

**PROJECT ON ENHANCING GENDER
RESPONSIVE EXTENSION SERVICES
IN KENYA (PEGRES)**

**GENDER STUDY ON
EASTERN AFRICA AGRICULTURAL PRODUCTIVITY
PROJECT (EAAPP)
CASSAVA ENTERPRISE INTERVENTIONS
IN TESO SOUTH SUB-COUNTY, BUSIA COUNTY**



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DECEMBER, 2014

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ACRONYMS

ADC	Agribusiness Development Centre
ADS	Anglican Development Services
AMPATH	Academic Model Providing Access to Health
ASCU	Agriculture Sector Coordinating Unit
CBO	Community Based Organisation
DCoE	Dairy Centre of Excellence
EAAPP	Eastern Africa Agriculture Productivity Project
ESS	Environment and Social Safeguards
FBO	Faith Based Organization
FCI	Farm Concern International
FGDs	Focus Group Discussions
FY	Female Youth
GMP	Gender Mainstreaming Package
GoK	Government of Kenya
HIV/AIDS	Human Immuno-Deficiency Virus / Acquired Immuno Deficiency Syndrome
JICA	Japan International Cooperation Agency
KAPAP	Kenya Agricultural Productivity and Agri-business Project
KAVES	Kenya Agricultural Value Chain Enterprises
KESG	Kwangamor Esenyi Support Group
MoALF	Ministry of Agriculture, Livestock and Fisheries
MoU	Memorandum of Understanding
MY	Male Youth
NGO	Non-Governmental Organisation
NPC	National Project Coordinator
PALWECO	Programme on Agriculture and Livelihoods in Western Communities
PLWAs	People Living With Aids
PEGRES	Project on Enhancing Gender Responsive Extension Services in Kenya

PIU	Project Implementation Unit
REFSO	Rural Energy and Food Security Organisation
SHEP	Smallholder Horticulture Empowerment Project
SHEP UP	Smallholder Horticulture Empowerment and Promotion Unit Project
SHG	Self Help Group
ToT	Training of Trainers

FOREWORD

Kenya's agriculture sector predominantly consists of smallholder producers, processors and marketers. A substantial proportion of them comprises of men and women who face various socio-cultural and socio-economic vulnerabilities. Their participation along agricultural value chains is hampered by several factors including low social capital, limited access to extension services, limited connections with value chain based projects and other organizations as well as inadequate capacity.

The Ministry of Agriculture, Livestock and Fisheries (MoALF) is committed to the promotion of gender sensitive culture and practices among its staff and the wider agriculture sector stakeholders. Together with its development partners and other stakeholders, the Ministry continues to develop and implement gender responsive programmes and projects. The Project on Enhancing Gender Responsive Extension Services (PEGRES), whose purpose is to *Enhance Institutional capacity of the Ministry of Agriculture, Livestock and Fisheries (MoALF) in Promoting Gender Responsive Agriculture Extension Services*, is being implemented by MoALF in partnership with Japan International Cooperation Agency (JICA).

PEGRES aims at developing a Gender Mainstreaming Package (GMP) for use by its development partners and other stakeholders. A key process in the development of a GMP is the identification of gender gaps among beneficiaries and putting in place strategies to address those gaps. Consequently, PEGRES, in partnership with the Eastern Africa Agricultural Productivity Programme (EAAPP), conducted a Gender Study on Cassava Value Chain in Teso South Sub-county, Busia County to identify existing gender gaps and filed the report herein.

The outcomes outlined in this Gender Study report will initialize the process of developing a comprehensive GMP which should in turn lead to effective gender mainstreaming in the agriculture sector.

Mary W. Kamau, OGW
PROJECT DIRECTOR

ACKNOWLEDGEMENTS

This gender study on EAAPP interventions on cassava enterprise was undertaken through an inclusive process involving literature reviews, interviews and Focus Group Discussions (FGDs) with staff, opinion leaders and farmers' group representatives in Busia County in general and Teso South Sub-county in particular. Consequently, we wish to acknowledge and thank; Mary W. Kamau, OGW, Deputy Director, Market Development and Advisory Services and Project Director; Henry Ndege, Agriculture Projects Coordinating Unit; Mary Ambala, Head, Gender and Cross - cutting issues Unit and Project Manager; and Joan Kobe, Youth in Agriculture Unit for their invaluable contributions and support. We also appreciate PEGRES Implementation Unit - Beatrice Mwaura, Paul J. Musyoka, Rebecca Biegon, Kyoko Minami, Yoko Harada, Terry Gathirwa and Friddah Oduor whose tireless efforts made the study possible.

Special thanks go to EAAPP whose partnership with PEGRES enabled this study to be conducted on their cassava value chain project in Teso South Sub-county. Specifically, we thank the Project Implementation Unit - Madam Jane Muriuki, EAAPP Programme Coordinator; Dr. Jedidah Maina and Dr. Joseph Kamau for their commitment and support towards the study.

Our sincere appreciation to the Busia County agriculture team headed by Mr. Moses Mwenche, County Executive Member for Agriculture, Livestock, Fisheries and Cooperatives; Madam Roselyne Barasa, Chief Officer, Agriculture; Mr. Samson Khachina, County Director of Agriculture; and Mr. Caleb Omondi, Teso South Sub-county Agriculture Officer and the entire agriculture sector team for their cooperation and information that enriched the study. We cannot forget the Farmers' group representatives, Opinion leaders, and Vulnerable members of the community whose participation and valuable information gave an insight into gender characteristics in the community. For that, we say thank you.

Hongera to all drivers from MoALF, PEGRES, EAAPP and Busia County whose safe driving ensured study teams and collaborators reached their destinations.

Finally, we sincerely thank JICA and the Ministry of Agriculture, Livestock and Fisheries for their financial, human and infrastructural resources to accomplish this important exercise.

Beatrice Mwaura,
NATIONAL PROJECT COORDINATOR

EXECUTIVE SUMMARY

The Constitution of Kenya (2010) and Vision 2030 are the key government instruments for gender mainstreaming into the development agenda of the country. On this basis, the Ministry of Agriculture, Livestock and Fisheries (MoALF) has adopted gender mainstreaming as a strategy for promoting gender equality and equity in its development activities. For instance, the Government of Kenya (GoK) in partnership with Japan International Cooperation Agency (JICA) have mainstreamed gender into the Small Holder Horticulture Empowerment and Promotion Unit Project (SHEP UP) through gender awareness creation and family budgeting approach.

Following the SHEP UP success, PEGRES was designed to upscale this approach through development and dissemination of a gender mainstreaming package (GMP) for adoption by small holder agricultural projects. In this context, PEGRES partnered with Eastern Africa Agricultural Productivity Programme (EAAPP) and conducted a gender study using Focus Group Discussions (FGDs) and Gender Analysis (GA) tools in Amukura Central and Chakol North wards, Teso South Sub-county, Busia County. The objective of the study was to identify both existing and emerging gender issues in cassava enterprises.

Cassava is the staple food in Busia County and is grown by over 70% of households. EAAPP's interventions aim at increasing its production to commercial levels through promotion of better yielding cassava varieties, training on appropriate agronomic practices and setting up of an agricultural development centre (ADC) for cassava enterprise development.

The gender study revealed inequalities in levels of participation and decision-making powers in the cassava enterprise. It emerged that most of the work is done by women and female youth; with more support of men and male youth in Chakol North ward as compared to Amukura Central ward. All gender groups have relatively equal access to resources and benefits but control over the same remains men's and women's domain. Dependent youth are voiceless. These gender disparities are reflected in the participation of the gender groups in EAAPP activities. While men and

women are motivated to engage in the activities, dependent youth are marginalized and therefore discouraged from participating in the cassava value chain.

There was consideration of gender aspects in recruitment of farmers to work with EAAPP. However, there is still need for more interventions to address existing as well as emerging gender inequalities during project implementation. Following the study findings, PEGRES in collaboration with EAAPP developed a Gender Action Plan (GAP) proposing activities to be implemented by relevant stakeholders including, PEGRES, EAAPP and the County government of Busia for further gender mainstreaming of their interventions. It is recommended that gender awareness creation and family budgeting approach be incorporated into EAAPP implementation to improve gender and power relations of the beneficiaries. This necessitates the development and dissemination of a GMP to provide guidelines on gender mainstreaming in EAAPP and other small holder agricultural development projects.

CHAPTER 1: INTRODUCTION

1.1 Background Information

International and Regional Conventions are important instruments in promoting gender equality as a facet of social and economic growth and development. The United Nations, through its Charter (1945), the Universal Declaration of Human Rights (1948), the 4th World Conference on Women (1995), and Millennium Development Goals (2000) recognizes the importance of achieving human rights and gender equality, and the empowerment of women as effective ways to combat poverty, hunger and disease; and to stimulate socio-economic development that is truly sustainable.

The Government of Kenya being a signatory to International and Regional agreements on promoting gender equality and equity, has put in place policies, legislative and institutional frameworks to promote gender equality and women's empowerment in all sectors of development and ensure equal participation of all for equal benefit.

The Constitution of Kenya 2010 guarantees the rights of all persons to participate in and benefit from the development agenda. Consequently, State organs are required to put in place legislative and policy measures to address any disadvantages suffered by individuals or groups of people due to past discrimination, and ensure programmes and projects incorporate gender aspects in their design and implementation.

The National Gender and Equality Commission is one such State organ and is tasked with the oversight function of promoting and monitoring gender equality and freedom from discrimination in accordance with article 27 of the constitution.

Kenya Vision 2030 is the country's development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, "middle-income country providing a high quality life to all citizens by the year 2030". The vision is based on three key pillars: the economic, the social and the political pillars. Gender, though anchored on the social pillar, is a cross-cutting factor in all the three pillars.

The 2030 vision for gender, youth and vulnerable groups is equity in power and resource distribution between sexes, improved livelihoods for all, including vulnerable groups, and responsible, globally competitive and prosperous youth.

The Jubilee Government (2013 – 2017) is keen on ensuring women, youth and other vulnerable groups are integrated into its basket of development activities. Pursuant to this, the Government created the Ministry of Devolution and Planning with the Directorate of Gender to spearhead gender mainstreaming activities; and posted Gender and Youth Officers to all Ministries to oversee gender equity measures. Further, 30% of Government procurements has been set aside for women, youth and other vulnerable groups in all ministries and government agencies. To strengthen accountability and commitment, gender mainstreaming activity targets are included in Cabinet Secretaries' Performance Targets for the Financial Year 2014 – 2015.

The National Policy on Gender and Development 2000 (under review to align it to the Constitution) and Sessional Paper No. 2 of 2006 on Gender Equality and Development are indicative of the Government's commitment to gender equality.

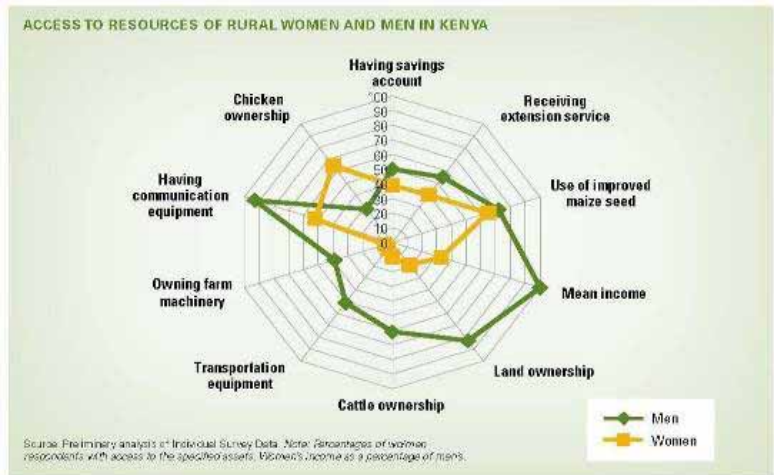
Gender mainstreaming is one of the development approaches adopted by the government of Kenya to ensure that men, women, youth and other economically and socially vulnerable groups contribute to and benefit from economic growth and development. It involves generation of sex-disaggregated data and gender analytical information which guides in policy formulation, targeting development interventions. However, the success of gender mainstreaming has been hampered by a number of challenges and constraints ranging from cultural settings, attitudes and misconceptions about gender equality to economic issues. Other constraints include inadequate finances and gender expertise among staff and stakeholders to support gender related activities. In addition, while a number of actors are involved in gender mainstreaming, there is a general lack of harmonized information sharing as well as a lot of duplication of activities among organizations working on gender related issues. This could be attributed to inadequate collaboration, coordination, partnerships and networking among stakeholders. As such, deliberate efforts need to

be made to strengthen networking among actors and empower communities to set their development agenda.

Despite the existence of legal, policy and institutional frameworks for gender mainstreaming in the country, gender disparities still persist in all spheres of life. These inequalities/disparities limit mostly women and youth participation in economic growth and development activities. Participatory project design and planning, Gender Responsive Budgeting and special targeting are some of the means to ensure all gender groups are targeted in development agenda.

In the agriculture sector in Kenya, although the government has been promoting gender mainstreaming through agricultural policies, programmes and projects, gender issues still exist. Disparities in gender division of labour, access to and control over resources and benefits, and decision making processes are common place in rural communities. A study by the World Bank, Agriculture Sector Coordinating Unit (ASCU) and Kenya Agricultural Productivity and Agri-business Project (KAPAP) in 2013 for instance, revealed gender differentiated access to resources of rural women and men in Kenya (Fig. 1).

Fig. 1 Gender differentiated access to resources of women and men in Kenya



Source: Republic of Kenya Gender Policy Note. Tapping the potential of Farming in Kenya. World Bank Report No. ACS5140

1.2 Project on Enhancing Gender Responsive Extension services in Kenya (PEGRES)

Deliberate efforts have been made to address gender inequalities in the agriculture sector using the gender mainstreaming approach. Since 2006 the then Ministry of Agriculture in technical cooperation with Japan International Cooperation Agency (JICA), has been implementing the Smallholder Horticulture Empowerment Project (SHEP) and the Smallholder Horticulture Empowerment and Promotion Unit Project (SHEP UP) in order to increase the income of smallholder horticulture male and female farmers. SHEP introduced the gender mainstreaming approach in the course of its project implementation, and has shown that the empowerment of both women and men in agriculture has a significant influence on effective equal-gender-farm management, agricultural profitability and livelihood improvement.

In acknowledgement of the achievements of SHEP and SHEP UP gender mainstreaming approach, the Governments of Japan and Kenya through JICA and the Ministry of Agriculture, Livestock and Fisheries (MoALF), signed the *Record of Discussions* in November 2013 for the "*Project on Enhancing Gender Responsive Extension Services (PEGRES)*" in Kenya. The project purpose is to enhance institutional capacity of MoALF to promote gender responsive extension services in agriculture. This will be achieved by developing and disseminating a Gender Mainstreaming Package (GMP) in partnership with other smallholder agricultural projects. PEGRES will be partnering with other smallholder agricultural projects and has started this partnership with the Eastern Africa Agricultural Productivity Programme (EAAPP) in two enterprises: dairy in Mathira West, Nyeri County and cassava in Teso South, Busia County; and the Rice-based Market-oriented Agriculture Project in rice enterprise in Mwea East and Mwea West, Kirinyaga County.

1.3 Eastern Africa Agricultural Productivity Project (EAAPP)

EAAPP is a regional project being implemented in four countries; Kenya, Uganda, Tanzania and Ethiopia. The project is being funded through a loan from the World

Bank and its overall goal is to contribute to increased agricultural productivity and growth targeting the poor.

This is to be achieved through strengthening regional centres of excellence in each of the target countries and production of improved seed varieties and animal breeds. The project has four components namely: Strengthening Regional Centres of Excellence; Technology generation, Training and dissemination; Improved availability of seeds, planting materials and livestock germ-plasm; and Project coordination and management. Partnering countries identified their strengths in agricultural commodities with Kenya being chosen as a Dairy centre of excellence while Ethiopia is for wheat, Uganda - cassava and Tanzania - rice. However, each of these countries also participates in adaptive research of each of chosen commodities.

1.4 Partnership between PEGRES and EAAPP

In order to strengthen their relationship, PEGRES and EAAPP established a partnership through the Memorandum of Understanding for mutual benefit. To this end, PEGRES will develop a GMP while EAAPP will allow mainstreaming gender into its activities. As an entry point, PEGRES and EAAPP have undertaken joint gender studies on dairy activities in Mathira West, Nyeri County; and cassava value chain interventions in Teso South, Busia County.

This report presents findings and analysis of a gender mainstreaming study of the EAAPP cassava activities in Teso South Sub-county, Busia County as well as recommendations and way forward.

Chapter 2: EAAPP INTERVENTIONS IN TESO SOUTH SUB – COUNTY

EAAPP interventions in Teso South Sub-county started at the beginning of 2013 and are focusing on improving productivity and farm incomes of the cassava enterprise. The aim is to reduce poverty and improve food and nutritional security, both at household and community levels. It involves activities on improved cassava seed multiplication, training and establishment of an Agribusiness Development Centre (ADC) for value addition and commercialization.

2.1 EAAPP activities in Teso South Sub-county

Cassava is the staple food in Busia County and is grown by over 70% of households. However, its production faces a number of challenges including, but not limited to, inadequate clean planting materials of improved varieties, pests and disease infestations, poor husbandry practices, inadequate processing and value addition technologies and unorganized marketing channels, all of which contribute to low productivity and farm incomes. EAAPP activities in Teso South Sub-county are focusing on addressing these challenges so as to improve productivity and income through promotion and bulking of improved cassava varieties, staff and farmer training, and expansion of acreage under cassava.

2.1.1 Cassava multiplication programme

The programme involves working with farmer groups, stakeholders and vulnerable groups in bulking and distribution of high yielding, fast maturing and disease resistant cassava varieties such as Mygiera, SS4, MM95/0183, MM96/2480, MM97/3567 and MM96/5280.

2.1.2 Agribusiness Development Centre (ADC)

EAAPP is in the process of establishing an Agribusiness Development Centre (ADC), which aims to reduce the burden of high costs and low incomes through collective procurement of farm inputs and organized processing and marketing of cassava. Along with the main ADC, forty-two (42) satellite centres in Busia County have also

been proposed to enhance access to information and other cassava production related services by farmers. A memorandum of understanding (MoU) between the County Government of Busia and EAAPP has already been signed and is awaiting funds for construction.

2.1.3 Environment and Social Safeguards (ESS)

In relation to Environment and Social Safeguards (ESS), EAAPP supports vulnerable groups, resource poor persons and addresses gender concerns as a way of incorporating cross-cutting issues into their activities. To this end, EAAPP in collaboration with the Sub-county agriculture staff and Rural Energy and Food Security Organisation (REFSO) gave improved varieties of cassava for bulking and organised trainings on appropriate agronomic practices to three (3) Vulnerable Groups with membership as shown in Table 1 below:

Table 1: Vulnerable groups that benefited from EAAPP Interventions

S/no.	Name of group	Membership	M	F
1	Kaujo Momm SHG	22	2	20
2	Kwanga'mor Eseny SHG.	35	10	25
3	Ichan W.G.	22	2	20
	Total	79	14	65

Source: Teso South Sub-County Agricultural Reports

2.2 Implementation and Collaboration

To implement the above activities, EAAPP adopted a group approach and strengthened collaboration and networking with and among stakeholders for wider coverage and cost effective measures in programme implementation. From inception, EAAPP has worked with twenty-one (21) farmer groups composed of Women groups (WG), Self Help Groups (SHG), Youth Groups and Vulnerable Groups with a total membership of 574 (236 males and 338 females) people (*See Annex 1*). With these groups, EAAPP in collaboration with other stakeholders have carried out trainings on cassava seed multiplication, field days, meetings and cassava stakeholder fora.

The main stakeholders and collaborators working with EAAPP are listed in Table 2 below:

Table 2: Organisations collaborating with EAAPP

	Institution/Programme	Type	Collaborative Activities
1	Kenya Agricultural Productivity and Agribusiness Programme (KAPAP)	Government (MoALF)	<ul style="list-style-type: none"> • Capacity Building • Assisting formation of farmer cooperatives • Bulking of cassava
2	Kenya Agriculture and Livestock Research Organization (Kitale, Kakamega & Alupe)	Government (MoALF)	<ul style="list-style-type: none"> • Adaptive research • Staff & farmer training • Fabrication of value-addition technologies
3	Kenya Agricultural Value Chain Enterprises	FBO (Anglican Development Services)	<ul style="list-style-type: none"> • Input Supply and Training
3	Programme on Agriculture and Livelihoods in Western Communities (PALWECO)	Finland/ Government (MoALF)	<ul style="list-style-type: none"> • Multiplication of cassava • Provision of cassava chipper • Provision of training • Financial Assistance
4	Farm Concern International (FCI)	NGO	<ul style="list-style-type: none"> • Established 3 Commercial Villages (Aten, Goria & Tanga Kona) • Training on production, Value Addition & Marketing • Provision of motorised cassava chipper and solar drier structures to Aten Commercial Village. • Solving social conflicts arising from commercialization of cassava
5	Rural Energy and Food Security Organisation (REFSO)	NGO	<ul style="list-style-type: none"> • Input Supply and Training
6	County Commissioner, Assistant Commissioner, Chiefs and Assist. Chiefs	National Government	<ul style="list-style-type: none"> • Community Mobilization • Security, Law and Order

Source: Teso South Sub-County Agricultural Reports

CHAPTER 3: STUDY OBJECTIVES AND METHODOLOGY

PEGRES in partnership with EAAPP conducted a gender study in Teso South Sub-county from 1st to 5th December, 2014, in order to identify existing gender gaps in the cassava enterprise. The study involved Sub-county agriculture staff, Farmers' group representatives, Opinion leaders and County officials involved in cassava value chain activities.

3.1 Objectives of Gender Study

The objectives of the study were to:

1. Identify gender differences in EAAPP target groups;
2. Identify gender specific problems, constraints and opportunities that exist in the cassava enterprise;
3. Establish the effects of EAAPP interventions on women, men, youth and vulnerable groups in Teso South Sub-county and;
4. Develop strategies that will enhance women, men, youth and vulnerable groups' effective participation in and sharing of benefits of the EAAPP activities.

3.2 Study Team

The study team was composed of PEGRES Implementation Unit members, EAAPP and Teso South Sub-county agriculture staff as indicated in *Annex 2*.

3.3 Gender study schedule

The study took a total of five days which included a one day courtesy call to the Busia County Agriculture Executive Member to brief him on the exercise; three days of Focus Group Discussions (FGDs) and interviews with Sub-county staff, Opinion leaders, Vulnerable group members and Farmers' group representatives; and a wrap up meeting with the County Director of Agriculture and Sub-county Agriculture Officer to share experiences and lessons learnt (*See Annex 3 for full schedule*).

3.4 Study Area

Teso South Sub-county, Busia County borders the Republic of Uganda to the West, Busia Sub-county to the South and Teso North Sub-county to the North. It has six wards namely; Amukura Central, Amukura East, Amukura West, Chakol North, Chakol South and Angorom. The main Agro-Ecological Zones are Lower Midland 1, 2 & 3 and an altitude range of 1000 to 1500m above sea level with a bimodal type of rainfall of between 1000 and 1500mm per year. Teso South Sub-county covers an area of 299.8 km² with a population of 137,924 persons (66,629 Males, 71,295 Females) and 21,133 farm families (2009 Census).

In this study, farmer groups from two wards, namely Amukura Central and Chakol North, were contacted. Amukura Central is more ethnically mixed and commercially vibrant with various income generating activities. Sugarcane, cotton and tobacco are the major cash crops in this ward. Cassava has been grown in this community mostly for domestic consumption. However, it is increasingly becoming an income earner hence the growing interest. On the other hand, inhabitants of Chakol North are mainly of one ethnic group. The community is mostly rural and income generating opportunities are few. They traditionally grow tobacco as a cash crop although commercialization of cassava produce is increasingly being promoted in the area. In addition, both communities produce food and nutrition security crops such as sweet potatoes, green grams, cowpeas and sorghum. Livestock and fish farming as well as involvement in small and medium businesses such as fish sales and *boda boda* (*use of motorbikes and bicycles as a means of transportation*) operations are also a source of income.

3.5 Data Collection Methods

The study was participatory in approach. It involved mainly qualitative method of data collection. Secondary data was gathered through desk reviews of Teso South Sub-county profile, EAAPP project documents and baseline study report on the Sub-county.

Primary data was obtained through Focus Group Discussions (FGDs) with Sub-county staff, members of six different farmer groups and one vulnerable group supported by EAAPP. Interviews were also held with opinion leaders using semi-structured questionnaires and checklists. FGDs were held with Kechatata Baba farmers group from Amukura Central ward and ATEN Commercial Village umbrella group composed of five smaller groups (one youth group, one women group, Ketisiata SHG, ATEN women group and Upendo SHG) from Chakol North ward.

During the FGDs with farmer group members, Gender Analysis tools were used to collect information on gender roles and responsibilities with respect to major cassava farming activities, access to and control over cassava farming resources and benefits, as well as gender participation in marketing activities. During the plenary sessions, the purpose of each tool was explained to the farmer groups, followed by facilitated discussions and exercises. The farmer groups were divided into four main gender groups; men, women, female youth and male youth in order to get clear information from each group.

A total of 113 (48 Males, 65 Females) persons were engaged in the study as indicated in table 3 below.

Table 3: Participants in Gender study in Teso South Sub-County.

Organisation	Participants (Males / Females)	Remarks
County Government (Agriculture & Livestock, Youth & Gender, Social Services)	20 (15 Males, 5 Females)	County & Sub-county officials and field staff from the agriculture sector and collaborators involved in EAAPP activities.
Opinion Leaders	5 (3 Males, 2 Females)	Farmers, Farm Concern International, Maendeleo ya Wanawake
Farmers Groups	76 (27 Males, 49 Females)	Composed of several Farmers Groups members
Vulnerable Group (KESG)	12 (3 Males, 9 Females)	People Living Positively with

		HIV/AIDS and Supported by EAAPP
Total	113 (48 Males, 65 Females)	

Source: Gender study attendance sheet

Gender Analysis (GA) Tools Used

The study applied five (5) GA tools to collect data and information on gender roles and responsibilities and decision making processes in the cassava enterprise. The tools were:-

Daily Activity Calendar (24 – hour schedule)

This tool is used to describe how women, men, male and female youth spend their time during a typical 24- hour day.

Reproductive Roles Profile

The objective of the profile is to highlight how men, women, male and female youth participate in the care and maintenance of the household and its members. This work is necessary yet it is rarely considered of the same value as work that generates income.

Cassava Enterprise Activity Profile

This tool highlights who participates in activities pertaining to the cassava enterprise and how, when and where each gender group performs the tasks.

The above three GA tools give the household and community an opportunity to understand workload distribution among the gender groups. Activity profiles determine how men, women, Male youth and Female youth spend their time over similar period of time, bear the burden of different types of work, distances covered and extent to which the work they do affects their exposure outside the household. They help to highlight gender disparities in division of labour and appreciate roles of different gender groups so that they can be taken into consideration when planning and implementing projects.

Access to and Control over Resources and Benefits Profiles

This tool consists of two profiles; access to and control over resources, and benefits profiles. It is used to determine which resources/ assets are required in the Cassava enterprise, and who can make use of them (has access to) and who has decision making power over them (control). It is also used in relation to benefits from the use of the resources, that is, who has access to them and who has decision making power over them (control). It highlights the fact that whoever controls the resources and benefits has economic and distribution power including of benefits among gender groups in the household, whether proportional to their contribution or not.

Marketing Analysis Tool

It gives insights into participation of gender groups in marketing activities of produce/products, and how incomes earned are distributed among household members.

Access to and control over profiles and marketing analysis tools help in establishing power relations and decision making in a household set up and in determining who gains and who loses in project interventions. This can help to put in place measures that lead to equitable access to, control over, and sharing of resources and benefits.

CHAPTER 4: STUDY FINDINGS

This section presents the findings of the study. It discusses gender relations of the target communities; how men, women, male and female youth interact with each other in their lives in general and in their engagement in the cassava enterprise activities in particular. The EAAPP achievements in concerned the communities and the government gender mainstreaming approach are also discussed.

4.1 County Agriculture Sector Gender Mainstreaming Approach

There exists no County Gender Policy/Strategy or an Operational Gender Unit to guide gender mainstreaming in agricultural activities at county and Sub-county levels. However, the county staff are aware of the not more than 2/3 Constitutional gender rule for public appointments and the women and youth enterprise funds. The Constitution of Kenya 2010 and Presidential directive of 2006 on Affirmative action are used as reference points for integrating gender equality.

Extension staff also have some knowledge and skills to engender their activities. EAAPP carried out training of trainers (ToT) for key implementers in 2011 to promote gender mainstreaming of its activities as well as to assure participation of all gender groups in its interventions. Further, some staff gained knowledge and skills through their involvement in other agricultural development programmes such as the National Agriculture and Livestock Extension Programme (NALEP-SIDA). Staff at the County/Sub-county are able to engender some activities such as constitution of committee members, training invitations, gender sensitization of farmers and gender disaggregation of reports. As per EAAPP, they have successfully mobilized all gender groups for its activities.

The County Agriculture sector office has neither a gender unit nor a gender officer guide gender mainstreaming activities. Further, it was pointed out during the study that there is duplication of gender mainstreaming efforts by various stakeholders including the Government, Non-Governmental Organizations (NGOs), Faith Based Organizations (FBOs) and Community Based Organizations (CBOs). There is general lack of coordination, networking and harmonised approach.

4.2 Gender Characteristics in the Community

The Focus Group Discussions (FGDs) and Gender Analysis (GA) exercises revealed the existence of gender issues in roles and responsibilities and decision making powers among gender groups. All gender groups participate in one way or another in family care and maintenance; and cassava farming activities. However, there are disparities in levels of labour contribution and decision making power between men, women, male and female youth.

(a) Division of Labour

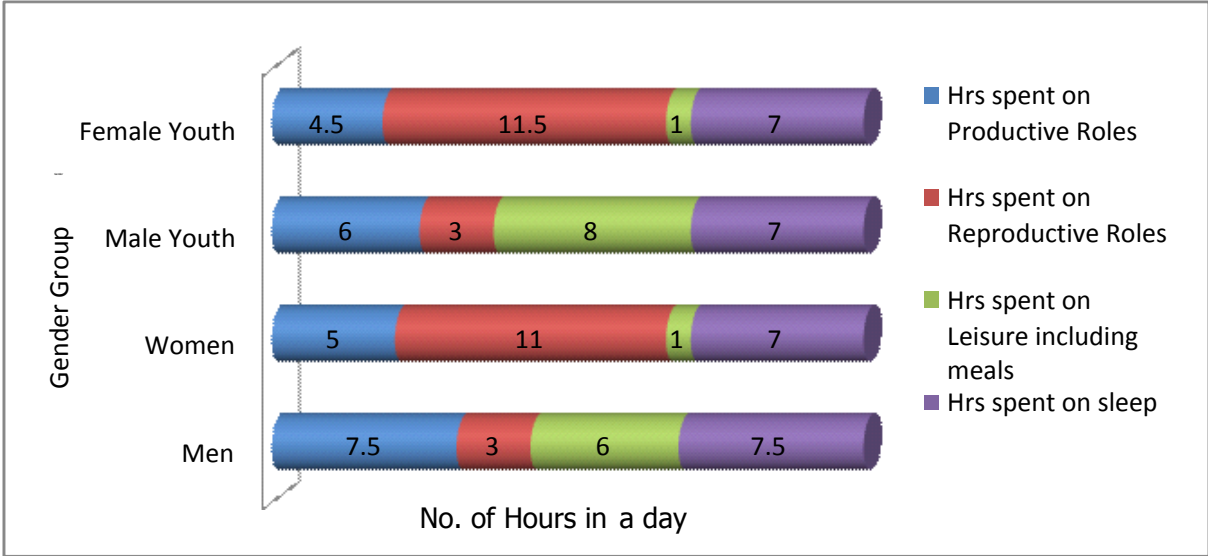
Daily Activity Calendar

Results of the Daily Activity Calendar were comparable for both Amukura Central and Chakol North wards. Gender inequalities were highlighted in the division of labour at the household level.

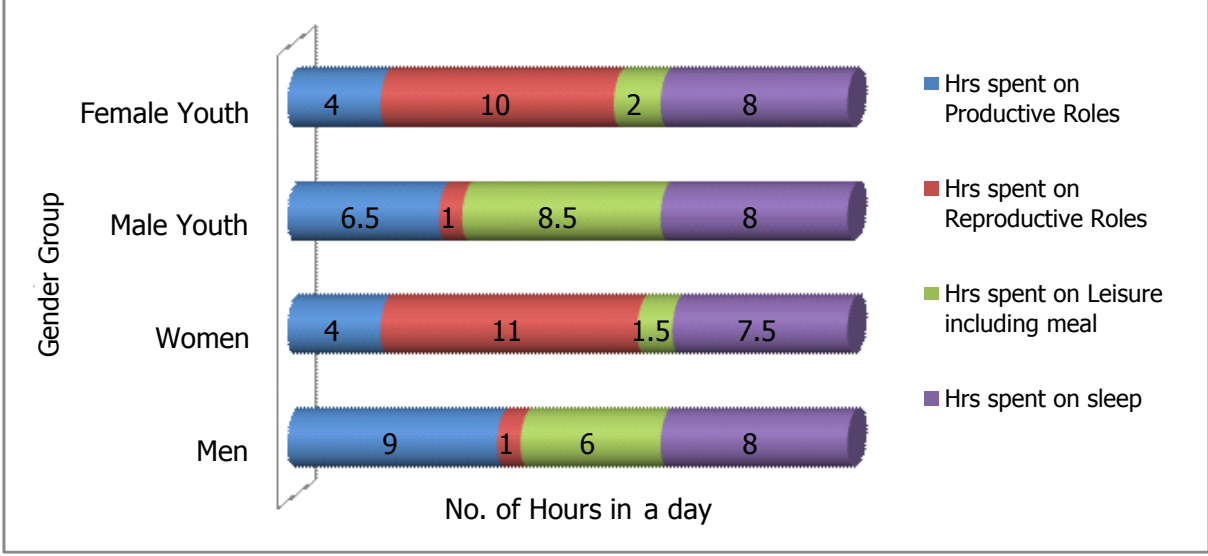
In both wards, women and female youth spend on average 15 hours on both reproductive and productive roles out of which 10 hours are on care and maintenance of family. On the other hand, men and male youth spend on average 10 hours on both productive and reproductive roles. Of these, only one hour is allocated to reproductive roles.

Time allocated for sleep is 7 - 8 hours for all gender groups. But the main variations were noted on time spent on leisure activities which included eating, watching TV, bathing and socializing among others. Women and female youth spent only 1 - 2 hours to catch up with all the aforementioned leisure activities while men and male youth spend about 6 -7 hours on leisure. Time use analysis indicating time expenditure by gender group is presented in graphs 1 and 2 below:

Graph 1: Time Use Analysis of 24 Hour Schedule by Gender Group in Amukura Central Ward



Graph 2: Time Use Analysis of 24 Hour Schedule by Gender Group in Chakol North Ward



The similar time use pattern between women and female youth on the daily activity calendar necessitated further probing to know the status of female youth. Participants explained that these female youth are married and independent hence mirror the social-cultural roles of their mothers. Single female youth also assist and follow the pattern of their mature counterparts.

In summary, women and female youth have a congested daily calendar which they manage through multitasking. They work for longer hours and spend shorter time on leisure compared to men and male youth.

Reproductive Roles

Reproductive roles of cooking, washing and cleaning, fetching water and firewood, child care, security patrols, counselling and assisting school children doing homework were identified as major activities pertaining to family care and maintenance.

In both Amukura Central and Chakol North wards, all gender groups concurred that these activities are undertaken mostly by women and female youth. Men and male youth have minimal contribution towards activities that support and create comfort for the family. The limited participation is when they wash their own clothes, child care and provision of security. However, men and male youth in Amukura Central ward are more involved in reproductive roles compared to their counterparts in Chakol North ward.

Productive Roles in Cassava Value Chain

Cassava is grown extensively in Busia County. Traditionally, cassava is a women crop, and the community regards it as a staple food that contributes to food security. In this community, it is prestigious for a man to head a food secure household.

Participants highlighted land preparation, planting, weeding, harvesting, peeling, chopping/cutting, drying, transportation and marketing as important activities in the cassava enterprise. These activities are mostly manual and therefore render cassava production a labour intensive venture. Agronomical practices are largely traditional and productivity is low. In the study areas, it emerged that cassava plots are demarcated between food and commercial crop as a food security measure. Men and hired labour work mostly on commercial plots while female youth are assigned to plots designated for home consumption. Women are engaged in both plots.

During discussions all gender groups were in agreement regarding their participation in cassava enterprise. They reported that they all participate in cassava production but women and female youth carry the major responsibilities which are manual and repetitive. Men, women and male youth participate in land preparation though it is culturally considered a male activity. Variations in methods of land preparation were noted; men and male youth do most of land ploughing using oxen while women use hoes and jembes.

Planting and weeding were noted to be done by all gender groups in both wards but the major players are women, who perform these operations manually while men's involvement is minimal. Variations in gender groups' participation in harvesting, peeling, chopping/cutting and drying were highlighted in the two areas of study. Whereas in both areas the women and female youth are the major players, men and male youth give support in Chakol North ward unlike in Amukura Central ward where it is perceived to be solely women work. These activities are mostly done manually using knives and dried on polythene sheets, rock outcrops and roadsides, which are cumbersome, unhygienic and limit the amounts to be processed at any one time.

Storage, transportation and marketing are mostly women activities but men in Chakol North do offer some support.

In summary, in both wards, women and female youth are major players in the cassava value chain. However, in Chakol North men's involvement is more than their counterparts in Amukura Central, where men's role in this venture is largely limited to land preparation which is their traditional work.

Community Roles

As regards community roles, both men and women attend meetings but men are majorly chairpersons of decision making organs. A case in point is funeral planning meetings in which all attend but as it was reported, men have more say compared to women.

(b) Access to and Control over Resources and Benefits

Teso community regards cassava as a staple food, source of income and employment. Resources identified as necessary for cassava production were land, planting materials, farm equipment, labour and store. Benefits from cassava that were listed included; food, income, livestock feeds, firewood and manure.

Access to Resources and Benefits

In both Amukura Central and Chakol North wards all gender groups have relatively equal access to resources and benefits except for land, over which men have an upper hand. It is because this is a situation of ability to work using the available resources. However, it seems women in Amukura Central ward are considered to have more access to resources and benefits compared to other gender groups.

Control over Resources and Benefits

Results of the study showed that resources and benefits derived from the cassava enterprise in Teso South are under the control of men and women. Dependent male and female youth have little voice over those resources hence little or no benefit from, cassava value chain activities.

In Amukura ward, women seem to practice more control over benefits than men except for income, over which men seem to have more say compared to women. On the other hand, in Chakol North ward control over most resources and benefits seem to tilt towards men. Women's control is limited to income earned from sales of small quantities of cassava and when they use cassava produce for domestic consumption such as food or firewood.

The study team further probed the farmers on the working relationship between parents and youth under the same household. Deliberations revealed that according to the culture of the Teso community, married youth tend to stay and work with parents until certain ceremonies are organised for their release to be independent

and have control over resources and benefits. However, with time this practice is gradually disappearing.

(c) Cassava Marketing Activities

In Busia County cassava is grown for home consumption and to supplement household incomes through sale of planting materials and tubers which are either sold fresh or as dried cassava chips and flour. Fresh Cassava tubers are bulky and have a short shelf life hence the preference for processed cassava products.

From discussions, all gender groups were in agreement that both men and women have control over marketing activities; but gender differences were observed in what activity each has more influence compared to the other group. It was evident that dependent male and female youth have very little control over marketing of cassava.

In Amukura ward, storage of cassava is mainly decided by women while men and women have equal say over the amounts to sell and how to spend the income earned. As regards Chakol North, men have more control over amounts to sell and income expenditure while women have more control over storage and selling activity.

Gender differentiated marketing outlets and modes of transport were highlighted in the study. The person who takes produce to the market and the distance dictates the means of transport and marketing outlets. Men use bicycles and motor cycles to ferry their produce to distant markets while women walk carrying their wares on their heads and sometimes use motor cycles. This limits their marketing outlets to local market centres and farm gate where they mostly sell fresh tubers. Cassava marketing, either fresh or processed, is mostly carried out individually in unorganized manner.

Overall, comparison of results for Amukura Central and Chakol North wards revealed that both men and women in the former have equal control over marketing of cassava while in the latter men have more control compared to women.

4.3 Involvement of Vulnerable Group (Kwangamor Esenyi Support Group (KESG))

Kwangamor Esenyi Support Group (KESG) is a registered group composed of 35 (8 men, 22 women, 2 male youth and 3 female youth) active members living positively with, or supporting orphans due to HIV/AIDS. They came together as a group to seek support on health issues, education for the youth and farming activities. They engage in table banking; and agricultural activities - soya bean value addition, tissue culture bananas, cassava production and kitchen gardening. They have sought support from Academic Model Providing Access To Health (AMPATH) which is a health organization offering them medical care; NGOs (PALWECO, REFSO) who assist in kitchen gardening and table banking, and EAAPP through MoALF which has supported five of their members with training and cassava planting materials for bulking and distribution to other members. They are burdened with taking care of the sick and/or orphans which, limits their effective participation in agricultural activities.

From discussions with KESG, it was noted that they are discriminated, stigmatized and marginalized by the community because of their health status, that is living with HIV/AIDS (PLWAS). The community has negative attitudes towards KESG, blaming them for their sickness. Further, it emerged that there are gender issues among them and in the community. They noted that men fear working due to their health condition and in some cases treat cassava production and marketing as a women's activity.

4.4 Findings on EAAPP Interventions

EAAPP had been in operation for more than two years at the time this study was conducted in December, 2014. As mentioned in Chapter 2, EAAPP activities are focussed on bulking and distribution of clean cassava planting materials, Agribusiness development and Environment and Social Safeguards in Teso South Sub-county. These activities are grouped into four main components as summarised in Table 4 below:-

Table 4: EAAPP Activities in Teso South Sub-county

Components	Sub – Component and Activities
1 Infrastructure and Human Capacity Development	<p>1.1 Development of Agribusiness and Satellite centres</p> <ul style="list-style-type: none"> • To be equipped with value addition and processing equipments • Land to be provided by county government. <p>1.2 Farmer Trainings</p> <ul style="list-style-type: none"> • Field days, demonstrations and educational tour <p>1.3 Staff capacity building</p>
2. Technology development and dissemination	<p>2.1 Technology Development</p> <ul style="list-style-type: none"> • Participatory technology development along the value chain • Study areas: seed and seed varieties, nutrients; factors affecting quality (effects of harvesting regime and drying methods on quality and marketing of cassava) <p>2.2 Training components on packaging and dissemination</p> <ul style="list-style-type: none"> • Establishing of Extension- Research-farmer linkages • Training of extension staff
Availability and access to improved germ-plasm	<p>3.1 Promotion of improved varieties through multiplication programme</p> <ul style="list-style-type: none"> • Bulking and distribution of cassava planting materials <p>3.2 Policy formulation</p> <ul style="list-style-type: none"> • Marketing, price of cassava, cassava seed production, inspection and other related protocols
Project Coordination	4.1 Financial management workshops, planning meetings, project management & management courses

Source: EAAPP (Teso South Sub-county) reports

Extension Approach

EAAPP adopted group approach in its operations in Teso South Sub-county. Field staff selected groups based on the following criteria: cohesive working groups, registered with social services and farmers with at least one acre of land for cassava production. In this context, EAAPP is working with twenty-one (21) groups of following categories; Self Help (mixed membership), women, youth and vulnerable Groups (*See Annex 1*).

EAAPP activities on cassava value chain have attracted collaborators as shown in Table 2 who have boosted distribution of high yielding cassava varieties and promoted motorized cassava chippers and solar driers.

EAAPP Achievements

In 2013 and 2014 EAAPP in collaboration with stakeholders carried out farmer trainings on cassava agronomic practices, sensitization on gender and group dynamics with an attendance of 1,253 (875 males and 378 females) persons. Although almost 60% of EAAPP group members are women, the total number of women participating in the training activities was lower than that of men as shown in Table 5 below.

Table 5: EAAPP Trainings and other activities

Year	Activity	Attendance		
		Males	Females	Total
2013	Training of cassava seed multipliers	17	35	52
2014	Training of cassava seed multipliers	109	78	187
	Field days	665	142	807
	Demonstrations	39	110	149
	Cassava Stakeholders Forums	36	5	41
	Inspection of cassava bulking farms	9	8	17
Total		875	378	1,253

Source: EAAPP (Teso South Sub-county) reports

Since the introduction of high-yield and disease resistant varieties by various agencies including EAAPP, bulking and sales of planting materials have increased in both wards. The number of farmers who received improved varieties for bulking from EAAPP is 303 (127 males / 176 females). Of these, thirty (30) are widows, ten (10)- people living with disabilities, six (6)- widowers and nine (9) are female heads of household. Farmers were contracted through EAAPP by research institutions and NGOs, who distributed the clean planting materials.

Because of the distribution of improved varieties by EAAPP in 2013 and 2014, steady increase in cassava acreage and production levels has been reported (Table 6).

Table 6: Cassava Acreage Trends

Season / FY	Area (Acres)		Remarks
	Target	Achieved	
Long Rain Season 2013	40	52.5	Worked with 2 CVS, 1 CBO & 1 Women group.
Short Rain Season 2013	100	170	Worked with 4 group (52 farmers) 100 acres for seed bulking & 70 acres upscaling
Long Rain Season 2014	100	120	50 acres seed multiplication supported by EAAPP & 70 acres from retrieval
Total	240	342.5	

Source: EAAPP reports

Prior to the construction of the ADC and satellite centres, the ADC Committee with thirteen (8 men, 4 women and 1 male youth) members had been formed in 2014. Further, 60 members (25 men, 23 women, 7 male and 5 female youth) who are leaders of satellite centres were also appointed in 2014.

CHAPTER 5: GENDER ANALYSIS

The findings of the gender study discussed in the previous chapter highlighted gender disparities in all aspects of rural lives. In this chapter, the key gender issues are analysed as they affect different gender groups in their engagement of the cassava enterprise in the project area.

5.1 County Agriculture Sector Gender Mainstreaming Approach

From discussions, it was observed that Sub-county staff seem to have some awareness of gender both at personal and professional levels from their experiences with EAAPP and other agricultural development programmes, and references to government legislative and policy guidelines on gender mainstreaming. Staff were able to point out gender issues in the cassava value chain in the area. Further, the staff have incorporated youth agenda into EAAPP activities, gender equity among group officials, and support to vulnerable groups as part of gender mainstreaming interventions. However, the absence of gender mainstreaming guidelines and a Gender Unit in the County may make gender only a much talked about issue without incorporating it into tangible activities.

5.2 Gender Characteristics in the Communities

The gender study revealed that women and female youth are overburdened with both reproductive and productive roles. They have little free time for any additional tasks. In particular, the fact that they spend extremely long hours on reproductive activities should not be overlooked. Most of the reproductive tasks are repetitive and labour intensive, which drains their energy and reduces their efficiency in productive activities. While these reproductive tasks form the spring board on which household members get their comfort to engage in other activities, they are held with minimal regards.

An overview of gender participation in cassava production reveals that most of the work is done by women and female youth; but with more support of men and male youth in Chakol North ward, where cassava is a major income earner in the area,

compared to Amukura Central ward. This is because men tend to get more involved in cassava as it changes from subsistence to commercial venture and/or also take over when activities get mechanised.

It was of interest to note that all gender groups in both wards participate in cassava value chain but men and women have more control over the resources and benefits compared to dependent male and female youth. This may hinder participation and adoption of technologies and agronomic practices by the dependent youth who are more exposed and vibrant and, farmers in their own right.

Gender differences exist in marketing outlets for cassava in that women and independent female youth sell locally at the farm and local market centres while men are able to market away from the farm. This may bring gender inequalities in the incomes earned, and may limit further expansion of cassava production and marketing through limited cooperation among household members.

Comparisons of control over the income earned from cassava revealed that men in Amukura Central practice less control over incomes compared to their counterparts in Chakol North. This may be attributed to availability of alternative sources of livelihood such as sugar cane and others in Amukura Central, where the profits from cassava may be perceived as rather low by men, thus, leaving it to women. In Chakol North, cassava is a major source of livelihood hence competition between men and women; with men having an upper hand as they are the major decision makers on land and what accrues from it.

As cassava commercialization progresses and the enterprise becomes more lucrative, men are likely to demand more share, which will further erode the share of women and may increase family disputes and conflicts.

5.3 EAAPP Interventions

EAAPP interventions were mainly in provision of better yielding varieties of cassava and a series of both staff and farmer trainings on agronomic practices. While women and female youth are main players in activities related to EAAPP interventions, their

participation in the trainings has been lower than that of men as indicated in Table 4. Their workload is likely to further limit their effective participation in EAAPP activities geared towards enhancing their knowledge and skills in the cassava enterprise. Further variations were observed depending on focus of training, extension methodologies and approaches. Because men are less involved in organized groups, more of them attend field days which are open to anybody. On the other hand, more women participate in group-based demonstrations. Men also participate more in training on seed multiplication which directly relate to income generation.

Although women can learn more in demonstrations, some are unlikely to put the gained knowledge and skills into practice because of time constraints and limited decision-making power (especially in Chakol North), thus adoption of new technologies may be compromised.



Group Work by members of different gender groups

Cassava has been traditionally a food crop whose production and marketing have been mostly under the control of women. EAAPP interventions and the government intention to transform it into a commercial venture is likely to alter the status quo in gender relations. To increase production and productivity, more land acreage and capital which are under the control of men are required. It is therefore of critical importance for EAAPP and other relevant agencies to enhance men's involvement in

the cassava enterprise and create awareness in the community on the importance of recognising and rewarding the contribution of women and youth in value chain activities.

As regards dependent youth, some measures should be put in place to encourage those who have less or minimum control over the earnings, to actively participate in activities. Further, EAAPP in collaboration with the County government could also facilitate community dialogue on how to encourage youth to actively participate in cassava value chain, taking into consideration the existing opportunities and constraints. Because of EAAPP's commitment towards balanced representation of all gender groups in their activities, committee members of satellite centres are well represented. Therefore, these committees may be able to organize and facilitate community dialogue for further promotion of effective and active participation of all gender groups in the cassava enterprise.

As regards vulnerable and/or resource poor persons, EAAPP recognized them as part and parcel of the community and supported them with improved cassava planting materials and trainings on management practices. Their needs and aspirations are different, and there is therefore need for equity measures so that they can get more benefit from project implementation. They reported marginalization by the community and sickness which have eroded their confidence and capacity to handle their own issues. It is of value to incorporate guidance and counselling sessions while training such groups.

As discussed above, EAAPP has successfully promoted fair representation of all gender groups in its activities. It is of great importance for any project to encourage participation of all gender groups as a first step towards gender mainstreaming of its interventions. However, it would also be necessary for a project to address existing and emerging gender issues resulting from project interventions. In view of this, EAAPP achievements would be further enhanced if activities to promote and ensure equity among all gender groups were implemented.



Group Work by members of different gender groups

Table 7 below discusses responses of each gender group to EAAPP promoted interventions and some proposed recommendations for more effective and efficient implementation of its activities.

Table 7: Identified Gender Gaps and Possible Interventions on EAAPP Activities

Key: M – Men, W-Women, MY- Male Youth, FY – Female Youth, HH - Household

EAAPP interventions & activities	Findings from Study	Analysis from Study	Identified gender gaps	Proposed interventions
1.0 Training in various interventions				
1.1 Participation in Trainings	<p>All groups: participate in the trainings but differences depend on focus of training, extension methodologies/ approaches.</p> <p>W & FY: busy throughout the day because of their involvement in both productive & reproductive roles compared with M & MY.</p> <p>As regards control of resources & benefits, men and women have more control while dependent MY & FY have minimal control.</p>	<p>M: More interested in training on commercially -oriented activities</p> <p>W: Heavy workload likely to limit their participation in training</p> <p>MY: Participate if there is a perceived benefit.</p> <p>FY: Participate if there is a perceived benefit but their workload is likely to limit their participation.</p>	<p>The participation of W, MY & FY in the EAAPP training could be further enhanced.</p>	<p>Through affirmative action, all gender groups should be invited to the training.</p> <p>Commercialization of the cassava enterprise would be further promoted.</p> <p>Gender training and family budgeting should be organized to raise awareness of all HH members on importance of sharing in workload and benefits.</p> <p>Upscaling of labour-saving technologies to reduce the workload of W & FY.</p> <p>Organization and strengthening of farmer groups with involvement of different gender groups should be promoted.</p>

2.0 Germplasm improvement: Bulking of Cassava Planting Materials

<p>2.1 Proper agronomic practices in cassava production</p>	<p>All members of HH participate in cassava production but at different levels and degrees.</p> <p>W & FY: Busy throughout the day because of heavy involvement in both productive & reproductive roles</p> <p>As regards control of resources & benefits, men and women have more control compared to dependent MY & FY who have minimal control.</p>	<p>M: Adopt recommended agronomic practices but rate of adoption is affected by income and other benefits expected.</p> <p>W: Adopt recommended agronomic practices but rate of adoption may be affected by time availability, cost implications & their position in HH decision-making process.</p> <p>MY & FY: Rate of adoption is low because of minimum control over resources & perceived benefits</p> <p>FY: unlikely to adopt because of time constraints</p>	<p>If trained participants have little decision-making power in HH, they are unlikely to fully implement acquired technologies & skills unless a decision-maker approves and provides financial support.</p> <p>Adoption of knowledge and skills promoted by EAAPP could be partially compromised.</p>	<p>Training on importance of involvement of all HH members in decision-making process.</p> <p>Since this intervention is likely to increase workload of HH members, upscaling of labour saving (energy and time saving) technologies and awareness raising on workload sharing among HH members will be of great importance.</p>
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<p>2.2 Bulking</p>	<p>Initiated by agencies including EAAPP</p> <p>M & W: Interested and participating in activities</p> <p>MY & FY: Participation is limited</p>	<p>M (Amukura Central): Introduction of bulking increases their participation in cassava value chain.</p> <p>M & W: Increased involvement in bulking of planting materials because of readily available market.</p> <p>MY & FY: Difficult to participate in activities because of limited control over land</p>	<p>M: May dominate the bulking activities</p>	<p>Gender awareness and family budgeting training</p> <p>Consultation with elders on how to allocate more land to youth so as to increase their participation in activities.</p> <p>Review of participation criteria for EAAPP activities to increase the number of youth and level of their participation.</p>
<p>3.0 Value addition of Cassava</p>				
<p>3.1 Value Addition of Cassava</p> <p>Peeling, washing, Chopping/chipping and drying.</p>	<p>W & FY: Perform most of activities, which are mainly done manually, thus, tend to limit the amount processed.</p> <p>M & MY: very limited participation in the activities. But those have an access to chippers participating in the activities.</p> <p>M: little interest in activities unless value</p>	<p>M: Will be interested if appropriate technologies are introduced and commercialization of processed cassava is promoted.</p> <p>W: Will be interested because if appropriate technologies are introduced, it will increase their productivity & reduce time and labour</p>	<p>M: Will get more involved if appropriate technologies & commercialization are promoted, and likely to take over women's control over the enterprise.</p> <p>W: Likely to lose their control over commercial activities, resulting in less interest in appropriate technologies & commercialization.</p> <p>MY: Will get more</p>	<p>Consideration of power relations among HH members when promoting appropriate technologies and commercialization</p> <p>Gender training and family budgeting should be organized to raise awareness of HH members on importance of sharing in workload and benefits.</p> <p>Training on group management and business skills to ensure all gender groups benefit from equipment managed by the group.</p>

	<p>addition will enhance opportunities for income earning.</p>	<p>required.</p> <p>MY: Will be interested if appropriate technologies are introduced because they are most likely to be involved.</p> <p>FY: May have some interest because introduction of appropriate technologies will reduce time and labour required.</p>	<p>involved if introduction of appropriate technologies in value addition is promoted because they are likely to get better business opportunities.</p> <p>FY: Deliberate efforts should be made to bring them on board.</p>	
<p>3.2 Marketing</p> <p>Fresh & Processed cassava</p>	<p>M: Go to distant market by bicycles and motorbikes. They sell mostly processed cassava.</p> <p>W: Sell fresh produce either at farm gate or at local market centres where they can walk. Thus, sales volumes are limited.</p> <p>MY & FY: Participate in marketing activities but have no control over income.</p>	<p>M: Have strong interest in marketing and expansion of marketing outlets</p> <p>W: Because of their heavy workload as well as mode of transport available to them, they are unable to effectively participate in marketing activities, thus, their income is likely to be lower.</p> <p>MY & FY: Have little interest in marketing</p>	<p>Inadequately organized marketing activities to improve sales volume and profitability</p>	<p>It could be addressed through establishment of ADC.</p>

		activities because of their minimum control over income.		
4.0 Establishment of Agribusiness Development Centre				
4.1 Collective procurement & marketing	Procurement of inputs and sale of fresh tubers & processed cassava are done individually.	<p>M: Will be interested if they feel the group is trustworthy and there are more benefits.</p> <p>W: May be interested if they expect more benefits</p> <p>W&FY: Their workload may be affected depending on the way ADC activities are organized.</p> <p>MY&FY: May be interested because of employment opportunities</p>	W, MY&FY: Deliberate efforts should be taken to purposely include them.	<p>Training on entrepreneurship skills could be incorporated in ADC operations.</p> <p>Enhanced involvement of MY, FY and vulnerable groups in operations of agri-business centre.</p>
4.2 Operation of agribusiness	<p>Culturally, men are regarded as decision-makers in community activities.</p> <p>Some gender groups are well represented in ADC & Satellite committees.</p>	Committees will be able to fairly support active participation of all gender groups in the cassava enterprise.	Deliberate efforts should be made to enhance participation of and benefit by more gender groups, especially the vulnerable, from ADCs.	Training on gender and management skills could be incorporated into ADC operations.

5.0 Environmental Safeguards and Cross-cutting issues

<p>5.1 Participation in Trainings</p>	<p>All gender groups are members of the group.</p> <p>Training on management practices are organized for all gender groups.</p>	<p>Because of their vulnerability, needs and aspiration are different from non-vulnerable members of the community.</p>	<p>Members of the group are yet to be fully integrated into the community.</p>	<p>Gender analysis should be done to assess the existing situation.</p> <p>Training on human rights, nutritional requirement, and group dynamics.</p>
<p>5.2 Provision of high yielding varieties of cassava</p>	<p>But attendance by W & FY is limited because of their involvement of both reproductive and productive roles.</p> <p>They are not easily integrated into community activities and other groups.</p> <p>Adoption of recommended management practices is a challenge to all gender groups because of involved costs</p>			<p>Establish linkage with stakeholders who can address special needs of vulnerable groups.</p> <p>Support to vulnerable groups should be given as a complete package</p>

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

The gender study in Teso South Sub-county gave a deeper understanding of gender dynamics and cooperation at household and community levels. It highlighted participation of men, women, male youth and female youth in both reproductive and productive activities; and how they have been engaged in EAAPP activities. It created visibility of gender groups in EAAPP interventions on cassava value chain; how each gender group contributes to, and benefits from, cassava production activities. From FGDs and interviews it was evident that gender inequalities and concerns exist in relation to EAAPP project implementation in Amukura Central and Chakol North wards. Inequalities in division of labour, control over resources and benefits and marketing were identified and are likely to have negative impacts on the cassava value chain.

In this context, this chapter highlights some proposed recommendations from a gender point of view for enhanced cassava productivity and accrued incomes in Teso South Sub-county.

From the study, it was noted that there is no policy/strategy or gender unit to guide gender mainstreaming in the county and Sub-county. However, staff have some knowledge and skills on gender which should be enhanced to improve EAAPP achievements. Also, minimal effort has been made to strengthen collaboration and linkages among the government, NGOs, FBOs and CBOs, and to harmonize their gender mainstreaming interventions.

The study revealed gender differences in division of labour and control over resources and benefits. Women and female youth have heavy workloads compared to men and male youth. Control over resources and income is more vested in the hands of men and women and dependent youth have minimal say over the income they have contributed towards. Income, firewood, food and manure that come from cassava among others are motivating factors to participation in cassava production activities. However, the limited control may seriously undermine their motivation to effectively participate in household activities. Their contribution to household enterprise must be recognized by other household members and rewarded

accordingly. Also, interventions on gender gaps should be carefully designed. It is of critical importance to assess the effects of commercialization on gender relations at the household level. Increased involvement of men in the cassava enterprise should not result in their dominance over income and profits accruing from the enterprise. Further, changes in workload distribution resulting from interventions requires careful scrutiny so as not to overload certain gender group(s).

RECOMMENDATIONS

Recommendation 1

The County Government of Busia should understand and appreciate the importance of Gender mainstreaming in agriculture related development programmes. Consequently, the county government needs to formulate a County Agriculture Sector Gender Policy/ Strategy, take full responsibility for its implementation and establish coordination mechanisms within the organisational structure to affirm their commitment and willingness to promoting gender equity in the Agriculture sector. Further, gender units both at the county and sub-county levels need to be established and operationalized to lead and coordinate these endeavours. Establishment of forums with the participation of various stakeholders working in the county could be an effective way to coordinate gender mainstreaming activities and avoid unnecessary duplication of efforts.

Gender awareness trainings need to be organized for agriculture extension staff to boost their knowledge and skills in gender issues in the agriculture sector, and to train farmers on the same. In particular, sensitization on the effects of gender gaps on agricultural productivity and mitigation measures would greatly assist staff in mainstreaming gender aspects in the EAAPP and other agricultural development projects. They will be in a better position to identify gender issues and put appropriate measures in place to minimize their effects on project achievements.

Recommendation 2

Gender has been often mistakenly equated to women issues. Thus, it is important for the community to be sensitized on gender and the negative effects of gender issues on farm productivity and incomes. To this end, gender awareness trainings should be organized for the farmers to help them understand and appreciate the gains of equitable workload and income sharing. This will motivate household members to work to increase productivity and incomes. This will in turn minimise family disputes over resources and incomes accrued from farming activities. The trainings will enlighten the farmers on importance of gender in development, and the emergence of any gender issues in project implementation could be minimized.

Further, there is need to be gender sensitive while promoting interventions. Promotion of labour-saving technologies and organization of gender sensitive trainings in relation to content, duration, venue and level of understanding should be considered.

Recommendation 3

To ensure all gender groups contribute to and benefit from EAAPP project implementation, a participatory integrated community development approach is recommended to bring all beneficiaries aboard the development agenda. The criteria for the selection of beneficiary farmers should be carefully considered so as not to leave out interested youth but with minimal ownership of resources. In view of this, all beneficiaries should be involved in identifying gender issues at all stages of the project and in designing appropriate measures to address them. The needs, interests and aspirations of different gender groups should be identified through participatory methods and be incorporated into the project cycle management.

Recommendation 4

The community should be assisted in formation and/or strengthening and expansion of existing farmer groups. Since many existing groups originated from women groups, men are currently less organized compared with women. Participation of more men in cassava production groups would make group enterprise more vibrant and

financially sound. However, it is of critical importance to ascertain that all gender groups benefit from group activities; avoiding domination and control of group management and benefits by one gender group.

Recommendation 5

Promotion of financially affordable technologies should be further strengthened to attract more youth who are generally more educated, vibrant and farmers in their own right. The shift from subsistence to market-oriented enterprise is an attractive venture for youth to actively engage in the agricultural sector. Once the youth are married, the community should consider them as adults, even if they are younger than 35 years old and be empowered to make decisions on issues that affect them. They need to learn and acquire necessary skills and knowledge to run household enterprises successfully just like those above 35 years old. Organization of youth groups, both married and dependent could therefore be of great help for them to become proactive in group activities since they are rather passive participants in current groups which are dominated by older members.

Recommendation 6

EAAPP could boost the participation of vulnerable and resources poor people through capacity building and linkages to enhance their confidence and enable them to source for support and empowerment opportunities. Multi-disciplinary approaches would be of great help in that their socio-economic gender issues will be addressed.

Recommendation 7

It is good for Gender mainstreaming activities to target all gender groups involved in agricultural projects; and promotion of technologies that encourage cooperation and complementarity between all players should be embarked on. Identification of men, women, male youth and female youth role models to champion and transform gender relations and power sharing in a community would be of great help for community members to understand how to address gender issues they face.

CHAPTER 7: WAY FORWARD

The Teso South gender study revealed existing and emerging gender disparities at the household and community levels. While men, women, male youth and female youth in households were involved in day-to-day cassava activities, benefits accrued from the family enterprise were mostly controlled by men and women. Such disparities apparently demotivate other members of the household, especially the dependent youth, not only in their engagement in the enterprise but also in their participation in EAAPP activities. Further, new activities resulting from EAAPP interventions have increased the workload among household members by adding more tasks to women and female youth.

To mitigate the negative effects of gender gaps on achievement and sustainability of EAAPP objective of improvement of cassava productivity and family incomes, PEGRES in collaboration with EAAPP and the County government propose a number of activities that could be incorporated into EAAPP Phase 2 and other stakeholders for the benefit of the farming community.

1. Finalization and implementation of Agriculture Sector Gender Policy

PEGRES is assisting the National and County governments in the finalization and implementation of National Agriculture Sector Gender Policy, which has been under preparation.

2. Organization of Gender Awareness Training for National, Project and County Staff

The gender awareness training will be organized for National, Project and County staff to further raise their awareness on gender implications for agriculture development so as to enable them to formulate policy interventions to promote gender mainstreaming in agriculture activities.

3. Organization of Gender Awareness Training for Extension Staff

The gender awareness training will be organized for extension staff to boost their knowledge and skills in gender issues in the agriculture sector and training farmers

on the same. PEGRES in collaboration with other stakeholders will develop the gender training materials.

4. Organization of Gender Awareness Training for Farmers

The gender awareness training will be organized to raise the awareness of target farmers on the importance of sharing in workload and benefits. This will increase understanding and transform community behaviours towards more equitable workloads and income among the gender groups. PEGRES in collaboration with the staff will develop training materials and organize TOTs. EAAPP and Teso South Sub-county office will make the necessary arrangements for implementation of the farmers' training. As part of training activities, a community gender action plan will be prepared in collaboration with target farmers to mitigate gender gaps in the community.

5. Organization of Family Budgeting Trainings

The family budgeting training will be organized to train target farmers on the importance of sharing of income among household members and importance of budgeting. PEGRES in collaboration with county staff will develop training materials and organize TOTs. EAAPP and Teso South Sub-county office will make arrangements for implementation of the farmers' training.

6. Consultation with Farmer Groups and Community

PEGRES will work with EAAPP and the Sub-county office to organize consultative meetings with all beneficiaries to identify the needs, interests and aspirations of different gender groups on EAAPP interventions in the cassava enterprise. Formation of new farmer groups and/or strengthening of existing groups will be one of the agendas to be discussed so that they can be able to effectively participate in the ADC activities to maximize profits accrued from the cassava enterprise. The outcomes of consultations will be incorporated into the EAAPP project cycle management.

7. Upscaling of Technologies

PEGRES will partner with EAAPP in upscaling the cassava enterprise technologies, which are both affordable and appealing to beneficiaries.

8. Introduction of Gender Sensitive Training Arrangement

PEGRES will advise EAAPP on gender sensitive training arrangements. The effectiveness of training is strongly affected by the way such training is organized; venue, timing, duration, education level of participants, gender composition of participants among other factors. An affirmative action will be taken to make sure all gender groups are appropriately represented in the training.

9. Promotion of the not more than $\frac{2}{3}$ Constitutional Gender Rule at the decision-making level in Community Organizations

PEGRES in collaboration with EAAPP and the County government will help farmers' groups to observe the not more than $\frac{2}{3}$ Constitutional Gender rule in selection/appointment of management committee members in their groups including those of ADCs as well as other community organizations. It is important to ascertain that representatives of all gender groups are actively involved in committee decision-making processes. The representation should not be just nominal to observe gender balance per se but to encourage participation in management organs.

PEGRES in collaboration with EAAPP developed a Gender Action Plan (GAP) outlined below, indicating the above stated recommendations with detailed objectives, activities, timelines and implementation steps. The listed activities are planned to be completed by the end of the PEGRES project period, August 2017.

At the time of publishing this report in March 2016, a number of activities towards the gender mainstreaming have been implemented by EAAPP as shown in their Progress Report (*Annex 8*).

ACTION PLAN OF PEGRES ACTIVITIES IN TESO SOUTH

A. Introduction

The Project on Enhancing Gender Responsive Extension Services in cooperation with the Eastern Africa Agricultural Productivity Programme, EAAPP, conducted a Gender Study in Teso South West Sub-county from 1st to 5th December, 2014, in order to identify existing gender gaps in cassava enterprise. The findings of the study were shared in three workshops held with staff and with stakeholders in Busia County. During the workshops, participants reached a consensus on the identified gaps from which PEGRES developed this Action Plan. The Action Plan includes strategic objective, objectives and activities to address the identified gaps.

B. Gaps identified during the Teso South Gender Study

- Inadequate policy considerations to guide gender mainstreaming in the agriculture sector
- Inadequate knowledge and skills by staff on gender mainstreaming
- Insufficient gender considerations in project activities

C. Strategic Objective: To enhance institutional capacity on gender mainstreaming for staff and projects at national and county levels

Objective 1: To contribute to the finalization and implementation of Agriculture Sector Gender Policy by national and county governments

Activity 1.1: Participate in finalization and dissemination of National Agriculture Sector Gender Policy

Activity 1.2: Participate in discussions with National and County Governments on implementation of Agriculture Sector Gender Policy

Objective 2: To enhance staff knowledge and skills on gender mainstreaming

Activity 2.1: Organize Gender Awareness Trainings for National, Project, and County Staff

Activity 2.2: Organize ToTs for County staff

Activity 2.3: Support Trainers (County staff) in Implementation of Staff and Farmer Trainings

Objective 3: To enhance gender responsiveness in project cycle management at beneficiary level

Activity 3.1: In consultation with EAAPP, develop strategies and interventions to address gender related gaps identified at beneficiary level during gender study

Activity 3.2: Support EAAPP to implement gender responsive interventions

Implementation Plan

Objective 1: To contribute to the finalization and implementation of Agriculture Sector Gender Policy by national and county governments

Activity 1: Participate in finalization and dissemination of Agriculture Sector Gender Policy					
	Target group: MOALF Gender Unit, County Governments, Other Stakeholders				
Outputs	Sub-activities	Responsible	Stakeholders	Resources	Timeframe
1. Concept Note to finalize Agriculture Sector Gender Policy developed and discussed with relevant stakeholders	1.1 Participate in development of a draft concept note to finalize the policy and discuss it with identified collaborators and authorities for approval	NPC	Gender Unit, KAPAP, Transformation Secretariat (TS)	Stationery, Human Resource	March-May 2015
	1.2 Participate in sourcing for funds from collaborators	NPC	Gender Unit, KAPAP, Transformation Secretariat	Human Resource	June-November 2015
2. Gender Policy reviewed, finalized, launched and	2.1 Participate in implementation of activities according to approved	NPC	Gender Unit, Task force, KAPAP, TS,	Stationery, Human	*August-2015-June

disseminated	concept note		County Governments	Resource, Funds	2016
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Activity 2: Participate in discussions on customization and implementation of Agriculture Sector Gender Policy by County Governments					
	Target group: County Governments, Projects				
Outputs	Sub-activities	Responsible	Stakeholders	Resources	Timeframe
1. Action Plan to customize and implement Sector Gender Policy developed in conjunction with county governments	1.1 Participate in development of proposal to county governments on customization and implementation of policy	NPC	Gender Units, Task Force KAPAP, TS, IGS	Stationery	*July 2016
	1.2 Participate in discussions with county governments on customization and implementation of policy	NPC	Gender Units, Task Force KAPAP, TS	Human Resource, Funds	*September 2016

	1.3 Participate in supporting county governments' activities on customization and implementation of the policy	NPC	Gender Units, Task force, KAPAP, TS	Stationery, Human Resource, Funds	*September-December 2016
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*Time frame is dependent on approval of proposal to finalize Gender Policy and availability of funds

Objective 2: To enhance staff knowledge and skills on gender mainstreaming

Activity 1: Organize Gender Awareness Trainings to National, Project, and County Staff					
	<p>**Target groups: A. MOALF managers, B. EAAPP staff, County and Sub-county managers</p>				
Outputs	Sub-activities	Responsible	Stakeholders	Resources	Timeframe (To be decided)
1. Training contents and materials developed	1.1 Identify training beneficiaries	Training Officer	Directorates, Gender Units and HRDs, Projects Coordination Units (PCUs)	Human Resource	***
	1.2 Develop training objectives	Training Officer		Human Resource	***
	1.3 Develop draft training contents	Training Officer		Human Resource	***
	1.4 Recruit facilitators (trainers)	Training Officer		Human Resource	***

	1.5 Finalize training outline & contents	Training Officer	Consultant	Human Resource	***
	1.6 Design training materials	Training Officer	Consultant	Human Resource Stationery	***
	1.7 Produce training materials	Training Officer	Consultant	Human Resource Stationery	***
2. Training Programmes Developed	2.1 Prepare training programmes (Venues, timing, schedules)	Training Officer	Consultant, Gender Units, HRDs, EAAPP, PCUs	Human Resource, Stationery	***
	2.2 Prepare budget	Training Officer		Human Resource, Funds Stationery	***
3. Trainings conducted	3.1 Make arrangements for trainings (invitation, booking of venues)	Training Officer		Human Resource	***

	3.2 Conduct trainings	Training Officer	Consultant	Stationery, Human Resource, Funds	***
	3.3 Conduct trainings evaluation	Training Officer	Consultant	Stationery, Human Resource	***
4. Trainings reviewed and contents & Materials revised	4.1 Review trainings (procedure, contents, materials, reaction of participants, etc.)	Training Officer	Consultant	Human Resource,	***
	4.2 Revise training contents	Training Officer	Consultant	Human Resource Stationery	***
	4.3 Revise training materials	Training Officer	Consultant	Human Resource, Stationery	***

** Two separate trainings will be conducted for MOALF managers (A) and EAAPP staff, County and Sub-county managers (B)

Activity 2: Organize ToT for County staff					
	Target group: County, Sub-county staff, Ward office staff				
Outputs	Sub-activities	Responsible	Stakeholders	Resources	Timeframe
1. Training Needs Assessment Conducted	1.1 Develop tool for training needs assessment	Training Officer	County Staff	Human Resource Stationery	October 2015
	1.2 Conduct Training Needs Assessment	Training Officer	County Staff	Human Resource Stationery	November 2015
2. TOT Plan developed	2.1 Identify training beneficiaries	Training Officer	County Staff, EAAPP	Human Resource Stationery	October 2015
	2.2 Prepare and produce training contents & materials	Training Officer		Human Resource	November – January 2015
3. Training Programme Developed	3.1 Prepare training programme (Venue, timing, schedule)	Training Officer	County staff	Human Resource	January 2016

	3.2 Prepare budget	Training Officer	County staff	Human Resource Stationery	January 2016
4. TOT conducted	4.1 Make arrangements for training (invitation, booking,	Training Officer	County staff, EAAPP	Human Resource Stationery Funds	Jan – Feb 2016
	4.2 Conduct TOT and prepare Action Plan	Training Officer	County staff, EAAPP	Human Resource Stationery Funds	Jan – Feb 2016
	4.3 Conduct training evaluation	Training Officer	TOT Participants	Human Resource Stationery	Jan – Feb 2016
5. Training reviewed and contents & materials revised	5.1 Review training (procedure, contents, materials, reaction of participants, etc.)	Training Officer		Human Resource Stationery	March 2016
	5.2 Revise training contents	Training Officer		Human Resource Stationery	March 2016

	5.3 Revise training materials	Training Officer		Human Resource Stationery	March 2016
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Activity 3: Support Trainers in Implementation of Staff and Farmer Trainings					
	Target group: TOT participants				
Outputs	Sub-activities	Responsible	Stakeholders	Resources	Timeframe
1. Staff and farmer Training Plan (Action Plan) Implemented	1.1 Consult with Trainers on training implementation and support them in preparations	Training officer	Trained Trainers, CDA Busia SCAO Teso South	Funds, Human Resource,	Feb 2016
	1.2 Prepare budget	Training officer	CDA Busia SCAO Teso South	Human Resource	Feb 2016
	1.3 Backstop trainers during and after staff and farmer trainings	Training officer	Trainers CDA Busia SCAO Teso	Funds, Human Resource,	Feb - June 2016

			South		
2. Training reviewed and contents & materials revised	2.1 Review trainings (procedure, contents, materials, reaction of participants, etc.)	Training Officer	Trainers	Human Resource	June 2016
	2.2 Revise training contents & materials	Training Officer	Trainers	Human Resource	June-July 2016

Objective 3: To enhance gender responsiveness of project cycle management at beneficiary level

Activity 1: In consultation with EAAPP, develop strategies and interventions to address gender gaps identified at beneficiary level during the gender study					
	Target group: EAAPP				
Outputs	Sub-activity	Responsible	Stakeholders	Resources	Timeframe
1.Consultation held with EAAPP and feasible areas of intervention identified (e.g youth activities, gender friendly technologies)	1.1 Identify topics/issues to be discussed with EAAPP and arrange for consultations	NPC		Human Resources	Oct 2015
	1.2 Conduct consultation	NPC	EAAPP	Human Resources	Oct 2015
	1.3 Compile outcomes of consultation	NPC		Human Resources Stationery	Oct 2015
2. Strategies and interventions developed	2.1 Identify and develop draft strategies and interventions	NPC		Human Resource Stationery	Oct 2015

	2.2 Conduct final consultation with EAAPP and beneficiaries	NPC	EAAPP	Human Resource	Oct 2015
	2.3 Finalize strategies and interventions	NPC	EAAPP	Human Resource Stationery	Oct 2015
Activity 2: Support EAAPP to implement gender responsive strategies and interventions					
	Target group: EAAPP, County and Sub-county staff in charge of EAAPP activities, farmers				
Outputs	Sub-activity	Responsible	Stakeholders	Resource	Timeframe
1.Implementation plan of strategies and interventions developed	1.1 Consult with EAAPP and County on strategy implementation plan	NPC	EAAPP, County staff	Human Resource Funds	***
	1.2 Finalize the implementation plan	NPC	EAAPP, County Staff	Human Resource	***
2. Interventions implemented	2.1 Prepare necessary materials	NPC	EAAPP, County Staff	Human Resource Funds	***

	2.2 Implement interventions	NPC	EAAPP, County Staff	Human Resource Funds	***
3. Interventions reviewed and recommendations drawn	3.1 Review implementation process and effectiveness of interventions	NPC	EAAPP, County Staff	Human Resource	***
	3.2 Make recommendations to EAAPP	NPC	EAAPP, County Government	Human Resource	***

*** Time frame to be determined after discussions with EAAPP

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World Bank Report, (2013). Report No.ACS5140, Republic of Kenya Gender Policy Note. "*Tapping the potential of Farming in Kenya.*"

ANNEXES

Annex 1: GENDER STUDY TEAM COMPOSITION (2M/5F)

Beatrice Mwaura – PEGRES - National Project Coordinator - Female

Kyoko Minami – JICA Project Coordinator - Female

Paul Musyoka – PEGRES - Monitoring & Evaluation - Male

Rebecca Biegon – PEGRES - Gender Training Officer – Female

Terry Gathirwa – Administrative Assistant – Female

Dr. Joseph Kamau – EAAPP, PCU - Male

Dr. Jedida Maina – EAAPP, PCU – Female

Annex 2: SCHEDULE OF GENDER STUDY

Date	Time	Venue & Activities
Monday 1/12/2014	9.00 am	Courtesy call to CEC/CDA
	10.00 - 12 noon	Hold discussions with CDA, SCAO and EAAPP desk officer (this may include any other staff who is not in agriculture but is an implementer in EAAPP)
	12 noon – 2.00 pm	Lunch break and travel to Teso South Sub - County
	2.00 – 4.30 pm	Hold discussions with Teso South staff working under EAAPP. Arrangements for next day activities
Tuesday 2/12/2014	8.30 – 9.00 am	Registration and Introduction of participants
	9.00 – 9.30 am	Opening/Plenary Session
	– 10.30 am	Group Discussion and Group Work in Amukura Central Ward with Farmers Group A (divided into 4 subgroups – Men, Women, Youth Men, Youth Women).

		<p>Group work on:</p> <p>Daily Activity Calendar – 24 Hour Schedule</p> <p>Activity Profile (Reproductive roles / Productive roles – Cassava Enterprise)</p> <p>Access to & Control over Resources/Assets, and Benefits</p> <p>Market analysis</p>
	10.30 – 11.00 am	Health Break
	11.00 – 12 noon	Group work continued and Presentations
	12 noon - 1.00 pm	Presentations
	1.00 – 2.00 pm	Health Break
	2.00 – 3.00 pm	Plenary Session
	3.00 – 3.30 pm	Closing Remarks
Wednesday 3/12/2014	8.30 – 9.00 am	Registration and Introduction of participants
	9.00 – 9.30 am	Opening/Plenary Session
	– 10.30 am	<p>Group Discussion and Group Work in Chakol North Ward with Farmers Group B (divided into 4 subgroups – Men, Women, Youth Men, Youth Women).</p> <p>Group work on:</p> <p>Daily Activity Calendar – 24 Hour Schedule</p> <p>Activity Profile (Reproductive roles / Productive roles – Cassava Enterprise)</p> <p>Access to & Control over Resources/Assets, and Benefits</p> <p>Market analysis</p>

	10.30 – 11.00 am	Health Break
	11.00 – 12 noon	Group work continued and Presentations
	12 noon - 1.00 pm	Presentations
	1.00 – 2.00 pm	Health Break
	2.00 – 3.00 pm	Plenary Session
	3.00 – 3.30 pm	Closing Remarks
Thursday 4/12/2014	9.00 am – 12 noon	Discussion with Vulnerable Group
	12 noon – 1.30 pm	Lunch Break
	1.30 – 2.00 pm	Travel to meet Opinion Leaders
	2.00 – 4.00 pm	Discussion with Opinion Leaders {Male & Female}
Friday 5/11/2014	9.00 – 11.00 am	Report back to CEC/CDA/CDLP
	2.00 – 4.30 pm	Wrap up meeting – PEGRES/EAAPP/County & Sub-County Teams.
Saturday 6/12/2014	Whole Day	Report Writing

Annex 3: FARMER GROUPS WORKING WITH EAAPP

S/No.	Name of group	Membership		
		M	F	Total
	Ican Women Group	2	20	22
	Aremit Upendo Women Group (WG)	9	6	15
	Lukatumnak Self Help Group (SHG)	22	23	45
	Kanyoutu Kepitata SHG	18	6	24
	Parater SHG	17	16	33
	Tusaidiane SHG	10	58	68
	Kechatata Baba SHG	5	28	33
	Eseny Support Group	20	23	43
	Ongariama Etom SHG	14	5	19
	Jasho WG	5	16	21
	Kaujo Momm Support Group	2	20	22
	Okame Farmers SHG	12	10	22
	Okame Focal Area Development Committee (FADC)	12	4	16
	Okalecheru Youth Bunge	17	12	29
	Okame community Education SHG	11	13	24
	Akoreet SHG	9	11	20
	Kotur FADC	13	8	21
	Apokor SG	11	9	20
	Apegei Community SHG	7	11	18

	Asopotoit WG	10	14	24
Total	20 Groups	226	313	539

Annex 4: Gender Analysis Tools

Gender Analysis is an eye-opener to the target community, gives a clear understanding of *Hims, Hers* and *they* by age group and cultivates an appreciation of the contribution to and benefits from a project by gender group.

Gender Analysis: “Is seeing what one’s eyes have not been socialized to see”.

Purpose of Tool: Analyse the gender division of labour (Daily activity calendar & enterprise activity profile), access to and control over resources and benefits, and participation in decision-making for individual Cassava enterprise.

Respondents: Men (M), women (W), Male Youth (MY), Female Youth (FM) and Vulnerable Groups (Female-Headed Household {FHH}, Child-Headed Household {CHH}, People living with AIDS/HIVs (PLWAs), People with disabilities) involved in Cassava Value Chain.

Objectives of Gender Analysis Study

To identify gender differences in the target group

To identify gender specific problems, constraints and opportunities which have positively and negatively affected or likely to affect the EAAPP interventions.

To develop strategies that will enhance women, men, youth and vulnerable groups participation in EAAPP activities and sharing of benefits

To foresee effects of EAAPP interventions on women, men, youth and vulnerable groups of the target community

Methodology

Gender Analysis Study teams will carry out individual interviews with County/Sub-County staff and Focused Group Discussions (FGDs) with small scale farmers, opinion leaders, and other relevant stakeholders in the pilot counties. Questionnaires and Gender Analysis tools will be used to collect data/information.

Gender Study

County Directors / Sub-County Staff

A: Questionnaire

Name: Gender: M/F
County/Sub-County:
Position:
Duration in Position:

A-1: Is there a specific Gender Policy in the county before and formulated after devolution? How about one related to Agriculture sector?

A-2: Is there a gender action plan/ gender strategy in the county before and formulated after devolution took effect? How about one related to agriculture/ Livestock?

A-3: Are there designated gender units/staff members in CDA/CDLP? How about in SCAO/SCLPO?

A-4: What do they do?

A-5: Are there EAAPP activities in the sub-county?

A-6: Do the gender officers participate in EAAPP activities?

A-7: Does the gender unit participate at the senior management decision-making meetings? How about in EAAPP meetings?

A-8: Are all staff made to be responsible for gender equality issues in the organization? If so, how are they expected to perform such responsibilities?

A-9: Have they been trained on gender and at what level? Has EAAPP trained them on gender?

A-10: Are there any existing and/or perceived gender issues in Agriculture Sector (crops, livestock) in your area of operation? Any differences noted with vulnerable groups? If there is, how does your office try to address such issues?

A-11: Do you have a designated budget to support gender activities? (What percentage of total budget).

A-12: Does EAAPP have designated budget for gender activities? Which gender equality activities are funded, and to what effect?

A-13: Have staff gender capacity- building initiatives been funded, to what effect?

A-14: Who have you collaborated/partnered/networked with in gender related activities?

A-15: What is the importance of Cassava production to the community? Are M, W, FY and MY involved in cassava production in this community? Who are more involved?

A-16: Do you think the EAAPP's activities have impacted on men, women, and others in cassava production?

A-17: Which group of people do you think have most benefitted from EAAPP activities? Why do you think so? How about the other groups?

A-18: How do you carry out monitoring and evaluation of gender activities? Do you collect sex and/or gender disaggregated data? What type of sex and/or gender disaggregated do you collect?

A-19: What could be the potential of incorporating gender aspects to EAAPP activities?

A-20: Do you have any plan for gender related policies / activities in your County / Sub-county in the future? If yes, please explain details.

B: Questionnaire (Field Officers)

Name: Gender: M/F
County/Sub-County:
Duration in Position:

B-1: Are you aware of specific Gender Policy of the county?

B-2: Is there a gender action plan/ gender strategy in this office?

B-3: Are there designated gender units/staff members? Do you know if your office has any gender person designated?

B-4: What do they do?

B-5: Have you been trained on gender? If so, please tell us what you learnt and how you use the gained knowledge and skills in your daily activities?

B-6: How do men, women, and youth work in this community? Is there any problem on how people live in the community? If so, please elaborate.

B-7: Do men, women and youth work together in the household and farm?

B-8: Do men, women and youth participate in the training(s) together? Is there any taboo or difficulty for men, women and youth to participate in training together?

B-9: Please let us know how men, women and others are engaged in cassava production in the community? Please briefly explain how they produce cassava, how they add value and how do they sell?

B-10: Are you involved in EAAPP activities?

B-11: Do you know EAAPP interventions in this community? If so, what are they? How were the beneficiaries selected?

B-12: How do you think EAAPP activities have impacted on men, women, youth and others in cassava production?

B-13: Which group of people do you think have most benefitted from the EAAPP activities? Why do you think so? How about the other groups?

B-14: Were any gender group(s) left out in EAAPP activities, and if so what do you suggest could be done to be included?

B-15: Do you carry out monitoring and evaluation of gender activities? Do you collect sex and/or gender disaggregated data? What type of sex and/or gender disaggregated data do you collect?

B-16: What could be the potential of incorporating gender aspects to EAAPP activities?

B-17: Do you have any suggestion for EAAPP activities, in general and also on gender activities?

B-18: Do you have any suggestion to County / Sub-County / PEGRES on gender activities?

C: Gender Analysis Tools - Exercises

C1: Daily activity Calendar (24 – hour Schedule)

Objectives

To describe how women, men, male youth and female youth spend their time during a typical 24 – hour day.

To analyse the roles women, men, male youth and female youth are involved in so that it can be taken into consideration when planning and implementing projects.

To appreciate the daily workloads of different gender groups, seasonal variations when done at different agricultural seasons.

To highlight gender disparities in labour division and differences in types of work done according to the specific culture.

To allow the household/community an opportunity to understand workload distribution among members in the household.

Procedure

Divide the group into Men (M), women (W), Male Youth (MY) and Female Youth (FM) groups. As for the youth groups, consider marital status and responsibilities in the household.

Explain the purpose of this tool and exercise

Ask each group to imagine a day in the lives of a Men (M), women (W), Male Youth (MY) and Female Youth (FM) in a particular season, to be decided by the group. The time can be divided into blocks of 30 minutes to capture all the activities done.

Using the 24-hour day chart as a model, ask each group to indicate the time and the activities they do over 24 hour period.

Daily activity Calendar (24 – hour Schedule)

Gender Group.....

Time	Activities

Plenary Session

C: 1-1: How has EAAPP interventions changed the workload and how have they coped?

C: 1-2: Is the situation different for vulnerable groups?

C2: Reproductive roles activity profile

Explain reproductive roles and purpose of this tool and exercise.

In plenary session ask participants to list down reproductive roles (5 – 8) in a household set up.

The participants in groups of Men (M), women (W), Male Youth (MY) and Female Youth (FM) to indicate who performs these roles at house hold level.

Reproductive roles activity profile

Gender Group.....

(Insert two ticks for main player and one tick for the one helping)

Reproductive roles	Men	Women	Male Youth	Female Youth

Plenary session

C: 2-1: Is the situation different for vulnerable groups?

C: 2-2: How have reproductive roles affected EAAPP participation?

C3: Cassava Enterprise Activity Profile

This is an explanation of the gender division of labour in Cassava enterprise.

Procedure

Divide the group into Men (M), women (W), Male Youth (MY) and Female Youth (FM) groups.

Explain the purpose of this tool.

In plenary session identify main activities (5 – 8) carried out in a Cassava Enterprise - an explanation of the gender division of labor in Cassava enterprise.

In individual gender groups, indicate who performs the identified activities.

Questions to ask

C: 3-1: Who does what and what proportion (percentage) of the activity is performed by Men (M), women (W), Male Youth and Female Youth (FM) gender groups.

C: 3-2: Where do they do it - village, marketplace, fields, or urban centers), and how far these places are from the household. This information gives insights into female and male mobility, and allows an assessment of the impact of the program on mobility, method of travel, travel time, etc.

C: 3-3: How do they do it? manually, machine etc

C: 3-4: When do they do it? Time period of the day, season, month etc

C: 3-5: How long do they do it? Overall workload different members of the family-in terms of hours.

Cassava Enterprise Activity Profile

Gender Group
(Insert two ticks for main player and one tick for the one helping)

Activity	Who does the activity	Where done	How it is done	When it is done
	M			
	W			
	MY			
	FY			
	M			
	W			
	MY			
	FY			

Plenary Session

C: 3-6: Strategies for addressing inequalities between different members of the household

C: 3-7: Who has responsibility for day-to-day management of Cassava enterprise?

C: 3-8: Which activity / activities have the peak labour requirement? How do households cope if there is a shortage of labour at this time?

C: 3-9: How do responses to above differ between typical households and vulnerable groups?

C: 3-10: What happens to Cassava production if the person who has been performing the task is away? Which operations are affected and how do the household cope?

C: 3-11: What activities in Cassava production have been introduced by EAAPP? Who participates?

C: 3-12: After the EAAPP intervention, how has the workload of each group been changed?

C: 3-13: Was/is there any training concerning Cassava production? What trainings have M, W, FY & MY received from EAAPP?

C: 3-14 Who attends the training and does he/she share the gained knowledge and skills with the other members of household?

C4: Access to and Control over Resources and Benefits Profile

The tool is a data collection and analytical tool. Related to asset control and realization of benefits and used to specify access to and control over resources and benefits by gender. It helps in determining power relations and interests.

Objective

To identify resources M, W, MY and FY require for their work and benefits they gain

To identify who has access to or control over these resources and benefits

To analyse the implications of M, W,MY and FY participating in the intervention

To identify barriers related to access to and control over resources and benefits solutions

To find solutions to address the barriers in relation to access to and control over resources and benefits solutions

Procedure

Group farmers by gender.

Explain the purpose of the tool and the exercise.

In plenary session let the participants identify the major types of resources and assets (5 – 8) required to carry out Cassava enterprise activities.

Ask who has access to and who controls the resources and assets

Ask what benefits they derive from the enterprise, who receives and who uses and for what purpose.

Key Questions to ask on resources

Basing on the activities listed in the Cassava enterprise activity profile,

C: 4-1: What resources and assets do M, W, MY and FY require for activities they perform in Cassava enterprise? Who has access to these resources and assets? Who has control over these resources and assets?

C: 4-2: What resources and assets have you received from EAAPP concerning Cassava production?

C: 4-3: Who has access to these resources and assets, Who has control over these resources and assets

Access to and control over resources profile

Gender Group.....

Resources /Assets	Resources /Assets				Control over			
	M	W	FY	MY	M	W	FY	MY

Plenary Session

C: 4-4: How did / will access to and control over the resources and assets affect M, W, MF and FY participation in Cassava enterprise interventions?

C: 4-5: What would be / were the effects of EAAPP interventions on this access to and control over resources?

Key Questions to ask on benefits

Basing on the activities listed in the Cassava enterprise activity profile, let participants discuss the benefits of Cassava enterprise.

C: 4-6: In gender groups identify what benefits do M, W, MY and FY acquire for activities they perform in Cassava enterprise? Who has access to these benefits? Who has control over these benefits?

C: 4-7: What benefits concerning Cassava production have you received from EAAPP? Who has access to these benefits? Who has control over these benefits?

Access to and control over benefits profile

Gender Group.....

(Insert two ticks for main player and one tick for the one helping)

Benefits	Access to				Control over			
	M	W	FY	MY	M	W	FY	MY

Plenary Session

C: 4-8: How did / will access to and control over the benefits affect M, W, MY and FY participation in Cassava enterprise interventions?

C: 4-9: What would be / were the effects of EAAPP interventions on this access and control?

C5: Marketing Analysis

Used to analyze gender roles in marketing.

In plenary session participants to brainstorm on the major produce/products of Cassava enterprise.

Prepare tables for the major types of produce.

C: 5-1: Who stores, who sells, who controls sales, income earned, are incomes earned shared among household members?.

C: 5-2: Where do they sell?

Marketing Analysis

Gender Group.....

(Insert two ticks for main player and one tick for the one helping)

Question	M	W	MY	FY
Who stores produce/products				
Who decides when to sell				
Who decides how much to sell				
Who sells				
Who controls the income				
Who decides how to spend the income				
Who spends the income				
Who decides where to sell Marketing outlet Distance to market Means of transport Transport costs				
Does the seller show the earnings to spouse, FY, MY				

Plenary Session

C: 5-3: What interventions concerning marketing have you received from EAAPP?

C: 5-4: How did EAAPP interventions affect participation of M, W, MY and FY in Cassava marketing? Who lost and who gained?

ANNEX 5: TESO SOUTH GENDER STUDY FINDINGS

Results of Gender Analysis Tools Exercises

Group A – Amukura Central Ward

Daily Activity Calendar (24 – hour Schedule)

Gender Group: Men

Time	Activities
5.00 – 5.15 am	Waking up, wash face, pray
5.15 – 6.00 am	Monitor compound/cows/security, wake up children
6.00 – 10.00 am	Shamba work
10.00 -10.30 am	Breakfast
10.30 – 10.00 am	Tethering livestock
11.00 am – 12.00 pm	Take a bath
12.00 – 1.00 pm	Resting
1.00 – 2.00 pm	Lunch
2.00 – 3.00 pm	Watering livestock/change
3.00 – 5.00 pm	Leisure/relaxing in the local market, few go back to the farms/group meetings
5.00 – 7.00 pm	Return livestock to the homestead
7.00 – 9.00 pm	Listening to the news, check children homework supper
9.00 – 9.30 pm	Security patrols
9.30 pm – 5.00 am	Bed rest interlude of security

Gender Group: Women

Time	Activities
5.00 – 7.00 am	Waking up, pray, milking, cleaning of utensils, sweeping of houses and compound, preparation of breakfast, preparation of children, taking of breakfast
7.00 – 11.00 am	Taking cattle to grazing, farm activities
11.00 – 1.00 pm	Lunch preparation, eating lunch, washing, fetching water, fetching firewood
1.00 – 4.00 pm	Giving cattle water, taking cattle back to grazing, fetching firewood, fetching water, bringing cattle back home
4.00 – 8.00 pm	Washing children, washing utensils, preparation of vegetables for supper, cooking supper, bathing, taking supper
8.00 – 10.00 pm	Helping children in homework, serving supper to the husband, family discussion, evening prayer, making beds, ironing
10.00 pm – 5.00 am	Sleeping

Gender Group: Male Youth

Time	Activities
5.00 am	Wake up and pray then we wash face
5.30 am	Prepare material e.g farm tools and go to farm
6.00 – 9.30 am	Farm work eg. Digging, planting, weeding, harvesting
9.30 – 11.00 am	Breakfast and continue farm work
11.00 – 12.00 pm	Help parents some work like cleaning the compound
12.00 – 1.00pm	Lunch break/rest
1.00 – 2.00 pm	Bathe and rest
2.00 – 5.00 pm	Games/ Stroll/watch TV
5.00 – 6.00 pm	Take cassava from out to the store/other crops and animals
6.00 – 8.00 pm	Family time/super sit together and chart
8.00 – 10.30 pm	Married → Eat and plan for the next day → Unmarried Read and revise
10.30pm – 5.00am	Sleep

Gender Group: Female Youth

Time	Activities
5.00 – 6.00 am	Prayers, Freshen up, sweeping the house and compound, washing utensils, preparing breakfast, preparing children to go to school, milking
6.00 – 10.00 am	Going to shamba, feeding young children at the farm
10.00 – 11.00 am	Taking breakfast (both husband & wife) fetching water, firewood, vegetables, taking livestock to graze, bathing
11.00 am – 12.00	Cooking lunch (lighting fire, cutting vegetables)
12.00 – 1.00 pm	Feeding family (eating)
1.00 – 2.00 pm	Watering livestock, siesta, washing utensils, cleaning the kitchen
2.00 – 3.00 pm	Washing clothes, bathing children, fetching water, fetching firewood, going to posho mill
3.00 – 4.00 pm	Buying/harvesting vegetables, farm work
4.00 – 5.00 pm	Bring livestock near the compound, milking, cook, uji/tea feed children
5.00 – 6.00 pm	Taking livestock to boma, preparing supper, bathing children
6.00 – 7.00 pm	Feeding young children, boiling bathing water for husband and wife
7.00 – 8.00 pm	Bathing both husband and wife, husband and wife eating together sharing day experiences, guiding children in doing homework, listening/watching news
8.00 – 9.00 pm	Taking children to bed (young ones) mature ones continues with reading, guiding and counselling children, watching and listening news, taking evening tea
9.00 – 10.00 pm	Preparing bed for sleeping, preparing books and uniform for young children, closing doors and windows, evening prayers both husband and wife together with mature children
10.00 – 5.00	Sleeping

Reproductive roles activity profile

Gender Group: Men

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√		√		√
Washing/Cleaning		√√		√	√	√
Fetching Water		√√		√		√
Fetching Firewood		√√		√		√
Child care	√	√√	√	√		√
Security	√√	√	√			
Home Work Assisting	√√	√				

Gender Group: Women

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√		√	√	√
Washing/Cleaning		√√	√	√	√	√
Fetching Water		√√		√	√	√
Fetching Firewood		√√		√	√	√
Child care		√√		√		√

Gender Group: Male Youth

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√	√	√√	√	√
Washing/Cleaning		√√	√	√√	√	√
Fetching Water		√	√	√√	√	√
Fetching Firewood		√√		√√	√	√
Child care		√√		√√	√	√

Gender Group: Female Youth

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√	√	√	√	√
Washing/Cleaning		√√	√	√	√	√
Fetching Water		√√	√	√	√	√
Fetching Firewood		√√	√	√	√	√
Child care		√√		√	√	√

Cassava Enterprise Activity Profile

Gender Group: Men

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	In the shamba	Ox plough/jembe	Short rains
	W √		jembe	
	MY √			
	FY			

Planting	M	√	Shamba	By hand	Short rains
	W	√√			
	MY	√			
	FY	√			
Weeding	M	√	Shamba	Hoe	Continuous
	W	√√			
	MY	√			
	FY	√			
Harvesting	M				
	W	√√	Shamba	Hoe	Continuous
	MY				
	FY	√			
Peeling/Chopping / Cutting	M				
	W	√√	Home	Knives	Continuous
	MY	√			
	FY	√√			
Drying	M				
	W	√√	Home	Canvas, sun dried	Continuous
	MY				
	FY	√			
Marketing (Selling)	M				
	W	√√	Market, farm gate	Gorogoro	Continuous
	MY				
	FY				
Transporting	M	√√	Market	Bicycle/ motorcycles	Continuous
	W	√			
	MY	√			
	FY				

Gender Group: Women

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Own farm	Plough	Two times a year
	W √	"	Jembe	
	MY √	"	Plough	
	FY			
Planting	M			
	W √√	Own farm	Panga,jembe, String, tape measure	Twice a year
	MY √	"	"	
	FY √	"	"	
Weeding	M √	Own farm	Jembe	4 times
	W √√	"	"	
	MY √	"	"	
	FY √	"	"	
Harvesting	M			
	W √√	Own farm	Jembe, sack Carrying on head Carrying home	As needed
	MY			
	FY √	"	"	
Peeling/Chopping/ Cutting	M			
	W √√	Home	Knives, panga	As needed
	MY			
	FY			
Drying	M			
	W √√	Home compound	Open sun drying	Five days
	MY			
	FY			
Marketing	M			
	W √√	Farm gate, Local market	Head, Boda boda	As needed

	MY			
	FY			

Gender Group: Male Youth

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M ✓	Shamba	Ox-plough	Dec-Feb, Jun-July
	W ✓	"	Jembes	"
	MY ✓✓	"	Ox-Plough/Jembe	"
	FY ✓	"	Jembes	"
Planting	M ✓	Shamba	Jembes	Mar-May, Oct-Nov
	W ✓✓	"	"	"
	MY ✓	"	"	"
	FY ✓	"	"	"
Weeding	M ✓	Shamba	Jembe	April – to Harvest
	W ✓✓	"	"	"
	MY ✓	"	"	"
	FY ✓	"	"	"
Harvesting	M	Shamba	Jembe	At maturity
	W ✓✓	"	"	"
	MY ✓	"	"	"
	FY ✓	"	"	"
Peeling/Chopping/Cutting	M	Home	Using Knives	After Harvest
	W ✓✓	"	"	"
	MY ✓	"	"	"
	FY ✓✓	"	"	"
Drying	M	Home	Using Tents	After Peeling
	W ✓✓	"	"	"
	MY ✓	"	"	"
	FY ✓✓	"	"	"
Marketing	M ✓✓	Local Market	Use of 2kg Tins	Any/ Throughout
	W ✓✓	"	"	"

	MY	"	"	"
	FY	"	"	"

Gender Group: Female Youth

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Shamba	Hands/Ox plough	Dec. - March
	W √	"	Hands using jembe	"
	MY √	"	"	"
	FY √	"	"	"
Planting	M √	Shamba	Manually	March
	W √√	"	"	"
	MY √	"	"	"
	FY √	"	"	"
Weeding	M √	Shamba	Manually	April - Dec
	W √√	"	"	"
	MY √	"	"	"
	FY √	"	"	"
Harvesting	M √	Shamba	Manually	Jan - March
	W √√	"	"	"
	MY √	"	"	"
	FY √	"	"	"
Peeling/Chopping/ Cutting	M			
	W √√	Home	Manually/knife	After harvest
	MY √	"	"	"
	FY √	"	"	"
Drying	M			
	W √√	Home	Manually/knife	After peeling
	MY √	"	"	"
	FY √	"	"	"
Marketing	M √√	Local Market	Bicycle, Motorcycle	After drying
	W √		"	
	MY √		"	
	FY √		"	

Access to and control over resources profile

Gender Group: Men

Resources /Assets	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Land	√	√	√	√	√√	√		
Planting Materials	√	√			√	√√		
Farm Equipment	√	√	√	√	√√	√		
Labour (hired)	√	√	√	√	√√	√		
Labour (family)	√	√	√	√	√√	√	√	
Store	√	√√			√	√√		
Cassava Harvest	√	√			√	√√		

Gender Group: Women

Resources /Assets	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Land	√	√	√	√	√√	√		
Planting Materials	√	√√	√	√	√	√√		
Farm Equipment	√√	√	√	√	√	√√		
Labour		√√				√√		
Store		√√				√√		

Gender Group: Male Youth

Resources /Assets	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Land	√√	√√	√√	√√	√√	√		
Planting Materials	√√	√√	√√	√√	√√	√√		
Farm Equipment	√√	√√	√√	√√	√√	√√		
Labour	√√	√√	√	√	√√	√√		
Store	√√	√√	√	√	√√	√√		

Gender Group: Female Youth

Resources	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Land	√	√	√	√	√			
Planting Materials	√	√	√	√		√		
Farm Equipment	√	√	√	√	√			
Labour	√	√	√	√	√			
Store	√	√	√	√		√		

Access to and control over benefits profile

Gender Group: Men

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food	√	√√	√	√	√	√√		
Income	√	√√	√	√	√√	√		
Employment	√	√	√	√	√√	√		
Firewood	√	√	√	√		√√		
Planting Materials	√	√	√	√	√√	√		
Peels	√	√	√	√	√√	√		

Gender Group: Women

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food		√√	√	√		√√		
Income	√	√√			√	√√		
Employment		√√				√√		
Firewood		√√	√	√		√√		
Planting Materials		√√	√	√		√√		

Gender Group: Male Youth

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food	√	√√	√√	√√	√	√√		
Income	√√	√√			√	√√	√	√
Employment	√√	√√	√	√√	√√	√√	√	√
Firewood		√√	√	√√		√√	√	√√
Planting Materials	√√	√√	√√	√√	√√	√√	√	√

Gender Group: Female Youth

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food	√	√	√	√		√		
Income	√	√	√	√	√	√		
Employment	√	√	√	√	√			
Firewood		√		√		√		
Planting Materials	√	√		√		√		

Marketing Analysis (Product Cassava)

Gender Group: Men

Question	M	W	FY	MY
Who stores produce/products	√	√√		
Who decides how much to sell	√√	√		
Who sells		√√		
Who controls the income	√√	√		
Who decides how to spend the income	√√	√		
Who decides where to sell				
Marketing outlet	√√	√		
Distance to market	√√	√		
Means of transport	√√	√		
Transport costs	√√	√		
Does the seller show the earnings to spouse, FY, MY	√			

Gender Group: Women

Question	M	W	MY	FY
Who stores produce/products		√√		
Who decides how much to sell		√√		
Who sells	√	√√		
Who controls the income	√	√√		
Who decides how to spend the	√	√√		

income				
Who decides where to sell				
Marketing outlet	√	√√		
Distance to market		Farm gate, 8km to market		
Means of transport	√ bodaboda	Head bodaboda		
Transport costs	Own means	Sh.100 per trip		
Does the seller show the earnings to spouse, FY, MY	√	√		

Gender Group: Male Youth

Question	M	W	MY	FY
Who stores produce/products	√√	√√		
Who decides when to sell	√√	√		
Who decides how much to sell	√√	√		
Who sells	√√	√		
Who controls the income	√√	√		
Who decides how to spend the income	√√	√√		
Who decides where to sell				
Marketing outlet	√√	√√	√	√
Distance to market	√√	√√		

Means of transport	√√	√√		
Transport costs	√√	√√		
Does the seller show the earnings to spouse, FY, MY	√√	√√	√	√

Gender Group: Female Youth

Question	M	W	FY	MY
Who stores produce/products		√		
Who decides how much to sell	√			
Who sells	√	√		
Who controls the income	√	√		
Who decides how to spend the income	√	√		
Who decides where to sell				
➤ Marketing outlet	√	√		
➤ Distance to market	20 km to market	Within the compound		
➤ Means of transport	Bicycle, motobike			
➤ Transport costs	Sh.200	footing		
Does the seller show the earnings to spouse, FY, MY	√	√	√	√

Group B – Chakol North Ward

Daily Activity Calendar (24 – hour Schedule)

Gender Group: Men

Time	Activities
5.30 – 6.30 am	Prayer, washing the face, checking compound
6.30 – 11.00 am	Farm activity
11.00 – 11.30 am	Breakfast at home
11.30 am – 2.00 pm	Care of livestock, milking
2.00 – 3.00 pm	Lunch time, rest
3.00 – 4.00 pm	Checking the shamba (for crop protection)
4.00 – 5.00 pm	Returning back the cattle home
5.00 – 6.00 pm	Taking bath, visiting a friend, shopping centre
6.00 – 7.00 pm	Listening news, relaxing
7.00 – 9.30 pm	Supper, giving advice, prayer, sleeping

Gender Group: Women

Time	Activities
5.00 – 6.00 am	Prayer brushing teeth, washing face, waking up & preparing children, boiling water for husband
6.00 – 7.00 am	Children go to school, releasing livestock (chicken, cows, goats) cleaning the house
7.00 – 11.00 am	Shamba, market
11.00 am – 1.00 pm	Fetching of water, looking for vegetables, firewood, sweeping the compound, bath for some, cooking
1.00 – 2.00 pm	Lunch/rest
2.00 – 4.00 pm	Giving livestock water, washing clothes, cassava etc
4.00 – 6.00 pm	Bring livestock to compound, fetching water/firewood, posho mill, harvesting/buying vegetables, preparing supper bathing children (bathe)
6.00 – 8.00 pm	Cooking, feeding children, children go to bed, big children and adult eat
8.00 – 9.00 pm	Ironing clothes, assisting in homework, counselling children, family discussion, resting and pray
9.00 – 9.30 pm	Listening and watching news & movies
9.30 pm – 5.00 am	Sleep

Gender Group: Male Youth

Time	Activities
6.00 – 6.15 am	Prayers
6.15 – 6.30 am	Security patrol
6.30 - 7.00 am	Breakfast
7.00 – 11.00 am	Farm work
11.00 am – 1.00 pm	Herding
1.00 – 1.30 pm	Lunch
1.30 – 2.00 pm	Rest
2.00 – 2.30 pm	To take animals to watering point/river
2.30 – 4.30 pm	Grazing animals
4.30 – 5.30 pm	Leisure time
5.30 – 6.00 pm	Take animals back home from grazing
6.00 – 6.30 pm	You take bath
6.30 – 8.00 pm	Rest and watch/listen news/cancelling children
8.00 – 9.00 pm	Supper
9.00 – 9.30 pm	Security patrol
9.30 – 10.00 pm	Prayer
10.00 pm – 6.00 am	Sleeping but for three hours for security patrol

Gender Group: Female Youth

Time	Activities
5.30 – 6.00 am	Sweeping of the house, to prepare the kids to school, going to the shamba
6.00 – 9.00 am	Shamba, planting, weed, harvesting etc
9.00 – 10.00 am	Cleaning of the compound, washing utensils, preparing of breakfast/eating, taking of animals out for feeding
10.00am – 12.00 noon	Lunch preparation, fetching of water, looking for vegetables
12.00 – 1.00 pm	It's lunch time, rest
2.00 – 3.00 pm	Giving the animals water, moving the animals to different feeding place, collection of firewood
3.00 – 4.00 pm	Collection of kids from school, removing of crops from drying place to the house
4.00 – 5.00 pm	Preparation of planting materials, bringing back animals from feeding place
5.00 – 6.00 pm	Bathing the kids, ironing of clothes
6.00 – 7.30 pm	Preparation for supper
7.30 – 8.30 pm	Supper time
8.30 – 9.30 pm	Helping the kids in homework, family discussions, praying
9.30 pm – 5.30 am	Sleeping

Reproductive roles activity profile

Gender Group: Men

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√	√	√	√	√
Cleaning/washing	√	√√	√	√	√	√
Fetching Water	√	√√	√	√	√	√
Fetching Firewood	√	√√	√	√	√	√
Child care	√	√√			√	√

Gender Group: Women

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√	√	√√		
General Cleaning/ Washing/Ironing	√ Ironing	√√	√	√√		
Fetching Water		√√	√	√√		
Fetching Firewood	√	√√	√	√√		
Child care		√√		√√		
Taking care of Livestock	√√	√	√√	√		

Gender Group: Male Youth

Reproductive roles	M	W	MY	FY	Boys	Girls
Cleaning/washing/ironing	√	√√	√	√	√	√
Cooking		√√	√	√		
Fetching water	√	√√	√	√	√	√
Collecting fire wood	√	√√	√	√	√	√
Child care	√	√√		√		
Posho mill	√	√√	√	√	√	√
Home security	√√	√	√	√		

Gender Group: Female Youth

Reproductive roles	M	W	MY	FY	Boys	Girls
Cooking		√√	√	√		
Cleaning/washing/ironing	√	√√	√	√	√	√
Fetching Water		√√	√	√	√	√
Fetching Firewood		√√		√		√
Child care	√	√√		√	√	√

Cassava Enterprise Activity Profile

Gender Group: Men

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Own/Hiring	Plough, jembe	Twice a year
	W √		Jembe	
	FY √		Jembe	
	MY √		Jembe/plough	
Purchase of planting material	M √√	Own/ Neighbour, Agriculture officer	Purchase given free	Twice a year
	W √			
	FY			
	MY			
Planting	M √√	Own shamba or hired shamba	Plough, jembe	Twice a year
	W √		Jembe	
	FY √		Jembe	
	MY √		Jembe/plough	
Weeding	M √	Own shamba or hired shamba	Jembe	Five times
	W √√			
	FY √			
	MY √			
Harvesting	M √	Own shamba of hired shamba	Jembe	Continues and on demand
	W √√			
	FY √			
	MY √			

Peeling to Chopping	M	√	On farm and home	Knives	''
	W	√√			
	FY	√			
	MY	√			
Drying	M	√	Own compound and rock stones, solar drier		4 days
	W	√√			
	FY	√			
	MY	√			
Storage	M	√	In the house	Sacks on risen stand	After drying
	W	√√			
	FY	√			
	MY	√			
Marketing	M	√	Local Market	Gorogoro	When is needed
	W	√√			
	FY				
	MY				
Transport	M	√	Local market and Turban market	Bicycle and motorbike, walking	Market day
	W	√√			
	FY				
	MY				

Gender Group: Women

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Farm	Oxen, Jembe	Dec – February July – September
	W √			
	FY			
	MY √√			
Planting materials	M √√	Farm	Manual	March/September
	W √√			
	FY √			
	MY √			
Planting	M √√	Shamba	Manual/Jembe	March – June Sept - November
	W √√			
	FY √			
	MY √			
Weeding	M √	Shamba	Manual/Jembe	Throughout the year
	W √√			
	FY √			
	MY √			
Harvesting	M √	Shamba	Manual/jembe /panga	When mature
	W √√			
	FY √			
	MY √			
Peeling to Chopping	M √	Home	Manual knives	After harvesting afternoon
	W √√			
	FY √			

	MY √			
Drying	M	Home	Manual polyethylene, tins, rock	After peeling/ chopping
	W √√			
	FY √			
	MY			

Gender Group: Male Youth

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Farm	Panga/jembe/ slasha ox plough	January
	W √			
	FY √			
	MY √			
Planting Materials	M √√	Purchasing from Seed multipliers, Refso, own farm EAAP, friends	Jembe	January – December
	W √			
	FY			
	MY			
Planting	M √	Farm	Jembe	January – December
	W √√			
	FY √			
	MY √			
Weeding	M √√	Farm	Jembe	1 st after 2 weeks 2 nd Depending on Land

				preparation (weeds)
	W ✓			
	FY ✓			
	MY ✓			
Harvesting	M ✓	Farm	Jembe, uprooting	When mature (8- 10 months)
	W ✓✓			
	FY			
	MY			
Peeling	M ✓	Homestead	Remove peels by use of knife, panga	After harvesting
	W ✓✓			
	FY ✓			
	MY			
Chopping	M ✓✓	Homestead	Washing chip by use of machine or knife	After peeling and washing
	W ✓			
	FY			
	MY			
Drying	M ✓	Rock, Homestead Dryer	Use of polythenes, Tapolines dryer	Immediately after chipping next day If there is sun shine
	W ✓✓			
	FY ✓			
	MY			
Storage	M ✓✓	Store, Kitchen, Bedroom	Packing bags, floor (cemented)	After drying completely
	W ✓			

	FY			
	MY			

Gender Group: Female Youth

Activity	Who does	Where done	How it is done	When it is done
Land Preparation	M √√	Shamba	Slashing, cutting, Digging	January - February
	W √			
	FY √			
	MY √			
Planting Materials	M √√	Neighbours/Shamba	Cutting	March - April
	W √			
	FY			
	MY			
Planting	M √	Shamba	Digging of holes then you plant	March - April
	W √√			
	FY √			
	MY √			
Weeding	M √	Shamba	Use jembe to pin soil to the plant	Continuous
	W √√			
	FY √			
	MY √			
Harvesting	M √	Shamba	Uprooting using jembe	After 8 months to one year
	W √√			
	FY √			
	MY √			
Peeling/ Chopping	M √	Home	Use knife to peel/ chopp	After harvesting
	W √√			

	FY	√			
	MY	√			
Drying Packaging Storage	M				
	W	√√	Home	Using dryer, Spreading on polythene	After peeling
	FY	√			
	MY	√			
Marketing	M	√			
	W	√√			
	FY				
	MY				

Access to and control over resources profile

Gender Group: Men

Resources	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Land	√	√√	√	√	√√	√		
Labour	√√	√	√	√	√√	√		
Planting material	√	√√	√	√	√√	√		
Equipment	√√	√	√	√	√√	√		

Gender Group: Women

Resources	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Farm equipment	√	√	√	√	√	√		
	Panga	Hoe						

Planting materials	√	√√	√	√	√			
Land/suitable land	√	√	√	√	√√	√		
Labour	√	√	√	√	√√	√		

Gender Group: Male Youth

Resources	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Labour	√√	√	√	√	√√	√		
Farm Equipment	√	√	√	√	√√	√		
Planting materials	√	√			√	√		
Land	√	√	√	√	√√	√		
Bicycle/Motorbike	√	√	√	√	√√	√		

Gender Group: Female Youth

Resources /Assets	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Farm Equipment	√√	√	√	√	√√	√		
Planting Materials	√√	√	√	√	√√	√		
Lands	√√	√	√	√	√√	√		
Labour	√√	√	√	√	√√	√		

Access to and control over benefits profile

Gender Group: Men

Benefits	Access To				Control Over			
	M	W	FY	MY	M	W	FY	MY
Food	√	√√	√	√	√	√√		
Income	√√	√			√√	√		
Livestock feeds	√√	√	√	√	√√	√		
Firewood		√√	√	√		√√		
Peels	√	√√	√	√	√√	√		

Gender Group: Women

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food/(leaves vegetable)	√	√√	√	√	√√	√		
Income	√	√√	√	√	√√	√		
Livestock feeds	√	√	√	√	√√	√		
Firewood		√	√		√	√√		
Manure	√	√	√	√	√√	√		

Gender Group: Male Youth

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food	√	√√	√	√	√	√√		

Income	√	√	√	√	√√	√		
Livestock feeds	√	√	√		√√	√	√	
Firewood	√	√√	√	√	√	√√	√	
Manure/Fertilizer	√	√	√	√	√√	√		

Gender Group: Female Youth

Benefits	Access To				Control Over			
	M	W	MY	FY	M	W	MY	FY
Food	√	√	√	√	√	√√		
Income	√	√	√√	√√	√√	√		
Livestock feeds	√	√			√√	√		
Firewood		√√	√	√		√√		
Manure/Fertilizer	√√	√	√	√	√√	√		

Marketing Analysis (Product Cassava)

Gender Group: Men

Question	M	W	FY	MY
Who stores produce/products	√	√√	√	√
Who decides how much to sell	√√	√		
Who sells	√	√√		
Who controls the income	√√	√		
Who decides how to spend the income	√√	√		
Who decides where to sell				
Marketing outlet	√√	√		

Distance to market	LM 1km	UM 15 km		
Means of transport	Bicycle, Walking	motorbike		
Transport costs	√√	√ sh.300 per sack		
Does the seller show the earnings to spouse, FY, MY	Yes √	(spouse) √		
<u>NB</u> LM – local market UM – urban market				

Gender Group: Women

Question	M	W	FY	MY
Who stores produce/products		√√	√	
Who decides how much to sell	√	√		
Who sells	√ Shamba	√√ Market		
Who controls the income	√	√		
Who decides how to spend the income	√√	√	√	√
Who decides where to sell				
Marketing outlet	√	√√		
Distance to market	15 km	3-5 km		

Means of transport	Bicycle, Motorbike	Head, Bicycle, bike		
Transport costs	Sh.500	Sh.250		
Does the seller show the earnings to spouse, FY, MY	√	√√		

Gender Group: Male Youth

Question	M	W	FY	MY
Who stores produce/products	√√	√		
Who decides how much to sell	√√	√		
Who sells	√	√√		
Who controls the income	√√	√		
Who decides how to spend the income	√√	√		
Who decides where to sell				
Marketing outlet	√	√		
Distance to market	√√	√		
Means of transport	√√	√		
Transport costs	√√	√		
Does the seller show the earnings to spouse, FY, MY	√	√		

Gender Group: Female Youth

Question	M	W	FY	MY
Who stores produce/products	√	√√		
Who decides how much to sell	√√	√		
Who sells	√	√√		
Who controls the income	√√	√		
Who decides how to spend the income	√√	√		
Who decides where to sell				
Marketing outlet	√√	√		
Distance to market	√√	√		
A half an hour about 30 km				
Means of transport	√√	√		
Motor cycles				
Transport costs	√√	√		
Sh.300				
Does the seller show the earnings to spouse, FY, MY	√	√		
(yes)				

ANNEX 6: CHECKLIST FOR OPINION LEADERS AND FARMER GROUP OFFICIALS

1. How is the Division of labour among household members?
2. Who participates in Community activities? Are there differences in participation between men, women, male youth and female youth? If so, what are the reason(s)?
3. Do Women's and Youth (Male & Female) participate in community, village, and household decision making processes?
4. How is Access to and control of resources (land, finances, animals etc) and benefits among household members?
5. How important is cassava production in this community? Who is more involved in cassava production among the men, women, youth men or youth women? How does each group get involved in the production?
6. Who makes decision on when and where to sell cassava and its products?
7. Have you heard of EAAPP? If so, what do you and your community think about their activities?
8. Organization process: Why do they form groups? How are the groups formed?
9. What is the membership of the group? Are there gender differences in group membership, and why?
10. What are the benefits and constraints of the group/being a member?
11. Support from villages, government and any other source(s)?
12. What could be the potential of incorporating gender aspects to group activities?

ANNEX 7: CHECKLIST FOR VULNERABLE GROUPS

1. Why/How did you form your group?
2. What are the activities of your group?
3. What are the objectives of this group? Do you think such objectives have met?
4. What are the benefits of the group? How about shortcomings?
5. What challenges does your group have?
6. What are the challenges for you to participate in the group activities?
7. How do you think the community perceives your group and activities? How do you feel about it?
8. How do you think your family perceives you to be in this group? How do you feel about it?
9. What do you think is necessary for your group to achieve the objectives or to get better?
10. What support have the group received from Government, NGOs/CBOs, programmes, etc? , and for what purpose?.
11. Are there gender differences in being vulnerable?. If so, why

ANNEX 8

Progress Report on EAAPP Gender Integration in 2015

The PEGRES Gender Study of Teso South was conducted in December 2014. EAAPP continued with project implementation in 2015 and in the process addressed some gender issues. This report outlines the progress on EAAPP activities in 2015 which mainly focused on construction and equipping of the Agribusiness Development Center (ADC) as well as strengthening the ADC Committee.

1) Agribusiness Development Centre Committees Organized

Construction of the Agribusiness Development Centre (ADC) commenced in 2015 and processing equipment were also procured. As discussed in the main report (page 32), all gender groups are well represented in the ADC committee as well as leaders of satellite centres. During the 2015 implementation period, EAAPP undertook various activities to strengthen the ADC including, training of the ADC Committee on leadership, management, cooperative and company business models as well as cooperate governance as indicated in Table 1. The registration of the ADC as a cooperative was also initiated following training of committee members on various business models.

2) Cassava Training Continued

In 2015, the following training activities were undertaken to promote cassava commercialization through the ADC activities. As indicated in Table 5 (page 31) of the main report, the number of the beneficiaries of EAAPP training and other activities prior to December 2014 was 1,253 (875 male / 378 female), while the total number of beneficiaries between 2013 and 2015 was 1,479 (1,007 male / 472 female). Those trained in 2015 were therefore 226 (132 male/94 female).

Table 1: EAAPP Training and other Activities in 2015

Month	Activity	Attendance		
		M	W	Total
June	ADC Committee Tour	8	4	12
August	ADC Committee Management training	8	4	12
November	Satellite members roles workshop	37	29	66
November	Sensitization on Co-operatives movement	39	37	76
	Sensitization / exhibition on Value addition	40	20	60
Total		132	94	226

3) Cassava Acreage Increased

Cassava acreage under improved varieties steadily increased in 2013 and 2014 because of EAAPP multiplication and distribution of improved planting materials to farmer beneficiaries. In 2015, EAAPP reduced support for cassava multiplication since the first Phase of the project was closing in December 2015. As a result, acreage of improved cassava varieties was minimal in 2015 compared to previous years.

Table 2: Cassava Acreage

FY	Target	Achieved	Remarks
FY 2013 / 2014	240	342.5	Indicated in Table 6 (page 32) of the Main Report
FY 2015	550	25	EAAPP supported acreage expansion, trainings, ADC for value addition & commercialization at Simba Chai.
Other stakeholders (ADS, REFSO, PALWECO, FCI etc)		197.5	The Stakeholders also supplied improved seed but some sources were not verified by KALRO.
Total		565 Acres cumulative (for the improved varieties on pure fields)	The local and mixed varieties on farms total to 9,155 Acres (3,662 Ha.)

**Project on Enhancing Gender Responsive Extension Services in Kenya
(PEGRES)**

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