This is the handout accompanying the e-module: **Gender sensitive mapping**.

The e-modules are meant for development practitioners working in value chain development programs in Africa, Asia and Latin America.

The e-modules are based on the gender in value chain toolkits developed by Agri-ProFocus and experiences gained in the gender in value chain coaching tracks. The modules are developed with input from a wide range of gender practitioners.
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Introduction

This is the second module in a series of other e-courses on gender in agriculture. The first module is An introduction to gender in agriculture, and other series are currently under development.

This course on gender sensitive mapping will give you practical gender tools you can use in any agricultural value chain. You may work with potato farmers or pastoralists, or perhaps you are in coffee or horticulture. There are always opportunities to analyse the position of women in a chain, make women visible, value their work and increase the profitability of the chain.

The gender sensitive mapping e-module can be done on the internet or stand alone via a USB stick. Practitioners who do not have internet or who would like to refer to the material after finishing their e-course will find a selection of the materials from the e-course in this handout.

Learning objectives

✓ In the first part of this course, you will learn what a gender sensitive map is and how you can make one
✓ The second part of the course will prepare you to act as a workshop facilitator to conduct gender sensitive mapping with a group of participants

Target group

Direct target group

✓ Agricultural extension officers.
✓ Gender focal points of gender experts.
PART I: VALUE CHAIN

1.1 Support for the dairy chain in Nicaragua

Most projects set-up are gender blind. Only the interests of the men who are organised, is being taken into account, while women remain invisible value chain. Interventions without a gender lens not only affect women, but also the effectiveness of value chain development, creation of income and employment for local economy. The next case is an example of gender blind project design.

Meet Manuel

Manuel is an extension officer in Nicaragua. He is working on a new project to improve the dairy value chain together with his colleague Gabriella. They found the following situation.

Most families in the project area have cattle. Some families only have a couple of animals while others have up to 50 cows. Men take care of pastures, cattle feeding and milking with the help of family members, while their wives process milk at home, making cheese and curd. Men are seen as the owners of the cattle and they are organised in a cooperative.

Some families sell their milk to one of the artisanal processing units, mostly managed by women. They make curd and fresh cheese and sell their products door to door and on the local market. The processing units handle small volumes, lack quality controls during milk processing and dispose of waste inadequately. The women in processing units are not organised.

During the meeting they formulate the following goals:

- Link local farmers to La Vaquita milk industry to get a higher price for the milk
- Create cooperative milk collection centers with cold tanks
- Create milking rooms for hygienic milking;
- Provide training and increase the size of the cattle herds.

There is no doubt selling milk to the factory will improve the lives of the people in the area and improve the value chain. But it is also clear that the meeting outcomes are not gender sensitive. Women are forgotten, they could lose their jobs with this kind of projects implementation.

In this course, you will learn about value chains and gender sensitive value chain mapping. If you apply the methods correctly, you can avoid similar mistakes.

Source: Challenging chains to change: Gender equity in agricultural value chain development, KIT Publishers, Royal tropical institute, Amsterdam 2012
1.2 Gender blind project

In the previous case, the employment women provide is not mapped; only what women did wrong while processing the milk was noted. The dairy value chain project stays gender blind until someone intervenes. This could be anyone and it is the obligation of everyone to do so.

There are several reasons that can lead to forget about the employment women provide in a region:

- Mostly technical staff are men and they interact more with male leaders
- Technical staff think the small scale home processing units of women have no value
- By focusing on production, people focus on men
- Most women are in processing, so they are forgotten

In recent years, the active (but under-recognized) role of women in agricultural value chains has been obvious despite many disadvantages they face. Women are often heavily involved in growing food and cash crops and caring for livestock. They contribute to family businesses every day, and they are at the frontline when it comes to feeding their families and their nations (FAO 2010). Unfortunately, this does not automatically mean that they reap the fruits of their labor.

Women-owned businesses are often considered as domestic and small scale, or as informal workshops with low technology. Worse, often women themselves do not realise how much they do in the production process. They do not speak up for themselves or they think the same way as their husbands, and feel their work has little value.

Reflect on how ‘gender sensitive’ your own interventions are. With gender sensitive mapping tool you can discover if your work is gender blind or not.

1.3 The costs and benefits for dairy producers in Villanueva

There are several things you can do about a gender blind project design. Gabriella organised an analysis of the employment opportunities in the value chain with both men and women in separate groups. Next, she organized a focus group discussion, combining the results of the two groups. This initiative has led to a change in the project design.

In Manuel’s area, Gabriella created a form and asked the male and female milk producers and the female milk processors to fill in the form and discuss the effects of the proposed project. Each group thought of how the project would impact the life of the other actors in the value chain.

The community debated the project design. Especially the elderly people were afraid the community would change too much if the project was implemented. They argued that women processors are creating a lot of jobs in the community and managed to convince others.
Below is the result Gabriella got from the workshop with the Nicaragua.

<table>
<thead>
<tr>
<th>Actors</th>
<th>Work</th>
<th>Income</th>
<th>Social/market position</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male producer</strong></td>
<td>One more worker is being hired on each beneficiary farm (+)</td>
<td>Men have more opportunities to access the dairy value chain programme due to the amount of land they own and the size of herds (+)</td>
<td>Leaders of dairy farms don’t want to sign contracts for selling quality milk to women processors (-)</td>
</tr>
<tr>
<td></td>
<td>With technical improvements to milking and cattle management, youth of farming families are getting interested in cattle farming. (+)</td>
<td>More income due to a rise in the price of milk (+)</td>
<td>“They think it’s more important to sell to the “La Vaquita” company. They feel more important because they are doing business just between men” (women processors’ words) (-)</td>
</tr>
<tr>
<td><strong>Female producer</strong></td>
<td></td>
<td>Wives of cattle owners no longer have access to milk for processing on their farm. Negative impact on their income. (-)</td>
<td>Women may be affected in their control of income and decision making in the household. (-)</td>
</tr>
<tr>
<td><strong>Male processor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Female processor</strong></td>
<td>There will be more workload for female processors given that they have to buy milk in more distant communities. (-)</td>
<td>“The women used to buy our milk, now there will be a negative impact on them.” (producers’ words) (-)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cessation of commercial transactions between milk producers and traditional milk processors puts at risk the jobs of more than 40 cottage industries and a hundred retail sellers of dairy products. (-)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community men and women</strong></td>
<td>The value chain programme gives a minimal support in relation to the number of cattle farms in the municipality. (-)</td>
<td>“There will be economic destabilization for the women, their families and municipality. Isn’t there a project to avoid this destabilization?” (producers’ words). (-)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Risk of jobs losses if only milk chain ending in industrial processing is supported, leaving out support to artisanal dairy products. (-)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An organization of women leaders used the survey results to persuade the Millennium Challenge Account (the program supporting the dairy chain) to also serve women entrepreneurs engaged in milk processing. These processing businesses turned out to be very competitive. With investments of only $100-600 they have achieved the required internal rate of return of 18% and their annual income has increased by an average of $615. This makes the female entrepreneurs some of the most successful entrepreneurs in the whole program.

*This case is based on the work done in Nicaragua facilitated by Patricia Lindo and Mercedes Diaz*
1.4 What is a value chain?

A value chain is defined as an analytical as well as an operational model. It consists of chain actors, chain supporters, and the chain environment. It indicates that a product is rarely directly consumed at the place of its production. Products are transformed, combined with other products, transported, packaged, displayed etc. until they reach the final consumer. In this process the raw materials, intermediate products and final products are owned by various actors who are linked by trade and services and each add value to the product.

In this drawing, the cow is milked (production); the milk is transformed into yoghurt in the factory and transported to its final destination, the shop, where consumers are buying.

The difference between the actors and service provider is important. When mapping, you will need to differentiate between them. Service providers never become the owner of a product; they only touch it or transport it.

In the drawing, there are two service providers. The local bank provides credit, but is not the owner of the product. The local transporter, with the pink pick-up truck, is paid just to move the milk. He is not the owner of the milk; he is a service provider offering transport. This transporter might have other work in addition to transporting milk. He might be very busy, sometimes take a detour and arrive late, which results in the quality of the milk being damaged. The milk factory also transports milk and end products such as yoghurt and cheese. However, they transport products in a cooled truck, under the milk factory's supervision. This transport forms part of the value chain actors.

1.5 The parts of a value chain

In the value chain, there are actors, service providers, regulators, products and end products. Women often engage in processing products that are often ignored when the most important products are mapped. The products processed by women can represent a great opportunity to create added value and employment in a region.
The red arrows indicate the value chain steps. Below the arrows, the support services are mapped. Above the value chain steps, there is information on the environment of the value chain.

We use this type of mapping sequence to make a gender sensitive map of a value chain. We will use Nicaragua as an example.

1.6 **Actors and Service providers**

Read the case below:

Santos Esmilda Rizo used to be a teacher in a rural school. To supplement her salary she started buying cheese curd from women producers in the villages to sell them in town. Realising that there was demand, she started to buy milk from local cattle farmers to make her own curd, starting with 20 liters at a time, expanding to batches of 200 liters. She made her cheese at home, and sold from there to local consumers.

With the support and training of the Millennium Challenge Account Nicaragua she started using new technology, pushing up her productivity so that she could process 1,000 liters of milk a day. She obtained a health license from the Ministry of Health and barcode. With new, well-designed labels, she now sells curd and smoked and grilled cheese to high end consumers at supermarkets and other outlets.

The business employs four permanent staff and her whole family is involved. Her income has gone up to around $2,200 a year. She has obtained her first loan from the bank to invest in a smoking oven and a water treatment system.

She is economically independent and her family is doing well.
In this case, Santa Esmilda Rizo and her family are the value chain actors. Value chain actors own the product. They buy milk and transform it into curd and smoked and grilled cheese. Different producers produce for different markets (local, export, retail, wholesale, high and low end market). One value chain can have products (fresh milk, cheese curd) and an end product (packed cheese) with added value.

The bank is the service provider, they provide a loan. The Ministry of Health is a regulator, they provide the health license. Milk is a product, which is transformed into an end product purchased by a consumer, cheese.

**PART II: GENDER SENSITIVE MAPPING IN 5 STEPS**

2.1 Gender sensitive mapping

Gender sensitive mapping focuses on making women visible in a value chain. It gives women a voice, provides insights into the position of women and identifies opportunities for women. With gender sensitive mapping you create a general picture of a value chain, an image at chain level. This differs from the household level. At household level you may want men and women to decide on the household expenditure, but to achieve this; you need to do more than making a value chain map. Gender sensitive mapping is also about getting an insight into how and where women are participating in the value chain, as owners of farms and businesses, as unpaid labor in a family business or as wage laborers.

Retain that this mapping tool is never aimed at finding arguments for why women should earn more than men.

2.2 Step 1: Mapping the diary chain in Nicaragua

Step 1 is about a general value chain.

As an example we will use the dairy value chain in which Santos Esmilda Rizo is one of the actors.

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**Instructions**

- Define the specific geographic region (country and province) and/or a specific end product for your value chain map.
- Identify the different value chain steps, the links in your value chain. Write them down on arrow-shaped cards of one color. Specify input supply, production, processing, collection, trading, national sales or export.
- Identify the end market (low or high end consumers) and write them on oval cards.
- List the different actors in the value chain and write them down on square cards of another color. Differentiate actors according to: size, legal status (family business, enterprise, cooperative, etc).
- Put the cards in a logical order on a flipchart.
Though in the general instructions, it is said to place the following links: input supply, production, processing, collection, trading, national sales or export, in the example from Nicaragua, other links are used. Input supply and collection are skipped. Marketing is used instead of trading and put collection before processing.

There is no specific reason why big cattle farmers should be above small cattle farmers. When placing cards, make sure they are below their respective value chain links and that there is logic when drawing lines indicating product flows.

Know that every value chain is different. The general instructions were written for a coffee value chain, while we are mapping a dairy chain in Nicaragua. There are no written Instructions that would fit every value chain. This means that one has to use their professional knowledge and choose the correct wording and sequence for the links when mapping their own value chain.

Remember, the arrows represent the value links that:

- describe the different steps or processes the product goes through in a logical manner;
- are formulated as a noun or verb: e.g. production or producing (instead of product);
- have a relationship to a person/group/cooperative/company that adds value to the product
Prudence Ukkonika and her roles

This story shows that a woman can have more than one role in a value chain during her life. During her life, Ukkonika has been in each category, from unpaid labor while working with her parents, to the owner of an industry.

Women can be involved in one value chain in more than one role. They can be owners, have a role as unpaid family labor and as paid labor. Most small-scale farms are family businesses. Although men have property titles or are considered as owners, these businesses are really based on family labor and investment of labor and resources of women and daughters. In processing and marketing it is more common to see women as entrepreneurs, but mostly of small-scale home-based units producing for local markets.

Although in some cultural contexts, women move local agricultural markets, wholesale and export markets are mostly dominated by men. Women are usually workers especially in processes such as picking, sorting, packing where 'careful handling' is needed like for fresh fruits, vegetables and flowers. We find women as entrepreneurs normally when widowed or divorced and they usually have smaller plots than men.

Source Case: Breaking stereotypes in Ugandan agriculture

Step 2: Making women visible in the value chain

Ukkonika’s story shows that women can have more than one role in a value chain. While you map your value chain in your workshop, make sure women are made visible in all the roles they have.

Instructions

- Identify the number of male and female owners per activity and add that to the cards.
- Use symbols for men and women or joined ownership.
- Use various sizes to make the differences more visual.
On this map you can see that men are the main cattle owners. Only women are owners of processing businesses. Using big and small shapes for men and women gives a clear picture. Big means a lot of people, small a few. La Vaquita industry is owned by a man not by a woman: a male symbol is drawn on the card. Drawing big and small symbols for men and women will help your audience to really see the differences in ownership. Notice also that the oval cards are used for the end consumers of the products.

2.5 Step 3: Adding paid and unpaid labour

After ownership, the next step is to add paid and unpaid labor to the map. This step allows you to see where and how do women participate in the value chain? Make cut-out shapes of men and women for paid labor.

Instructions
- Identify paid and unpaid labor
- Identify which actors contract hired labor.
- Make cards of a third color to write down the numbers of men and women employed.
- Differentiate where needed between permanent and seasonal labor.
- Identify where women provide unpaid family labor, working with little or no control of the income and add it to the map.
On this map you can see that la Vaquita industry provides more employment than artisanal milk processing. Most employment for women is in artisanal milk processing. More men buy the products in the shops than women. An equal number of women work unpaid on small and big cattle farms. The value chain provides a lot of wage labor for both men and women. At production level only men are employed, while more women are employed in the artisanal value chain at processing and marketing level.

No women are employed in industrial processing. For the same volume of milk processed, industrial processing only employs 12 men, while artisanal processing employees 82 women and 50 men, and provides an income to 40 owners of the processing units, mostly women. Further industrialising milk processing can have a high negative impact on local jobs and income creation, especially for women.

At farm level, women contribute with unpaid labor. Their invisible tasks in water fetching, washing, cleaning are especially relevant for quality of milk at farm level. The two orange circles of equal size in the drawing do not mean that the number of unpaid women is equal at big or small cattle farms. Gabriella and her group did not find clear numbers.

2.6 Step 4: Mapping support services

The next step is mapping the support services. The government extension services, the microfinance program and the dairy value chain support program are placed on cards below the actors.

**Instructions:**
- Identify the support services for the value chain actors at the different stages of the value chain. Write them down on cards of another color.
- Identify opportunities and constraints women face in accessing and benefiting from services that support their performance and would improve value chain coordination and upgrading.
- Write main opportunities and constraints on cards. Mark + for opportunities and – for constraints.
When doing this exercise in your own value chain, you will need your participants to be involved and for that you need to ask questions that will stimulate exchange.

Good guiding questions are:

- What is the percentage of women and men served by these service providers?
- Do women working on farms owned by their spouses receive extension or credit services?
- Do female workers have access to job training?
- Are services designed taking into account the specific needs and circumstances of women, like domestic obligations and time constraints, limited mobility and market networking, limited property as collateral for loans, etc.?
- What are the main constraints women face in accessing supporting services?
- Which services present opportunities to improve the position of women in the value chain?
- Are there services that can assist women’s reproductive workload, such as childcare?

2.7 Step 5: The environment

Step 5 is about general environmental factors.

**Instructions:**

- Identify important factors that affect the role and position of women in the value chain, like land and property rights, infrastructure, public policies, labor policies, gender roles and stereotypes, certification standards and regulations, consumer trends, women’s rights movement, etc.
- Write down the factors on cards with a different color.
- Identify opportunities and constraints for women’s empowerment in the value chain. Write them on cards and mark them with + and - signs.
At this step don’t use short question on consumer trends or land and property rights. Step 5 aims to look at the broad picture, which is why it is best to pose more general questions.

Good guiding questions are not immediately answered by "yes" or "no". They raise debate amongst your audience. Good guiding questions are not statements, like "Women who produce only for their own production should not be in a value chain." or "We know there is no proper market information available." These "questions" do not even have a question mark!

Guiding questions are:

- How do cultural and/or legal norms influence land ownership practice?
- How does this influence women's access to membership of farmer organisations and connected services?
- How do social stereotypes influence opportunities and benefits for women in the value chain, including paid labor?
- How does this influence the presence or absence of women in specific parts of the value chain, and appreciation and reward for their contributions? How does this affect value chain upgrading, improving productivity, quality and management of the value chain?
- What constraints and opportunities are there for women to upgrade/improve their position in the value chain, for instance to increase decision-making and control of income on family farms, improve employment conditions, or gain access to staff or management positions?
- Do standards and certification pay sufficient attention to the role and position of women?

This whole mapping exercise is based on the mapping of the dairy value chain in Villanueva, facilitated by Patricia Lindo and Mercedes Díaz.
PART III: FACILITATION

3.1 A service provider who learned from mapping

Didier Uhoraningoga is an extension officer; he works with an organisation that provides services to the potato value chain in Rwanda. He facilitated a workshop with farmers. They mapped the potato value chain and talked about the usefulness of the services for men and women.

Now, he has formulated new goals for himself as a service provider. He is striving for a better gender balance.

![My personal goal]

My work is gender sensitive after trainings.
My personal goal as a mega cluster coach in potato is now to involve women into potato supported activities. I realized that they have not been more involved when we were implementing many activities like trainings.

My next move is to give women tools that will simplify their activities in the fields and organize trainings nearby their homes so that they can easily attend.

Think about this; what could you do differently in the future in your own value chain?

- You could organise special services for women only
- Organise the training closer to where men and women live, not far away in town anymore
- Find equipment for women so they will spend less time in their farming activities
- Encourage men to send their women to the training
- You could also create space for women in the male dominated value chains

3.2 The art of gender sensitive value chain mapping

After you have completed the 5 steps your map is ready.

Retain that a value chain map is never perfect. Making a gender sensitive value chain map is a tool. It is a powerful tool to make women visible in the chain. The tool will give you information about how you can make the chain more profitable by validating the work women do. You can never put all the issues on one map. You must choose the most important issues.

It is nice if your participants have enjoyed mapping their value chain. Be sure that you make it fun. Involve all participants in your workshop, using focus groups and asking questions to people who tend to shy away from contributing. People may even clap at the end of the workshop.

You know you have done well as a facilitator not when the map is perfect nor when participants are thankful and people had fun doing it but rather when the group has debated issues they have never talked about before and your participants have come to new insights.
3.3 Preparation before you start mapping

Before using the mapping tool in a participative workshop with value chain actors; both women and men. A facilitator of the event needs to prepare.

To get ready before your own mapping exercise:

- Interview some female leaders in the chain to get an unbiased picture of how the chain operates and talk to some of the women in the chain to hear the issues
- Think also to conduct some interviews so you really know all the steps of the value chain mapping
- Reading some literature to discover all the steps of the value chain may also help
- Try to collect all the materials (color papers, pins, markers, scissors...) needed for the activity
- Spend an hour with your colleague and try out fitting the cut out shapes on the board

Being prepared is half the job! You cannot know your chain well enough to map it without preparation. You can trust your participants - they know the reality. If you prepare yourself well, and you ask the right questions during the different steps, you will manage well. All the information is there, you just have to reveal it!

3.4 Inviting the right people

If you start gender sensitive mapping, it is clear that you have to invite both men and women. However, getting the women to come along might be difficult, because women themselves may feel it does not concern them or they are not aware that a meeting will take place. When men are asked to bring women, they might just bring anybody, because the presence of a woman was requested. Then you end up in a meeting where women are present, but they are not the women who are involved in the value chain.
Think of how you normally invite people to meetings. Do both men and women attend? Would any of the strategies above help to encourage both men and women to come along?

3.5 Introducing the concept value chain to the group

Congratulations. All your participants have arrived and you can now start gender sensitive value chain mapping. But then there is a question from the group. 'What are we going to do?? Gender what, what?' As a facilitator, do not assume your group understands what a value chain is. Check first!

To get your group used to the concept of a value chain. Here is an introductory exercise

- Divide the group into men and women.
- Ask each group to draw what they produce, to whom they sell and the final markets for their products.
- Let each group present their drawing and compare the differences.

This is a good exercise to start with. Though all your participants may already know what a value chain is, the mapping exercise is well done when it is done with a group of people together.

People could probably say: ‘women draw, men don’t. Don’t let that affect your activity.

The men in Nicaragua had no problems making a drawing. They liked it. You know your own group best. So you know how to get your group going.
3.6 The 'Aha!' moment

Sylvia Torres is the former gender director of the Millennium Challenge Corporation Program in Nicaragua, she looks back at the gender sensitive mapping they did in the dairy value chain in Nicaragua.

Women work is often invisible; the invisibility makes their productive work, in fact all the work done by women in rural area, considered as ‘Help’.

By making the work visible in public space it starts to be seen as productive work.

When we were doing gender sensitive mapping together, the producers with their wives, they got an AHA moment. They said: ‘yes, this is true; women are contributing 30% of the work days’.

This Aha moment triggers a change in the household dynamics. Men and women start to have more respect for each other.

In Nicaragua they say ‘Aha’. In Botswana they say ‘Ehe’. In Ethiopia they say ‘Ishe Ishe’. It all means the same thing. Now I understand something I did not know before. Gender sensitive mapping is about visualising and recognising the role of women. It is about counting the days they work, their focus on quality and hygiene, their skills for good administration and their domestic work that enable productive work of others. Women start to reconsider their ‘help’ as an important contribution to the value chain development. ‘Help’ becomes ‘Work’.

These ‘Aha!’ moments are great for a facilitator. You can actually see a bright light in the eyes of participants. This is what Sylvia clearly remembers, even while the mapping was done some time ago.

This is what women empowerment is about: women (and men) get new insights in their lives and their contribution. They can then start negotiating new gender power relations in their households and with other actors in their value chain.

3.7 Facilitating a focus-group discussion

Sometimes, a debate between men and women in a focus group can get heated. Is that a problem? No!

The main role of the facilitator is to make sure everybody expresses him/herself freely. When doing gender sensitive mapping, you usually first separate the men and the women and later you combine the outcomes of each group. Should everybody agree? No of course not. It is normal that opinions differ. Sometimes, people who say one thing in the meeting may later change their mind and say something else.

As a facilitator, you take a neutral position, but you make sure that everybody gets the chance to say something. If one person is dominating the meeting, you make sure that others also contribute by addressing them. As a facilitator, you are keen that work (usually done by women) which might go unnoticed is noticed by the group.

A good leading question is: "if this work (like carrying fertiliser) would not be done, what would be the result for the value chain?"
Interested in facilitation in general? Watch: Best and worst way to facilitate group discussions, and 10 bad facilitation techniques.

3.8 The role of the facilitator: making women visible

In Didier’s mapping workshop participants said there are ‘easy’ activities that women do, such as carrying fertilizer.

Calling work "easy" and pointing at traditions is a way to leave things as they are and favors men. In Africa, it is often said that traditionally women do most of the farm work. But if a new plough is introduced, men often take over the ploughing. So traditions change. Men in Didier’s potato chain said they would be willing to distribute the wet manure if there were wheelbarrows. If you were a woman present in the potato chain workshop, how would you react? How respected would you feel for the work you do? Would you speak up?

If carrying wet manure for men is disrespectful, why would it not be disrespectful for a woman too? Are there "easy" activities or "little" activities in your own value chain? How little are they?

3.9 Facilitation of gender sensitive mapping: the 'little' jobs

Imagine you are facilitating a focus group discussion with a cooperative of family businesses that make wooden furniture.

During the mapping activity, a woman says: 'I have a very small role in my husband's workshop. I only sweep the floor.' A good facilitator asks: 'What would happen if the task was not done?'

Sweeping floors is an important business during furniture making. The furniture is varnished. If you try to varnish in a dirty workshop and the wind is blowing, you can start again because the dust gets in the varnish. If you want to know more about the wrong answers, move your cursor over the answers. As a facilitator, your role is to let the group investigate if what participants label as little jobs like "weeding" or "sweeping" are really little jobs. If you take your role as facilitator seriously, the people who do the little jobs, might discover their job is important after all, and the rest of the group may suddenly see this also.

Read more in: Challenging chains to change page 126-129, Case 5.3.: Making women dairy farmers visible in Nicaragua, by Mieke Vanderschaege and Patricia Lindo. Page 126-129

PART IV: CONCLUSION

4.1 Self-test and closure

E-learning gives you, ideas about what to do, but it does not give practical experience.

From practice you learn most. So now it is your turn to practice.

Test yourself! You can do the following:

- Explain what a gender sensitive map is, to your boss, your colleague or your friend
• Use gender sensitive mapping in the development of your value chain, to gather information for a gender sensitive value chain map
• Make a gender sensitive value chain map
• Facilitate mapping with focus groups (men and women)
• Make gender sensitive mapping fun and useful and solve problems that may arise while making the map.

You achieve more when you work in a group of people that share your values and who also feel the position of women in the agricultural value chains should improve.

-----Best of Luck-------

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