

## Tool 1: Activities and responsibilities per gender

|                         |                                                                                                                                                                                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives</b>       | - Gain insight into the division of work in the value chain, the responsibilities of men and women, and the reasons for the situation.<br>- Raise awareness (and start of a change process) in a community.                                                                          |
| <b>For whom</b>         | Farmers, producers and other actors in the value chain (both men and women)                                                                                                                                                                                                          |
| <b>Activities</b>       | Plenary and focus groups                                                                                                                                                                                                                                                             |
| <b>Time</b>             | 1 – 1.5 hours                                                                                                                                                                                                                                                                        |
| <b>Material</b>         | Flipcharts and markers                                                                                                                                                                                                                                                               |
| <b>Preparatory work</b> | Make a value chain map                                                                                                                                                                                                                                                               |
| <b>When to use</b>      | This tool has the advantage that it is aimed at the value chain.<br>There are other tools and methodologies like 24 hour calendars and the Harvard analytical framework, that give insight in the division of labour and reproductive activities that take up a lot of women's time. |

### Preparation

- ✓ Draw the table below on a flipchart. You may have to paste more flipcharts together to allow enough room to write.
- ✓ Adapt column 1 to your value chain by listing the value chain steps (see the green boxes). Below each step write the relevant actors for that step (e.g. small scale producer, processor, vendor).
  - To be able to list the value chain steps and the relevant actors per step, you need to know the value chain well. The best preparation is to make a gender sensitive value chain map. If you want to learn how to do this, go to [module 2](#).
  - In the example below we used the Samburu case which only has two relevant value chain steps. All actors are pastoralists.

| 1. Value chain links | 2. Description of activities | 3. Responsible |     | 4. Explanations |
|----------------------|------------------------------|----------------|-----|-----------------|
|                      |                              | Women          | Men |                 |
| <b>Input supply</b>  |                              |                |     |                 |
| <i>n/a</i>           |                              |                |     |                 |
| <b>Production</b>    |                              |                |     |                 |
| Pastoralists         |                              |                |     |                 |
|                      |                              |                |     |                 |
| <b>Marketing</b>     |                              |                |     |                 |
| Pastoralists         |                              |                |     |                 |
|                      |                              |                |     |                 |

### Facilitation

#### 1. Introduction

- ✓ Explain column 1 to the participants. Make sure everyone agrees with the value chain steps and the actors listed. Adapt if participants feel changes are needed.

#### 2. The exercise: Activities and responsibilities (column 2 and 3)

- ✓ Organise men and women into separate focus groups.
- ✓ If people represent various actors (e.g. small scale producers (male and female), local processors (male and female) and traders, you could organise more groups, but make sure you separate men and women.

- ✓ Ask the focus groups to fill in column 2 and 3, using the following guiding questions:
  - Column 2: Activities in the value chain
    - Which activities are performed at each step of the value chain?
    - List all the activities that you know of and be as specific as possible.
  - Column 3: Responsibilities
    - Who in the household (women, men, boys, girls) is normally doing these activities?
    - For each person in the household, what is their degree of responsibility for each activity?
      - X: a little responsibility (usually not engaged in this activity but in specific cases)
      - XX: responsible (the activity is shared between male and female members of the household)
      - XXX: very responsible (you are the only one doing this activity in the household)
      - 0: not responsible (you never do this activity)
- ✓ Make sure your participants understand the exercise before you start the focus groups. Practise with your participants. Ask them for an example of an activity. They may say 'herding animals'. Then ask who normally does this activity. For example 'herding animals is only done by the men and boys in the household (XXX), taking animals to drinking is done by everyone but never by girls (XX and 0)'.
- ✓ Give each focus group 20 minutes to work.
- ✓ Focus groups report back in plenary.
- ✓ Develop one table with the combined answers. Discuss when there are different opinions in the group.

### 3. The last column: Gender differences (column 4)

- ✓ Now you will complete the last column: the explanation. Ask the group:
  - Why are women or men predominantly active in one activity?
  - Why are men or women not engaged in the other activity?

Note: if you think that women do not speak out in a plenary session, you need to separate the groups again!
- ✓ Allow for discussion. Very often the answer will be 'because this is how we are used to do things', or 'this is our tradition'. Ask more questions like:
  - Could it be because of time constraints?
  - Is it lack of skills or other resources such as means of transport?
- ✓ The way forward / wrap-up. Ask your group:
  - Which activities generate value or bring in quality?
- ✓ Mark them (or give them a special colour) as they might be key to identifying opportunities for women's empowerment in the value chain.

### 4. Wrap-up / conclusion

- ✓ Facilitate a discussion on gender inequalities and possible changes people may want to see.
- ✓ Explain that gender inequalities are found everywhere but they can also change and have done so in other communities.

| Samburu example       |                                 |                |     |                                                                                                      |
|-----------------------|---------------------------------|----------------|-----|------------------------------------------------------------------------------------------------------|
| 1. Value chain links  | 2. Description of activities    | 3. Responsible |     | 4. Gender differences                                                                                |
|                       |                                 | Women          | Men |                                                                                                      |
| <b>Input supply</b>   |                                 |                |     |                                                                                                      |
| <i>Not applicable</i> |                                 |                |     |                                                                                                      |
| <b>Production</b>     |                                 |                |     |                                                                                                      |
| Pastoralists          | Tending the herd                |                | XXX | Women are not supposed to tend animals and they are near the house because of their responsibilities |
|                       | Milking                         | XXX            |     | Men are not around to do the milking and also, milking is a woman's job                              |
|                       | Looking after the young animals | XXX            |     | Culturally, this is a woman's job, also the young animals are kept near the house                    |
| <b>Marketing</b>      |                                 |                |     |                                                                                                      |
| Pastoralists          | Trade inside the village        | XX             | X   | Both women and men can do this, but men prefer trade in a nearby town which generates more money.    |
|                       | Trading outside the village     |                | XXX | Women are not allowed to go large distances with the animals<br>Male ownership of animals            |

Adapted from: [Gender in value chains](#)

Note: this is a bigger document containing more tools. This specific tool is the first part of tool 3.3a.