discussions in April 2007, PLs and FOs did not organise focus group discussions before the arrival of the Gender student. During her stay in Uganda and Tanzania, the intern was able to organise 6 focus group discussions. In Uganda the focus group discussions were held in ESCO, TAMTECO, OUTSPAN and the Shea Nut Project and in Tanzania there were group discussions with farmers from the Sumbawanga project in two different regions.

#### **Tamteco Fragrant Herbs**

The major objectives of the Tamteco project are processing lemon grass for herbal teas and distillation of rosemary and second grade lemongrass for

essential oils. Production is at two levels, on the estates and at out grower level. Focus group discussions with men and women about gender issues were carried out amongst the out growers of the lemon grass. Lemon grass is mainly grown by women. Women are registered growers, but they do not own land. Men allocate some land to their wives to grow lemon grass. Women seemed to be confident during the training. They stood up during the introduction and they were sitting within the group, while in most other projects only men stand up, women stay behind and sit down.

The women said they enjoy the training sessions and make an effort to attend training. They feel welcome and they do not hesitate to ask questions. At home they share the information with their family. According to men the women do not attend many trainings because women do not have enough time and they cannot concentrate well. Women have been encouraged to attend, but according to men they do not participate actively.

Both men and women seemed to be quite content with the spending of the income. Most of the money is spent on school needs and home use articles, but women do not know how men spend their money. They assume that it might be used for beer and other women while men declare that they need to keep part of the money to defend manhood and prepare for unforeseen problems.

### **OUTSPAN Sesame**

OUTSPAN sesame project has been supported by EPOPA from 1999 to 2006. The company had originally contracted farmers to grow cotton but in the first year the cotton price decreased significantly and the project shifted its attention to sesame. Sesame grows well in this area where it is a traditional food crop.

Women as well as men do field activities, although one lady expressed that she is doing the fieldwork on her own while her husband controls the money.

Men decide what to grow and what to do. The whole family benefits from the project through school fees and medical care. Still, men take a large portion of the income.

Women asked for help to strengthen their women groups. They feel that they have more power over their money when they are organised in groups.

Bottlenecks for the sesame production according to women are shortage of water and lack of good quality seed. Men said they need oxen and ploughs for their work in the field. They also asked if the project could provide credit, organic pesticides, machetes and seeds.

The registered farmers of OUTSPAN are mainly men. Men explained that they do not want their wives to be registered because they might return to their homes or get married to another man.

When the Field Officer visits the farm he usually asks for the man. The men are also the ones who attend training. According to the men women are encouraged to participate in training but women said that they are not invited or they do not know the time and venue of training sessions.

**ESCO Cocoa and Vanilla**

EPOPA supported ESCO Ltd. during four years in organising and training farmers in Bundibudgyo district to produce certified organic cocoa and vanilla from April 2002 onwards.

Men are happy with the project because the household income has increased since the project started. They claim that the money is used to send the children to school, for construction of the house, savings and balanced diet.

According to the men, Field Officers want to register men as organic farmer because they are the decision makers.

Women were not satisfied with their role in cocoa production. They do a lot of the fieldwork, they carry the heavy sacks with cocoa to the stores, but the benefits go to the men. The women do not know what the money is spent on. It happens that their husband claims he spent the money on school fees while the child comes home from school because the fees are not paid. Although men will not admit it, women know that their husbands spend money on other wives. Women do not believe that men will allow them to get control over a piece of land and become registered farmer on this land. Men own the land and they will not give it away to their wives. Even if they would be registered, women do not expect their situation to be improved, because men will still demand the cash of the sold produce.

Very few women go to training. If they go they feel inferior during training. The attitude of men is often like: women are difficult; don't listen to them. According to men the women do not come to training because they are fearful.

Women complained to be neglected by Field Officers as soon as their husband is available, although women are doing most of the work and are therefore the most important persons to consult. ESCO currently introduced some new female Field Officers, which is a good development. Women prefer a female Field Officer but for men it does not make a difference if the FO is male or female.

**North Ugandan Shea**

The Shea Project is different from other EPOPA projects in the sense that it works with a women group (Rwot Ber). The ladies are in control of both the activities as well as the income from the shea nuts, and they are proud of it. They spend their income on the wellbeing of their household. They expressed that they would not expect men to spend the majority of the project income in favour of the household when they were in control.

According to men, they also collect shea nuts because women often do not have enough time. Men are not satisfied about their exclusion from registration, but this has not caused serious problems. When cotton will be introduced to the project, a family approach seems to be acceptable for both parties, although women still want to be in control. Women would like men to receive training on gender in order to make them more aware of the high workload of women and increase a shared responsibility for tasks.

### **Sumbawanga Peanuts**

The objective of the project was to improve the livelihood of rural communities in Sumbawanga and Laela through export of organic groundnuts. Focus Group Discussions were conducted in two regions of the project: Matai and Kisalala.

#### ***Matai***

In Matai there are both male and female registered organic farmers. Work is done together and men and women also decide together how the money is spent. The money is spent on school uniforms, household needs and farm inputs. Education is free in Tanzania.

All FO's are men in this region. FO's approach both men and women. Women sometimes find it difficult to go to the field with the male FO. They don't feel comfortable and they cannot discuss all their problems.

All land is family-owned, but men make the decision how the land is being used. Half of the participants of the focus group discussions were married in a polygamous marriage. Polygamous families divide the land. When a man marries a second wife it might be that she will get part of the land that was previously worked on by the first wife.

#### ***Kisalala***

In this area the registered organic farmers were supposed to be all women, but due to miscommunication the selection of farmers did not go as planned. In total there are 47 farmers registered, of which 10 are women.

Traditionally peanut is a women's crop. Men say that women have control over peanuts because they bring in their own seeds when they marry. Still majority of the registered organic peanut growers are men. They are also the ones selling the peanuts and receiving the money.

The women were hardly informed about the peanut project. Many women did not even know that their husbands were registered organic farmers. The men said that they do not share information about the project with their wife. All the women were growing peanuts, but they do not own the land. When the peanuts that women grow are being sold, men control the money. He will give his wife some money for food. In case men receive money for their own cash crop they will not share the money. All women in the discussion group were brewing local beer as their own source of income.

## **4.2 Gender Checklists**

Unfortunately not all checklists for the EPOPA projects were completed. The figures mentioned below are therefore only an indication. The Gender Checklists confirm that the majority (77%) of the farmers that come to EPOPA trainings are male farmers. Registered farmers are also mainly men (89%).

In the Bee Natural Products it was noticed that involvement of women has been increased. Beekeeping used to be mainly a men's activity because traditional hives are placed high up in trees and women do not climb trees. The improved

hives that were introduced by the project are placed low, which makes it possible for women to be involved in beekeeping as well.

In several checklists it was mentioned that men control the income from the cash crop. Women of the Nile Teas project indicated that they wish to be registered together with their husbands. Women of the BioFresh Fruits project prefer to have individual fields registered in their name.

In some cases the organic project means an increase in workload, which can have the consequence that women carry out tasks that used to be done by men only. For example in OUTSPAN the increase in yield meant that women had to assist in building drying racks. This means an increase of workload for women, but not necessarily an increase in income, as was learned from the focus groups discussion in OUTSPAN.

In a project like Tamteco with a crop that is new and its potential still has to be developed before it can generate a substantial income, we see that women are interested in growing the crop while for men the benefits are too low to show commitment.

## 4.3 Pilot Study

### Female field officers

The majority of the Field Officers in the EPOPA projects are male (72%). In several projects there are only male Field Officers. There is one project, the Shea Nut Project in Northern Uganda, that works with a women association, which has only female Field Officers. During the focus group discussions the farmers were asked if it makes a difference to them if the Field Officer is a man or a women.

In the KNCU coffee project, both men and women do not mind if the Field Officer is male or female, as long as she does a good job. They have a competent male Field Officer at the moment and both male and female farmers are happy with him. Before they had a female Field Officer who was not active, so the farmers were not happy with her.

Also in the UMS vanilla project, women did not have a problem with a male Field Officer.

In other projects, like the Sumbawanga Project in Tanzania, women do not feel comfortable to go to the field with a male FO. They are not used to be alone with a man who is not a close relative and they are hesitant to ask questions and discuss problems. Also female farmers in the ESCO project have a strong preference for female Field Officers. They cannot express their opinion freely to a male FO. Also, when their husband is at home the Field Officer ignores the women.

Field Officers of Tamteco and OUTSPAN confirmed that women often fear to express themselves freely when talking to a male Field Officer. The FOs confirm the importance to communicate with both spouses. This improves the relationship, the FO can assess the commitment towards the project and more information can be gathered. When both men and women receive information from the Field Officer, it increases the probability that improved practices will be

implemented. When asked if it is easier for a female Field Officer to approach female farmers, 3 out of 5 respond that it is indeed easier because women speak out more freely to women than to men. Moreover, men are not suspicious when a female Field Officer interacts with their wives. All Field Officers state that the introduction of more female Field Officers will lead to more participation of female farmers and female spouses. Not only because of the reasons mentioned above but also because it shows the farmers that women are equally important in the farm developments, and that the project also belongs to them. Female FO's act as an example for other women, they encourage women to work together in a group and girls to continue studying. Most Field Officers do not think that male farmers make a difference between a female and a male Field Officer. Only one Field Officer said that men might neglect the advice of a female FO because of a feeling of superiority over women.

### **Women Groups**

During focus group discussions and in the gender questionnaires women mentioned that they stand stronger as a group and they asked for assistance to form women groups. For example the women from UMS in Uganda were very dedicated to earn income that they can control themselves. They asked for support to get organised in a women group and start income generating activities.

In OUTSPAN there already are some existing women groups. In the gender questionnaire it was mentioned that they lack inputs but want to continue. OUTSPAN does work with these women groups. The exporter assured that the trainers will focus more on gender when starting in new regions. In Lira district they will use existing women groups as a starting point. Also the Field Officers of OUTSPAN emphasize the advantages of working with women groups.

## **4.4 Gender brochure**

A brochure about Organic Agriculture and Gender has been developed for Field Officers to increase their gender sensitivity (see Annex V). The EPOPA Projects in Uganda and Tanzania have received 50 copies each. The focus of the brochure is on Gender and Organic Agriculture within EPOPA projects, but much of the information is interesting for Field Officers, extension workers and farmers to discuss gender issues in rural communities in general.

## 5 Discussion and lessons learnt

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Women in the Tamteco project seemed quite confident and stated that they love to attend the training sessions. They are also the first ones to be approached by the Field Officer. When men and women are both around, he will discuss with both. Women do not own land themselves, but men allocate some land to the women. In many other projects this would never happen. The reason why the men were supporting women in this project was discussed with the women. They stated that since lemon grass is an annual crop, men could easily get their land back whenever they wish. Furthermore, lemon grass is not making big money, so men are not that interested in it. Women expect that men will claim the land back when they could make good money with the lemon grass. In projects with low value crops or food crops, the issue of men taking over when it becomes an attractive cash crop should be prevented by including rules regarding ownership during project design.

Women of the Outspan project were not registered nor actively approached to be involved in training, meetings or extension services in the field. Their limited control over project activities is remarkable since sesame is traditionally a food crop and controlled by women. However, it is now a major cash crop in the area, and it is replacing cotton to a large extent. The gender aspect of replacing cotton as the export cash crop by sesame was not considered sufficiently from the start. As women are traditionally involved in sesame growing as a food crop their position and knowledge should have been acknowledged and their involvement and control over activities and output should have been encouraged.

Women of the ESCO Project were not satisfied about the project. They are doing most of the work but the men receive the income from the cash crop. The women would prefer to have female field officers. When they are with only female participants in a meeting they can express their concerns. As example they mentioned the focus group discussion of the Gender Project. Women expressed that they would like to have more gender training for both men and women. They expect that it will raise awareness and can help them improving their position.

In Kisalala (Sumbawanga project) women were not involved in the project, although groundnut is traditionally a women's crop. Many women were not informed about the project. During registration men stayed at home to sign while women went to the field. Men did not inform the women about the registration. Only men attended training and they did not share the information with their household members. At the starting phase of a project, facilitators should make sure that both men and women are aware of the project and feel welcome to participate. It is also important that traditional ownership of the export crop is known and that the implementer of the project makes sure not to disturb existing systems, thereby causing disadvantages for women.

In the Gender project it has been confirmed that in most cases men control the cash crops. Women play an important role in crop production, but in many cases they do not control the income generated from these cash crops. Even when the cash crop is traditionally a women's crop, men take over when there is an export market for it. For improvement of livelihood of rural communities it is important to consider these gender roles on income control. Women often spend the majority

of their income on food and household goods, while income from men is generally used for maintaining property and purchasing goods like a radio or bicycle and for school fees. In several projects women mentioned the problem that men spend their income on drinking and on other women.

Joint registration or registration of women is an important tool to get female farmers more involved in the organic crops. Especially in relatively new crops joint registration will be advantageous. Some crops, like coffee, have been traditionally a men's crop for generations and joint ownership by men and women together might be taboo. Relatively new crops, like vanilla, can more easily be considered a shared responsibility. Farmers and FOs from UMS considered joint registration being advantageous, for women because they would share the benefits of the crop and for men because the women would be more active in the field activities. Because women did not benefit from the vanilla they had lost interest in working in the vanilla. Another advantage of joint registration is that women will be more often approached for training and they will be more willing to co-operate with inspection, instead of telling the inspector to come back when the husband is at home. In Tamteco many of the registered farmers are women, although they do not own the land. They seemed to be very happy about the project and were confident as registered organic farmers. In Kisalala (Sumbawanga) on the other hand, very few women were registered and women were hardly informed about the project.

The option of registration of women with their own individual field must be considered and discussed with the farmers. In some projects it might be preferable for women to have their own field instead of a field that they share with their husband under joint registration. Women of BioFresh indicated that they would prefer individual fields registered in their names.

The Kisalala community clearly expressed the consequences of leaving out gender aspects during project identification. Women were not aware of the project even though groundnut is a women's crop. Many women had not been informed about the project and their husbands signed the registration forms without notifying their wives. Both spouses should be included in decision making concerning project aspects. Like a Field Officer from Tamteco stated: "In homes where both the husband and wife are equally involved, their farms are impressive because together they are looking forward for progress".

Also during training there should be more focus on women. From the focus group discussions and the gender checklists we learn that participants in the training are predominantly male. Still, women implement most field activities and should also participate in training. Not only will they use the skills they learn during training, it also increases their confidence and their feeling of "owning" the project.

In Kisalala (Sumbawanga Project) women thought training was for men only or mainly. Trainers have to make sure that there is gender balance and that women are participating actively. It is important that the trainer is aware of the specific gender issues within the target group and that both men and women are motivated to be involved in the training. Also in the ESCO project few women attended training. If they go they feel inferior during training. The attitude of men is often like: women are difficult; don't listen to them. Trainers should actively

involve women during the training and emphasise their value for the production of the crop and their contribution to the wellbeing of the community in general.

In several projects women expressed the need of sensitization on gender issues within the communities to help them improve their position. Gender training can be organised best with people who do not know each other. When people from one village participate in the same training they will not feel free to speak out without reserve.

In some projects (UMS, Outspan) women emphasised the importance of women groups. They feel they stand stronger in a group. The possibility to work with women groups should be investigated in future projects that are similar to EPOPA projects.

In many cases women had a preference for a female Field Officer while for men it does not make a difference as long as he or she does her job properly. It is important to have a good gender balance in the field staff. Not only because many women speak more freely with female field officers but also because women should have equal chances to become field officer and a good gender balance within field staff encourages gender balance at farmer level.

It is important that Field Officers are open-minded to gender issues. They should be trained to address gender issues during fieldwork and support women to improve their position within the project.

## 6 Conclusions and recommendations

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The Gender Project started long after the formulation phase of most projects in the EPOPA programme. The programme was going already for 6 years; the projects were in their implementation phase or had already ended. It proved to be very difficult for the EPOPA staff to mainstream gender at this stage of their projects. The guideline for gendered data collection, which was meant to be a gender tool for EPOPA staff was hardly used. Even the gender questionnaires about individual projects were not all completed.

During discussions with Field Officers and farmers the need for gender mainstreaming was recognized and on many occasions women asked for further training and support. Although the Field Officers were trained on conducting focus group discussions they did not take the initiative themselves to put it into practice without the support of EPOPA staff. These only took place when the Project Leader was present and during the last stage of the project when the Dutch intern was available for fieldwork.

Insight into gender issues within the EPOPA projects was obtained. It is clear that, although there are several common issues in the different EPOPA projects, the gender aspects are diverse. For example the advantages of a gender balance in field staff, joint registration, control over income and other aspects (as described in chapter 5) that should be considered in projects similar to EPOPA. The Gender Project also showed the need for a gender sensitive approach in projects at all stages. For future projects we know that gender mainstreaming should be built in from the start. Project staff needs be aware of the current situation from a gender perspective and the consequences of the project for men and women.

Communities are dynamic and always change in one direction or the other over time. For communities all over the world it is a long process to change towards more equity between men and women. The Gender Project with its focus group discussions, training of FOs and availability of brochures has contributed, even if it is only slightly and not measurable, to this process within the communities where EPOPA projects operated.

## ANNEX I - Guideline Field Work

Guideline Field Work – Gendered Data Collection

Data collection within the Gender analysis framework by (Assistant) Project Leaders during Field work

Prepared by: Inge Vos

Date: 12<sup>th</sup> April 2007

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### Background

Gender analysis focuses on understanding and documenting the differences in gender roles, activities, needs, and opportunities in a given context.

#### **The gender analysis framework that EPOPA uses has four parts:**

##### **Step 1. Activity profile**

EPOPA needs to know the tasks of men and women in the project area. Therefore, data must be gathered on women's and men's involvement in each stage of the agricultural cycle, on their shared as well as unshared tasks, and on the degree of fixity of the gender division of labour. The objective is to ensure that women are actively included in the project and are not disadvantaged by it.

##### **Step 2. Access and control profile**

The Access and Control Profile considers resources such as: land, equipment, labour, capital and credit, and education and training. It differentiates between access to a resource and control over decisions regarding its allocation and use.

##### **Step 3. Project issues**

Some questions that may need to be considered in this analysis deal with production, training, information, participation, access, institution building, etc.

##### **Step 4. Analysis of factors and trends**

This analysis considers the structural and socio-cultural factors that influence the gender patterns of activity and access and control in the project area, like demographic factors, general economic conditions, cultural and religious factors, etc.

#### **Data within the gender analysis framework will be collected using three methods:**

1. Focus group discussions with male and female farmers by Field Officers in all EPOPA projects.
2. Interviewing key informants
3. Collection of information by (Assistant) Project Leaders using the gender checklist.

#### **Use of the gender checklist**

The gender checklist is meant to be used by (A)PLs when they visit the projects. The aim of these project visits will not be to do a complete gender analysis, but the project visit will be done for other reasons. Hence we do not expect that the (A)PL will be able to answer all questions in the checklist. The idea is that the

(A)PL knows the contents of the checklist and collects information on certain parts of the checklist when there is an opportunity.

By doing this during each field visit a gender sensitive approach will be developed. With each activity, the differences in opportunities, consequences and benefits between men and women should be considered. When (A)PLs become more gender sensitive, this will be a natural approach.

Women and men are not homogenous groups. The aim of the checklist is to give a general impression of the gender issues in the project area. Some questions are phrased in such a way that they reflect the situation of married couples. The situation for female-headed households or polygamous marriages will probably be quite different.

Data collection in EPOPA projects		
Points of interest	Explanation	Questions
Project identification and planning <ul style="list-style-type: none"> <li>- Project identification and formulation</li> <li>- Planning of activities</li> <li>- Formulation of indicators and results</li> </ul>	Women may have a lot of good ideas, but generally men have a better network than women. Representatives of female stakeholders should be included in projects, starting at the identification and planning phase. Even when women have been invited to give their ideas, these ideas will not automatically be included, because of lower positions in society and/or because of weaker presentation.	Identification <ul style="list-style-type: none"> <li>- Were representatives of female stakeholders included in the project identification?</li> <li>- Were the different interests of men and women explored and discussed with both genders? How? Please describe.</li> </ul> Planning <ul style="list-style-type: none"> <li>- Have women been invited to give input?</li> <li>- Are ideas of women actually integrated in the project proposal?</li> <li>- Does the planning create barriers for women to participate? If yes, how?</li> <li>- Have indicators of expected results been discussed with both men and women?</li> </ul>
Needs assessment Gender needs Project benefits	Men and women might have different needs for which they would like the projects' support. Benefits of the project are meant to improve the households' livelihood, but it does not always benefit all household members equally.	Needs assessment <ul style="list-style-type: none"> <li>- Do women indicate specific needs?</li> <li>- Do they express ideas for women activities?</li> <li>- Project benefits</li> <li>- Do you notice differences in project benefits between men and women? Please describe.</li> </ul>
Activity Profile Productive Daily/seasonally Project/non-project Reproductive	The Activity Profile considers all categories of activities: productive, reproductive and community-related activities. It identifies how much time is spent on each activity, how often this work is done (e.g., daily or seasonally), which periods are characterized by a	Activity profile <ul style="list-style-type: none"> <li>- Please describe from your observation the activities that men and women are involved in.</li> <li>- Has there been a shift of activities since the start of the project?</li> <li>- For which activities do male and female farmers have to travel far?</li> </ul>

Data collection in EPOPA projects		
Points of interest	Explanation	Questions
Community	high demand for labour, and what extra demands the program inputs will make on women and men.	- Which means of transport do they use?
Access and Control profile Production of goods and services Reproductive and human resource maintenance activities Community work	Who has access to and control over resources? Who is involved in decision-making?	<p>Access and control profile</p> <ul style="list-style-type: none"> <li>- Which crops do men and women grow?</li> <li>- Please describe the system of land ownership for married couples.</li> <li>- What are the provisions concerning access to land for divorced women, widows and single women?</li> <li>- Is there certain equipment considered to be used by men or by women only?</li> <li>- Which inputs do men and/or women lack?</li> <li>- Are there inputs available in the households that are used only on men's or women's crops?</li> <li>- When you talk with farmers, do you talk more with male or female farmers?</li> <li>- If you talk with married female farmers, do they consider the organic export crop as their product or as their husbands' product?</li> </ul>
Project issues Organic export crop Training Gender related challenges and constraints Project activities	Project related information from a gender perspective.	<p>Questions concerning the project</p> <ul style="list-style-type: none"> <li>- Who is the owner of the organic export crop?</li> <li>- How many training sessions on organic agriculture did men and women attend?</li> <li>- Who carries out most of the work in project activities?</li> <li>- Who receives the money?</li> <li>- Do men and women mention different challenges and constraints in the project? Which ones? (Increased labour,</li> </ul>

Data collection in EPOPA projects		
Points of interest	Explanation	Questions
		lack of skills in utilisation of new technology, lack of capital, conformance to standards, others?)
Analysis of factors and trends Economy Culture Religion Institutions Household composition Women groups	Background information about general economic conditions, cultural and religious factors, education and gender participation rates, household composition and household headship, political, institutional and legal factors.	Socio-economic context of the community - Which community norms and beliefs could influence women's participation in the project's activities? - Are there laws or regulations (cultural, religious or legal) that could affect women's participation in the project or their access to its benefits? - Indicate if and where the objectives and methods of the project should be modified to improve the chances that the project will succeed and to minimize the likelihood that women will be disadvantaged as a result of it. - Are there any women groups active in the project area? If yes: what is the opinion of the female and male farmers about these women groups?
Purpose of the field visit Visit purpose from a gender perspective Any other gender related information	There might be certain issues that are not addressed in this checklist but came forward during the field visit.	Any other gender related issues - What was the purpose of this field visit? - How do you look at the purpose of this visit from a gender perspective? - Are there other gender related issues you want to describe that are not included in this checklist?

## ANNEX II - Short Gender Checklist

## Short Gender Checklist

Project:	
Project crop(s)	
Number of registered male farmers	
Number of registered female farmers	
Number of Female Headed Households	

<b>Questions</b>			
Is the organic crop a typical men's crop or women's crop?	Yes, Men's	Yes, Women's	No
Has there been a shift in crop ownership since the start of the project?	Yes	No	
Who carries out most of the work in project activities?	Men	Women	
Has there been a shift in activities between men and women since the start of the project?	Yes	No	
If yes, how?			
<b>How many</b> men and women attended training on organic farming?	M: ...	W: ...	
Do you notice differences in project benefits between men and women?	Yes	No	
Please describe:			
Do men and women indicate different needs?	Yes	No	
<b>If yes, which different needs?</b>			
Do women express ideas for separate activities for women?	Yes	No	
Please describe:			
<b>Comments / Additional relevant gender information</b>			

## ANNEX III - Focus group discussions

### *Focus group discussions*

Field Officers will conduct focus group discussions with groups of men and women farmers in the project area. The exercise will start with an introduction session together with all farmers that participate in the group discussion. This is important because it will contribute to the perception that it is an activity for the whole community. Inviting the women to come separate from the men could cause suspicion and resistance from the male part of the farming community. After the introduction men and women will sit in separate groups. In each group two Field Officers will be present: one will be the moderator and one will be the recorder of the group discussion. Experience has learnt that the presence of female facilitators and recorders are more encouraging for women to speak out freely than the presence of male facilitators.

### *Advantages*

The advantages of focus group discussions are that it gives insight into not just *what* participants think, but also *why* they think it. It can reveal consensus and diversity of participants' needs, experiences, preferences, and assumptions. Participants are able to build on each other's ideas and comments to provide an in-depth view not attainable from individual questioning. Unexpected comments and new perspectives can be explored easily.

Given the time and budget available for this gender project, focus group discussions seem to be the most appropriate method to get some insight in gender issues within a project area.

### *Disadvantages:*

- Samples are small and may not be representative.
- It can generate a large amount of qualitative data that is often difficult to analyze.
- The information collected may be more likely biased by subjective interpretation than is the case with quantitative methods. To avoid this, a decent training on facilitation skills for Field Officers is essential.
- More outspoken individuals can dominate the discussions. Viewpoints of less assertive people are often difficult to access.
- Both the quality of the discussion and the usefulness of the information depend on the skill of the moderator. The moderator's job is to both encourage discussion and to maintain focus. Too much moderator control means you hear little of the participants' own perspectives. Too little moderator control means you hear less about the topic that interests you.

### *Conditions*

The relevance of gender mainstreaming should be discussed with the farmers beforehand. Men and women should understand that it is not a women's issue, but important for the whole household, for the farming practices, for the project.

In order to have effective focus group discussions there are a few conditions to be successful:

- The time and venue of the session must be chosen with care; is the site easy accessible for the participants, do they feel comfortable at the venue, is the time suitable for all participants?
- The size of the group should allow everyone to participate, while providing enough diversity of opinion for a well-rounded perspective. The number of participants in the focus group discussions should be 10 to 12 farmers.
- Select group members who represent the target population, and who are at comparable levels. Invite people of different ages.
- The moderator should be able to work with a group to encourage full participation and interaction among members.
- An observer should record all comments made by the group and note any significant gestures or behaviours. The observer will not interfere in the discussion.
- Have a mix of general and more specific questions. If your questions are all general, you may not extract detailed responses from the participants. On the other hand, if your questions are all specifically directed, you may neglect to address and receive information on the "bigger picture". Make sure to have a variety of follow-up "probes" for each of your questions.
- Sit down in one circle so that everyone can see everyone else.
- If possible avoid that the Field Officers conduct the Focus Group Discussions with the farmers in their own working area. If there are enough Field Officers working in one project (at least eight: four moderators and four recorders), they can conduct focus group discussions in each other's areas.

### ***Interview Guide***

The purpose of the interview guide is to provide an overall direction for the discussion. It is not the equivalent of a survey instrument and is not to be followed in detail or even necessarily in order. The guide provides the moderator with topics and issues that are, to the extent possible, to be covered during the group discussion.

### ***Moderator***

The moderator's task is to make participants feel at ease and to facilitate open communication on selected topics by asking broad, questions, by probing for additional information when necessary, and by keeping the discussion appropriately focused. The moderator should generally follow the interview guide, but participants should be able to express opinions, experiences, and suggestions as long as they are relevant. As a result the discussion may not follow the interview guide in the order suggested. The moderator should avoid getting drawn into discussing issues her or himself, but control the discussion in such a way that participants feel free to express their own views, but without moving the discussion to irrelevant subjects.

### ***Recorder***

Recorders should be observing and listening well and write down everything that is said, not only summarizing the answers. The recorders should not participate in the discussions, they only listen and observe. The recorders will also write down their observations about the group process and the circumstances.

Source: <http://www2.edc.org/>

### Interview Guide for focus group discussions

Before the start of group discussion write down: name of the project, group of male or female farmers, number of participants, how many single, married in a monogamous marriage or married in a polygamous marriage.

#### Activity Profile

Use the **labour calendar** to identify how much time is spent on each activity, how often this work is done (e.g., daily or seasonally), which periods are characterized by a high demand for labour, and what extra demands the program inputs will make on women and men. The moderator explains which information is required for the labour calendar while the recorder fills in the labour calendar according to information provided by the participants.

After the labour calendar is completed, ask the participants to sit down in a circle and open the group discussion.

#### Focus Group Questions:

*The aim of the interview guide is to stimulate discussion!* The questions in italic under the main questions are probes that can be used to get more information or to get the discussion started. It might not be necessary to use these probing questions. The interview guide should be followed to avoid getting into extensive discussions about irrelevant issues, which results in insufficient time for the subjects in the interview guide. The moderator facilitates the discussion, while another person will act as observer and recorder.

#### Activity Profile

1. Where do the activities that you described take place, for which activities do you have to travel far?
2. Who travels longer distances, men or women?
3. Which means of transport do you use?

#### Access and control profile

4. Is there enough land available for your farming activities?
5. Is this your own land or family land or does it belong to your spouse? *Who decides who uses the land and which crops are grown on it?*
6. What about other inputs like equipment, labour and capital?  
*Do you lack certain specific inputs?*  
*Are these inputs used for other purposes within your household or not available at all?*  
*How do you think this can be improved?*

#### Programme cycle analysis

7. Who within your household is registered as organic farmer?  
Why this person and not others within the household?  
Are you satisfied with this situation?

8. How many training sessions on organic agriculture did you attend?  
What about others within your household?  
Do you and your household members share knowledge gained during these trainings?
9. Were women encouraged to come to the above training?  
What was the balance in the number of male and female participants? Were women encouraged to participate actively?
10. Who within the household is approached by the Field Officer to discuss project issues?  
Why not the other household members?  
Do you agree with this approach?  
Is the Field Officer a man or a woman? Would it be different if the FO were a man/woman?
11. Has the household income increased since you started organic farming?  
Who receives this extra money?  
What is it spent on?  
Are you happy with the way it is spent?
12. What other sources of income do you have?  
What is your main source of income?  
What is the households' main source of income?
13. Which problems do you face in practising organic farming?  
Increased labour, lack of skills in utilisation of new technology, lack of capital, conformance to standards, others?
14. What are the main differences for men and women concerning the EPOPA project?  
Who makes the decisions?  
Who carries out most of the work?  
Are there certain benefits that favour only one household member?

## ANNEX IV - Guidelines to gender sensitive training

Prepared by: Inge Vos

Date: July 5th 2007

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### Background

EPOPA regularly organises training sessions for its stakeholders. These training sessions are open for men and women. In order to enable both male and female participants equally to attend the training and to be actively involved, a gender sensitive approach is essential. It is important that the trainer is aware of the specific gender issues within the target group of the training and that both men and women are motivated to be involved in the training.

Rural men and women are often engaged in different activities. They have different needs and possibilities. The trainer should address the training needs of both men and women as far as it fits within the scope of the training.

Also differences between men and women in their availability of time and means of travel have to be considered.

### Organising a training

Not all suggestions mentioned below are applicable for all trainings. Some suggestions are especially relevant in training sessions for farmers.

- When organising a training session it is important that the **time** is convenient for both men and women. The training should not be organised during the busy farming seasons and also market days and other obligations must be considered.
- The **venue** should be chosen with care:
  - How long will it take the participants to reach it, does this fit within their time schedule?
  - How will they travel to the venue?
  - Is it a place where the participants will feel comfortable?
- **Training topics.** When choosing the training topics, consider in which way men and women are involved in it. In many cases men and women are involved in different ways. Which activities do they carry out, ownership, benefits, different needs?
- When **inviting** the participants, explicitly invite men and women. They are often both involved in different ways in a topic. The importance of the involvement of both men and women should be emphasised to encourage women to participate in the training, and men to support their wives to be involved.
- **Arrangements** within the training venue.

- Organise the seating in such a way that women are invited to participate actively. Avoid that they sit at the back and feel uncomfortable to speak out their views.
- When you include participatory training sessions make sure that women get an active role and encourage them to present group work during the plenary session.
  
- Gender sensitivity of the **trainers**
  - Discuss the importance of gender mainstreaming during the training in all aspects with all trainers involved. A gender sensitive approach is only possible when everybody involved is convinced of its meaning and value.
  - Specify together with all trainers how this training can be gender sensitive: which aspects in the training topics and the organisation of the training are specifically important to consider.
  
- Include gender disaggregated data in your **evaluation**
  - When you make the evaluation of the training, make a distinction between men and women in the information you gather whenever possible.
  - The number of male and female participants should be documented

## ANNEX V - Brochure



## Organic Agriculture and Gender

### Gender and EPOPA

This brochure is made within the Export Promotion of Organic Products from Africa (EPOPA) programme, funded by Sida. The aim of EPOPA is to improve the livelihood of farming families. All household members should benefit from the project in a fair way. Men and women have different roles, responsibilities and opportunities. Women are responsible for issues related to food, water and health, and they will spend a major part of increased income on these practical needs. Husband and wife have a shared interest in the improvement of the livelihood of their family. The success of the project will be best if men and women are equally involved, and share the workload and the benefits.



### At the farm

At the farm, the role of women is crucial. She is carrying out a lot of the work in the field. It is therefore important that women are present at training. In many cases conversion to organic production practise means extra work. This work is divided among the household members. In some cases hired labour is used. Because of these changing circumstances gender patterns that have been the same for a long time might change. Increase of production, introducing new production methods or new crops all will have a different impact on

men and women. Crops that were previously owned by women might become interesting for men to grow as a cash crop for the organic market.

### Shared responsibility

Shared responsibility for farm activities between men and women motivates all household members and gives the best output.

### How to achieve equity

The head of the household often owns the fields used for export crops, but the work is shared by all family members. The workload should be divided in a fair way. Often it is underestimated that women also spend a lot of time on domestic activities. A good approach to get a clear overview of workload is to make a list of all activities and the time spent on it per day, and to compare the lists with other household members. This gives a good starting point for a discussion with men and women about division of workload and responsibilities. Women and men can first discuss in separate groups and then come together to share their ideas.



When the work is done together, the income also should be shared together. Every household member can indicate how he or she would like to spend the money. Together it can be discussed what is most important. By doing this, everybody will be happy with the project and do the tasks in a proper way.

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### Gender equity

- Discuss changes at the farm and the household and make decisions together.
- Share the workload in a fair way, consider that women also have domestic tasks
- Share the benefits in a fair way
- Evaluate regularly to make sure everybody is satisfied

### Share ideas

Invite farmers who have ideas how to achieve more equal involvement of both sexes in the project to share their ideas with the Field Officer. Ask the members of a farming family about gender equity at their farm. Does everybody have the same chances and responsibilities? The Field Officer can discuss gender issues with farming families during field visits and stimulate equal involvement of men and women.



### Joint registration

Whenever possible it is preferred that both spouses of a household are registered. When both men and women are farmers of the

organic crops, they can be registered together. It does not make a difference to the certifying body who is the actual landowner; man, woman or both.

Usually the registered farmers are invited for training; when both men and women are involved in organic farming they should both participate in training.

Payments are made to the registered farmer. Joint registration makes it easier to have shared control over the income from organic farming. Furthermore, women are more confident to co-operate with inspections when they are a registered farmer.

### Why joint registration?

- When spouses are registered they feel more responsibility for the project and thus the crops.
- For the Field Officer it will be easier to work with the wife when she is also a registered farmer, also if her husband is not at home. This will make the work of a Field Officer much more effective.
- Easier to invite both husband and wife for trainings
- It avoids the situation that a farming family loses the registration in case of death of the family member who was registered.

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