Training material on gender in food systems

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[1] R = Report, P = Prototype, D = Demonstrator, O = Other
[2] PU = Public, CO = Confidential, only for members of the consortium (including the Commission Services)

Table of Contents

1. Executive Summary

Women supply about 43 percent of all agriculture in low- and middle-income countries: and at least 50% in Sub-Saharan Africa. However, women farmers face a number of constraints in accessing agricultural inputs, services and markets. These challenges entail for example limited control over assets and resources including labour, lower levels of education, greater domestic care responsibilities, limited social ties facilitating wage employment, less access to and ownership of land and credit and less access to agricultural extension services.

In the effort to ensure that the HealthyFoodAfrica project contributes to formation of more sustainable and equitable value chains and food systems, especially for disadvantaged groups, the project aims to be inclusive of all members of the communities with which they work. For this reason, gender plays a key role in ensuring that no one is left behind in the communities.

The aim of this document is to provide further guidance to all the project partners on how to integrate gender in all project processes, methodologies and activities from initiation stages to reporting. This document therefore provides guidance and will progressively serve as a reminder and reference document for all project partners.

This document is made for all the implementing partners of the Healthy Food Africa project. It Is a living document that may be updated overtime as the project progresses and encounters new gender dimensions.

The document explains key concepts and terminologies on gender; the importance of gender integration into project work; some important areas and questions to consider when conducting gender analysis and aspects to consider when collecting data so that the data collection is gender sensitive. The manual stresses the importance of gender integration into project work. The expected outcome is to be able to integrate a gender perspective throughout the project cycle.

2. Introduction

The overall goal of HealthyFoodAfrica (HFA) is to make food systems in ten African cities in six countries across three African macro-regions more sustainable, equitable and resilient by reconnecting food production and food consumption in effective ways. To achieve this, the project engages farmers, food processors, retailers, civil society organizations, policymakers and local experts, and helps them create and test innovative technologies, practices and governance arrangements that will contribute to a more sustainable, resilient and healthy food system for all. The present work was realised through an intense collaboration among project partners, through already undertaken work including a gender survey to map project partner gender related knowledge gaps and interests, a gender training, and roundtable discussions to map gender related challenges and opportunities of the project work.

Gender is a key focus of Work Package 7 (WP7) within the HealthyFoodAfrica project. WP/ sets out to maximize the sustainable impact of the project by kick-starting a self-propelling process that leads to wider uptake of promising approaches, technologies, business models and policies in Africa.

This document presents a training manual to enhance capacities in developing gender responsive and gender transformative project activities and policies. The contents of the manual are structured into four main sections. The first section provides basic concepts of gender and terminologies on gender to help in the understanding of the following chapters. The second section seeks to show the importance of gender integration into project work through practical activities. The

third section describes gender mainstreaming in the project. Finally, the fourth and last section provides gender analysis tools.

The multi-actor approach (MAA) has been central to the design of this manual. This manual builds on the HFA project's gender work till date embracing the insights from the roundtable discussion, the gender survey and the gender training.

This manual is a work in progress and will be continuously updated as more data and assessments are done on gender in HFA.

3. Purpose and Application

The manual is an easy-to-use handbook for building capacity among project partners and participants. It can be considered as a tool that anyone interested in integrating gender into their activities in the project can use and implement.

Upon completion of this training, participants will be able to:

1. Identify key gender concepts, including the gender integration continuum.
2. Describe why gender analysis is important to our work and to us as individuals.
3. Explain how to conduct gender analysis.
4. Complete a gender integration action plan.

4. The importance of gender integration into project work

The contribution of women to the agricultural sector worldwide is very significant (Raney et al. 2011). In low- and middle-income countries, about 43 percent of all agricultural supply is provided by women in Sub-Saharan Africa women's contribution accounts for at least 50% (Humphreys, 2012). However, women farmers face a number of constraints in accessing agricultural inputs, services and markets. These challenges entail for example limited control over assets and resources including labour, lower levels of education, greater domestic care responsibilities, limited social ties facilitating wage employment, less access to and ownership of land and credit and less access to agricultural extension services. In order to find solutions and tools to minimise these constraints, a gender approach needs to be integrated into any work in the agricultural sector.

Integrating a gender dimension into research and innovation also provides added value in terms of excellence, creativity, and business opportunities. It helps researchers question gender norms and stereotypes, to rethink standards and reference models. It leads to an in-depth understanding of both genders' needs, behaviours and attitudes. It enhances the societal relevance of the knowledge, technologies and innovations produced. It also contributes to the production of goods and services better suited to potential markets.

Much of the project work In HFA is aimed at creating a more equitable economy in the agri-food system. Gender is therefore an essential component to consider. The gender approach is integrated into all aspects of project work:

1. **Human resources**: balance between women and men in the research teams who will implement your project.
2. **Content**: analysing and taking into account the possible differences between men and women, boys and girls, or males and females, in the research and innovation content of your project.

5. Basic concepts and terminologies on gender

Below we list some of the most central concepts and terminology related to gender.

Sex refers to the biological differences between males and female, including differences in chromosomes, hormones, and reproductive organs.

Gender refers to a culturally defined set of economic, social, and political roles; responsibilities; rights; and entitlements associated with being female and male, as well as the power relations between people of different genders and gender identities. This includes gender definitions and expectations, and sanctions for not adhering to them. These can vary across cultures and over time, and are affected by social factors.

Gender equity is the process of creating a fair society to people of all genders. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and girls from operating on a level playing field.

Gender equality is the state or condition that affords women, men, boys, and girls equal enjoyment of human rights, socially valued goods, opportunities, and

resources. Genuine equality means more than parity in numbers and laws; it means expanded freedoms and improved overall quality of life for all people.

Gender responsiveness means going beyond the identification of gender-based differences and a 'do no harm' approach to making a conscious effort to address gender and social inequalities through project activities, seeking to advance gender equality. This requires thoughtful planning, staffing and resourcing and involves understanding how anticipated outputs and outcomes will affect women and men differently, and how will the different roles and status of women and men affect the project activities and objectives.

It also requires tailoring approaches and methods to the needs, priorities, and interests of women and men of different ages and socio economic and cultural backgrounds. Gender responsiveness should, at its core, facilitate the equitable achievement of project benefits for both men and women.

Gender transformative approach actively examines, questions and changes rigid gender norms and imbalances of power that advantage boys and men over girls and women. It aspires to tackle the root causes of gender inequality and reshape unequal power relations; it moves beyond individual self-improvement among girls and women towards redressing the power dynamics and structures that serve to reinforce gendered inequalities. A gender-transformative approach therefore attempts to promote gender equality as follows:

1. By fostering critical examination of inequalities and gender roles, norms and dynamics.

2. By recognizing and strengthening positive norms that support equality and an enabling environment.

3. By promoting the relative position of women, girls and marginalized groups and transforming the underlying social structures, policies and broadly held social norms that perpetuate and legitimize gender inequalities (UNICEF, UNFPA and UN Women, (2020)

Empowerment is the expansion of people's capacity to make and act upon decisions—including those related to health—that improve all aspects of their lives by removing socioeconomic and other power inequalities. Programmatic interventions often focus specifically on empowering women and girls because of the inequalities in their socioeconomic status.

Male engagement involves men and boys in the promotion of gender equality, women's empowerment, and the transformation of harmful norms about masculinity. In the health context, this means men and boys are involved in their own reproductive, sexual, and other health needs, and support those of their partners. Men's engagement also includes broader efforts to promote equality with respect to caregiving, fatherhood, and division of labour, and ending gender-based violence.

Gender-based violence (GBV) encompasses violence directed at people based on their biological sex, gender identity, or culturally defined expectations of being a woman, man, girl or boy. It includes physical, sexual, and psychological abuse, threats, and coercion. GBV occurs throughout the lifecycle. GBV includes, for example, female infanticide, early and forced marriage, "honour" killings, female

genital cutting, child sexual abuse and exploitation, trafficking, sexual coercion, harassment, abuse, neglect, domestic violence, economic violence, and elder abuse.
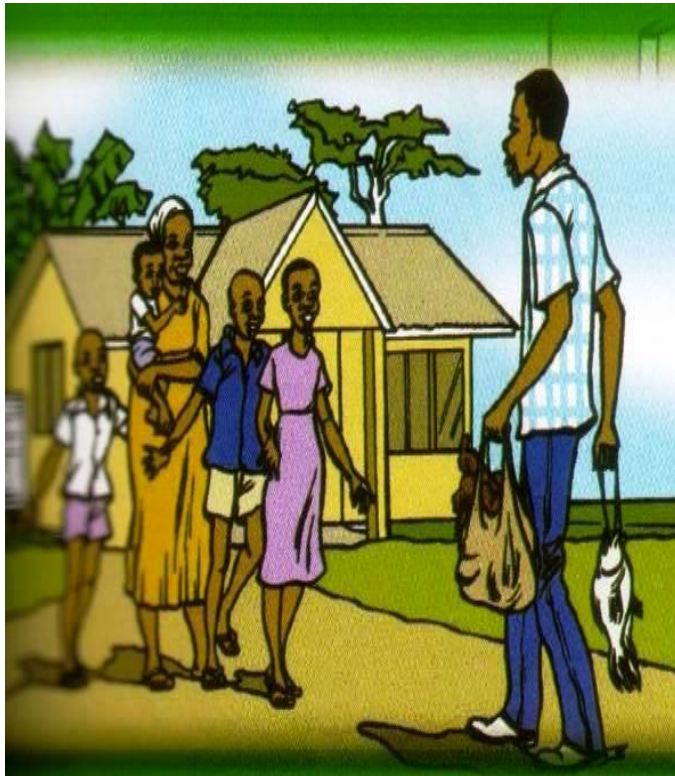
Visualizing gender: What do you see? What do you infer?

Gender Domains It is useful to analyse gender through five domains. These domains pertain to the household and community levels, rather than the project and its activities. For example, the domains refer to the household's and community's access to and control over resources; practices, participation and time use in the household and community; roles responsibilities, knowledge and perceptions in the household and community; legal rights and status in the household and community; and power and decision-making in the household and community.

The five gender domains are:

1. Access to and control of resources: natural and productive resources, information, education, social capital, income, services, employment, benefits.

2. Practices, participation, and time use: housework, farming, childcare, community groups, religious meeting, council of elders' meetings, training.

3. Roles, responsibilities, knowledge, and perceptions: social norms, identity, behaviour, traditional beliefs, personal attitudes, family values.

4. Legal rights and status: identity cards, land tenure, inheritance, voter registration, divorce laws.

5. Power and decision-making: decisions, influence, employment choice, reproduction choice, autonomy, mobility.

When using the five domains in project activities make sure that the participants are clear that the domains will be applied to the women, men, girls and boys with whom the project activities will work.

Gender mainstreaming has been embraced as a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring, reporting and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination.

6. Gender analysis questions

Gender analysis helps in identifying and documenting differences in power, roles, resources, norms, needs and interests of different gender groups. It examines how the roles, rights, and responsibilities interact and how that affects outcomes.

It is often useful to approach gender analysis through a set of practical questions about the gender realities in different levels of the food system – from households to supply chains.

Who Does What: Sexual Division of Labour

- Within the FSL or WP focus area, who is responsible for what roles and what kind of activities are intended for particular genders? What are the factors affecting participation and how can the project reach underrepresented groups?

- Is the work paid or unpaid for all genders? E.g. women engage in unpaid agriculture production whereas men grow cash crops. What are the differences in incomes between men and women?

- Does the programming for project activities e.g. trainings take into consideration the gender roles e.g. in a rural African setting, arranging for meetings or trainings that go up to noon may disadvantage women who might need to prepare meals for their families.

Who Has What? Access to resources and control over resources

- Who owns land (security of tenure), equipment, other key resources?

- Who uses available resources? Sometimes women own the land but because of social norms, these are controlled by the men.

- Who makes money? Who controls the household's income?

- Do all genders have equal access to credit, knowledge, extension services, etc.

- How does this affect their ability to participate and to benefit from the project?

Who Knows What? Access to Information, Communication and Technology

- What level of education and skills do the women have in comparison to men?

- Is language a barrier?

- Who has access to your mediums of communication? Radio, TV, Phones, internet?

- When is this information disseminated? Does it target times when women are available? E.g. radio programs?

- Do the women have networking opportunities as much their male counterparts? If not, are there spaces the project can create to enable women to network?

- What level of skills do the disadvantaged groups have?

- How does this affect their ability to benefit from the project?

Who Decides What: Decision making in the household and the community

- How decisions are made in target households i.e. the context of the project: Europe/Africa, urban/rural? In rural Africa, how do you ensure that though the women do not make decisions, they still benefit?

- Who makes the decisions in the target group or community? Community leaders? Is there representation of women in these decision-making bodies? If not, how does the project influence gender considerations?

- Do the women have ability to influence decision-making even if they do not have decision-making power themselves? E.g. Think of economic decisions that women in the targeted communities should have their say about for example type of income-generating activities they will be doing e.g. FSL KRC

Who Needs What? Practical Needs and Strategic Interests

- What are the needs of women and other disadvantaged groups in comparison to men in the group?
- Practical gender needs are associated women's socially accepted roles e.g. child care

Strategic gender needs are associated with inequalities and power dynamics. Thus, there is a need to understand whether project activities aim to only meet practical needs or meet strategic needs as well. For example, the multi-faceted role of urban agriculture whereby some women use this activity to support their households on a daily basis, and others use it as an avenue for social and economic empowerment over the longer term. In order to benefit rather than burden women, the promotion and support of urban agriculture must take on an emancipatory agenda, which supports individual, practical and strategic goals, and ultimately challenges the structural conditions that give rise to women's involvement in the activity in the first place.

7. Gender sensitive data collection

Projects often collect data to provide a basis for their actions or see if impact has been created due to their interventions. However, before any data collection can happen, careful thinking needs to be undertaken to ensure the data collected is gender sensitive and the tools capture the differences between men and women to avoid bias and ending up with policies and solutions that are gender inequal.

Why Have Gender Sensitive Data Collection Tools?

- It is important to gather sex-disaggregated baseline information to demonstrate changes over the project life.

- Capture gender-specific control and ownership of resources such as male-owned, female-owned, and jointly owned assets.

- Clarify who should be interviewed, how to structure the interview, and how to identify which people are involved in various activities, as owners, managers, workers, and decisionmakers.

- Ask the questions that allow for a range of answers that can demonstrate how the gender patterns are changing.

Household Interviews

- Household surveys involve discussion with members of a household. Care must be taken that both men and women's views are heard.

- In the African context, in a family with a male head of household, it is normal to begin with interviewing him. However, care should be taken to interview the wife where the man is not present. This is because she might not like to speak up in front of him or may allow him to answer for her, or she might give answers she thinks he will want to hear.

- Where the person being interviewed is a female head of household, a note should be made of the fact that they are in fact the head of the household, because sometimes female headed households have quite different work and decision-making habits than male headed households.

Focus Group Discussions

- Select group sample to take into account the diverse experiences of men and women.

- Same-sex focus group discussions may be more valuable. If hierarchal gender structures are present, women will feel more comfortable speaking

about certain topics without the presence of men. Also, there is always the danger that the opinions of powerful members of the group (mostly men) might dominate, and some people may not like the lack of anonymity.

- Ensure that the moderator is aware of gender issues and pays particular attention to gender dynamics.
- It is also advisable to have a female moderator for a woman-only focus group and vice versa.

Questionnaires

- Sample should ensure participation of both men and women and take into account the diverse experiences.
- Questions should consider including the gender aspects of the research topic identified during gender analysis.
- Questions should be phrased with sensitivity to gender and cultural considerations

Desk Reviews

- How do these policies and/or laws affect men, women and other disadvantaged groups differently?
- Do women and men receive different levels of benefits from the policies being reviewed?
- Is the language used gender-neutral or does it reinforce gender roles and stereotypes?
- Have women been involved in drafting these documents?
- Do I have access to reports produced by women's organizations? Documents specifically focusing on women and gender aspects?

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