

INTEGRATING GENDER IN AGRICULTURAL NGOs

WORKSHOP REPORT

KALIKUTI HOTEL LILONGWE MALAWI 16 – 20 SEPTEMBER 2002

1 INTRODUCTION

2 EXPECTATIONS AND FEARS

Expectations:

- i. Anything on gender
- ii. Share experience
- iii. Rights as a woman
- iv. Action
- v. Knowledge and skills in mainstreaming gender
- vi. Gender value
- vii. Gender concept
- viii. HIV/AIDS
- ix. Gender issues in Agricultural sector
- x. Know more about PELUM & sensitization on gender

Fears

- xi. Time may not be enough
- xii. Fear of contribution
- xiii. Late comers
- xiv. Stories
- xv. Women mostly – why?
- xvi. Can then gender be mainstreamed?

3 GOALS AND OBJECTIVES

Goal:

To deepen participants' understanding of gender at organizational level and community level.

Specific objectives:

- To share experiences
- Concept of gender
- Gender issues – organizational and community levels
- HIV/AIDS and gender
- Mainstream gender
- Identify gaps and come up with strategies

Other objectives:

To come up with two at least two articles on gender by Thursday 19/9/2002

To come up with strategies to promote PELUM in Malawi

4 COURSE OUTLINE

Key issues in gender
Policy
Gender mainstreaming
HIV/AIDS

5. COORDINATION COMMITTEE

Dorothy, Thomas and Marcel

6. GROUND RULES

- a) Medium of communication to be English
- b) Participate fully
- c) Respect for contributions
- d) Support each other
- e) Discipline
- f) Freedom of participation
- g) Patience
- h) Facilitators are not always right
- i) We are all participants and facilitators
- j) Constructive criticism
- k) Concentration

Violators of the rules to contribute an article on gender

Daily schedule

Breakfast-----	from 7.30
Session I -----	8:30
Tea break-----	10:30 – 10:45
Session 2-----	10:45 – 12:30
Lunch break-----	12:30 – 14:00
Session 3 -----	14:00 – 15:30
Tea break-----	15:30 – 15:45
Session 4 -----	15:45 – 17:00

5. GENDER CONCEPT & EQUALITY

Gender is socially given attributes, roles, activities, responsibilities connected to being a man or woman in a given society.

Equality

5 IMPORTANCE OF GENDER IN DEVELOPMENT

- For sustainability and ownership of projects

- For proper targeting of programmes and projects to suit men's, women's, boys' and girls' needs
- For participation of both men and women in development activities
- For proper allocation of resources, roles, time, benefits etc
- To accommodate the needs of all concerned people interests

SHARING OF EXPERIENCES

Malawi:

- Specific roles for men and women but women do the child care
- Nothing specific/written on gender
- Man – bread winner
- Cooking for women and other household chores
- Men and women do field work
- Selling of tobacco is men's role
- Men spend the agricultural income
- Many NGOs since 1994 doing gender awareness but little change
- Creation of ministry of gender
- Gender at national level policy in place
- Gender misconceptions
- Power

Kenya:

- Mission and vision are gender sensitive
- Consultations on policy 2001 development – youth, rural areas, districts
- Awareness
- More women attend therefore would like men to be participating
- Attitudinal changes are needed – especially on the side of men
- Men are in white collar jobs and are interested in big projects
- Men come for projects with monetary benefits e.g. cash crops

SACDEP

- Lucrative projects are for men
- No gender policy but have some ideas on the policy
- Groups of women and men
- No survey or consultations about gender
- Encourage women to take up leadership skills
- Equal participation of men and women
- Need to do more in gender issues
- Equal opportunities employer
- Use of assets e.g. motorcycles
- Children and youth have not been targeted/consulted
- Need thorough gender mainstreaming strategy
- Gender concept not well understood
- Gender awareness is needed
- Grassroot people have not been sensitized on gender

- Work is for women while benefits are for men
- A talk on gender integration is there
- Many women groups but there is need to involve the men
- Men drink beer a lot
- Men's attitudes need to change in Kenya
- Gender is almost seen as a women issue
- More girls than boys are in schools in some part of Kenya.
- Women in leadership positions are not married
- Women support men in elections and men support men
- Queen bee syndrome

Tanzania:

- Gender policy developed since 1999
- Consultation- support from men
- Identification of gender issues
- Rules and regulations
- Issues – harassment to women, employment ration, maternity leave
- Gender concept introduced in all training programmes
- Gender analysis study done on one training project – results led to appropriate timing of the activity.
- Achieved good participation of men & women
- Awareness on cultural practices which encourage gender imbalance.
- Trainings on heritage and matrimonial rights
- Most trainings attended by women therefore action implementation becomes a problem
- Lobola/dowry business created problems on land ownership on the part of women
- High position in government, MPs 20% preferential seats to women, sector representation – disabled, youths
- Political will
- More women showed willingness
- Lobby groups

ADP

- Mainstreaming gender – mission, values, strategies reflecting gender equality
- Have a gender unit headed by a woman
- Organizational structure – board needs more women
- Capacity building in gender issues for staff
- Have a gender policy in draft
- Target group – awareness meetings, trainings, 35% women & 65% men participation
- Polygamy is common – women used as labourers

- Suicide common among women due to loss of family income from agriculture
- Passive participation from women
- Gender networking group
- Gender = women issues? Educated people? High position?
- Special ministry & president's office has a gender unit

Zambia:

- Different trainings including gender training
- Sensitization – to who?
- Political will is there e.g. girl child program lower pass rate for girls to encourage more girls excelling
- Employment sector = equal opportunity
- A lot organizations support gender awareness
- Impact?
- School curriculum was changed to suit boys and girls
- Financial support to girls' education
- Men: marketing of agricultural produce, conservation of environment, improvement of agricultural production.

TASK

Group 1 an example of a training program, how did you identify issues, how did you address the issues and what was the outcome?

Group 2 how you identified gender issues at an organization level and how you addressed them and the outcome

Group 3 how you identified gender issues at community level, how the needs were addressed and what was the outcome?

Group reports

Training programme:

Involved in 4 regions – farmer organizations (trained in gender aspects).

One region: training workshop on identifying training needs for farmer representatives.
25 % women and 75% men participated

Contribution during training: mainly men, women were shy, so were encouraged to speak

Outcome: ideas for training mainly for men

Women: management of resources at household level; women rights; discrimination against women on basis of cultural norms/ behavior; all done

In follow up workshops women said improvement were slowly coming up

Collaboration with other organizations with the same issues in gender

Experience sharing

Outcomes:

- ❑ Women were encouraged to apply for employment
- ❑ More consideration of recruiting more women
- ❑ Improvement of maternity leave – time was extended to three months.

At organization level – an example of INADES FORMATION TANZANIA & KENYA

- ❑ Background – need, process of policy level, board. Board equal representation of board members, men & women
- ❑ Equal participation of both men and women

INSTITUTION/MANAGEMENT

- ❑ Recruitment of men and women
- ❑ Human resource development
- ❑ Equal opportunities in career development and training
- ❑ Promotion on merit
- ❑ Equal payment for both men and women for same job group
- ❑ Sexual harassment – working environment devoid of sexual harassment in the office with commo and in the comm..

PLANNING OF INTEVERVENTION

- ❑ Loans to groups – men and women (saving and credit groups)
- ❑ Gender training in the program areas

Outcome:

- ❑ Loans to the groups strengthens understanding between men and women
- ❑ They are open to participating in the information necessary to enhance the gender issues

At field

- ❑ Integration of HIV/AIDS and gnder into the poverty alleviation programs
- ❑ Done in schools: focused groups – youths, men, women and mixed groups
- ❑ Done by community development workers, extension officers at village level, farmer motivators and teachers.

Marriage problems

- ❑ Women are eager to act
- ❑ Decision making – no joint planning. The man wants to old on to the traditional set up
- ❑ Men not taking part in the implementation

MOZAMBIQUE

- ❑ War had a devastating effect
- ❑ Drought
- ❑ Firewood cutting as a means of living for women, making stoves for sale
- ❑ Female headed households
- ❑ Women owning goats
- ❑ 50/50 representation in projects without awareness except through group discussion
- ❑ education level low
- ❑ not much is happening/done by government
- ❑ men are the bosses at family level – control on resources, children
- ❑ need for gender awareness

other issues

- biased projects towards a particular sex.

LEARNINGS ON SHARED EXPERIENCES

- Lobbying strategies
- Biased projects towards a particular sex
- Change agents should have as much information as possible on gender issues
- Policies give direction to your activities
- No best approach but appropriate for specific situations
- Gender = a need for a deeper understanding of gender youth, men, women, poor etc
- Change comes with need to change
- Each country member is doing something on gender
- Gender is a social issue not natural
- Participation from both sexes is essential

Zimbabwe

- Land reform = women at the forefront
- Girl child regarded as less human being
- No need for education for girl child
- Zimbabwe participated in Beijing conference
- Gender ministry
- Lady MPs, lady doctors
- Need to mainstream gender
- Special professions for men and women

MEENA: DIVIDING THE MANGO- VIDEO

- Parents reinforcing the labour division
- Effort by the girl but more benefit went to the boy
- Father supporting the girl but not the mother

- Child labour
- Old people reinforcing the old thinking
- Resistance to change could be from both sexes

GENDER HISTORY

- Beijing conference
- Political transition from one party to multipartism
- Independence from colonial ruling
- Industrialization
- Women groups initiated by prominent women eg first ladies
- UN international year of women in the 1975

CRITICAL ISSUES

- Women seen as sex objects, weak objects, men's property, womens' dressing, rapes on the increase
- Feminism – pressure groups
- At what level do we tackle issues?

GENDER ANALYSIS

- What: roles/chores done by men/women; resources; who makes decisions, power relationship

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Group reports

Group 1: roles

Women at household level

Men breadwinners

Women look after families, collect firewood etc

Take care of husbands

Husbands' decision maker

Owens/controls everything

Modern wife earns income through employment

Husbands/men cook – low level

Women who go to market few

Community level

- Men present problems, many headmen/councilors compared to women
- Organisations target women
- Men and women doing similar roles at different degrees – urban areas rate is high due to access to media
- Improved situation at national level
- World level only one woman president – Philippines and one vice president - Uganda

Issues: law enforcement & enactment low

How do you collect information?

- Interaction
- Structured questionnaire
- Discussion
- Observation
- Participatory tools
- Collected information/research information

Key issues

Division of labour and its implication on gender mainstreaming

RESOURCES GROUP

HOUSEHOLD LEVEL

- Land mostly owned by men
- Children: with lobola= father; no lobola = mother property
- Household assets * agricultural implements and inputs owned by men
- Outputs owned by men
- Livestock owned by men

Community level

- Land –grazing etc owned by men
- Labour controlled by men while women provide it

National level

- Infrastructure controlled by men
- Law enforcement = men
- National; income = men

Tools used to collect information

- Focus group discussion with women, men, young/old separately and compare results
- Informal discussion/interactions

Categories of resources

- What resources – productive, political, information? Who owns? Who controls?

DECISION MAKING AND POWER SHARING

- Authority over resources eg human/material

Government level

- More men than women in cabinet, parliament. Causes – cultural & social, lack of education, attitudes.

Civil service

- Men top positions

Private sector

- Men in top positions

Schools

Men encouraged to study mathematics while girls encouraged to study home economics

Community level

More men heading

Household level

- Low value property owned by women
- Husband is the head

Information collection

- Observation
- Media, government information centers
- Focus group discussions – especially at community level
- Social functions

Critical points

How to collect information, use of information, analysis of the information

LEARNINGS AFTER THE EXERCISE

- Prioritizing of needs
- Do an analysis by interventions
- Different roles from different situations/societies
- Targeting of interventions or training
- No assumptions
- Men & women participation
- Needs of both sex considered
- Control of resources
- Interventions could make life difficult for one sex if not consulted

From video show on SEAGA approach

Four steps in gender analysis: context, activity, resource, action planning

- Remove the stereotyping
- Even heavy tasks can be done by women
- No assumption
- Community involved in planning
- Gender roles are not static
- Benefits to both men and women

SEAGA

*

Policy

A tool to make choices between priorities
A tool to deliver objectives

Why policy

To provide focus, direction
To control direction
A basis for demand for rights
A reference, to prevent abuse
Help to focus on common goals

Why gender policy?

- i. To have clarity on gender issues
- ii. Ensure gender issues are taken care of.

Group work:

Task: If you were to develop a gender policy, how long it can take, what process can you follow, who would be involved?

Group reports

Group 1

- iii. Feasibility study – discussions, field visits, literature review
- iv. Findings
- v. Develop objectives & strategies for policy development
- vi. Workshop for draft policy
- vii. Circulate draft for comments
- viii. Review draft & incorporate comments
- ix. Amendments
- x. Signing of documents
- xi. Circulate (if government) or staff awareness

Who involved: all stakeholders – farmer representatives, staff, researchers.

How long it will take:

4 days consultation
2 days report analysis & strategies
4 days workshop drafting policy
1 week draft circulation & comments
1 day incorporating amendments
1 day signing
whole process takes one month.

Group 2

Who involved: staff, target groups

Process facilitated by consultant through focus groups and target clients in workshops

Mini workshops to feed into one workshop later

Consultations with others

How long: depends – 6 months to 1 year to the time of first draft report.

Group 3

How long: open

Process:

All staff to be involved

Gather information from target group

Gender sensitization workshop

Workshop to develop policy

Implementation of policy

Follow up

Questions/concerns

How much time do we involve farmers in the process?

Proper indicators?

Presentation of policy to target groups

Develop indicators with farmers

STEPS

- Identification of issues
- Sensitization of stakeholders
- Prioritization of gaps/issues
- Who are the initiators?
- Consultations/reference to other policies & how they relate
- Categorise issues – staff, farmers
- What would be contents (all parameters).
- Structures
- Consultant
- Ratification
- Indicators for monitoring

MAINSTREAMING

- ❑ Incorporating, integrating
- ❑ Putting in main stream/system
- ❑ Putting in action

Gender mainstreaming:

- ❑ Equality is fundamental
- ❑ Core issues incorporated at nuclear center

Strategies

- ❑ Have clear understanding of gender
- ❑ Participatory mechanism
- ❑ Communication & advocacy skills
- ❑ Ability to link policies at different levels
- ❑ Ability to link different development projects/programs
- ❑ Gender sensitization.

Challenges

- ❑ Maintain momentum
- ❑ Financial resources
- ❑ How to ensure outcome at community level?
- ❑ Getting support of a critical mass of sensitive people

HIV/AIDS

CAUSES

1. Biological

- xii. Women might have wounds from STD – easily infected.
- xiii. Condoms for men – so more protected
- xiv. Reproductive role weakens her system
- xv. Labour and child birth
- xvi. Condom for women not widely used.

2. Poverty

- xvii. Men in control of everything – breadwinners
- xviii. Competition among women to look smart
- xix. Prostitution
- xx. Women in business – transborderers
- xxi. School girls (Opharns) take care of young ones.
- xxii. Polygamy
- xxiii. Cannot afford appropriated food
- xxiv. Care for children

3. Culture and Peer Group Pressure

- xxv. Inheritance
- xxvi. Female circumcision and use of one circumcision tool
- xxvii. Sex tool
- xxviii. Period after bith
- xxix. Sex with brother in law (Malawi)
- xxx. Girls encouraged to have more than one man (Tanzania)
- xxxi. Fisi (rituals)/Mubobobo/Nyumba ntobo(woman marrying women)
- xxxii. Religious belief against use of medicine
- xxxiii. Ugre to test
- xxxiv. Biological nature
- xxxv. Satisfy basic needs
- xxxvi. Special favours
- xxxvii. Use of drugs

AIDS ON AGRICULTURE

- xxxviii. Loss of government resources and developments
- xxxix. Labour force being deplicted – productivity goes down.
 - xl. Loss of professionals in agricultural sector – technology, extension services
 - xli. Sale of reproductive resources – productivity go down
 - xl. Loss of time – funerals ,sickness.

INTERVENTIONS FROM THE AGRICULTURAL SECTOR

- xliii. Mainstreaming HIV/AIDS in agricultural sector
- xliv. Information
- xliv. Sensitization
- xlvi. Gender policy has to incorporate HIV/AIDS issues PELUM FOOD FOR THOUGHT
- xlvii. HIV/AIDS information materials
- xlviii. HIV/AIDS policy issues – medical, assistance, HIV testing

THEORIES – SOCIAL DEVELOPMENT

Social Action fund:

- xlix. Development fund run by government, used by communities
 - 1. Social Action
 - Addressing basic needs
 - Attitude
 - Values feelings change

- li. Steps
 1. Change your own attitude
 2. Get/provide information to assist in making choices
 3. Strategy approach

- lii. Gender change
 1. Make sure both sexes hear the information
 2. Role model/own convenient
 3. Timing
 4. Sensitive to approach
 5. Communities are dynamic
 6. Knowledge
 7. Sensitive to local

LEARNINGS FROM PRESENTATIONS

- Action Aid – Youth group
- Availability of resources; financial and human for gender issues
- Trained every staff on gender issues and induction courses always include genders and HIV/AIDS issues
- Youth taking responsibility in the issues that affect them, eg. HIV/AIDS
- You can mainstream gender in other sectors, e.g health, education
- liii. Role of change agents in involving the youth
- liv. Gender should be incorporated at all levels of a project cycle i.e from planning - implementation
- lv. Youth are being left out when developing policies
- lvi. Youth are able to see gender roles
- lvii. Youth can analyze situation , eg gender issues
- lviii. Youth work in some countries is extensive
- lix. Mainstreaming gender requires the support leaders
- lx. Youth can take development issues eg HIV/AIDS gender etc.
- lxi. Women only projects is an approach to gender mainstreaming
- lxii. Gender mainstreaming should take advantage of existing structures eg- chiefs, other committees

FOOD FOR THOUGHT FOR PELUM

- Youth involvement in gender issues and agriculture

ADVOCACY AND LOBBYING

- Advocate
- promote
- stands on behalf
- raising

ADVOCACY

Acting on behalf of people who has no voice or have interest in an issue, e.g women and domestic voice

- lxiii. small holder farmers and land issue
- lxiv. -children and labour
- lxv. bringing to the attention of people or authorities how an issue affect other people.

HOW?

1. Identity the issue (law, policy, norm values,) and the group of people that is affected
Identifying the people that would move the change strategies

ADVOCACY

Deals and changes
Public involvement

2. Magnitude of the issue (data collection) – how many and how they are affected
3. Who are other people that are interested or affected , eg supporters – what support
Other people – Organisations, financiers, legal advisors, leaders, technical advisory
4. Support from the affected people – testimonies, people clear about the effect.
5. Identify the people that will be against the action, why? Likely action to counteract.
6. Plan

ADVOCACY STRATEGIES

1. Sensitize concerned people on the issue to solicit their support – drama songs, leaflets, meetings, etc.
 1. Strategise on how to limit opposing factors
 2. Media is a powerful tool – can promote or destroy
 3. Identify the strategies to be used eg campaign eg meetings
Objective, campaign messages, boycotts eg extreme pressure, Demonstrations, negotiations

AGRICULTURAL ISSUES

1. Issue – price of inputs – productivity
2. Magnitude – 70% of small holder farmers
 - productivity at national level

- economy because agriculture is backbone
- 3. Other Support- MPs Civil society
- 4. Opposes – Some donors, Government, business community
- 5. Likely opposing action- hoarding of inputs, freezing of aid
- 6. Strategy
 - I. Allocation of agricultural returns
 - Husbands use the returns from sales
 - Women comit suicide
 - ii Allies
 - CBOs, NGOs, etc media
 - iii Other supporters
 - Donors, Civil society, affected
 - Iv Strategy
 - men
 - v Opposes
 - The men
 - Counteractions – threat to divorce
 - Strategy – Skills, campaign

1. Issue

- POWER/CONTROL OVER FARM IMPLEMENTS/MACHINES
- women are the affected – labour goes down and time loss

2. Allies

- Other agricultural machinery

3. Magnitude

- Men's feel over the issue

4.Strategy

Sensitization, etc.

Leaflets

1.LAND INHERITANCE/OWNERSHIP

- No decision on land use

- Women don't own/inherit land (land laws)
- Women in agriculture – productivity – poverty

2. Allies

- E.Ws, NGOs chiefs

3. Supporters

- Financiers
- Civil Society – women organizations

4.Oppossers

- Men
- Cultural structures

5.Strategy

- Sensitization
- Women meetings, etc.

LOBBYING

- Takes place when is decision about to be made
- You want a change to happen on the existing law, decision, etc

NETWORKING STRATEGIES

- Among organizations and countries
- Through RD – bulletin & Ground Up
- Twinning – MFEC/SACDEP/ADP
MFEC/SACDEP
WFD/ACTION AID
ADP MBOZI/INADES KENYA

Plan to contribute gender articles for 3 next issues

1. Mozambique and Zambia(Yvonne and Dorothy)
2. Malawi – Mwale/Chikandira
3. Tanzania – Jane and Rosely

ASSIGNMENT

Write a letter to the Head of your organization and colleagues and share

- What was covered in summary (the workshop)
- What gaps you have identified from the way you have been mainstreaming gender
- Give suggestions (what action plan)
- How and what will you share the learning with your CWD?
- How will you promote PELUM in Malawi