



Gender Strategy

Education and Training for Sustainable Agriculture and Nutrition in East Africa (EaTSANE) project

Julie Newton, KIT Royal Tropical Institute

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1 Introduction

Gender equality is a globally recognized development goal captured in Sustainable Development Goal (SDG 5). Not only is an important goal in itself, there is a plethora of evidence showing that it is an important lever for achieving food security and nutrition outcomes. Evidence shows positive associations between women's empowerment and child and maternal health (Malapit et al, 2015)¹. These include studies that show that when women have control over income, they are more likely to spend on food, education and wellbeing for the household compared to men (World Bank, 2007²). On the flipside, the introduction of new agricultural programs can also generate new risks which jeopardize nutrition outcomes. For example, these include increased longer working hours through doubling work which can impact negatively on care practices for children (particularly those under two years of age) as well as a woman's own health status. When agricultural projects bring in new resources that can increase the productivity and commercial value of women's crops, there is also the risk of backlash from men who may take-over the crop. It is in this context that the specific attention is needed for the gender-development connections.

Gender equality effectively improves household wellbeing and food & nutrition.

The Education and Training for Sustainable Agriculture and Nutrition in East Africa (EaTSANE) project applies an innovative approach (systemic, interdisciplinary, transdisciplinary across value chains) towards identifying transition paths towards more diversified food system. It seeks to address current constraints related to lack of awareness of the positive environmental and nutritional outcomes of crop diversification, lack of information and access to relevant technologies and services, fragmentation of actors in food systems that hinder value chain coordination and range of gender inequalities that hinder the household food environment.

The purpose of this document is to give strategic guidance on how to integrate gender into two of EatSANE project and support gender capacity building to:

- Identify entry points to integrate gender across the different work packages, highlighting the implications of what needs to be done and by whom
- Provide a conceptual framework to facilitate cross learning across the two projects
- Brief guidance on implications for gender integrated research.

The idea of this document is to outline a variety of options, not to prescribe or prioritize but to provide the project management with a large number of practical ideas to further strengthen the gender dimensions of the programme. The project partners collectively will need to decide which areas can be implemented.

¹ Malapit, H. J. L. and A. R. Quisumbing (2015) "What dimensions of women's empowerment in agriculture matter for nutrition in Ghana?" *Food Policy* **52**: 54-63.

² World Bank. (2007) From Agriculture to Nutrition: Pathways, Synergies, and Outcomes. *World*, (40196), 1–106.

2 Gender integration vision within current EaTSANE design

EaTSANE aims to implement sustainable farming practices and improve diets of households in Kenya and Uganda by diversifying the food system, through a participatory action learning approach. This approach is based on advancing applied knowledge across value chains and disseminating findings widely, particularly towards youth and women. Whilst gender is recognized as important for the project implementation, the details of how to integrate gender into the project have not been elaborated. Specific objectives are:

1. Enabling farm families to produce nutrient-rich crops by using conservation agriculture and novel farm management practices to increase the quantity of nutrient-rich foods for both food security and income generation. Measuring nutrient flows through the soil will elucidate the importance of sustaining farmers' natural resource base through nutrient-smart crop diversification and production.
2. Creating the right contextual conditions and behavioural incentives for farmers and other actors to engage in diversified production and value chains of nutrient-dense crops. Through action-research, the project will improve value chain practices, coordination mechanisms and service provision. The project will also identify improved practices in post-harvest handling, storage and processing to preserve the nutrient content of food along these chains.
3. Understanding and enhancing consumers' food culture³, resulting in healthier diets and more equitable distribution of food in the household. At farm-household level, gender dynamics and food culture will be assessed (by a comprehensive analysis with "Trials of Improved Practices") in regard to aspects of e.g. kitchen environment, intra-household decision making, food preparation and feeding practices.

2.1 Gender integration vision

Gender is critical in making the links between agriculture and nutrition across all the work packages, and in particular between work package 1 (Diversified farming for better soils) and work package 2 (value chains and enabling environments). The project will adopt a comprehensive gender and nutrition sensitive agri-food systems approach, where production, input supply, value chain development and consumption are approached in an integrated way. To achieve this the project has already specified a number of entry points within the research where gender can be integrated:

³ „Food Culture“ represents the sum of how humans relate to food, where and how food is produced/purchased/conserved, our tastes, our conceptions of quality and normality, our feeding and eating practices, how food is distributed in a household, and our aspirations. (adapted from Lang, 2009 and Meier-Ploeger, 2001)

Research related

1. *Designated* studies of intra household/gender dynamics and gender roles. Key focus areas for understanding gender dynamics are around production, post-harvest handling, processing and marketing choices, food availability at household level and intra household food distribution.
2. Integration of gender aspects within *all relevant* participatory action research
3. Adoption of gender equity principles in the delivery of gender integration research (collection of sex-disaggregated data, gender balanced sampling)

Design of interventions

1. Women as an explicit target group as recipients of different intervention due to women's key role in household nutritional status
2. Explicit effort to recruit female researchers in the implementation and governance of the project

Within the impact pathway research outcome and output indicators, there is also effort to disaggregate by gender and specific gender outputs mentioned. The gender implications of the indicators are highlighted in an additional column in Table 1 below. Indicators highlighted in red are opportunities to ensure gender integration across the research.

Table 1: Gender implications of research outputs

Research outputs	Indicators	Gender implications
Recommendations for conservation agriculture and improved soil management and nutrition-dense farming systems	<ul style="list-style-type: none"> • Number of on-farm experiments • Number of farmers, disaggregated by gender, involved in on-farm experiments. • Number of recommended practices and technologies documented • Number of publications on improved farming practices 	<ul style="list-style-type: none"> • What % of on-farm experiments will target different types of women farmers and different types of households? • What practices and technologies respond to different needs of women and men?
Smallholder farmers have increased capacity on sustainable farming practices and nutrition dense farming systems	<ul style="list-style-type: none"> • Number of farmers, disaggregated by gender, participating in demonstrations and training • Number of farmers, disaggregated by gender, reached with special information materials 	<ul style="list-style-type: none"> • What % of different types of women and men will be targeted for demonstration plots? • How will the materials be made accessible for different types of women and men?
Value chain actors are better integrated	<ul style="list-style-type: none"> • Number of identified market opportunities for nutrition-dense products • Number of good practices for post-harvest handling, processing and storage promoted 	<ul style="list-style-type: none"> • What market opportunities respond to the different gender opportunities/needs of women and men farmers? • What practices in post harvesting handling, processing and storage address different barriers/challenges of women and men?
Knowledge on conditions and incentives to engage in diversified production and value chains	<ul style="list-style-type: none"> • Number of opportunities identified for better integration of smallholder farmers, disaggregated by gender, into value chains • Number of opportunities identified to improve access to inputs and services for smallholder farmers, disaggregated by gender • Number of recommended value chain practices documented • Number of publications on key constraints and recommendations for effective and efficient nutrition-dense value chains 	<ul style="list-style-type: none"> • Which opportunities work best to integrate women farmers ? • Which opportunities address the gender barriers to access to inputs an services for different types of farmers? • Which value chain practices respond to the different needs/barriers of women and men farmers? • How will publications ensure that the gender dimensions of constraints are documented and shared with policy makers?
Households (project participants) make better informed food choices	<ul style="list-style-type: none"> • Number of households which have increased knowledge on nutrition aspects • Number of awareness raising activities on nutrition in target communities 	<ul style="list-style-type: none"> • Who in the household has access to increased knowledge on nutrition aspects? • Are women and men able to act on the nutrition knowledge?

Scientific knowledge on household dynamics in nutrition	<ul style="list-style-type: none"> • Number of publications on household dynamics in nutrition 	This is an opportunity to ensure that research knowledge products make a link between the gender dimensions and progress on food security and nutrition outcomes.
Education materials and communication campaigns for sustainable production / consumption	<ul style="list-style-type: none"> • Number of educational products produced • Number of people reached with communication campaigns • Number of toolkits produced 	<ul style="list-style-type: none"> • How do the educational products reach different types of women and men? • Are women and men able to use the material?
Better informed policy makers	<ul style="list-style-type: none"> • Number of policy makers and decision makers involved in policy dialogue • Number of policy papers published 	<ul style="list-style-type: none"> • To what extent are the gender dimensions of findings feeding into policy making processes? • At least one policy paper to show the links between gender dimensions on agriculture and nutrition outcomes.

3 Conceptual framework to guide gender integration

This document seeks to align partners on a common understanding of what gender integration means for EaTSANE. This builds on previous gender integration work of KIT⁴. To this end we present a conceptual framework to guide analysis of the selected research questions according to a) understanding gender as a social relation and b) understanding how gender as social relations manifests across the agriculture-nutrition pathways.

3.1 Gender as a social relation

The concept of social relations of gender is introduced to shift attention away from looking at women and men as isolated categories to looking at the social relationships through which they were mutually constituted as unequal social categories (Kabeer and Subrahmanian, 19965). A gender relations lens implies an acknowledgement that the social position of people is shaped through social relations of gender, class, age, ethnicity, location (rural/urban), etc. (Kabeer, 19946). Women and girls (as well as men and boys) are not a homogeneous group, and gender is not the only basis on which disempowerment occurs and is experienced. The way gender relations manifest themselves varies from society to society and also changes over time. Still, these relations define the way in which gender roles and responsibilities are assigned and the way in which women and men and their ascribed roles are assigned a relative value. Social relations of gender explain why women and men are valued differently and how this affects their relative opportunities and life chances.

Gender as social relations that explain why women and men are valued differently by society and have different opportunities in life.

For the conceptual framework of the EaTSANE Gender Strategy, the gender relations lens described above has been translated into a focus on four dimensions of gender relations: gender division of labour; gender norms; access to and control over resources and benefits; and decision-making.

There are four dimensions of gender relations:

1. Division of labour
2. Gender norms
3. Access to / control over resources and benefits
4. Decision making

The first dimension of the framework is the **gender division of labour**, which concerns gender analysis of women and men's different productive functions, tasks and roles (related to all livestock, chicken, crops, vegetable garden and income generating activities) and reproductive tasks and community related roles. A gender analysis calls for unpacking what labour is provided by different male and female members of the household and the implications this may have to tasks related to food security. For EaTSANE, it is particularly important to identify where different

⁴ Danielsen, K & Newton, J. (2017) ACGG Gender Strategy; Newton et al (2018) Enhancing the effectiveness of agriculture-nutrition pathways: key insights from a gender analysis of impact evaluations

⁵ Kabeer, N., & Subrahmanian, R. (1996). Institutions, relations and outcomes: Framework and tools for gender-aware planning. Brighton, UK: Institute of Development Studies (IDS).

⁶ Kabeer, N. (1994). Reversed Realities: Gender Hierarchies in Development Thought. London, UK and New York, NY, USA: Verso.

household members experience labour intensity vis-à-vis agriculture production directly (such as purchasing inputs, sowing, harvesting, processing) and in different parts of the value chain.

The second dimension concerns gender norms understood as a set of social rules and assumptions about what men and women should do, how and with what resources, and the status of individuals and their relative value in society. Gender norms are likely to affect women's roles, constraints and opportunities in agriculture production or acting at different nodes of value chain. For EaTSANE, one concern is to understand how women's labour in agricultural intensification and rehabilitation of degraded soils and diversification of cropping systems is recognized. Also, gender norms affect nutrition practices, regarding how women benefit from EaTSANE, such as norms related to who in the family is allowed to eat first (often the man) as well as norms restricting women's involvement in financial transactions and norms constraining women's mobility which influence women ability to go to the market to purchase inputs (e.g. fertilizer), access other inputs necessary for value addition in selected value chains, and sell crop products.

Unequal distribution of resources between women and men is referred to in terms of ***access to and control over resources and benefits*** and this is the third dimension in EaTSANE gender conceptual framework. Access refers to the opportunity to use resources and benefits, whereas having control is being able to define and decide their use. Inputs for agriculture intensification are important resources, and can include seeds, fertilizers, extension advice, water, fuel, as well as credit, but also knowledge, information and extension services.

Access and control over resources is related to **decision making**. This refers to the use and benefits of resources are positively associated with increased agriculture productivity, child health and nutrition and overall household welfare. The decisions⁷ where the evidence suggests women play a key role in achieving progress towards nutrition can be clustered as follows:

1. Production decisions regarding choice of crops to grow, use of farm inputs, to sell or to eat, the use of income at household level
2. Resource use decisions regarding time use for productive versus care work, reproductive health and feeding practices at household level.
3. Consumption decisions regarding to what food is prepared, how food is distributed, what food is accepted and actually eaten

It is mainly at household and farm level where women and men make key decisions related to agriculture and nutrition

⁷ Meinzen-Dick, R., Behrman, J., Menon, P., & Quisumbing, A. R. (2012) Gender: A Key Dimension Linking Agricultural Programs to Improved Nutrition and Health. Reshaping Agriculture for Nutrition and Health, (February), 135–144. Retrieved from <http://www.ifpri.org/sites/default/files/publications/oc69ch16.pdf>; Quisumbing, A. R. (2010) Household Decisions, Gender and Development : A synthesis of recent research. Development;

3.2 Agriculture nutrition pathways

Understanding how these dimensions of gender relations operate across different agriculture nutrition pathways is critical for understanding how the research will contribute towards different gender outcomes of food and nutrition security. Within the literature there is consensus that there are six pathways through which agriculture leads to nutrition outcomes summarized in Box 1.

Box 1. Six pathways through which agriculture impacts nutrition

1. **Food source** – Agriculture production leads to increased availability and accessibility of diverse food from own production.
2. **Income from agriculture production and non-agriculture work** – Increased income from non-farm income and farm income by marketing of agriculture production could increase household capacity to purchase diverse foods.
3. **Food prices** – impacted by agriculture policies through supply and demand factors and thus affecting the selling and purchasing capacity of farmers.
4. **Women’s social status and empowerment** – Women’s role in decision making may hamper their influence on production and consumption results.
5. **Women’s time** – Women’s involvement in agriculture could impact the time allocation for care practices or feeding of children in the household. Intensive workload from agriculture hampers their role as caretaker and vice versa.
6. **Women’s own workload and health and nutritional status** – Women’s involvement and employment in agriculture can affect their own health and nutritional status because of longer working hours in degraded conditions on the farm as well as having a lack of resources to seek for health services.

Source: Herforth, A., & Harris, J. (2014) Understanding and Applying Primary Pathways and Principles

The six pathways highlight different processes operating at the individual, household, food market environment, health environment and enabling environment that affect women and men differently.

Women’s role is key in the link between agriculture and food & nutrition security. Agricultural programs can both empower and harm women depending whether gender is considered.

Understanding the gender dynamics of processes within the household (intra household dynamics) has been identified as key for understanding why the predominant agricultural pathways emphasised in agricultural interventions focused on increased production (pathway 1) or increased income (pathway 2) do not automatically translate in improved nutrition. Women’s role at the ‘nexus’ of agricultural and nutrition and health is well recognised (van den Bold et al, 2013⁸; Ruel et al, 2017⁹) as evidenced by

⁸van den Bold, M., Dillon, A., Olney, D., Ouedraogo, M., Pedehombga, A., Quisumbing, A., Quisumbing, A. (2015) Can Integrated Agriculture-Nutrition Programmes Change Gender Norms on Land and Asset Ownership? Evidence from Burkina Faso. *The Journal of Development Studies*, 388(April 2016), 1–20.

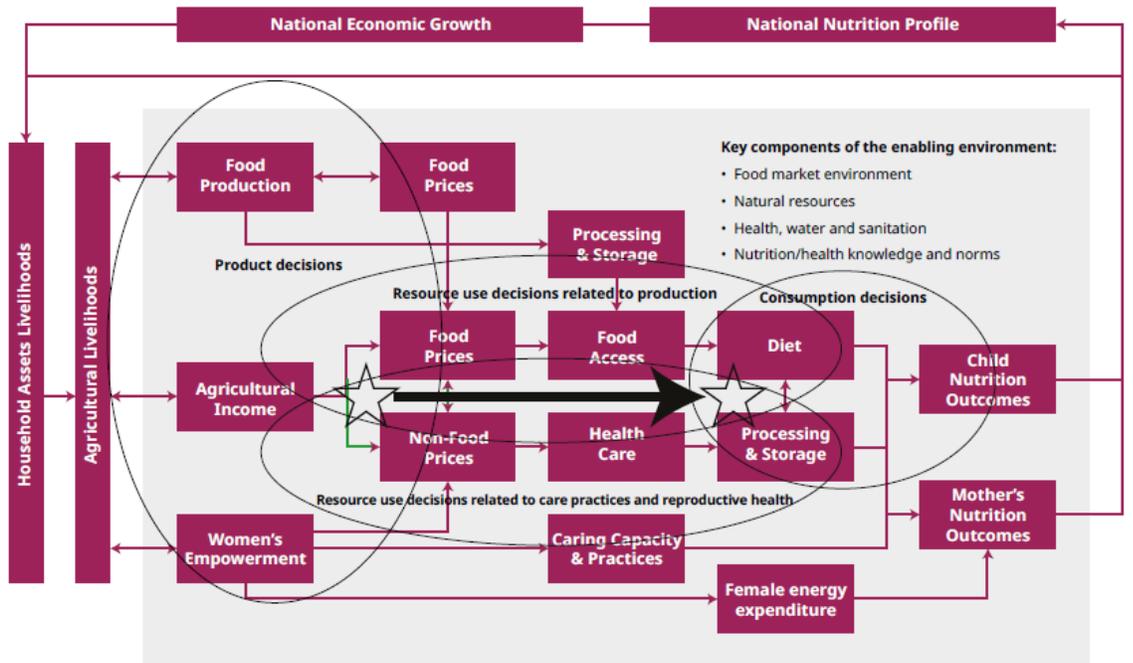
⁹Ruel, M., Quisumbing, A. & Balagamwala, M. (2017) Nutrition-sensitive agriculture: what have we learned and where do we go from here? IFPRI Discussion Paper 01681

three of the above pathways specifically highlighting the critical role that women play in food and nutrition security. These emphasise how women's role and status (pathway 4), time (pathway 5) and workload (pathway 6) need to be considered in nutrition sensitive program design, implementation and evaluation. These are often referred collectively as 'women empowerment pathways' to support program designers and evaluators to understand how nutrition sensitive agricultural programs can both empower or cause harm to women.

It is within the household and where the household overlaps with the units of production (farm level), where intra household dynamics influence how decisions related to production, time and resources use and consumption are interlinked. There are multiple contextual factors that influence how these decisions are made (such as access to markets, food prices, current policies in relation to commercialization, the availability of inputs etc.), as well as institutional structures referring to gender norms and values, but also national laws and policies.

Figure 1 demonstrates the relevant nodes (illustrated as stars) where key decisions overlap (red circles) in the pathways framework from a women's empowerment perspective. The first node (Star 1) demonstrates the links between production decisions and resulting resources (food and/or money) and how these resources are used (and controlled by whom) in relation to how women and men decide who does what to generate income and to care for the family, and what food that is produced is consumed at home or sold, and what food is purchased. The arrow demonstrates the crucial links between decisions determining what to do with income, decisions that determine who does what, and the decisions around who consumes. These culminate into the second node (Star 2) where production and consumption decisions are linked through decisions on how income is used and how time is allocated between different household members. Looking at the interactions at these nodes is important for understanding how access to resources (time, money, productive resources) and the ability to decide on how they are used and how the benefits are distributed influences the nutritional status of different people, specifically mothers and their children.

Figure 1: The agriculture-nutrition pathways framework and the key decision making moments



Source: Newton et al (2018) adapted from Herforth & Harris (2014)

4 Gender implications of research questions across work packages

The objectives and activities of EaTSANE are geared towards the main research question “What food system innovations in farming practices, value chains and nutrition behaviour lead to improved diets and more sustainable farming in Uganda and Kenya?” The following questions (non-exhaustive listing) will guide the project’s multiple research components. We have indicated the gender dimensions in italics

- What are the most promising CA innovations for diversified food systems? *How do these innovations overcome different gender barriers for women and men farmers to diversify food systems?*
- How can they be effectively shared and implemented? *How can innovations and lessons learnt be shared within the household to equitably benefit all household members?*
- Can an improved kitchen garden arrangement result in more diverse nutrition? *Who will be engaged in kitchen gardens? How will the project ensure that the products from kitchen garden are a) sold to generate income to purchase more diverse food b) if grown for own consumption that the food is distributed equally within the household?*
- How can diversified production of nutrient-dense crops contribute to improved nutrition outcomes? *Will the increased production of nutrient dense crops translate into direct consumption within the household? If so, will these crops be shared equally and consumed equally within the household? How will the project ensure that if the crops are sold, that income is invested into nutrition benefits for all in the household?*
- Which behaviour change messages and nutritionally improved recipes lead to lasting improvements in complementary feeding practices and dietary intakes in families? *How will different BCC messages resonate best with different household members to benefit the most nutrition vulnerable groups (e.g. infants under 2, and pregnant and lactating women?)*
- What impact do learning and communication activities have on the target groups? *What activities work more effectively with different groups of women and men according to different social markers (age, wealth status, ethnicity, tribe?)*

The tables below outline the potential gender entry points in research activities in each of the work packages in more detail and provide some implications for research questions and implementation.

4.1 Work Package 1: Diversified farming for better soils

WP1 Diversified farming for better soils: will evaluate effects of CA-based cropping systems, crop diversification and low-cost concepts for expanding kitchen garden area on soil fertility and nutrient uptake and provision by crops. Best practices to sustain and increase yields under smallholder farm conditions will be identified to formulate farmer-led agricultural interventions for fields and kitchen gardens. Potential topics include introducing state-of-the-art CA concepts adapted to local needs, identifying suitable catch crops for soil improvement (e.g. pigeon peas, lablab and Jack beans), optimizing farm nutrient balances (e.g. rotations, improved fallows, application of organic inputs), and exploring opportunities to expanding area of kitchen gardens^{10,11}.

Crops to be tested are short-duration pulses (e.g. lentils), drought adapted nutrient-rich cereals (e.g. tef), and vegetables. In close cooperation with local authorities, demonstration sites (Uganda: 4/Kenya: 3) will be established near/on school properties to test viable options. Farm households randomly selected from the project region (n=20 per site) will be encouraged testing the above-mentioned options on-farm according to household preferences and ecological zones. Soil and plant samples will be collected and analysed using a pXRF for rapid and spatially-explicit assessment of crop-soil nutrient relationships to unravel the role of crop diversification and management on the transfer of nutritionally-important nutrients from soils to crops and their impact on soil fertility and yields. Farm families' feedback suggestions, own innovation ideas and agronomic performance of these options will help identify best practices and choices for sustainable resource use and production of nutrient-dense crops. Results on crop suitability and crop management will be transferred to other WPs.

Tasks	Gender entry points in research activities	Remarks and implications for research questions + implementation
1.1 Research permits, Identification study sites and partners, and training of facilitators/research assistants	1.1 Training of facilitators/ research assistants: <ul style="list-style-type: none"> They are trained in understanding of this gender framework and are made aware of the necessity to target men and women 	Recommendations for CA + improved soil management and nutrient-dense farming systems are => tailored to the different needs of women and men Smallholder farmers have increased capacity on sustainable farming practices and nutrition dense farming systems => efforts are made to increase capacity of both women and men farmers. Efforts also attempt to target different profiles of women and men based on who is in most need.
1.2 Identification of crops and management choices at study sites (Input crop choices WP2/WP3)	1.2 Assessment of CA cropping systems and opportunities for crop diversification and expanding kitchen gardens <ul style="list-style-type: none"> Assessment to investigate existing gender division of labour of who is responsible for different agricultural tasks (selected legumes, crops) and decision making and kitchen garden management. This will 	Possible actions: <ul style="list-style-type: none"> suggestion: explore where synergies can be made on gender dimension questions in different assessments and action learning used across all work packages (WP2 on value chains, WP3 on nutrition

¹⁰ <https://doi.org/10.1016/j.agee.2013.08.006>

¹¹ <https://doi.org/10.1016/j.gfs.2012.11.008>

<p>1.3 Establishment of trials in schools and farmer fields, test of newly developed training materials (Input task 4.4)</p> <p>1.4 Monitoring and sample collection on school and farmer plots</p> <p>1.5 Sample (yield, plant and soil) analysis and measurements</p>	<p>develop a picture about who has the main responsibility and control over different types of legume production, kitchen garden and soil management practices.</p> <ul style="list-style-type: none"> • Gender analysis of who is producing different types of vegetables (gender division of labour), gender dynamics around access to inputs/credit for production. • The assessment will inform the selection of innovations to experimentation suitable for the different needs of women and men farmers for point 2 as well as recipients of training for CA cropping systems. • Assessment to interview both women and men in the household. <p>1.3, 1.4, 1.5 Demonstration plots established to test viable options in schools and farmer fields:</p> <ul style="list-style-type: none"> • Assessment findings used to inform sampling where targets for a) certain types of households specified b) separate targets for women and men within households to be trained/engaged in farmer led experimentation. • On farm experimentation will collect data from both male and female farmers within households. Researchers speak to both men and women in the household. • Data collection and trainings are arranged at different times and locations as convenient for women and men • In male-headed households, where engaging with women as lead of demo plots and/or the main target of trainings, project will gain consent of household head to minimize backlash. 	<p>and WP4 on communication and education materials).</p> <ul style="list-style-type: none"> • Gender questions collect data on intra-household dynamics of agriculture production and links to consumption. • On farm research tools collect sex-disaggregated data from different women and men farmers who are testing the new materials + intercropping practices + agronomy practices. • <u>Ongoing research</u> to investigate a) what type of households b) who in those households benefit from the introduction of diversified cereal legume production and kitchen gardening through increased income or consumption pathways. • MEL system to monitor unintended consequences (e.g. increased workload of women and implications to care practices, backlash from income generation linked to changed livelihood strategies + crops becoming more commercial) <p>Ideas for research questions:</p> <ul style="list-style-type: none"> • What do we know about current gender dimensions of gender agricultural practices and kitchen gardening in target areas? • Who in the household is involved in the selected cereal-legume production practices? • In some communities, kitchen gardening is seen as typically a woman's activity. If it becomes more profitable there is chance that men may take over. How will the research track this? <p>This implies that initial assessment needs to look at current gender division of labour of agriculture production:</p> <ul style="list-style-type: none"> • Production decisions regarding choice of crops to grow, use of farm inputs, to sell or to eat, the use of income at household level • Resource use decisions regarding time use for productive versus care work, reproductive health and feeding practices at household level. • Consumption decisions regarding to what food is prepared, how food is distributed, what food is accepted and actually eaten
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4.2 Work Package 2: Value chains and enabling environments for diversified food systems

WP2 Value chains and enabling environments for diversified food systems: will perform action research at household, rural food systems and value chain levels to identify conditions and incentives for farmers, farmer organisations and SMEs in value chains to engage in sustainable and diversified nutrient-dense crop production, processing, trading and marketing. Socio-economic considerations will be central, including gender roles and relations, access to and control over resources, and markets. WP2 builds on insights from the HealthyLAND project on linkages between sustainable production, value addition and household nutrition decisions.

Appropriate postharvest practices and value chain activities will be identified, tested, adapted and promoted in collaboration with farmers, value chain actors and extension services through multi-stakeholder innovation platforms. The research focuses on contextual conditions and behavioural incentives for smallholder farmers to engage in diversified production of nutrient-dense crops as well as identifying concrete actions for overcoming barriers that limit such production, including lack of access to good quality seed, other inputs, extension and further services. The conditions for farmers to integrate in local value chains will be examined. Following up on market access and stability, income opportunities, and upgrading trajectories for smallholder farmers.

A focus is on improved value chain services/practices for increased efficiency and effectiveness through improved handling, storage and processing practices that minimize the reduction of nutrient content of food being traded along these chains. Additionally, the contribution of nutrient-dense agri-food value chains to improved nutrition outcomes of consumers within rural food systems will be analysed. This refers to efficient value chains through enhanced coordination to ensure availability and accessibility of diversified nutrient-dense foods. Gained information will be used to adapt education materials and in the policy dialogue.

Tasks	Gender entry points in research activities	Remarks and implications for research questions + implementation
2.1 Study on farmer engagement in production of nutrient dense crops (constraints and opportunities) 2.3 Nutrition-sensitive value chain analysis: identification of constraints and opportunities	2.1, 2.3 Study on farmer engagement in nutrient dense crops/ participatory value chain assessment of market opportunities for nutrient dense products, including assessment of access to inputs an services <ul style="list-style-type: none"> • Mapping of current nutrient dense value chain stakeholder, looking at where women and men are in the value chain and what are their respective constraints and opportunities in current role as well as chances to move up the value chain. • Research to investigate the current consumption of nutrient dense products a) across different profiles of households (e.g. wealth status, marital status, ethnicity, religion); b) within households, who in household makes decisions about purchase 	Possible actions <ul style="list-style-type: none"> • Action research needs to link to WP3 to cover household consumption practices as well as market opportunities for nutrient dense crops • Research also needs to pick up on different uses of nutrient dense crops. Who controls the sale and benefits of the different production. • Feedback loops: need to work closely with work package 3 to ensure learnings on preferences feed into the value chain strategies. Also need to ensure

<p>2.2 Establishment and capacity building of value chain coordination platforms (in Kenya and Uganda)</p> <p>2.4 Action plans to engage farmers in nutrient-dense crop production and value chains (Inputs Task 1.2 and 3.3) 2.5 Facilitation of platform, action research and monitoring progress (6 workshops/country) 2.6 Documentation of best practice/ lessons learnt</p>	<p>of nutrient dense crops and who can consume nutrient dense crops;</p> <ul style="list-style-type: none"> • Speak to both women and men in the household to find out who is responsible for purchasing decisions around food and food preparation. • Community consultation on perceptions of use of nutrient dense crops (different groups of different types of women and men within the community) linked to WP3 and WP 4. <p>2.2 Establishment and capacity building of VC platform</p> <ul style="list-style-type: none"> • Initial VC mapping should lead to / inform identification of which types of farmers will be targeted for value chain activities testing and post harvesting practices training. What type of households will be targeted (selection of different wealth profiles/ nutrition vulnerability/ marital status?) <p>2.4, 2.5, 2.6 Action planning and testing of value chain activities and post-harvest practices to upgrade selected farmers in the value chain</p> <ul style="list-style-type: none"> • Assessments of value chain mapping should inform an approach to both i) support women in their current position in value chain ii) for sub-sample of women upgrade women in the value chain. • Action learning research on different value chain activities that also address the different gendered opportunities/ barriers for different women and men in different household types in current production and consumption of nutrient dense crops (different profiles of household types and with different individuals within households). • Ensure links to work package 4 to ensure community are supportive of interventions that may target women for some value chain activities to avoid backlash. • Ensure monitoring and documentation of backlash for when value chain activities become profitable. <p>Capacity required :</p> <ul style="list-style-type: none"> • Support for gender capacity training for doing gender integrated research • Support to process analysis of findings to inform identification of gender specific strategies for value chain activities + post-harvest training for selected target groups 	<p>links to WP 4 to minimize potential backlash.</p> <ul style="list-style-type: none"> • Feedback loop for Action learning with local market actors around the gendered opportunities and constraints for different profiles of women and men value chain actors to engage in production of nutrient dense crops b) kitchen garden products, c) reducing post-harvest lost and value addition <p>Ideas for research questions</p> <ul style="list-style-type: none"> • What type of value chain actors are supplying nutrient dense products? • Where are women and men in these existing value chains? • What the key constraints and opportunities for different types of women and men in value chain? What different strategies work best to address these? • How can the communication material in WP 4 promote the consumption of nutrient dense crops to other nutrient rich food types (e.g. meat, dairy) <p>How will the above feed into the TARGETTING of consumers to purchase nutritious dense food items.</p> <p>Research will need to ‘track’ two levels of gender outcomes:</p> <ul style="list-style-type: none"> • How many women and men participate in the testing of different value chain activities (REACH) • Who in the household will benefit as a result of the new value chain activities and improve access to services and inputs (BENEFIT) • In current role as value chain actor or to move up/ upgrade position in value chain • As a consumer: being able to make decisions to purchase nutritious food items
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	<ul style="list-style-type: none">• Support to process analysis of findings to inform identification of gender specific strategies for value chain activities for selected target groups	For discussion: the research has opportunity to track how the value chain activities could upgrade women in the value chain (EMPOWER)
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4.3 Work Package 3: Food culture and nutrition:

WP3 Food culture and nutrition: will focus on an assessment of gender dynamics in agri-food value chains using Trials of Improved Practices (TIPs) in a sub-sample of the study population (30-50 farm households in Kenya and Uganda). TIPs, a formative research approach, includes a cross-sectional assessment of current feeding, eating and food preparation practices and their impact on nutritional status. The results are triangulated with findings of focus group discussions (FGD) and individual counselling aiming at identifying options for behaviour change and culturally acceptable communication strategies. The WP will emphasize farmer's knowledge, attitudes and perceptions on legumes, vegetables and fruits in terms of taste, health benefits, and preparation options as well as conservation strategies, assessed and tested in participatory cooking demonstrations. The process will be conducted twice, in lean and harvest season, to capture differences in food availability and time constraints. Special attention will be given to the prevailing food culture in the project region. TIPs will include a special component on food preparation technologies to assess the possibilities to improve food preparation especially of legumes introduced in WP1 resulting in reduced consumption of firewood and time (using different improved stoves). In particular the latter is required to implement the identified agricultural innovations in WP1 and 2. The findings will be documented and used to improve and further develop nutrition education materials developed by HealthyLAND and other projects in WP 4. Peers from the TIPs study population will test and evaluate the materials among interested households which did not participate in the TIPs.

Tasks	Gender entry points in research activities	Remarks and implications for research questions + implementation
<p>3.1 Application of research permits/ethics</p> <p>3.2 Training of facilitators and implementation of TIPs in Kenya and Uganda</p> <p>3.3 Study on food availability, gender dynamics, kitchen environment, legume processing and energy saving stoves</p> <p>3.4 Nutrition and home economic counselling on family nutrition</p> <p>3.5 Choice experiments on legumes, fruits, and</p>	<ul style="list-style-type: none"> • Train facilitators on the concepts in this gender framework • Mapping of knowledge, attitude and preferences around nutrition should inform nutrition behaviour change (BCC) strategy that disaggregates different types of nutrition messages for different audiences: a) community level; b) household; c) intra-household (targeting women and men differently) • Consortium to agree what nutrition outcome indicators project seeks to improve: (increasing household dietary diversity (DDS), stunting, households with <2 children (1000 days)? Will there be messaging to highlight needs for pregnant, lactating women • Use cooking demonstrations as an opportunity to challenge traditional gender norms that women are the only ones to prepare and cook food. Explore opportunities to engage and slowly involve more men in the cooking demonstrations. 	<p>Possible actions</p> <ul style="list-style-type: none"> • Assessment could explore synergies with WP 1 assessment of gender roles division of labour and consumption of nutrition dense food crops and food items from the kitchen gardens. • Feedback loops: need to work closely with work package 4 to ensure learnings feeding, eating and food preparation practices feed into WP4. • Mapping of other nutrition initiatives are currently in target areas to promote uptake of nutritious food items? E.g. what existing nutrition programmes/campaigns in the areas, who in household are they targeting? Implies there will have to be a mapping/scoping study of current initiatives. • Project needs to monitor impact of value chain activities on workload and implication to care practices, particularly households with nutritionally vulnerable groups

<p>vegetables for family diets</p> <p>3.6 Implementation and evaluation of education materials (Input education materials Tasks 4.1 / 4.4)</p> <p>3.7 Consolidation, analysis and reporting of results</p>	<ul style="list-style-type: none"> • Arrange cooking demonstrations at suitable times and locations to allow different women and men to attend. • Identify some male champions as role models to promote cooking amongst men. • Ensure that both women and men in households are interviewed, as well as other household members (grandparents, siblings) responsible for preparing food and IYCF practices. • Data collection efforts are arranged at times and locations that allow women to participate. Where necessary used mixed gender teams for data collection. • Pay attention to instances for opportunities to collect data/case studies where gender norms around food preparations are changed. <p>Capacity required :</p> <ul style="list-style-type: none"> • Support for gender capacity training for doing gender integrated research • Support to process analysis of findings to inform identification of relevant nutrition messages that resonate differently with women and men. • Support to process analysis of findings to inform identification of gender specific strategies for nutrition promotion and food preparation technologies for selected target groups. 	<p>Ideas for research questions</p> <ul style="list-style-type: none"> • What is the current consumption for nutritious crops from the local market+ kitchen garden products? • What is the gender division of labour around care practices related to feeding practices and food preparation? <p>Research will need to ‘track’ two levels of gender outcomes:</p> <ul style="list-style-type: none"> • How many women and men are targeted for nutrition counselling activities (REACH) • Who in the household will benefit as a result of the new nutrition messaging and food preparation technologies (BENEFIT) <ul style="list-style-type: none"> ○ As a consumer: being able to make decisions to purchase nutritious food items ○ As a consumer: being able to make decisions on how food is distributed in the households ○ As a consumer: being able to make decisions about how food is prepared. <p>Opportunity: How will the research explore opportunities to EMPOWER and TRANSFORM, by transforming gender norms about who is responsible for food preparation in the household. (See Annex 1).</p>
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4.4 Work Package 4: Communication, education materials and policy dialogue

WP4 Communication, education materials and policy dialogue: will build on the findings of WP1-3 in the co-creation process of the development of learning strategies and materials to strengthen the capacity in applying sustainable production practices and diets of households in Kenya and Uganda. Co-creation sessions with stakeholders and with representatives of the target audiences (schools, youth farming clubs and rural communities) will inform the development of communication and education tools that create awareness on the benefits of diversification in farming and nutrition as first steps towards behaviour change with regard to diversified food and nutrition systems. Targeting specifically rural youth and women with this initiative, the learning and communication materials will be geared towards strengthening their roles in diversified food systems (e.g. intra-household dynamics). Approaches and materials will be co-designed through a participatory process to respond to local needs and demands (Fig. 2). The impact of learning activities on the target population will be monitored through assessments, expert interviews, surveys and FGD within WP1-3. Through the innovated learning strategies and materials, households will be in a position to make better informed choices due to the knowledge and skills disseminated in the training materials, as well as a change of attitude through communication strategies that discuss perception and norms.

In a policy dialogue with relevant national and local government representatives, findings from WP1-3 will be transferred and disseminated to support specific and applicable measures for policy makers that create an enabling environment for diversifying farming practices and diets for all value chain actors in the food system. Structural barriers for rural entrepreneurs, potential pathways to overcome these barriers and potentials for public-private partnerships that lead to a more diversified food system in Kenya and Uganda will be identified with policy makers from the target area, supported by mass media tools (Fig. 2). Education material will be available for project stakeholders (Section 3).

Tasks	Gender entry points in research activities	Remarks and implications for research questions + implementation
4.1 Develop pilot training materials, based on HealthyLAND project results 4.2 Compilation of findings from WPs 1-3, relevant for education materials 4.3 WP4 co-creation workshop with all stakeholders and representative of target group in Kenya and Uganda	4.3 Co-creation processes with different stakeholders <ul style="list-style-type: none"> • Co-creation process to ensure gender inclusive strategies to engage women and men in the learning trajectories. • Adopt specific strategies to ensure meaningful participation of different types of women and young people 	<ul style="list-style-type: none"> • <u>Ongoing action research</u> linked to stakeholder platform meetings to investigate a) what type of households b) who in those households benefit from the introduction of diversified cereal legume production + kitchen garden +value chain activities through increased income or consumption pathways. • MEL system to monitor unintended consequences (e.g. increased workload of women and implications to care practices, backlash from income generation linked to changed livelihood strategies + crops becoming more commercial) <p>Ideas for research questions:</p>

<p>4.4 Design of prototypes and communication strategies</p> <p>4.5 Test materials in Kenya and Uganda (in collaboration with WPs 1-3)</p> <p>4.6 Feedback report from Test and WPs 1-3, finalization of materials and tools, and training of trainers</p> <p>4.7 Implementation and monitoring of impact of mass media tools</p> <p>4.8 Policy dialogue: writing 3 policy briefs and holding a high-level policy event (Input results from WPs 1-3)</p>	<p>across different wealth profiles, religion, ethnicity, tribe.</p> <p>4.4 Development of communication and education tools (focused on benefits of diversification of farming and nutrition)</p> <ul style="list-style-type: none"> • Use the findings from WP 3 to develop tailored nutrition communication to different types of women and men. • Link this to messaging to avoid backlash for women focused interventions (e.g. value chain activities). <p>4.5, 4.6 Implementation of behaviour change communication strategies targeting rural youth and women</p> <ul style="list-style-type: none"> • Ensure that different modalities of messaging (household visits, community sessions, radio jingles) are inclusive for different types of women and men. (e.g. timing, location, literacy) • Household visits: different strategies may be needed for women and men (men volunteers may be better off talking to men about nutrition), elders involved in engaging more men to support optimal nutrition messaging. <p>4.7 Participatory monitoring of impact of nutrition messaging</p> <ul style="list-style-type: none"> • Action learning/participatory moments monitor will use conceptual framework of gender relations to understand how/if nutrition communication material is changing women and men's decision making along the different agriculture-nutrition pathways. • Participatory monitoring to ensure gender inclusive strategies to engage women and men in the learning trajectories. (See Annex 2) 	<p>Action learning to explore changing gender relations across the following decision moments:</p> <ul style="list-style-type: none"> • Production decisions regarding choice of crops to grow, use of farm inputs, to sell or to eat, the use of income at household level • Resource use decisions regarding time use for productive versus care work, reproductive health and feeding practices at household level. • Consumption decisions regarding to what food is prepared, how food is distributed, what food is accepted and actually eaten <p>Research will need to 'track' two levels of gender outcomes:</p> <ul style="list-style-type: none"> • How many women and men participate in the different nutrition messaging moments? (REACH) (where possible also track the different types of women and men across other social markers (age, wealth status etc.) • Who in the household will benefit as a result of the nutrition messaging (BENEFIT) <ul style="list-style-type: none"> ○ In accessing new resources ○ In benefitting from the outcomes of the value chain (control over income, generating new livelihoods strategies?) ○ If products of nutrient dense cropping and better management practices are consumed in household, who consumes these. ○ In current role as value chain actor or to move up /upgrade position in value chain <p>As a consumer: being able to make decisions to purchase different nutrition products.</p>
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4.5 Implications to ‘doing’ gender responsive research

When implementing gender responsive research for development, EatSANE will at a minimum consider the following principles of gender responsive research:

Collect sex disaggregated data. Where relevant, attention should be given to other social markers (age, wealth status, ethnicity) which may affect different livelihood strategies and value chain activities. This means collecting information **about** both men and women. Ask questions about specific individuals or groups and identify them by sex. **This is relevant for all assessment studies and action research.** Collect information about:

- household composition including data on each individual and how they are related. This is important for data on who attends the trainings and demo trials.
- gendered patterns of asset use, control, and ownership through collection and of individual-level data and analysing the incidence and relative value
- Collect information on what different people are involved in different livelihood activities, as owners, managers, workers and decision makers (do not assume that one individual does this based on norms, but ask questions to allow for range of different answers (Doss, 2013)

Collect information **from** men and women. Studies around intra household dynamics that do not include both male and female respondents will be subject to the bias, the extent of the bias will depend on the knowledge and perceptions of the respondent.

Do not assume that male headed households and female households can be compared as the same. Women in these households experience different gender relations.

Use gender conceptual framework to interpret the data. Use the framework introduced in Section 3 to make sense of your data across all work packages in action learning moments.

When collecting data, consider the following tips on gender responsive data collection summarized in Table 2.

Table 2. Practical tips for gender responsive data collection

Tailor survey questions, FGD and interview guides to context	<ul style="list-style-type: none"> • Use secondary literature review, initial formative research and field testing to design data collection instruments. • Phrase questions so that they are properly understood by respondents, and are in culturally appropriate language • Differentiate formulation of questions for different types of respondents, where necessary
Establish mixed gender field teams	<ul style="list-style-type: none"> • Women enumerators often have better access to women participants and might make women feel more comfortable to speak on certain issues • Be mindful when it is inappropriate for man interviewer to be alone with woman respondent and vice versa. • Also take into account socio economic, ethnic and age dimensions of who can ask what to whom.

Training of field teams	<ul style="list-style-type: none"> • Train enumerators on gender-sensitive approaches to data collection • Take time to ensure that enumerators and data recording staff understand empowerment processes and gender dynamics. • Take into account how perceptions and values of data collectors are not neutral, and can influence how data collection instruments are delivered and interpreted.
Seek appropriate approvals at family and community level	<ul style="list-style-type: none"> • Explore which approvals are needed to ensure that women and girls feel safe and allowed to speak. • When appropriate, seek women’s husband or other male member’s approval prior to interview, focus group or survey. • Similarly, consider which individuals may be gatekeepers in community to allowing different individuals to speak.
Choose convenient times and appropriate locations	<ul style="list-style-type: none"> • Be aware that the moment of the data collection affects availability of respondents, and hence sample composition. • Be aware that the location of data collection can affect quality and validity of data collected
Data collection on sensitive issues and intersectionality considerations	<ul style="list-style-type: none"> • For questions on sensitive issues (e.g. related to bodily and violence) repeated visits over time may be required in order to build up trust and rapport. • In the context of focus groups, need to be mindful of group dynamics which may influence ability of group members to speak on sensitive issues. • Be mindful of who you interview: Conducting mixed interviews/FGD will affect the quality of data. Men’s opinion can affect what women say and vice versa. • When interviewing people from different socio-economic , generational and ethnical backgrounds, be mindful that more layers in addition of gender-segregated groups may be required.
Think about coding of qualitative data	<ul style="list-style-type: none"> • Tips on coding ‘who’ questions: Regardless of who is the respondent, always note down their identifying information (sex, age, marital status). ‘who’ questions and be coded by sex to meet minimum standard of sex disaggregated data. However, it is more useful to link this to basic info on household foster to allow the who question to also be linked to intersectional issues related to age, and relationship to the household head. This allows for deeper understanding of how gender interacts with other individual intersectional aspects.

Source: Adapted from Bioversity International (n.date)¹², BMGF (2017)¹³; Doss (2014)¹⁴

Adopt **gender accommodative** principles to data collection as well as organizing stakeholder events (See Annex 1 for guidance on women’s representation).

¹² Bioversity n.d. Practical tips for conducting gender responsive data collection

¹³ BMGF (2017) Methods note on measuring empowerment of women and girls (*internal document*)

¹⁴ (Doss, 2014) Standards for collecting sex-disaggregated data for gender analysis: a guide for CGIAR researchers

5 Gender Learning processes across the program

In an effort to ensure that the gender implications of research findings are constantly fed into the project implication to ensure no harm, the following steps are needed. Through this approach each reflection moment will also serve as an opportunity for gender capacity strengthening and common understanding of gender grounded in the context of the project. During **action research processes**, the gender implications of the findings will be reflected upon using the gender analysis framework (Section 3). This will ensure a common understanding of gender across project partners and in the ongoing implementation of the project to ensure feedback loops.

Development of MEL system that tracks:

- a) Project will agree on which **gender outcomes** it is seeking to change. EatSANE needs to agree on which **reach** and **benefit** indicators it needs to track.
- b) Changes in selected gender outcomes of selected value chains on production and consumption across each work-package are tracked.
- c) Tracks unintended consequences to allow for adaptive programming and avoid causing harm
- d) collects information on processes of change across all work-packages to facilitate collective learning and capacity building around gender implications of research.

All multi-stakeholder meetings include:

- Each agenda ensures that gender implications of findings are on the agenda and reporting progress on agreed **gender outcomes**
- Interpretation of all research findings are guided by the gender relations conceptual framework (section 3)
- Multi-stakeholder reporting (minutes) include gender implications of findings across all work-packages (not as a stand-alone paragraph)
- See Annex 2 for more guidance

Annexes

Annex 1 Typology of Gender outcomes ¹⁵

Below, a typology of gender outcomes is provided on a spectrum from inclusion to transformative change. EatSANE aims for inclusive benefits and empowerment, but transformative change is beyond the scope of this project. However, where transformative change may be happening, EatSANE will try to support this. Note that the outcomes are inter-related. Projects that reach women, may lead to women benefitting, but not always. Even when women benefit in different ways, it does not mean that it will automatically result in empowerment.

Gender outcome	REACH: women and men reached	BENEFIT: accessing resources and benefits	EMPOWERMENT	Transformative change
Definition	Reaching women and men involves including them as participants	Project will deliver access to resources and benefits to women and men	Project will strengthen the ability of women and men to make strategic life choices and put them into action.	Project works with both women and men to challenge unequal gender norms
Desired gender outcome	Women and men can participate equally and each have a voice in development opportunities	Project will bring benefits to women and men, addressing their different needs and constraints of women and men. Desired outcome: women and men have more equitable division of labour resulting in more time for women to participate in development opportunities Desired outcome: women and men and marginalized groups have equitable access to and control over physical	Women's strengthened capacities to make choices on their own and voice concerns that are listen to and acted on. Typical examples of women empowerment outcomes are: <ul style="list-style-type: none"> • increased control over decisions (production, nutrition, income) • increased voice and leadership • enhanced status of women as 'knowers' and agents of change 	Build personal and shared understandings of how gender norms and relations affect women, men and the ability of households to achieve their aspirations. Increase abilities, confidence and positions of women and marginalized groups in leadership. Promote shifts in social and gender norms initiated by local communities that allocate greater decision making power to women

¹⁵ Johnson et al, 2017; Danielsen et al, 2018,

Gender outcome	REACH: women and men reached	BENEFIT: accessing resources and benefits	EMPOWERMENT	Transformative change
		and social resources for development	Desired outcome: women and men have equitable decision making power within households and communities	
Gender integration strategies	Targeting certain groups to be project recipients Examples: Agronomic field trials, value chain activities training and extension reaches different types of women Management/financial literacy trainings target women as entrepreneurs as retailers and business.	Strategies that provide opportunities for women to test, adopt tools and technologies to improve productivity and reduce labour burden. May also distribute training awareness on nutrition, financial literacy.	Empowerment involves strategies that target improving agency of women (ability to make and influence decisions to pursue goals). Promotes women's leadership, collective action and decision making. Should include component that also engages with men	
Assumptions	Women will benefit automatically from participating in project activities but the benefits not specified Awareness raising and exposure to more egalitarian models of participation will motivate participants to change norms/behaviours	If projects are targeting women (and have been designed based on women's needs/constraints) are noted as more effective at benefitting women. But if they do not consider roles of men, they can risk backlash.	Increasing women's agency increases decision making and improves social status relative to men.	
Indicators	Number/proportion of women and men attending meetings, registered to groups, receiving extension advise, targeted for behaviour change strategies	Indicators need to track benefits at individual level (disaggregated by sex and other relevant markers). These can include: <ul style="list-style-type: none"> increased access to knowledge and skills 	Indicators of empowerment compare women's role relative to men's, their ability to control resources, participation in decision making and individual agency.	Positive change in social and gender norms

Gender outcome	REACH: women and men reached	BENEFIT: accessing resources and benefits	EMPOWERMENT	Transformative change
		<p>(agronomy, RUSF manufacturing market and business, nutrition and health)</p> <ul style="list-style-type: none"> • increased access to productive resources (inputs, credit, market) • consumption of nutrition food • income <p>Needs to track unintended effects</p>	<p>They also include monitoring outcomes associated with disempowerment such as gender-based violence.</p>	

Annex 2: Guidance on women's representation in action learning (value chain) platforms for EatSANE¹⁶

This short note provides brief guidance on key actions which can be piloted in the next round of multi-stakeholder platforms. Three elements are highlighted: a) increasing women's physical representation b) facilitating women's voices during the platforms c) ensuring gender issues discussed in the mainstream.

Increase women's physical participation

- **Set a SMART target for women participation in action learning meetings.** Targets should be realistic and informed by analysis of existing levels of women's representation and mapping of barriers to achieving targets. Establish a **time-frame** for achievement of target with realistic milestones. Start small and set up interim goals and measures for a longer term goal with a timeline. Establish **core person/team who is accountable** for achieving target.
- Ask action learning members to pro-actively nominate female attendees from the community across different wealth profiles, religion, age, ethnicity who could attend. Where possible, provide temporary sponsorship to cover transport costs and/or childcare for attendance.
- **Follow up individually with nominees to motivate the individual to attend.** Focus on highlighting what they will get from attendance (networks, new knowledge, etc.). Remember to tailor arguments to the interests of each organization. Where necessary, speak to their line manager to motivate participation, explaining the 'win-win' for staff's attendance.
- During next action learning meeting, conduct brief stakeholder analysis amongst existing community action learning committees to identify where women are amongst the current profile of action learning members. This should highlight the different profile of women amongst your action learning members (Analysis will inform establishment of key criteria for women to invite to support more active targeting).
- During the action learning events, ask women participants as well as other members for feedback on the experience and ideas on what would motivate women to attend for next meeting; and suggestions on other potential action learning members who have more women participants. *If not possible during the meeting, carry this out as part of the follow up. It may be necessary to organise different groups for women and men according to local power dynamics in the community.*
- Arrange meetings at times and locations appropriate for women to attend.

How to facilitate women's voices being heard during action learning forum discussions

- Include dedicated session in the action learning reflection meetings to discuss gender dimensions of research findings (e.g. baseline, action learning session) in the platforms focusing specifically on a collation of specific 'women concerns' raised. This implies/assumes that the action learning groups have made an effort to :

¹⁶ This note was based on the development of the ACGG Gender Strategy. <https://africacgg.net/2018/03/13/african-chicken-projects-gender-strategy-document-now-available/>

- Capture women’s concerns during action research
- Gender related issues affecting research outcomes as well as specific Women’s concerns are collated and documented in a form that can be reported back in the consortium regular reflection moments through different options:
 - a. researcher representative
 - b. Designated representative who can ‘speak’ on behalf of women during the multi-stakeholder platform
 - c. other options
- Ensure that the ‘concerns’ raised feed into the ‘problem solving’ and ‘actions’ of the relevant adaptations to value chain activities, nutrient dense crop, kitchen garden
- Use conceptual framework of gender relations to guide analysis

Mainstreaming gender in multi-stakeholder platform discussions

- In advance of next multi-stakeholder platform, identify potential individuals/allies within multi-stakeholder platform who could champion gender issues within and across the tasks forces. Explore whether they would be open to ‘testing out’ a discussion of how gender could be integrated into the mainstream discussion. *It may be useful to initiate this discussion prior to the task force.*
- **Pilot test gender discussion of issue in one of task forces:** Under the task forces who have agreed (above), facilitate discussion in that task force of how the ‘issue’ is gendered (i.e. what are the different opportunities and constraints for women and men in this issue). Ideally the discussion should be informed by issues raised at the community level. Ensure that action points devised are gender responsive and include strategies that are able to respond to the different needs of women and men along that issue. Seek support of gender expert to facilitate the discussion where necessary.
- **Revisit format of multi-stakeholder platform reports** to include discussion of gender issues and action points raised by each task forces.

Useful resources for more advice on increasing women’s representation:

- <http://iknowpolitics.org/en> : the search engine also allows you to check by each country.
- <https://www.ndi.org/sites/default/files/Training-Manual-Increasing-WPP-Through-Effective-Training-Programs.pdf>
- <https://www.wgea.gov.au/sites/default/files/SETTING-GENDER-TARGETS-Online-accessible.pdf>