

Gender and Organic Value Chain Analysis Toolkit



Facilitator's
manual and tools

Gender and Organic Value Chain Analysis Toolkit

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POETCom is hosted by SPC at its Suva regional office:

Private Mail Bag – Suva, Fiji – P: +679 337 0733 – F: +679 337 0021 – E: POETCom@spc.int

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The BPWP project is supported by the Australian Government and implemented by POETCom.



Pacific
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TARGET AUDIENCES:

1. Producers, processors and businesses in the organics sector in the Pacific
2. Partners, family and community members of women producers, processors and women owned businesses in the organics sector around the Pacific
3. National organic farmers/growers associations and country implementing partners in the Pacific
4. POETCom team and Board
5. National government ministries and departments in the Pacific

Background and purpose

BACKGROUND

POETCom is a not-for-profit membership organisation that works together with its members and supporters (e.g., farmers associations and farmer support organisations) as well as with non-governmental organisations (NGOs), the private sector, research institutions and governments to promote organic agriculture and ethical trade across the Pacific Island region. POETCom's Secretariat is hosted by SPC's Land Resources Division (LRD).



POETCom is committed to supporting Pacific communities and farming families to realise their organic agricultural goals. POETCom aims for its programmes to benefit women and men equally and work towards gender equality.

The development of this toolkit forms a part of the POETCom's BPWP project, funded by the Australian Government. The project works with individuals, families, businesses, communities, industries, governments, civil societies and development partners in the Pacific to promote gender equality and support women's access to improved and sustainable livelihoods through participation in organic value chains.

PURPOSE OF THIS TOOLKIT

This toolkit will help organic agriculture stakeholders understand how organic value chains work differently for women and men and how they can be improved by integrating gender considerations in value chain approaches. All actors involved in the development of organic value chains need to have access to knowledge and tools that can help identify and raise awareness of gender barriers and related solutions within organic agriculture.

This toolkit, its related training and application, creates an opportunity to discuss gender and social inclusion in culturally appropriate ways.

WHO IS THIS TOOLKIT FOR?

This toolkit was designed to support facilitators deliver the Gender and Organic Value Chain Analysis training. Facilitators may be from a range of organic agricultural stakeholders who want to ensure their organic agriculture initiatives and processes are inclusive – for example, programme managers and practitioners working on organic agriculture, extension officers, farmers organisation managers and participatory guarantee¹ group members.

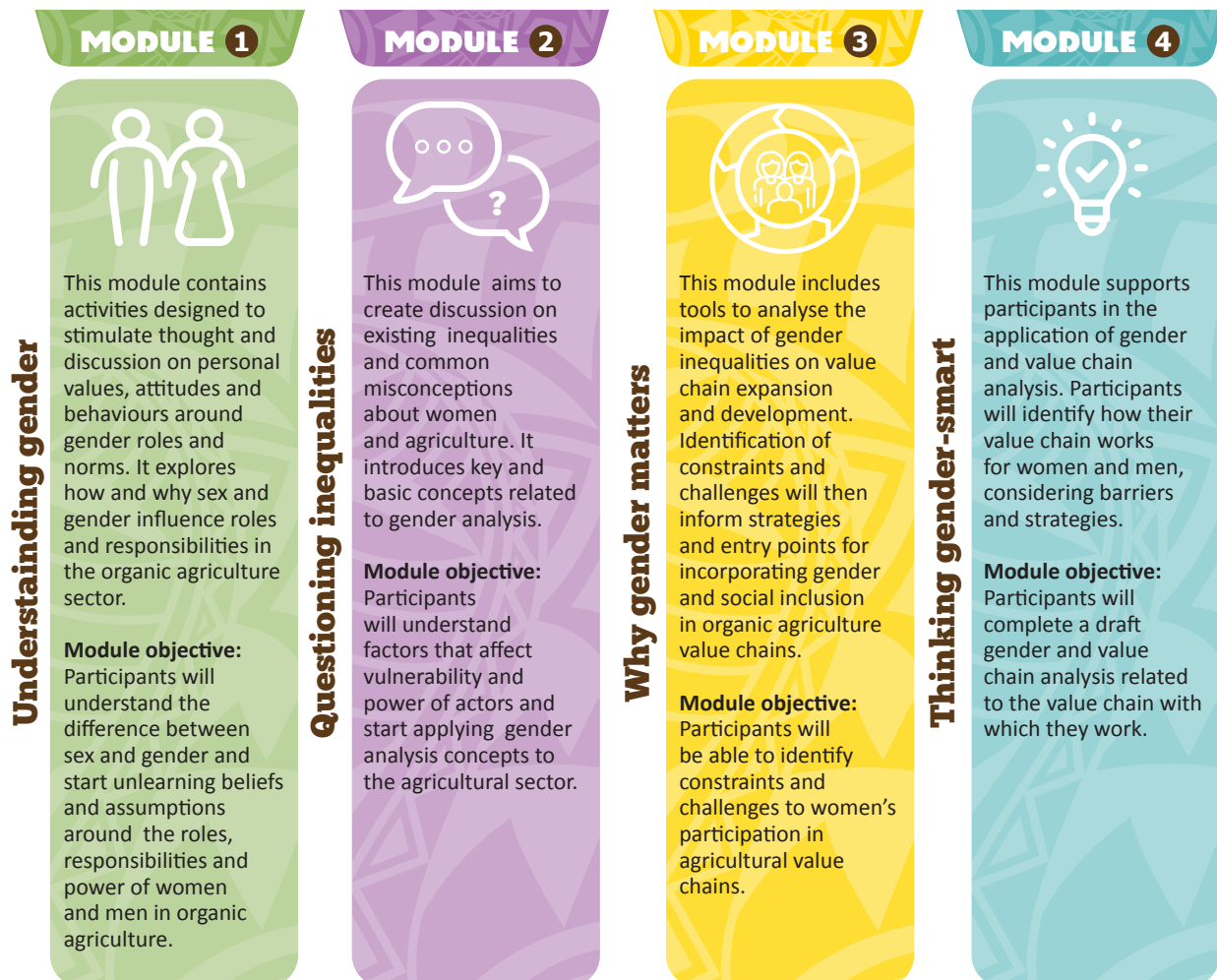
¹ Participatory Guarantee Systems, as defined by the International Federation of Organic Agriculture Movements (IFOAM), are “locally focused quality assurance systems. They certify producers based on active participation of stakeholders and are built on a foundation of trust, social networks and knowledge exchange.”



Structure and objectives

STRUCTURE OF THIS TOOLKIT

This toolkit is divided into four sequential modules that build capacity to conduct gender and organic value chain analyses.



This toolkit does not make you a gender expert! It offers guidance and links to tools and resources which can strengthen your knowledge on gender and organic value chain analysis.²

² Adapted from the Secretariat of the Pacific Community. (2013). *The Pacific gender and climate change toolkit*.

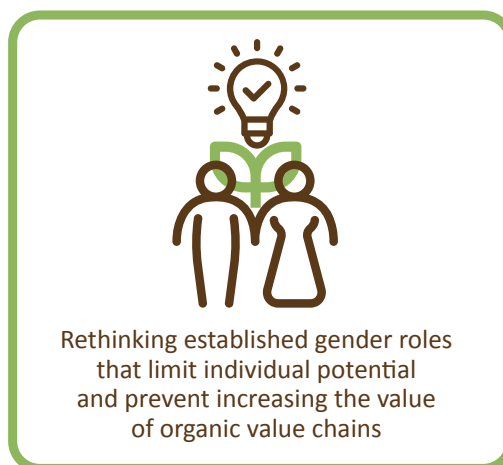
STRUCTURE OF THE TRAINING

Each of the four modules contains sufficient content for a 3.5-hour training session. It is structured as a two-day training programme (see Annex 1, p. 62, for a sample agenda) but could also be delivered individually as half-day packages.

The first section provides instructions on how to deliver the training and related activities. The second contains the training activities, including instructions, reflections and required materials. The final section provides supporting documentation – activity and training templates as well as some additional activities that can be used alternatively or complementary to the main activities.

OBJECTIVES OF THIS TRAINING

To strengthen participant capacities on:



TIPS FOR FACILITATORS

- Consider **the specific context** (social, economic, cultural, political) **and experiences** of those involved in planning and undertaking the activities.
- Where needed, **adapt the tools to suit the context**. This toolkit is meant to be a living document based on the experience and feedback of everyone involved to ensure ongoing relevance to the context and audience needs.³
- **Prepare materials in advance**. All suggested activities in this toolkit are techfree, using materials that are readily available and easily accessible in the Pacific.
- **Ensure a diverse representation** of your audience by gender, age, disability and value chain expertise. This will ensure a richer and more comprehensive discussion and learning experience while providing a space for everyone's contribution. Before the training, ensure that the venue and the learning exercises are accessible to participants with disabilities.
- **Engage everyone!** Make sure that all participants have a chance to speak, feel free to express their own ideas and feelings and to complete their thoughts. Be conscious and facilitate the discussion to ensure it is not dominated by any one person. Deliver the training using a participatory approach.

³ Various tools in this toolkit were tested at a training workshop in Suva, in September 2020 with practitioners and key stakeholders and were accordingly adapted based on feedback received.

A participatory approach means including people who are directly involved in the work. Participatory approaches are needed in the organic sector as they facilitate relevant solutions/innovations using local resources, whether natural, economic or social. Joining local actors to the effort means that improvements will be acceptable and appropriate for their context. Opting for a participatory approach is both pragmatic and supports the ideal of equity and social justice.

IMPORTANT NOTE:

Before starting navigation of the modules of this toolkit, it is important to acknowledge that gender issues are not limited to women and men as not all people identify within these two categories. The gender identity spectrum goes beyond the binary classification of women and men. Understanding the complexity of gender identity and delivering messages and knowledge in a culturally and contextually-appropriate way goes beyond the capacity of this toolkit.

For the learning purposes of this toolkit, we refer mainly to women and men. However, the key to understanding this toolkit is to acknowledge that each individual is unique and valuable (e.g., regardless of their sex, gender identity or sexual orientation). Ideally this toolkit provides knowledge and concrete tools creating a mindset shift leading to the inclusion of any person in our interventions to ensure fair and equal representation and distribution of benefits.



MODULE

1

UNDERSTANDING GENDER

MODULE 1

MODULE 2

MODULE 3

MODULE 4

ANNEXES

Understanding gender



WORKSHOP INTRODUCTION

Purpose: To introduce yourself as facilitator to the group, share the training objectives and outline the content.

Facilitator's note: This session frames the overall training program and informs the group what they can expect over the two-day period.

Estimated time: 10 minutes

Materials/preparation: chalkboard/butchers paper/white board & chalk/markers

INSTRUCTIONS

Step 1 Write the following on the board before beginning the exercise:

Training objectives

To strengthen participant capacities on:

- analysing organic value chains to see how they work better for everyone;
- rethinking established gender roles that limit individual potential and prevent increasing the value of organic value chains; and
- encouraging creative thinking for different potential strategies for value chain upgrading.

Step 2 Welcome participants and introduce yourself.

Explain that you are here to work with organic farming households and other stakeholders involved in organic farming. The training aims to help households improve their livelihood activities and businesses.

Go through the three objectives highlighting. Explain that the training will help each participant:

- assess their organic value chain and develop strategies to ensure it works well for both women and men; and
- rethink the parts of gender roles that limit individual's potential and increasing the value of organic value chains.

Explain that:

- **during Day 1**, the group will learn about the roles of women and men in organic agriculture and ways that some gender roles hold each back.
- **during Day 2**, the group will do a gender value chain analysis of their own value chains and come up with strategies to increase their potential.
- it is very important that participants contribute and learn from each other during the training. Everyone brings with them much knowledge and experience and it is important that everyone feels free to share and learn from each other.

Please encourage participants to ask questions at any point during the training.



ACTIVITY 1: TELL US ABOUT YOUR VALUE CHAIN AND WHO IS INVOLVED

(See Annex 2, p. 65, for an alternative activity)

Purpose: To start the training by connecting with the work of each person in the room. It is important to ensure that the training has practical and immediate value to all participants. Starting the training program in this way will ensure discussions of gender are relatable rather than theoretical.

Facilitator’s note: This session is a gentle way to begin the training by starting with the expertise within the group.

Estimated time: 20 minutes

Materials: chalkboard/butchers paper/white board & chalk/markers

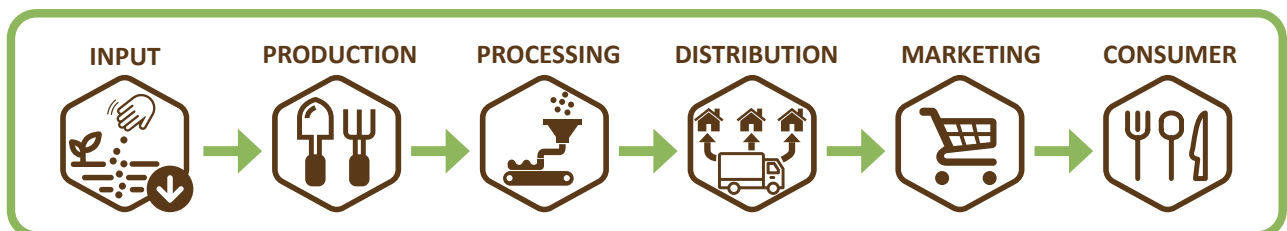
INSTRUCTIONS

Step 1 Write the following on the board before the exercise begins:

- Tell me about the organic value chain with which you are involved.
- What are the important roles involved in your value chain?
- Tell me about what women and men do in your value chain.

Step 2 To frame the session, ask the group, “What is a value chain?” and note inputs from the group.

Explain that an agricultural value chain describes the process of getting an agricultural product from the farm to the consumer and all the relevant actors and connecting links that add value along the chain. You can consider drawing key value chain steps as below:



Step 3 Inform the participants that this is a 10-minute introductory activity.

They are to find someone they don’t know very well and interview them using all three prompts written on the board. Encourage the participants to remember/note their partners’ answers as they will report these back to the group.

Step 4 Participants interview each other, five minutes apiece.

Step 5 Call all pairs back to the larger group.

Ask each pair to report back (up to 4 pairs, due to time), one at a time, drawing out important findings. For example, summarise the different roles that women and men play across all value chains. Point out if there are any particularly valuable roles that are only held by women or men, young or old, or other specific groups.



ACTIVITY 2: CREATING A SAFE SPACE FOR DISCUSSION: THE LEARNING PLEDGE⁴

Purpose: To create a safe and enabling space for discussion and learning among the participants.

Estimated time: 15 minutes

Materials: chalkboard/butchers paper/white board & chalk/markers

INSTRUCTIONS

Step 1 Write, *“What will help us to learn and share with each other?”* on the board.

Capture all answers from the participants on the board. Explain to them that this will be their learning pledge for this workshop.



A **learning pledge** is an agreement among the participants and the facilitator on the values and the code of conduct for the workshop.

Introduce the ‘take space, make space’ concept so that the group understands that everyone participates and no one dominates the conversation.

It’s important to build participants ownership by letting them decide on the words in the pledge to reflect their commitment. Groups will more easily accept and abide by rules they’ve set themselves.

Make sure to discuss any points, where needed, to get agreement from the group before finalisation.

Step 2 Remind the group that the learning pledge is their own agreement and not something imposed by the facilitator.

Ask the group to ensure that the learning pledge is adhered to by referring to it throughout the training and to point out behaviour that is not consistent with the contract.

Step 3 Refer to the agreement at different times during the workshop, especially when you feel one of the points is not being followed.

Encourage participants to add to the list if they feel it necessary, if agreed upon by all members of the group.

⁴ Adapted from Volunteer Service Overseas. (2017). Social inclusion facilitators manual. Unpublished manuscript.

**An example of a learning pledge:**

- Respect diversity
- Value each opinion equally
- Disapprove of the idea, not the person
- Agree to disagree
- Take space, make space
- One mic (one person speaks at a time)
- Listen actively (to understand)
- Be open-minded (new ideas and learnings, different views)
- Be brief (stay on topic, avoid distractions and diversions)
- Agree to confidentiality (what is said here, stays here/what is learned leaves with you)
- Acknowledge emotions (ouch that's mean, oops I am sorry, I made a mistake, awesome – I like/agree)
- Use only positive statements (instead of saying, "that's stupid", try saying, "it might make more sense if...")
- Avoid judgmental or discriminatory comments (sexist, racist, disablist, homophobic - these comments are not okay even if they are not meant to offend)
- Have fun

Facilitator reflection:

Discussing gender may be very new for participants and it is important to talk about how the workshop may bring up sensitive and controversial issues. Let participants know that they may not agree with everything that is said, and that is okay. You should also briefly discuss their role in the group. Emphasise that you will try to facilitate as much constructive discussion as possible, with the aim of supporting each other.



ACTIVITY 3: MATCH UP!

(See Annex 3, p.66, for an alternative activity)

Purpose: To create opportunities for participants to get to know each other while raising awareness on the complementary, but equally valuable activities that women and men play in agriculture, from family farms to larger production units.

Estimated time: 30 minutes

Materials: activity cards

INSTRUCTIONS

Step 1 Print out the match up cards (see Annex 4, p.68) of complementary farming activities related to different crops, e.g., 'Coconut harvesting' and 'Processing virgin coconut oil'. Feel free to edit the cards according to the specific context. To ensure an effective exercise, it is best if complementary farming activities show the complementary role that women and men play in a specific value chain (e.g., coconut harvesting is mostly done by men and the processing of virgin coconut oil is mostly done by women). The total number of cards should be equal to the number of participants.

Step 2 Give each participant a card and inform them that their task is to find their 'complementary activity' partner by acting out the activity that is printed on their card. For instance, the participants with the 'Coconut harvesting' card will need to find the person with the 'Processing virgin coconut oil' card. After matching up, each participant should introduce themselves to their partner and discuss the activities on their cards, "Who usually performs that activity in a family or on a farm? Why?".

Step 3 Ask 3 or 4 pairs (only, due to time) to share with the bigger group their cards and key points from the discussion.

Step 4 Ask for general feedback from the bigger group:

- Have you noticed a division of roles between women and men in carrying out these activities?
- What are the main reasons for any division of roles? Can women and men exchange roles?
- Do you think some activities are regarded as more important than others? Why?
- How did you feel during the discussion?



Engage the group in the following reflection:

Women contribute substantially to the agricultural sector, but their contribution is often not seen or equally valued in comparison to their male counterparts. The sector is often still perceived as men's business where women often don't have a say in the decision-making, even though they contribute through their abilities and traditional knowledge.

It's also worth noting that the organic space creates an opportunity to refine the definition of agriculture, emphasising a broader perspective of livelihoods and welfare. Moving beyond the cash-based narrative of traditional economics and embracing a more holistic approach. This includes natural resource management and household food security, where women play an active and fundamental role.

Engage the group in the following additional reflection, if time permits:

The starting point for many introductory tools is to support participants in thinking about how society influences key roles and responsibilities of women and men.

Women and men often have different roles within a farming family and there has been an increase in the use of 'family farm' approaches to highlight the different and complementary roles and responsibilities that family members play.

Differences between women and men exist on multiple levels,⁵ including:

- **Roles and responsibilities:** women and men have different roles and responsibilities assigned to them (or expected of them), which can influence their ability to be involved in organic agriculture and livelihood opportunities.
- **Access to and management of strategic resources:** the ability to access and manage information, training, land, finance, technologies, social networks and support and other strategic resources necessary for developing and strengthening organic agricultural value chains varies between women and men.
- **Participation and decision-making:** women and men may not have the same opportunities when it comes to economic and social participation and political representation. They also have different decision-making powers at the household, community and societal levels.

These differences need to be considered to ensure women and men can make choices about their livelihood options.

⁵ Adapted from the Secretariat of the Pacific Community. (2013). *The Pacific gender and climate change toolkit*.



ACTIVITY 4: THE SOCIAL CONSTRUCTION OF GENDER⁶

Purpose:

To enable participants to:

- distinguish between naturally-given differences and socially-constructed differences between women and men;
- understand that socially-constructed differences vary across cultures and over time;
- recognise that inequalities are based on socially-constructed differences; and
- understand the implications of gender in determining disadvantage and inequalities.

Estimated time: 30 minutes

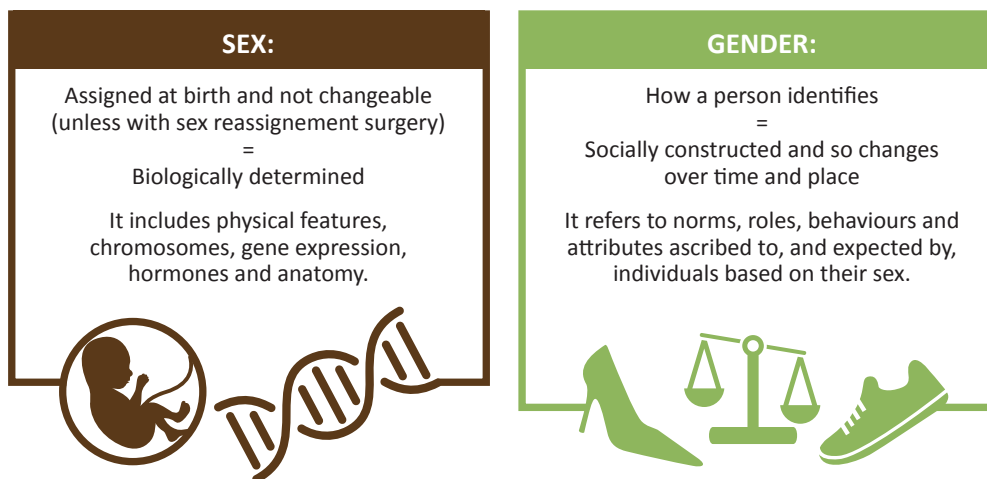
Materials: chalkboard/butchers paper/white board & chalk/markers

INSTRUCTIONS

Step 1 Ask participants for their understanding of the term ‘gender’ and write all statements on the board. Most likely some of these will refer to gender, and others to sex. Explain that the terms sex and gender are frequently used incorrectly and interchangeably. Gender and sex are related terms, but they are different and they are not interchangeable. Go back to the board. Make sure to separate the biological differences with the socio-cultural characteristics by drawing a circle around them using different colours.

Step 2 Explain that gender refers to socially-constructed characteristics. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as the relationships with each other. Sex is biological rather than socially constructed. Sex differences are the same everywhere rather than gender differences which differ between cultures and change over time.

Draw a diagram as below to facilitate participant understanding.



⁶ Adapted from Asia Pacific Forum for Women, Law and Development. (2009). *Feminist legal theory and practise (FLTP) for Asia and the Pacific: Training resource manual*. Chiang Mai: APWLD.

Step 3 Within the organic agriculture context, gender refers to women’s and men’s roles within organic agriculture value chains and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised, not because of our biological differences. It also refers to gender norms in the household or decision-making processes which can influence women’s and men’s involvement and abilities in the organic agriculture sector. Ask participants for examples of each and write them on board.



SEX:

Assigned at birth and not changeable
(unless with sex reassignment surgery)
=
Biologically determined

It includes physical features,
chromosomes, gene expression,
hormones and anatomy.

GENDER:

How a person identifies
=
Socially constructed and so changes
over time and place

It refers to norms, roles, behaviours and
attributes ascribed to, and expected by,
individuals based on their sex.

Step 4 Discuss the agricultural roles that society expects of farmers (both women and men). From the examples provided, draw on roles, responsibilities, behaviours and relationships from daily life within a typical farming family. Generate discussion on the differences and if any of them are problematic.

Reflection:

The discussion should clarify that gender, as a social construct, varies according to cultural, religious, historical and economic factors over time. Most of the accepted differences in roles, responsibilities and status between women and men depend on these factors, rather than those that are biological.



ACTIVITY 5: EARLY MESSAGES OF WHAT IT MEANS TO BE A WOMAN OR MAN IN THE PACIFIC⁷

(See Annex 5, p. 72, for an alternative activity)

Purpose: To create space for reflection on Activity 4 and discuss where ideas about gender come from. Specifically, participants will have the opportunity to discuss early messages related to gender, and how these impact on socially-defined gender roles and stereotypes which in turn can lead to gender-based inequalities.



Early messages (or gender socialization) are those messages ‘learned’ by individuals from an early age about the social expectations, attitudes and behaviours associated with one’s gender, as they interact with key agents of socialization, such as their family, social networks, and other social institutions. A key component of this process is the internalization and acting out of gender norms.⁸

Estimated time: 60 minutes

Materials: Flipcharts, butchers paper and markers (& tacks or tape)

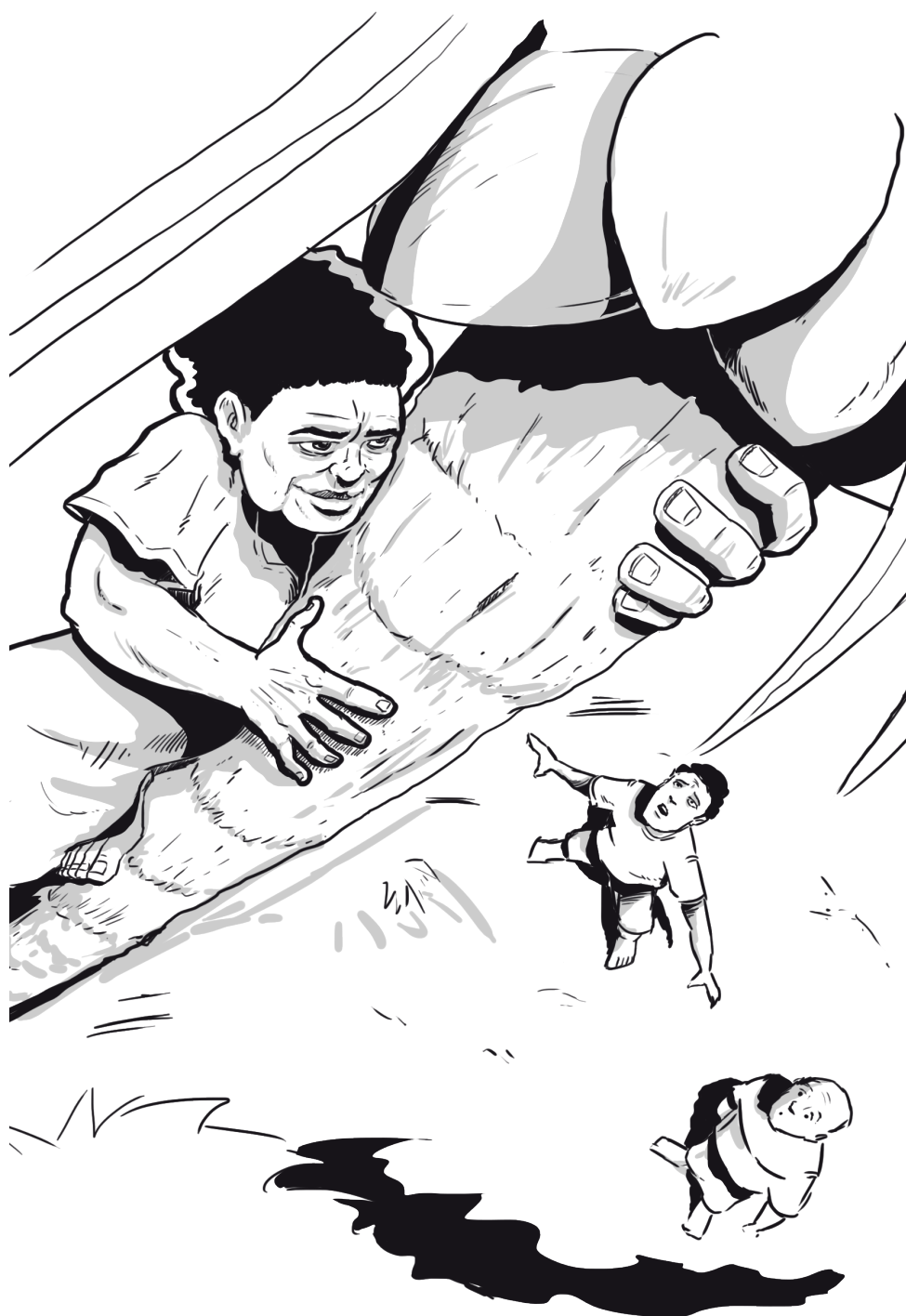
INSTRUCTIONS

- Step 1 Prepare flipcharts** prior to the session, each with two columns: women | men
- Step 2 Split the group along gender lines** – explain to participants that this is for the sake of creating a safe space and facilitating a deeper learning. Each group will complete the same exercise and all will debrief to the bigger group. Then ask the men to leave for another room, where they will meet.
- If splitting up the women and men is not a feasible option considering the context – you can have mixed groups.*
- Step 3 Hand out the flipchart paper and markers.** Ask participants to think about the early messages they received in relation to gender, being a woman or man. Early messages come from anywhere: parents, teachers, grandparents, churches, mosques, society in general, etc. To illustrate the topic more clearly, you can share an example from your experience. For instance, in some cultures in early childhood, parents and caregivers may dress girls and boys in different colours or give them different toys to play with (e.g. cars for boys, dolls for girls); or comment on the appearance of little girls (“You are so pretty” or “What a nice dress you have”), while they are more likely to point out the activities and abilities of boys (“You run so fast” or “You are so strong”). In other cultures, there might not be strong expectations that girls wear a certain colour and look feminine during early childhood, but as they approach adolescence, expectations such as being useful around the house emerge. Boys on the other hand are expected to be wilder, climbing trees and being active.⁹

⁷ Adapted Volunteer Service Overseas. (2017). Social inclusion facilitators manual. Unpublished manuscript.

⁸ John, N. A., Kirsten, S., Samantha, R., Jeffrey, E., & Nikola, B. (2017). Gender socialization during adolescence in low- and middle-income countries: conceptualization, influences and outcomes. *Innocenti Discussion Paper 2017-01*.

⁹ Balvin, N. (2017, August 18). *What is gender socialization and why does it matter?* Retrieved from UNICEF Connect.



Give participants plenty of time to perform the exercise thoroughly and encourage brainstorming, not debate. There will be lots of informal discussions throughout the process, which you could join.

Ensure you create a safe space where women and men can share freely since this is very personal. Remind participants of the scope of the workshop – ask them to think also about farming/agricultural activities that are expected to be carried out by farmers who are women and farmers who are men.

Step 4 **Call the group back together** and ask them to hang their papers up on the wall. Ask participants to move around and read the work of other groups and ask questions of clarification, as required.

Step 5 Ask participants what they notice about the lists. Allow them to share reflections, feelings and general feedback.

- **Then focus** on the general theme of the lists about women and men, asking if one group can be perceived as associated with more benefits.
- **Remind the group** about the difference between sex and gender during the discussion – sex is what we are born with or what is biological fact; whereas gender is the set of roles, characteristics and attributes that women and men have learned over time because of their sex but are often stereotypes only.
- **Highlight** the fact that gender roles constantly change because they are a human-made construct and that we are always adapting to new changes such as lifestyles or value systems. For instance, in Palau the taro patches were traditionally a woman's space and a man's involvement was not favourable. Due to lifestyle changes and structural socio-economic issues, women's involvement in taro patches has been gradually changing over time as they have been taking over other competing activities such as in the public sector. This has resulted in an increase of foreign male workers and female supervisors.

Share with the group that stereotypes limit our possibilities and the positive experiences or outcomes we could otherwise achieve.

- **Ask participants**, *“Are these messages still around today in your society, in your homes or farmers associations? Have they impacted your life? If so, how?”* You should make the discussion flow, while directing it to the agriculture sector. *“How do you think these early messages influenced your farming activities?”*
- **Ask participants** what they want to physically do with their lists of early messages – do they feel comfortable to keep them as a part of their learning process, or do they prefer not to out of concern that they might fall into the hands of someone who has not been a part of the workshop.
- **Get agreement** from the group and act accordingly based on their decision.
- **Explain** why it is necessary to go through this process, which for some could be quite painful. It is important to help people start un-learning some of the beliefs they have grown up with.
- If the group is advanced, **link this discussion** to other factors of identity/diversity as well – such as stereotypes of women and men from a specific age group, location, ethnicity, religion, etc.

Reflection:

- Point out that difference is not a problem in itself – we are all different. The problem is when this provides a basis for different treatment which causes a disadvantaged conditioning and limiting both women's and men's potential. For example, different allocations of opportunities, resources and responsibilities, also the allocation of rights to women and men.
- This unequal distribution of power and resources can also sometimes provide justification for the dominance of one sex over the other, reinforcing the notion of superiority and a system of privilege in terms of individual and institutional behaviour (law/systems/processes). For example, why are women disproportionately represented in lower paid jobs and why are men more broadly accepted into leadership roles.
- Any notions that women are inferior to men are not based on any actual biological differences. Such ideas result from social, cultural and religious prejudices and are very harmful to women.
- Gender is a learned behaviour. Ideas about what is right, normal and proper behaviour for women and men differ between and within cultures.
- Gender relations in any society are always changing. It is up to women and men to together make changes for the better, so that all enjoy their full human rights.



MODULE

2

QUESTIONING INEQUALITIES

MODULE 2

MODULE 3

MODULE 4

ANNEXES

Questioning inequalities



ACTIVITY 6: POWER WALK¹⁰

Purpose: To understand factors that affect vulnerability, resilience and power of actors in the agricultural sector.

Estimated time: 45 minutes

Materials: activity cards

Preparation: Print out the power walk identification (ID) cards (see Annex 6, p.74) before the session. If the characters described in the cards are not relevant to the context, edit them to ensure cultural and contextual appropriateness. Ensure you have enough open space for the walk. If participants can't play this as a walk, it can instead be played with shells or markers, representing the characters that can be moved by participants.

INSTRUCTIONS

- Step 1** **Ask participants to assemble along a line.** Hand out one power walk ID card to each participant, ensuring that there is a good variety of each powerful, vulnerable and 'in-between' ones. Ask participants to read their characters and think about the realities of that person's life. Ask them not to show their characters to anyone else.
- Step 2** **Ask participants to listen to the power walk statements** (see Annex 7, p.80) that you will read out and for every statement to which their character can answer *yes, they should take one step forward*. If the answer is *no, they should not move*. *If they are not sure or if the answer varies, then they should take a half-step forward*. Ask participants if the instructions are clear and if they fully understand their character. Read out the statements one by one. Continue until all the statements have been read.
- Step 3** **After the final statement, ask participants to stay where they are along the line.**
- Ask 2-3 people at the front to reveal their character/identity. Ask them a few questions such as: *"How do you feel in moving forward? Why are you at the front? What factors made you move forward and why?"*
 - Ask 2-3 participants in the middle to reveal their character/identity. Ask them a few questions such as: *"Do you feel you have a lot of power or not so much? Are you comfortable in the middle or would you rather be somewhere else?"*
 - Ask 2-3 participants at the back to reveal their characters/identity. Ask them a few questions such as: *"How did you feel when the others were stepping forward? What held you back? Can you participate in and influence decisions? Do you have access and control over resources?"*
- Step 4** **Go back to the plenary and continue the group discussion.** Below are a few questions you might ask:
- Can the participants who only take a few steps have their voices heard by those at the front? How could they be heard?
 - What are the factors affecting power, resilience and vulnerability of the characters? (gender, socio-economic, cultural, rural/urban, status, etc.)

¹⁰ Adapted from the Secretariat of the Pacific Community. (2013). *The Pacific gender and climate change toolkit*.

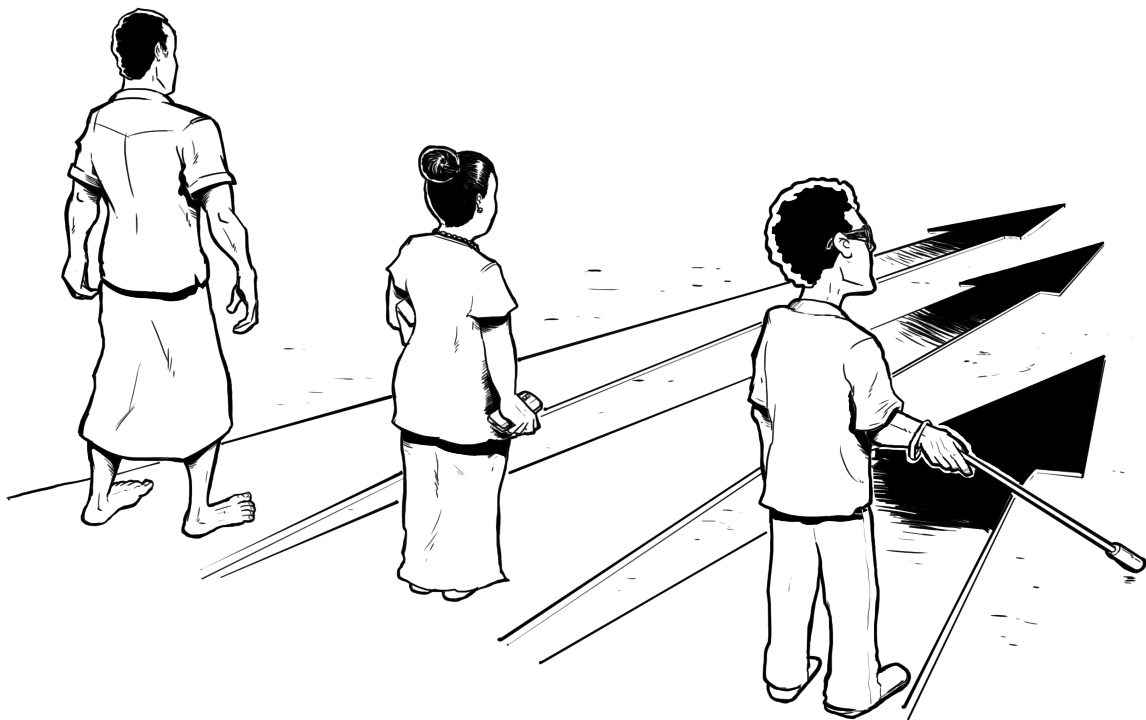
- Did they notice any difference in the position of women and girls relative to others in the power walk? Point out that gender is not revealed for some of the characters. Ask them if they made assumptions based on the descriptions and why.

Reflections:

Ideally participants should notice that they are distributed along a spectrum. Characters such as chiefs and employed individuals are more likely to be the most resilient and powerful, conversely unemployed or disabled individuals are more vulnerable.

The distance between participants symbolizes many real distances or inequities in communities. Remind participants that they all started from the same point – the line is the starting point of the exercise and symbolises Article 1 of the Universal Declaration on Human Rights: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

The participants should also notice that gender affects the experience in accessing power but gender in isolation does not necessarily determine vulnerability. Other factors associated with gender, such as social and economic status, disability, ethnicity and age are important in determining an individual’s ability to cope and succeed.



ADDITIONAL ACTIVITY: EQUITY/EQUALITY

Building on the concepts of inequalities, access to opportunities, vulnerabilities and power, and as a continuation of the power walk exercise, you might find it useful to introduce the conceptual difference between equity and equality to address some participants comments/feedback. Ask participants what would happen if an organic agricultural programme offered the same things to all characters of the power walk/farmers.

Participants should reflect that this may help everyone but eventually doesn't help to address underlying barriers of inequalities and won't be enough to fill the gaps between the farmers.

Purpose: To understand how progressing towards equality (i.e., everyone has the same opportunities) requires equitable action to narrow the gaps. This may involve providing more to those further back.

Estimated time: 5 minutes

Materials: 1 packet of biscuits

INSTRUCTIONS

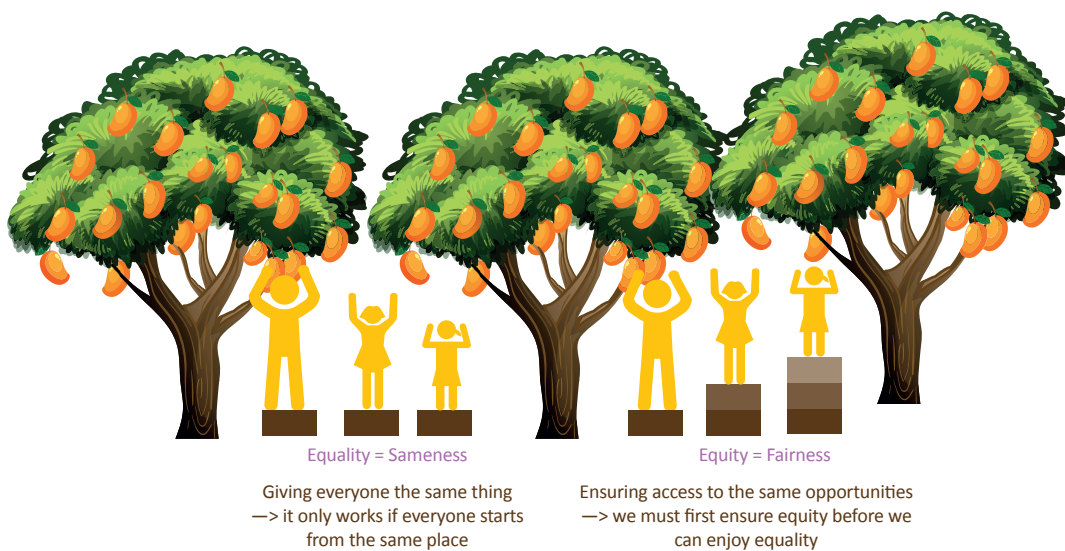
Step 1 Give each participant one biscuit.

Step 2 Once everyone has been given a biscuit, **ask if this was fair**. When someone responds no, ask them to explain why.

This should lead to a discussion on the fact that giving everyone the same thing is not fair or equitable. For example, some participants may have diabetes or be gluten intolerant and not able to eat the biscuit. Others may not have had eaten breakfast. Explain that sometimes, in narrowing the gaps, organic agricultural producers facing particular challenges may need additional support in managing those challenges.

Reflections:

Giving everyone the same thing is not necessarily fair or equitable, as illustrated below.



Equality vs equity. Source: Sewall Foundation, adapted from an image by Saskatoon Health Region, <https://www.sewallfoundation.org/new-gallery-1>

ACTIVITY 7: QUESTIONING INEQUALITIES

Purpose: To help participants understand how inequalities, such as the ones experienced during the power walk (Activity 6), can be perpetuated. Participants start to become familiar with analytical tools and questions that are part of a gender and wider social inclusion analysis.



Social inclusion is defined as the process of improving the participation in society for people who are traditionally underserved based on age, sex, gender, disability, race, ethnicity, origin, religion, or economic or other status, through enhanced opportunities, access to resources, voice and respect for rights.

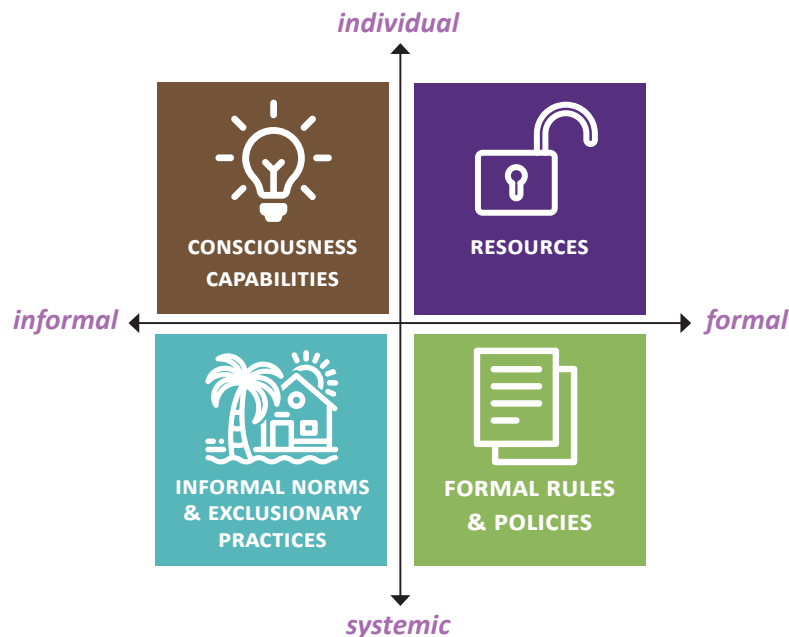
Estimated time: 30 minutes

Materials: chalkboard/butchers paper/white board & chalk/markers

INSTRUCTIONS

Step 1 Using the characters of the power walk, **form mixed groups combining the most underserved characters with the most powerful ones.** The participants will keep acting according to their assigned identities.

Step 2 **Draw the framework** (below) on the board before starting the group exercise.



Explain that the above framework suggests that sustainable solutions and long-term impact requires changes by individuals (both women and men) and within systems. Changes in informal rules and practices as well as in formal institutional rules, laws and governmental policies are also required.

The top two quadrants are related to the individual. On the right are changes in noticeable individual conditions in term of access to resources and opportunities (e.g. financial assets, social capital,

training opportunities). On the left, individual consciousness and capability (e.g., knowledge, skills, confidence and self-esteem, political consciousness and commitment to change toward equality). The bottom two quadrants are related to the systemic. The one on the right refers to formal rules as laid down in constitutions, laws and policies. The one on the left is the set of informal discriminatory norms and deep structures, including those that maintain inequality in everyday practices.¹¹

Step 3 Let the participants discuss the needs of the most underserved people within the group, keeping the different areas of the framework in mind, such as:

- **Resources:** Do you have access to organic training? Do you have opportunities to interact with other people outside your household?
- **Consciousness and capabilities:** Do you feel that your voice is well heard within the household? Are you able to manage your own income?
- **Norms and practices:** Are there any social and cultural norms preventing you from accessing decision-making processes or venues?
- **Laws and policies:** Are there any policies in place supporting you in accessing business opportunities? What can the general environment change to meet these needs?

Ask to take notes of the questions. To help develop them, invite the most powerful characters in the group to reflect on their role – what can they do to help the others?

Step 4 Each group will share the results of their discussions in plenary. You will help the participants by putting questions and examples in the framework.

Reflections:

During this activity, participants might start noticing that some questions could bring up issues conflicting with their personal values. For instance, the ones related to social norms or to relationships and power dynamics in the household. If some resistance occurs, remind participants the objective of the exercise – developing questions to understand and generate knowledge. No one is being pressured to change their values in this workshop. The important thing is to listen, respond to questions and remain open to change.



Image Source: Unknown. No known restrictions on publication.

¹¹ Adapted from *Gender at work framework*. (2018). Retrieved from Gender at Work – Building Cultures of Equality: <https://genderatwork.org/analytical-framework/>



ACTIVITY 8: ADDRESSING MISCONCEPTIONS OF WOMEN AND AGRICULTURE¹²

Purpose: To reflect and address common misconceptions about gender and gender equality.

Estimated time: 30 minutes

Materials: cards

INSTRUCTIONS

Step 1 Prepare the 7 misconceptions below on cards before the workshop.

1. Gender equality is all about women and projects focusing on women.
2. We should not question women's and men's roles, as this is part of our Pacific culture and traditions. Cultures don't change or evolve over time.
3. The best way to ensure gender equality outcomes is by having women attend meetings where decisions about agricultural programmes are being discussed.
4. Agriculture is a technical and scientific field, so it has nothing to do with gender issues.
5. Gender sensitivity means understanding that women are more vulnerable than men.
6. Both women and men will benefit from the interventions so there is no need to differentiate.
7. The goal of gender analysis is changing gender roles.

Step 2 Split the participants into small groups or pairs and distribute 1-2 cards per group.

Ask participants to consider the statements on the cards and discuss them using the following questions as prompts:

- What do you think about these statements?
- Do you think these statements are true or false?
- Do you agree or disagree with these statements?
- Why do you agree or disagree with these statements?

Step 3 Have each group report back on their discussions. Share the following reflections with the whole group.

Many people hold assumptions and misconceptions about gender and gender equality. These misconceptions often affect the way programmes and value chains are developed, what actions are prioritised and who is involved in implementation. If these misconceptions are not recognised or dealt with at the start of initiatives, they can play an important limiting role on the project, affecting the ability of women and men to contribute their skills and expertise to strengthen organic value chains.

¹² Adapted from Secretariat of the Pacific Community. (2013). *The Pacific gender and climate change toolkit*.

Reflection for each misconception:**For Misconception 1:**

Gender equality is about women and men. It is important to remember that there are differences as well as similarities between women and men in terms of their roles, responsibilities, access to resources and decision-making. Understanding this will help to promote a joint awareness of the types of barriers that can prevent full participation of everyone in the project. These can then be reframed as opportunities to support more equitable engagement in organic agriculture development.

Some programmes and projects may focus specifically on women because women may be disadvantaged and require additional support (*please see reference to equity vs equality*). For example, women subsistence farmers may require targeted training and support because existing agricultural extension services may have targeted only men in the past.

Fact: *A gender-responsive program targets both women and men and recognises their different needs, skills and priorities.*

For Misconception 2:

The role of women and men today is not the same as it was 50 years ago. Cultural change is happening everywhere, including in Pacific Island countries. For example, because of globalisation, urbanisation and education, many island women are engaged in paid employment and some have moved away from their traditional roles (e.g., child rearing, looking after the elderly, etc.) or have reallocated domestic chores to becoming paid housekeepers.

Traditional gender roles in agriculture are also evolving. Urbanisation, labour mobility programmes and climate change are contributing factors. Since culture is always changing in response to broader social, economic and political factors, men's and women's roles are also changing.

Fact: *Understanding the dynamic context in which culture shapes the roles of women and men can help us identify opportunities to strengthen the engagement of women and men. By doing this, we can strengthen organic agriculture initiatives.*

For Misconception 3:

Ensuring women and men participate equally in decision-making requires much more than meeting attendance, it involves encouraging them to speak, contribute and freely express their opinions. By considering the viewpoints and perspectives of both women and men, an organic initiative will benefit from a more holistic understanding of community needs and possible ways of addressing them.

Fact: *Including women in consultation is a good first step; however, it is also necessary to ensure their participation is meaningful. This may mean holding separate discussion groups for women and men or having a female facilitator with whom women may be more comfortable.*

For Misconception 4:

Even the most agricultural technical aspects have gender implications. We can identify these when we think about the way information, or specific technologies, are used. For example, women and men use and access natural resources and equipment in different ways. For scientific information to protect livelihoods it must reach the right people involved in managing these resources.

Continued on next page...

Fact: Successful agricultural interventions require social, not just technological, shifts.

While scientific research is an important component of the development of an agricultural innovation system, it is not enough. More emphasis must be directed at the social component to achieve a more inclusive, effective and meaningful paradigm shift in agricultural innovation.

For Misconception 5:

Gender sensitivity requires being aware of how gender shapes the lives and experiences of women and men, to address existing gender inequalities and discrimination, while developing solutions leveraging different but complementary abilities, knowledge, skills and talents.

In some circumstances, some groups of women are more vulnerable. Some groups of men, however, are also particularly vulnerable, such as those whose livelihoods depend on agriculture, who are unemployed, have a disability or are elderly and living alone.

Fact: Organic agriculture strives towards a sustainable and regenerative natural resource management (including environmental and biodiversity protection) where women play a pivotal role. Supporting these agricultural practices and recognizing the important role of women in it can contribute to the empowerment of women. Through their empowerment, women are provided with opportunities to apply their skills and knowledge to contribute to natural resources management and livelihood strategies within changing environmental realities.¹³ Their extensive knowledge and expertise make them effective actors and agents of change.

For Misconception 6:

When technical agricultural interventions are designed, social implications are often not considered, which include the gender dimension of these interventions. The assumption is that technical interventions will equally reach and benefit all. However, this is often not the case – interventions can fail to recognize differences in needs and capacities that affect the extent to which women and men benefit from and contribute to the agricultural sector.

Although both women and men provide a unique contribution to the sector, their access to benefits and opportunities is not fairly and equally distributed. This is mainly due to social norms which determine power dynamics and life opportunities for women and men, and which often prevent women from fully participating in agricultural value chains. Women and men have different roles, needs, interests, responsibilities, access to resources and decision-making so they might not benefit from a programme or project in the same way.

Fact: Gender-responsive agricultural technical interventions are developed in a way that are effective and relevant to the specific needs and interests of the different targeted groups (by gender) in terms of content and delivery approach.

For Misconception 7:

The aim of gender analysis is to understand the people that are targeted by our project so that we can accurately gauge the impact of changes development projects may bring. Gender roles change over time as families adjust to new pressures and opportunities. This may also occur as an unintended result of a project, but it is not the primary goal.

Fact: Gender analysis provides the necessary data and information to integrate a gender perspective into policies, programmes and projects, allowing for the development of interventions that address gender inequalities and meet the different needs of women and men.

¹³ International Federation of Organic Agriculture Movement (2018). *Training module on gender in organic agriculture*.



ACTIVITY 9: INTRODUCTION TO GENDER ANALYSIS

Purpose: To introduce participants to basic concepts related to gender analysis.

Estimated time: 45 minutes

Materials: chalkboard/butchers paper/white board & chalk/markers

INSTRUCTIONS

Write down the objectives of the session on the board.

By the end of the session, participants will understand:

- **What is** gender analysis
- **Why** organic farmer groups/participatory guarantee scheme groups find gender analysis helpful
- **When** to conduct a gender analysis
- **Who** is qualified to use and undertake gender analysis

Step 1 Explain that a basic gender analysis asks the following questions:

Before the intervention (assessment, planning, concept design):

- Who does what?
- Who owns what?
- Who gains/is included?
- Who loses/is excluded?
- Who decides?
- Are there inequalities? What are the root causes?
- What can we do about it?

During the intervention:

- Are changes happening in the way we expected?

After the intervention (evaluation, impact assessment):

- What has changed? To what extent and for whom? Why? How?

Gender analysis is undertaken because it is an essential part of smart and effective development. It puts people at the centre of what we are trying to do and can help ensure we reach the people who matter.

We can't programme effectively without a clear understanding of the different roles, responsibilities, priorities and constraints of women, men, girls and boys in relation to the issue being addressed.

A first look at a gender analysis includes:

1. Asking good questions
2. Mapping existing sex-disaggregated and gender relevant data
3. Reading analyses of similar issues in similar contexts
4. Talking to people - local NGOs, government officials, researchers, activists
5. Synthesizing learnings
6. Commissioning an expert for further analysis (if you need to know more and have the budget)

Step 2 Read the participants the following excerpt from the report:¹⁴

“The Pacific Horticultural and Agricultural Market Access (PHAMA) Program conducted a gender analysis of the cocoa value chain in Samoa. It involved a review of documents and interviewed 36 women and men who grow and process cocoa on village smallholdings, mainly on customary land and with government and private sector stakeholders in the cocoa value chain in Samoa.

In the traditional Samoan village context, men were responsible for cultivating food and cash crops such as cocoa, while women worked on home-based processing. Significant numbers of Samoan women supervise and/or contribute to various other types of work on smallholder cocoa plantations, from planting to harvesting. Gendered roles in the cocoa value chain may overlap; for example, women may assist with weeding, harvesting and fermenting tasks, which are considered men’s work, and men may help with sorting, roasting, winnowing and pounding tasks, which are considered women’s work.

PHAMA found that nearly all the women and men interviewed said they would like to expand their family cocoa plantations. However, it was evident that most cocoa-growing households do not specialise in cocoa but grow a variety of other crops for home consumption and for sale, often have wages from casual or full-time employment, and have relatives overseas who assist with major financial needs.

The study found that women and men expressed the same interests in relation to cocoa production. Most adult women and men in cocoa-producing households are interested in learning how to increase efficiency of production in both growing and processing cocoa. Many made suggestions about how the government could assist and these were consistent with the recommendations of the Ministry of Agriculture and Fisheries (MAF) cocoa sector review in 2004.

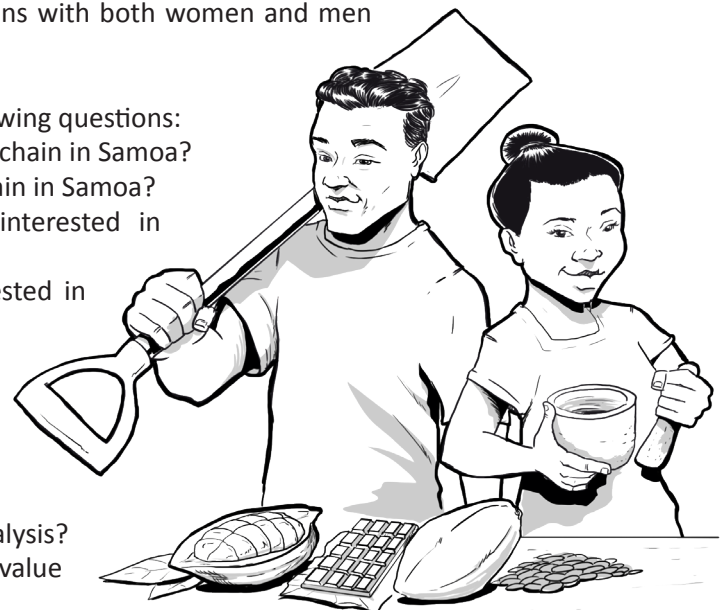
PHAMA found that there are opportunities to develop Koko Samoa as a product, as there is much year-round demand. Koko Samoa is a solid paste of fermented or unfermented roasted and pounded cocoa beans and is a product mainly associated with women.

The study recommended the following measures for increased family production and for the economic empowerment of women:

- Koko Samoa processing technology trials
- Information for women in rural households
- Formation of cocoa growers associations with both women and men among their membership.

Discuss the story as a group using the following questions:

- What do women do in the cocoa value chain in Samoa?
- What do men do in the cocoa value chain in Samoa?
- What were women cocoa farmers interested in learning about?
- What were men cocoa farmers interested in learning about?
- What was the opportunity for increasing income for cocoa farmers?
- What were the recommendations for increased family production and the economic empowerment of women?
- What was helpful about the gender analysis?
- Is this type of analysis feasible in your value chain?



¹⁴ Schoeffel, P., & Meleisea-Ainuu, E. (2016). *Gender Analysis of the Cocoa Value Chain in Samoa*.



ACTIVITY 10: REFLECTION ACTIVITY

Purpose: To reflect on what participants have learnt over the day.

Estimated time: 15 minutes

Materials: training agenda, butchers paper, sticky notes, markers & pens

Preparation: Ensure the training agenda is visible.

Prepare one piece of butchers paper titled, 'Learnings from Day 1'.

Prepare two other pieces of butchers paper for reflections – one titled, 'Things that worked' and the other, 'Things that could be improved'.

Place sticky notes and pens on each table.

INSTRUCTIONS

Step 1 Review each of the sessions of the training agenda with participants.

Ask participants to share one thing they learnt from each of the sessions. Write down at least one learning from each of the nine activities on the 'Learnings from Day 1' piece of paper.

Draw out the key learnings and link them back to the training objectives. Show participants that they have already started to:

- analyse organic value chains to see how they can work better for everyone;
- rethink established gender roles that limit individual potential and stand in the way of increasing the value of organic value chains; and
- encourage creative thinking about a range of different potential strategies for value chain upgrading.

Inform participants that tomorrow they will be applying what they have learned today to their own value chains.

Step 2 Ask participants to write down 'things that worked' on one sticky note and 'things that could be improved' on the other. Have them stick their notes onto the same butchers paper.

Thank everyone for their participation!

Close the training for the day.



MODULE

3

WHY GENDER MATTERS

MODULE 3

MODULE 4

ANNEXES



Why gender matters



ACTIVITY 11: INTRODUCTION TO DAY 2 AND REFLECTION ON DAY 1 LEARNINGS

Purpose: To open the training for Day 2 and respond to the feedback from Day 1.

Estimated time: 20 minutes

Materials: feedback sheets from Day 1 and training agenda

INSTRUCTIONS

- Step 1** **Welcome everyone to Day 2 of the training.** Ask if participants came up with any additional reflections that they would like to share. If so, add these to the feedback sheets.
- Step 2** **Go to the feedback sheets from Day 1.** Read out some of the comments from 'Things that worked' and 'Things that could be improved' and mention the things you have done as a facilitator to respond to the points raised. For example, you could explain the terms gender and sex, if several people said they were confused by the differences, or that you have changed the type of food available for morning tea if complaints were received.
- Step 3** **Go back to the training agenda** and explain to participants that today the group will be looking at why gender equality matters in value chain analysis and working on a gender and organic value chain analysis for their own value chain.



ACTIVITY 12: WHY GENDER MATTERS IN VALUE CHAIN ANALYSIS - IDENTIFYING GENDER-BASED CONSTRAINTS¹⁵

Purpose: To identify possible gaps or challenges from a gender perspective along a value chain.

Estimated time: 1 hour

Materials: copies of the questions for group discussion, butchers paper, markers and tape

Preparation: print out copies of the questions (see Annex 8, p. 81) for each small group (4 people).

INSTRUCTIONS

Step 1 Explain to participants that this exercise is about identifying gender-based constraints



Gender-based constraints¹⁶ are barriers/constraints that women or men face in terms of access to resources or opportunities as a result of their gender. An example of constraints women farmers face might be not having title to their land, being more tied to their homes and domestic chores preventing access to extension services. Constraints that are not based on gender are referred to as general constraints.

Step 2 Split the participants into small groups and provide each group with one copy of the questions for discussion. Ask each participant to introduce the value chain for which they are involved. Each group will choose one value chain on which to focus their discussion. Ask one person to be the notetaker for the group. They are to write key learnings on a piece of butchers paper and report back when they re-join the larger group.

Each group will take 40 minutes to discuss the questions on gender-based constraints in relation to the value chain selected by the group.

Step 3 Bring all groups back together and have the reporter from each group share the key learnings from their discussion.

¹⁵ Adapted from Food and Agriculture Organization of the United Nations. (2018). *Developing gender-sensitive value chains – guidelines for practitioners*.

¹⁶ Definition adapted from UNICEF. (2017). *Gender equality: Glossary of terms and concepts*.



ACTIVITY 13: TALANOA ON GENDER-BASED CONSTRAINTS, WHY GENDER MATTERS AND THE BENEFITS AND IMPLICATIONS FOR ORGANIC AGRICULTURE VALUE CHAINS

Purpose: To create reflection and prepare for the next activities on strategies addressing gender as a tool for strengthening organic agricultural value chains.

Estimated time: 30 minutes

Preparation: ensure appropriate space for this activity.

INSTRUCTIONS

Participants should sit in a circle in chairs or on the floor to ensure everyone feels comfortable and is able to contribute.

You will guide the discussion with prompts (examples below) but should also let the conversation flow if guidance is not required. One of the most powerful ways to facilitate change is through peer learning – sharing their own experiences of how considering gender and social inclusion has strengthened organic value chains. Encourage participants to share openly mistakes as well as successes as we often learn most from what didn't work.

- What do you think about the constraints identified in the last exercise?
- What are the implications of these constraints?
- What are some examples of agricultural value chain strengthening interventions that attempted to take these differences into account? If none, what can you do differently in the future to address some of the constraints identified?
- How do you feel about what you have learned?





MODULE

4

THINKING GENDER-SMART

MODULE 4

ANNEXES

Thinking gender-smart



ACTIVITY 14: MAPPING YOUR ORGANIC VALUE CHAIN¹⁷

Purpose: To socialise key concepts related to value chains and organics, processes and actors

Estimated time: 50 minutes

Materials: butchers paper, markers and tape

INSTRUCTIONS

Step 1 To frame the session, **remind the group of the discussion** and drawing from Activity 1, “What is a value chain?”.

Step 2 Ask the group, “What is an organic value chain?”

Refer to the organic agriculture definition below. Explain that a value chain is organic when it is developed in accordance with internationally recognised standards¹⁸ and meets the five guiding principles:¹⁹

Reflection:



1. Health



2. Ecology



3. Fairness



4. Care



5. Culture and tradition



Organic agriculture is a production system that sustains the health of soils, ecosystems, and people. It relies on ecological processes, biodiversity and cycles adapted to local conditions, rather than the use of inputs with adverse effects. Organic agriculture combines tradition, innovation, and science to benefit the shared environment and promote fair relationships and good quality of life for all involved.

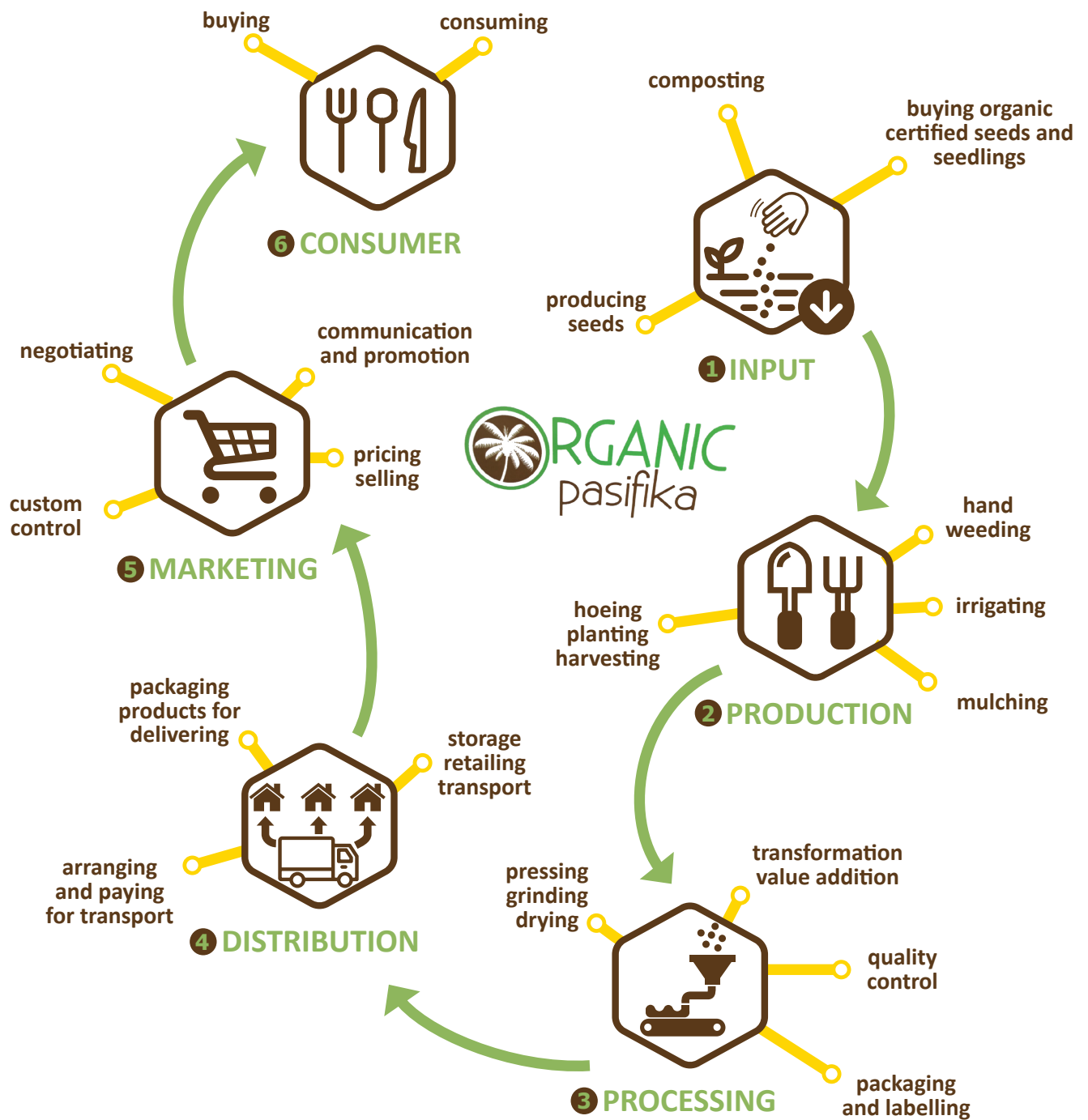
IFOAM General Assembly, 2008

¹⁷ Food and Agriculture Organization of the United Nations. (2018). *Developing gender-sensitive value chains – guidelines for practitioners*.

¹⁸ The Pacific Organic Standard provides a regional example of organic standards international recognized. <https://www.organicpasifika.com/poetcom/membership/pacific-organic-standard/>

¹⁹ IFOAM set four internationally recognised principles: health, ecology, fairness and care. The Pacific Organic Standard (POS) added a fifth principle that Pacific producers felt was central to organic agriculture in our region – culture and tradition.

Step 3 Ask participants to go back to the group of Activity 12 to continue the discussion around the selected value chain. They will work with each other to map out their organic value chain in more detail than in the activity on Day 1. Ask the participants to describe to each other the key activities along their organic value chain and start drawing on the butchers paper the steps of the value chain by clustering activities.





ACTIVITY 15: IDENTIFYING VALUE CHAIN ACTORS²⁰

Purpose: To continue the organic value chain analysis by mapping the actors involved.

Estimated time: 50 minutes

Materials: butchers paper, markers and tape

INSTRUCTIONS

Step 1 Ask the group, “Who are value chain actors?”

Explain that value chain actors are the people and organisations that are responsible for moving produce along the value chain, from the farm to the consumer. Core actors buy and sell the produce, adding value at each stage.

Supporting actors provide inputs and services to the process but do not buy and sell it directly. They may provide advice, insurance, certification standards, etc.

To help participants understand, draw two columns on a sheet of butchers paper with the headings as below, but leave the other fields blank. Ask participants to provide examples of core actors and supporting actors in their organic agricultural value chains.

Core actors	Supporting actors
<i>Farmer</i>	<i>Extension officer</i>
<i>Trader</i>	<i>Input supplier</i>
<i>Processor</i>	<i>Certifier (POETCom)</i>

Step 2 Go back to the value chain example to identify the actors involved. Ask participants to go back to their pairs and continue to map out their value chain and value chain actors that are involved by using the guiding questions below.

- Who does which activity?
- Who controls the decision-making of each activity/step?
- Who controls the resource (land/assets/finances) for each activity/step?
- Who does the communication?
- Who manages quality control?
- Who manages relationships?
- Who manages conflicts when they arise?

Step 3 Reflect with the participants if the actors identified are likely to be women or men and take note.

If the value chain drawn is not an organic value chain, ask participants to consider whether they need to add or remove necessary actors/steps to convert it into an organic value chain.

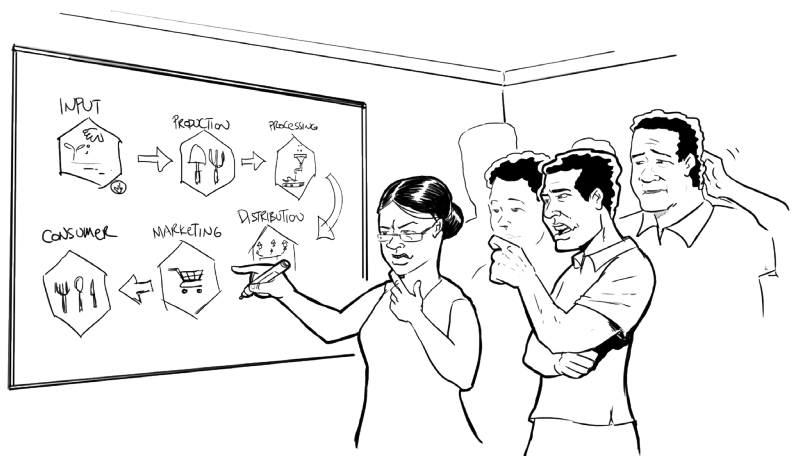
Step 4 Transfer the information from your value chain map into the sample table below, emphasising the information related to gender – as per the example below (*the information in the table might not be accurate, it has been included for example purposes only*).

²⁰ Adapted from Pacific Island Farmers Organisation Network. (2019). *Agricultural value chain guide for the Pacific Islands*.

Value chain step	Value chain activity	Performed by who? (include gender)	Who has access to and controls the resources? (include resources)	Who decides the activity?	Comments?
Input	Sourcing seeds	Women farmers	Men	Men	Men advise women which seeds to source/buy as they don't have the appropriate technical knowledge or network
Production	Land preparation	Men farmers	Men (land/ technologies)	Men	Is traditionally a male role
Production	Weeding	Women farmers	Men (land)	Women	
Market	Selling crops at the local markets	Women farmers	Women (income)	Women	Women have full control on how to spend the money they earn for big and small expenses

Reflection:

Value chain analysis is a good way to think about gender and social inclusion as value chain mapping involves discussing who is doing what at which stage. This information is important for strengthening value chains as it helps us to understand who the actors are with the most power and influence and where power imbalances may lie.



Don't forget to ask WHY? and HOW? – a qualitative method

A qualitative approach helps to gain an understanding of underlying reasons, opinions, values, beliefs, thoughts, feelings and motivations and explore further into the cause of the problem. To gain more qualitative data ask WHO, WHAT, WHERE, WHEN, WHY and HOW.

For instance: Why are women mainly responsible for weeding? How do women feel when you are asked to attend a technical training?

Value chain analysis and gender and social analysis allow for the opportunity to discuss the potential weak points in the value chain and how they could be strengthened.



ACTIVITY 16: IDENTIFYING GENDER ISSUES AND THEIR IMPACT ON VALUE CHAINS

Purpose: To help participants understand how limiting individual potential can limit the potential of the value chain.

This exercise helps practitioners reflect on the implications of each gender-based constraint and assess its impacts on the performance of the value chain and women’s and men’s opportunities to participate in and benefit from the value chain.

Estimated time: 1 hour

Materials: butchers paper, markers and tape

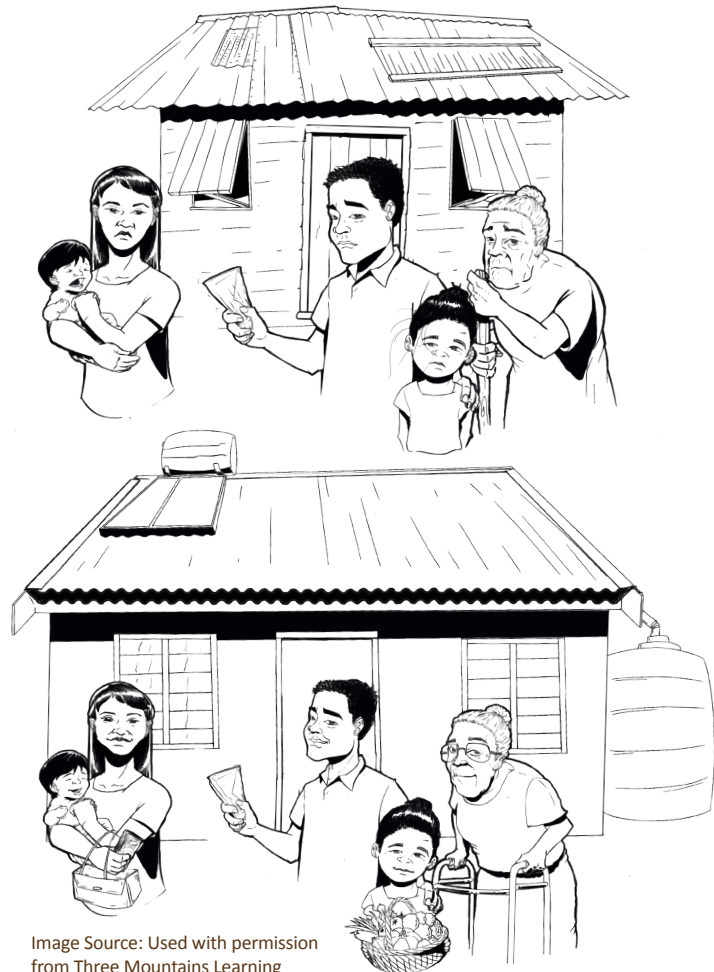


Image Source: Used with permission from Three Mountains Learning Advisors under a [CC BY-ND 4.0](https://creativecommons.org/licenses/by-nd/4.0/) licence.

INSTRUCTIONS

Step 1 Review the gender-based constraints noted in Activity 12. Bring the group back to the butchers paper with these constraints and review the discussion from Day 1.

Step 2 Ask each group reflect on:

- the underlying causes of each constraint; and
- their consequences on the value chain’s performance.

Let the group know they will have 40 minutes for their discussion. The group should nominate a notetaker to write down each key activity along the value chain, any gender-based constraints, the causes/factors leading to the constraint and the consequences on the value chain.

The notetaker can develop a table, as the one below, to capture the points discussed.

Activity	Gender-based constraints	Cause/factors leading to gender-based constraints	Consequences on the value chain
Example: Pandanus value chain in RMI ²¹	Limited knowledge and skills for making organic value-added products.	Norms and power dynamics that influence roles and stereotypes on entrepreneurial behaviours by gender. This results in a lack of entrepreneurial/business skills, self-confidence, networking with other women, lack of visibility for strong female role models in business, lack of capital (and knowledge to access loans).	No competitive products targeting changing consumer preferences and needs. No opportunity for value chain expansion or upscaling.
Processing/ value addition	Lack of equipment.		

Step 3 Bring everyone back together and have each group share their discussion and learnings.

²¹ Pacific Community. (2020). The pandanus value chain in RMI’s Laura area: POETCom assessment. Unpublished manuscript.



ACTIVITY 17: DEVELOPING STRATEGIES FOR STRENGTHENING ORGANIC VALUE CHAINS FROM A GENDER PERSPECTIVE

Purpose: To develop strategies for strengthening organic agriculture value chains from a gender perspective.

Estimated time: 45 minutes

Materials: butchers paper, markers and tape

INSTRUCTIONS

- Step 1** Reflecting on the previous activity and some of the constraints identified, **ask each group to brainstorm** around entry points or opportunities for overcoming these barriers and strengthening gender.
- Step 2** **Ask them to identify** any barriers that may exist for realizing these opportunities.
- Step 3** **Ask them to develop strategies** to overcome these barriers. Are there ways in which some of the POETCom processes and tools could be utilised as part of these strategies?
- Step 4** **Ask each group** to record the discussion in the format below.

Constraints faced by women	Opportunities	Barriers	Strategies and actions to implement opportunities and sustainable solutions
Limited knowledge and skills for making organic value-added products.	Provide organic value-addition and processing trainings to women through the promotion of healthy and nutritional products and undertake related trainings to improve individual health within the community.	No community support due to lack of awareness among community on WEE and organic products.	Build synergies with relevant institutions and interventions to ensure sustainability, efficiency, local ownership and greater development interventions.
Lack of equipment.	Provide household financial management trainings to women to strengthen their negotiation skills within the household and be able to participate in decision-making related to household expenses.	Limited capacity skills of organic extension services (e.g., in financial management).	Develop collaborations with extension services and business development support providers which are critical to expand and strengthen women’s skills to enable their movement up the value chain. Though women dominate the value chain, their limited technical, financial and business skills restrain their ability to change their status.



ACTIVITY 18: REFLECTION AND EVALUATION ACTIVITY

Purpose: To reflect on learning from the past two days.

Estimated time: 15 minutes

Materials: training agenda

INSTRUCTIONS

Step 1 Review each of the sessions of the training agenda with participants.

Ask participants to share one thing they learnt from each of the sessions, with a greater focus on Day 2.

Draw out the key learnings and link them back to the training objectives. Show participants that they have now applied their learnings from Day 1.

Lead a general discussion on how participants feel they have improved their understanding in relation to:

- analysing organic value chains to see how they can work better for everyone;
- rethinking established gender roles that stand in the way of increasing the value of organic value chains; and
- encouraging creative thinking about a range of different potential strategies for value chain upgrading.

Step 2 Hand out the short participant feedback form (Annex 9) and ask participants to fill it in before departing.

Thank everyone for their participation!

Close the training.

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SAMPLE AGENDA

Time	Day 1	Day 2
8:30 - 9:00	Registration	
9:00 - 9:30	Module 1 Workshop introduction (10 minutes)	Module 3 Activity 11: Review of Day 1 and reflection on learnings (20 minutes)
	Activity 1: Tell us about your value chain and who is involved (20 minutes)	
9:30 - 11:00	Activity 2: Creating a safe environment (15 minutes)	Activity 12: Why gender matters in value chain analysis – identifying gender-based constraints (1 hour)
	Activity 3: Match up: Women and men in agriculture (30 minutes)	
	Activity 4: Social construction of gender (30 minutes)	Activity 13: <i>Talanoa</i> on gender-based constraints (30 minutes)
11:00 - 11:15	MORNING TEA BREAK	
11:15 - 1:00	Activity 5: Early messages of what it means to be a woman or man in the Pacific (1 hour)	Module 4 Activity 14: Mapping your organic value chain (50 minutes)
	Module 2 Activity 6: Power walk (45 minutes), followed by a reflection on equity/equality (5 minutes)	Activity 15: Identifying value chain actors (50 minutes)
1:00 - 1:45	LUNCH	
1:45 - 2:45	Activity 7: Questioning inequalities (30 minutes)	Activity 16: Identifying gender issues and their impact on value chains (1 hour)
	Activity 8: Addressing misconceptions about women and agriculture (30 minutes)	
2:45 - 3:00	AFTERNOON TEA BREAK	
3:00 - 3:45	Activity 9: Introduction to gender analysis (45 minutes)	Activity 17: Developing strategies for strengthening organic value chains from a gender perspective (45 minutes)
3:45 - 4:00	Activity 10: Reflection (15 minutes) Close of Day 1	Activity 18: Evaluation and close of workshop (15 minutes)

REGISTRATION FORM
GENDER AND ORGANIC VALUE CHAIN ANALYSIS TRAINING

ANNEX 1

Dates -----○-----○

Location -----○-----○

#	Full name	Age	Gender you identify with (woman/man/other-X)	Do you identify as a person with a disability (yes/no)	Photo consent (yes/no)	Attendance Day 1 (please sign)	Attendance Day 2 (please sign)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								



ALTERNATIVE ACTIVITY 1: DRAWING A FARMER

Purpose: To recognize and acknowledge that both women and men play an important role within the agriculture sector.

Estimated time: 10 minutes

Materials: pens, paper

INSTRUCTIONS

- Step 1** **Make sure that each participant has a pen/pencil and a piece of paper** and ask them to draw a farmer. Give them few minutes for this task.
- Step 2** **Ask all participants to raise their paper to show to the group.** Then ask 3 or 4 participants to share the details of their drawing: are they female/male? Young or old? Who are they (maybe they drew someone from their community or themselves)? Why have they opted for a man or woman? What is the farmer doing?
- Step 3** **Ask for general feedback from the group:** Have you noticed if there is a general trend or similarities among the group in the drawings of the farmer? Has the group mainly depicted the farmer as a man or woman? What are their main reasons?

Reflection:

It's likely that most of the participants will draw male farmers. This should lead into a discussion about assumptions we make related to the farming activities and the agriculture sector – which is often regarded as a man's field. It's important to point it out that global/regional/national data show an active and relevant contribution by women to agriculture and food security. However, women's roles still often remain invisible at different levels (e.g., policy, community and training spaces) and are often relegated to the domestic sphere.



ALTERNATIVE ACTIVITY 3: THE FLOATING COCONUT²²

Purpose: To help participants deepen their understanding of women's and men's work and roles as part of the economy within the Pacific context.

Estimated time: 1 hour

Materials: two different markers (one for women and one for men) and butchers paper

INSTRUCTIONS

Step 1 Draw on the paper a floating coconut (Annex 3) and accordingly explain to the participants the economy in three parts: formal, informal and non-cash economies.

Above the water:

- **Formal economic activities:** wage or salaried work, producing goods or services for sale in a registered company, small business that pays government taxes and licenses fees, government office or non-government organisation.

Below the water:

- **Informal economic activities:** paid domestic work, making, selling and on-selling products or services in unregistered businesses that do not have licenses or pay tax.
- **Non-cash economic activities:** unpaid work, voluntary work, community work, household duties (gardening, caring for children and elderly, housework), reciprocal labour (I help you work in your garden; you help me with my work), family sharing.

Step 2 According to the context, you can run this activity with the whole group or you may consider separating the women and men. In this case, ask them to sit in separate areas so they can create a safe environment among themselves.

Step 3 Ask participants to think about the three different areas of the coconut and brainstorm any activities that they have done in the last week and write each of these on a sticky note to apply to their own coconut. Please ensure that informal activities and non-cash activities (including farming/gardening) are well captured especially with the women's groups whose farming activities are often underestimated.

Step 4 Once the coconuts are created, ask each participant/group to present their coconut to the greater group. Promote discussion by asking questions such as:

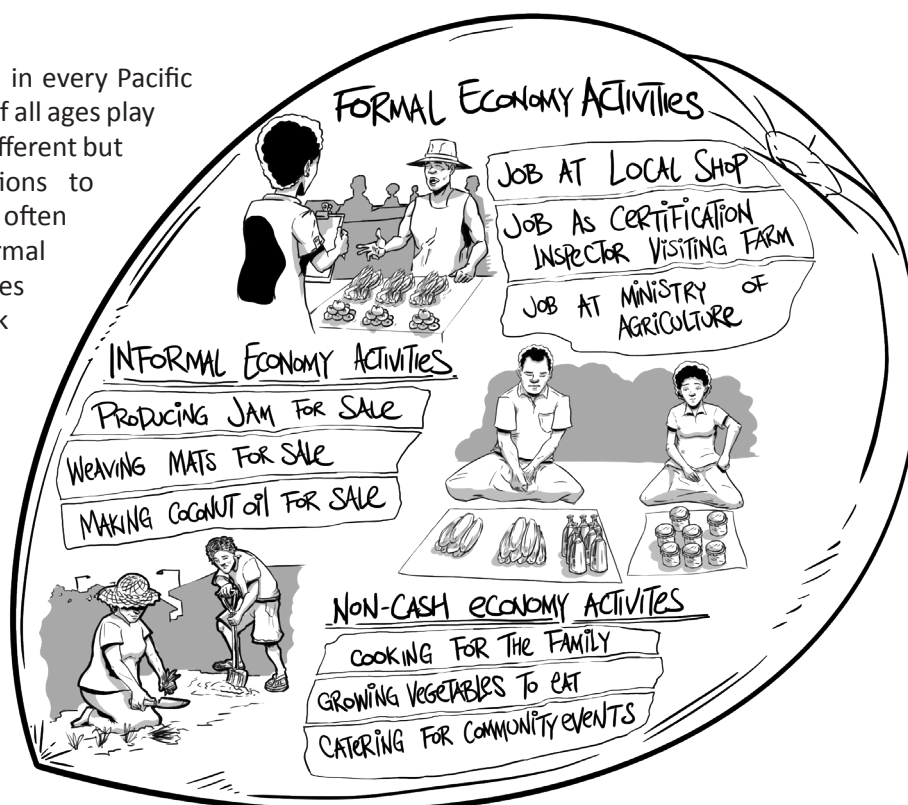
- What can you see from the coconuts about women's and men's role in each part of the economy?
- How would you describe the type of work undertaken by women and young women, and the type of work often undertaken by men and young men in each part of the economy?
- Do you think there are differences between the workload of women and men in the formal, informal and non-cash economies?
- Do you think that non-cash work in the household and in the community is fairly shared between young women and young men?

²² Adapted from the International Women's Development Agency, the University of Western Sydney and Macquarie University, in partnership with Fiji National University, Union Aid Abroad APHEDA (Solomon Islands), Live & Learn Environmental Education (Solomon Islands) and Women's Action for Change (Fiji) <https://iwda.org.au/resource/tool-floating-coconut-poster/>

- How do the sharing arrangements in the non-cash economy affect young women's and young men's free time and availability to attend training, school or create an income? Is this fair?
- Which activities are the highest paying activities in the formal and informal sectors?
- Do all family members have equal access to these types of activities?
- What are some of the barriers faced by different people to doing high paid work?
- If one family member earns a high income, do they share it equally with other family members? Is this fair?
- Do women and men usually have equal access to communal resources (e.g., natural resources like the land and sea, or productive resources like agricultural equipment or transport) for making money or growing their own food?
- Who has rights to make decisions about how these communal resources are used to make money?
- Is money earned from these communal resources shared fairly between women and men in the community?
- What can families and communities do to share work opportunities and the benefits of these opportunities more equally between members?

Reflection:

As we have previously seen, in every Pacific economy, women and men of all ages play distinctive roles that make different but equally valuable contributions to household well-being. Men often have access to more formal sector work opportunities than women, whose work is often unpaid. While unpaid work contributes in important ways to sustaining families and communities' wellbeing by binding households and communities together and putting food on the table, it tends to be valued less than cash work. This means that much of women's work is often undervalued and often made 'invisible'.



This activity helps identify and recognise formal, informal and non-cash economies, to better understand women's work in all different forms and sectors – domestic as well as farming – and how the different activities interact and impact each other. For instance, how women's traditional roles in cooking and carrying out household care can limit their time for farming activities, or how women's roles in managing a family's budget can be a good resource in financial business management.

 MATCH UP CARDS (ACTIVITY 3)

1 **Transporting crops for sale**



1 **Selling crops at the local market**



2 **Building shelters for goat/sheep**



2 **Goat/sheep husbandry**



3 Cocoa planting



3 Cocoa drying



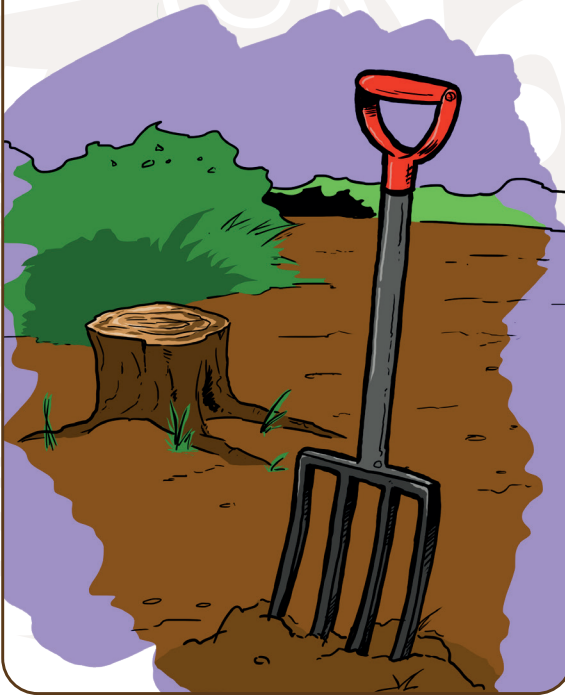
4 Coconut harvesting



4 Processing virgin coconut oil



5 Clearing land



5 Weeding



6 Transporting ginger baskets



6 Sorting and packing ginger for sale



7

Planting



7

Maintaining gardens





ALTERNATIVE ACTIVITY 5: EXPLORING VALUES²³

Purpose: To help participants explore some of their deeply held values and learn from others who may hold very different or similar values on a range of issues related to exclusion and inclusion.

Estimated time: 30 minutes

Materials: sheets of paper

INSTRUCTIONS

Step 1 Select several statements from the list (below) on issues related to gender and agriculture. You can add others that reflect the most relevant issues of the group.

Step 2 Put up sheets of paper in different places in the room, from one extreme end to the other – strongly agree, agree, disagree, strongly disagree and neutral.

Step 3 Read out one of the statements below and ask participants to stand next to the sheet that best represents their view. Ask one or two people from each spot to explain why they chose that place and allow discussion/debate between the different groups.

Allow participants to move around if they wish, following the statements and debates.

Read out another statement, then continue with another 3 or 4, or more, as needed. Don't take too long on each statement and quickly move on to the next one. Remember, you can still come back to this activity later for more statements.

Allow time for debriefing and feedback:

- Step 4**
- Ask participants to share their feelings and responses to the activity, particularly where they were surprised or learnt something new.
 - Highlight the statements where you saw the strongest reactions. Remind people that the diversity of the group's opinions also provides us with learning opportunities.
 - Remind participants that our values about gender (but also other social inclusion issues, e.g., disability, socioeconomic status, etc.) affect what we do and how we relate to others in every aspect of our lives.

Share that we must be willing to examine our personal views and experiences to raise our level of awareness on social inclusion issues.

Reflection:

Throughout the exercise, remind participants that the activity is NOT about being right or wrong, but about considering different perspectives on the various issues.

²³ Adapted from VSO, Social Inclusion Facilitators Manual, 2017

LIST OF STATEMENTS:

- Women can take care of livestock as well as men.
- Men can take care of children as well as women.
- Women are better than men at weeding.
- Men are more interested in organic agriculture than women.
- Women are not as involved in organic agriculture as men.
- In Melanesian countries, women work in the garden but in Polynesian countries, men work in the garden.
- Women are more involved in production than selling.
- Women should take care of the household, while men take care of the farm.
- Men have a better agriculture technical knowledge than women.
- Agricultural training is more useful for male farmers than female farmers.
- Men are natural leaders.
- It is easier to be a man than a woman in this society.



POWER WALK ID CARDS:

You are a 65-year-old widow living in a rural area. You receive money weekly from your daughter working in town. You have health issues and can no longer take care of your garden where you used to grow vegetables for home consumption.

You are a visually impaired man and you are dependent on your family for your needs.

You are a 30-year-old single woman. You are a farmer with no formal education, living in a peri-urban area with your extended family. You have limited access to your family's land.

You are a 7-year-old girl living in a squatter's settlement in a flood prone area. Your parents are unemployed and rely on small-scale agriculture for subsistence.

**You are a 40-year-old man.
You are a farmer, living
in a rural area with your
extended family. You are the
only one generating income
for your family.**

**You are a 23-year-old woman
from an ethnic minority living
in a squatter's settlement. You
have two small children and your
husband is a farmer. The area
you live in was recently hit by a
typhoon and all your husband's
crops were destroyed.**

**You are a 25-year-old male
farmer living in an area
that has been impacted
by drought. You have no
formal education beyond
primary school. You are
supporting your wife and
four children.**

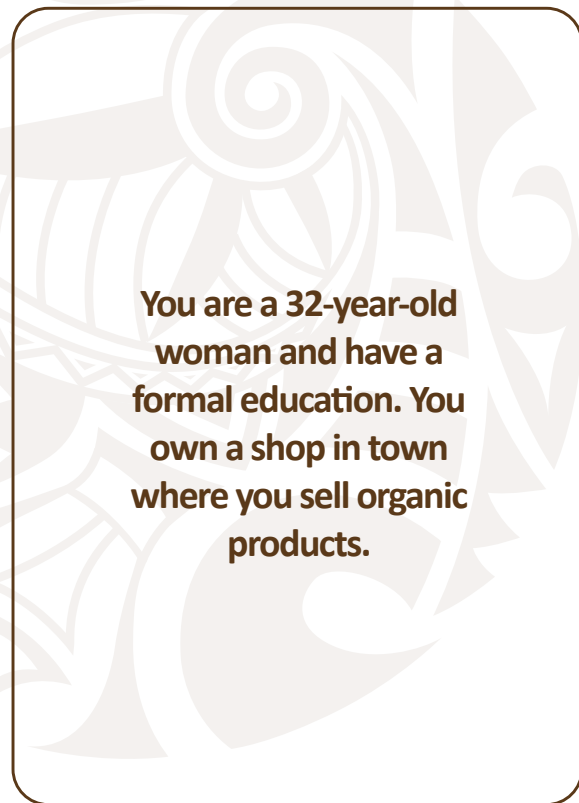
**You are a single mother and
live with your two children
in a rural community. You
earn \$60 a week selling
handicrafts made from plants
available in your village.**

You have just been appointed as CEO of a farmers' association. You are the first woman in this role. Your community is still sceptical if a woman can hold this office.

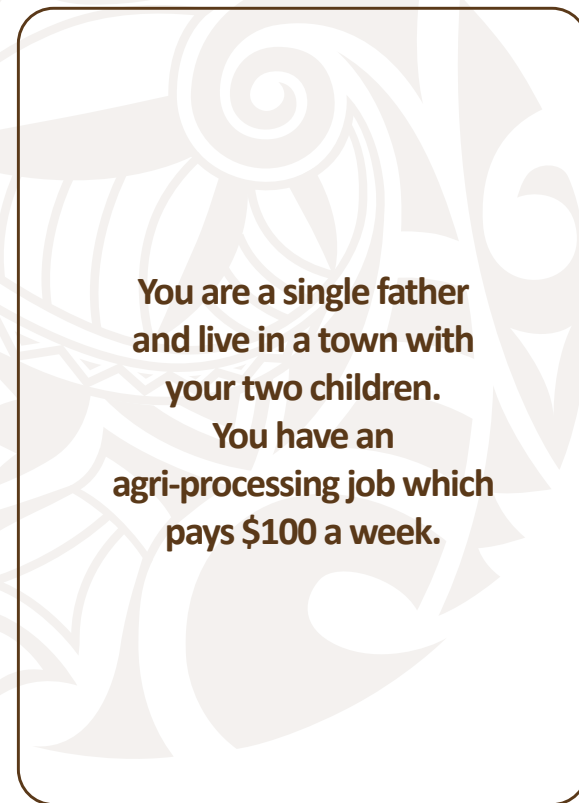
You are a 57-year-old woman living in a matrilineal society. You manage your family land and are an organic certified farmer. You have your own small business where you sell your organic produce locally.

You are a single man employed as a kava processing worker.

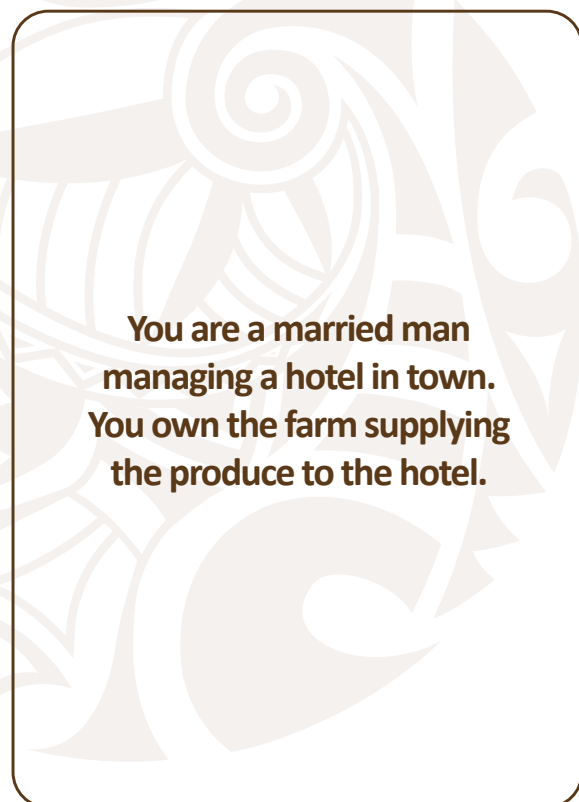
You are a woman, working as a commercial farmer growing dalo for a living. You live in a rural area near a river with your family.



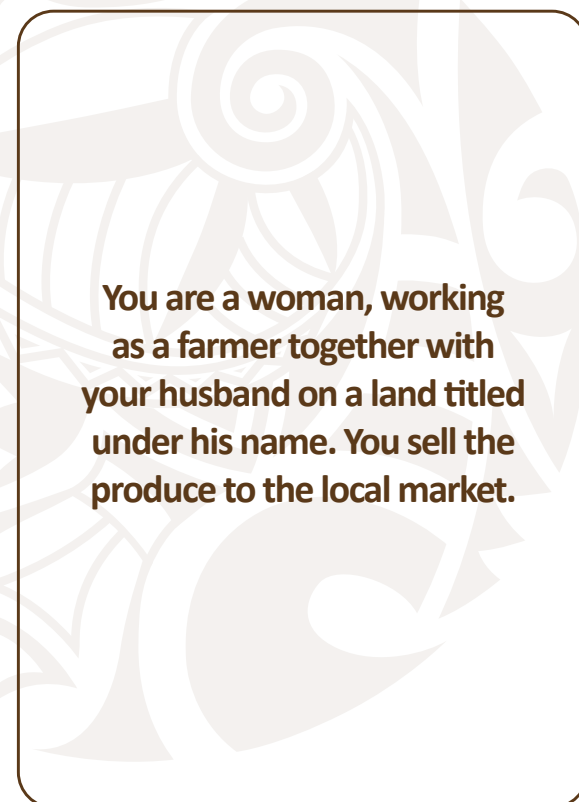
You are a 32-year-old woman and have a formal education. You own a shop in town where you sell organic products.



You are a single father and live in a town with your two children. You have an agri-processing job which pays \$100 a week.



You are a married man managing a hotel in town. You own the farm supplying the produce to the hotel.



You are a woman, working as a farmer together with your husband on a land titled under his name. You sell the produce to the local market.

You are a 50-year-old man owning your own organic produce and products distribution centre close to an urban centre and manage 40 people involved in agricultural logistics.

You are a certified organic commercial farmer who grows and exports turmeric for a living.

You are a 36-year-old man living in a patrilineal system. You own your own land and have a formal education. Your village was recently hit by a cyclone and you are the head of the local disaster management committee.

You are a village chief, well respected and highly regarded. You are the first to receive information on any kind of development initiatives.

You are a 45-year-old woman working for the national meteorological institution on forecasting for climate change. You have a formal education and live in your own home in an urban centre.

You are a 59-year-old woman, working at an NGO. You lead community consultations on disaster management.

You are a 45-year-old man and work as CEO of the Ministry of Agriculture.

You are a 45-year old representative of local government, living in a rural area.



POWER WALK STATEMENTS (ACTIVITY 6)

I can use my land for farming.

I can save money to use in difficult times.

I can use household income to improve my livelihood activities/business.

My community considers my opinion to be highly important.

I can use my land to obtain access to financial services, including loans, and can access credit if need be.

I have good relationships with producer and buyer networks.

I can participate freely in community groups, associations and networks related to my livelihood activity.

I am not in danger of being sexually harassed or abused.

I am able to question the spending of community funds.

I have agricultural knowledge.

If an extension officer came to my community to offer training, I would be able to attend without hesitation.

I have access to people or technology (e.g., phone, internet/tv/radio) that can provide information on how to improve my agriculture business or initiative.

I can leave my community to work in a town/city.

I can use private and public transportation and travel freely in public spaces.

I know how to get information about cultivating different crops or trees.

I know how to get information about getting organic certification for my produce/products.

I have resources to access international markets/networks.

I have access to resources to provide for my family after a disaster.

I can take or influence decisions related to my community.

I have family and community members around me for support in difficult times.

My subsistence livelihood is not heavily impacted by natural disasters (e.g., floods or cyclones).

I can speak in meetings with my extended family on how to use our household income.



QUESTIONS FOR GROUP DISCUSSION ON GENDER-BASED CONSTRAINTS (ACTIVITY 12)

General

- Describe the value chain and who is involved in decision-making relating to the value chain?
- How significant is this sector/commodity to women?
- What opportunities exist to strengthen the involvement of women?

Gender roles and responsibilities

- What is the gender-breakdown of roles and responsibilities across the value chain?
- What are gendered roles and responsibilities that constrain women's and men's value chain participation? Does an unequal distribution of household labour constrain the ability of women to access opportunities in the value chain?

Control over assets

- Who owns or controls productive assets (land, animals, machinery) that allow them to fully participate in the value chain?
- Who has access and control over income?
- Who are the owners of larger businesses and within business leadership?

Decision-making

- Who is involved in making critical household decisions about investments in the value chain?
- Who can participate freely in community groups, associations and networks relating to the value chain? Can women speak freely and with confidence to relevant authorities?
- Who has leadership roles within the community? Are women's voices heard within community-level decision-making?

Autonomy and mobility

- Who is free to visit other stakeholders and partners within the value chain?
- Can women use private/public transportation/travel freely in public spaces?
- Who has access to media, phone and technology to support their involvement in the value chain? Do women have access to information and technology to support their involvement in the value chain?
- Is there a safe environment for women in public spaces that facilitates their involvement in the value chain?

Social inclusion

- How significant is this sector/commodity to youth or other underserved stakeholders (e.g., people with a disability)?
- What opportunities exist to strengthen the involvement of youth or other underserved stakeholders?



PARTICIPANT FEEDBACK FORM GENDER AND ORGANIC VALUE CHAIN ANALYSIS TRAINING

Date:
Location:

We value your feedback about the training you have just received and appreciate any comments that will assist us to improve the training in the future.

Please indicate how useful you found the:	Very useful	Useful	Neutral	Not very useful	Not useful at all
Training overall					
Topics/information covered					
Training manual and materials					
Activities					

Please indicate how effective you found the:	Extremely effective	Very effective	Effective	Not very effective	Not effective at all
Method and format of the training					
Style and expertise of the facilitator					

Was the venue suitable?	Yes Why?	No Why?
--------------------------------	-------------	------------

<p>What were the three most relevant activities of the training for you and why?</p> <p>1.</p> <p>2.</p> <p>3.</p>

What changes can you suggest to make this training more relevant or useful for you?

	Change needed	No change needed	Comment/Suggestion
Topic/ information covered			
Training manual/ material			
Practical activities			
Method and format			
Style and expertise of the facilitator			
Venue			
Other			

How confident are you about applying this training to your life and work and sharing the knowledge and skills with others in your team?

- completely confident
 quite confident
 confident
 somewhat confident
 not confident at all

How did your knowledge and perception on gender issues in organic value chains change as result of this training?

- To a great extent
 Somewhat
 Very little
 Not at all

How important did you rate the knowledge acquired as result of this training?

- Very important
 Fairly important
 Important
 Not very important
 Not important at all

Any other comments:



P: +679 337 0733 | F: +679 337 0021 | E: POETCom@spc.int