

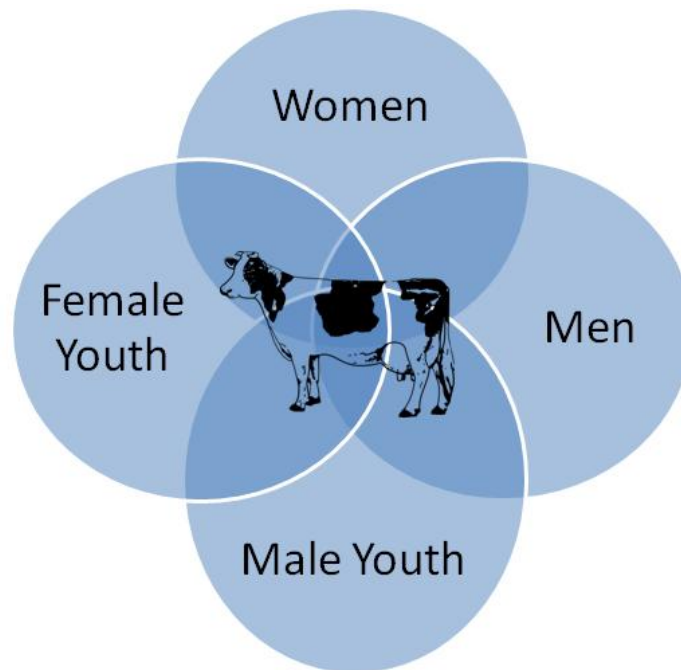
**PROJECT ON ENHANCING GENDER
RESPONSIVE EXTENSION SERVICES
IN KENYA (PEGRES)**

**GENDER STUDY ON
EASTERN AFRICA AGRICULTURAL PRODUCTIVITY
PROJECT (EAAPP)
DAIRY ENTERPRISE INTERVENTIONS
IN MATHIRA WEST SUB-COUNTY, NYERI COUNTY**



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OCTOBER, 2014

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ACRONYMS

AI	Artificial Insemination
ASCU	Agriculture Sector Coordinating Unit
CEC	County Executive Committee member
DCoE	Dairy Centre of Excellence
EAAPP	Eastern Africa Agricultural Productivity Project
ESS	Environment and Social Safeguards
FGDs	Focused 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
MoALF	Ministry of Agriculture, Livestock and Fisheries
MY	Male Youth
NGOPELWA	Ngorano People Living With HIV/AIDS
PEGRES	Project on Enhancing Gender Responsive Extension Services in Kenya
PIU	Project Implementation Unit
PLWAs	People Living With Aids
SCLPO	Sub-County Livestock Production Officer
SHEP	Smallholder Horticulture Empowerment Project
SHEP UP	Smallholder Horticulture Empowerment and Promotion Unit Project

FOREWORD

Concern for gender equity in development is now sufficiently well established as part of the development agenda for enhanced sustainability. This involves an approach that addresses inequalities and needs among women and men of different social, cultural and economic status in development. This approach is necessary for bridging the gap between policy and practice and, as a contributing factor to achieving goals and objectives of policies and programmes/projects for development organizations.

The Ministry of Agriculture, Livestock and Fisheries is committed to the promotion of gender sensitive practices and culture 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. These include 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*, through a partnership for developing a Gender Mainstreaming Package (GMP).

A key process in the development of the GMP is the identification of gender gaps among beneficiaries and putting in place strategies to address these gaps. Consequently, PEGRES, together with the Eastern Africa Agricultural Productivity Project (EAAPP), conducted a Gender Study on dairy enterprise in Mathira West, Nyeri County to identify the gender gaps.

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/PEGRES

ACKNOWLEDGEMENTS

This Gender Study on EAAPP interventions in Mathira Sub-county of Nyeri County was carried out through an inclusive process involving several stakeholders. We therefore wish to acknowledge the participation and invaluable contributions of several people whose support and guidance made the study possible; Mary W. Kamau, OGW – Deputy Director, Agriculture Advisory Services and Project Director, Mary Ambala – Head, Gender and Cross-cutting issues and Project Manager. Our heartfelt acknowledgement goes to PEGRES Implementation Unit members; Beatrice Mwaura, Paul J. Musyoka, Rebecca Biegon, Yoko Harada, and Kyoko Minami whose tireless efforts made the study possible.

Our sincere gratitude goes to Madam Jane Muriuki, EAAPP Project Coordinator and Dr. Jedidah Maina for their willingness, support and commitment towards this study. EAAPP agreed to partner with PEGRES and allowed the study to be conducted on their Project interventions in Mathira West.

Our heartfelt appreciation also goes to the farmer groups' representatives, opinion leaders, livestock staff and vulnerable groups in Mathira West for their active participation and valuable information which gave an insight into gender characteristics in the community. We single out for recognition the CEC and Chief Officer - Agriculture, Livestock, Fisheries and Cooperatives, Nyeri County for their cooperation and partnership in the study.

We cannot forget Judy Amadiva - State Department of Fisheries, Juma Odongo – Agriculture Projects Coordination Unit and Paul Mwangi – Directorate of Livestock Resources & Market Development for their constructive participation during the Gender Study report sharing and validation exercise with staff and stakeholders in Nyeri County.

We also wish to acknowledge Mr. Griphase Vande Masinde for his wonderful and skillful efforts in editing this report to ensure all editorial issues were addressed. We are grateful to Terry Gathirwa and Fridah Oduor - our office Assistants; and team of

drivers, Patrick Kariuki and others who made our work and travelling out in the field comfortable.

Finally, we sincerely thank JICA and the Government of Kenya for financial, human and infrastructural resources to accomplish this important exercise.

Beatrice Mwaura,
PEGRES 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. Studies have shown the existence of wide spread gender inequalities across all sectors of development including agriculture. It is in this context that the Ministry of Agriculture, Livestock and Fisheries (MoALF) has adopted gender mainstreaming as a strategy to promote gender equality and equity in its institutions, programmes/projects and target communities. For example, the Government of Kenya (GoK) in partnership with Japan International Cooperation Agency (JICA) has recently mainstreamed gender into the Small Holder Horticulture Empowerment and Promotion Unit Project (SHEP-UP) through Gender awareness creation and family budgeting approach.

Following the success of SHEP-UP, MoALF and JICA came up with the initiative: Project on Enhancing Gender Responsive Extension Services (PEGRES). PEGRES will develop and disseminate a Gender Mainstreaming Package (GMP) for adoption by small holder agricultural projects. In this regard, PEGRES has partnered with Eastern Africa Agricultural Productivity Project (EAAPP) and carried out a Gender study in Mathira West Sub-county, Nyeri County to identify gender issues affecting the lives of women and men, girls and boys in dairy enterprise in the Sub-county. The study methodology involved the use of Focused Group Discussions (FGDs) and Gender Analysis tools.

The results of the study have highlighted major gender disparities in the target community with regard to gender division of labour, access to and control over resources and benefits, and marketing in dairy enterprises. Although all gender groups participate in reproductive and productive roles, disparities were noted in the levels of participation and decision making powers. Women and female youth have heavy workloads and limited control over resources and income compared to men and married male youth. This is likely to limit the participation of women and female youth in EAAPP activities. Men have more control over resources and income

compared to other gender groups. Single youth are marginalized in terms of control over income. This has discouraged their participation in the dairy enterprise.

EAAPP interventions which focus on increasing productivity and income through promotion of technologies involved all gender groups but, as described above, variations in the workload, control over income and adoption of technologies were observed. There was minimal incorporation of gender aspects in the interventions hence no gender action plan was developed to address emerging gender inequalities arising from project implementation. It is recommended that gender awareness activities be carried out to entrench gender sensitivity at all levels (household, village and community), and that interventions be promoted to reduce the heavy workload of women and female youth, and improve gender power relations.

CHAPTER ONE: INTRODUCTION

1.1 Background Information

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

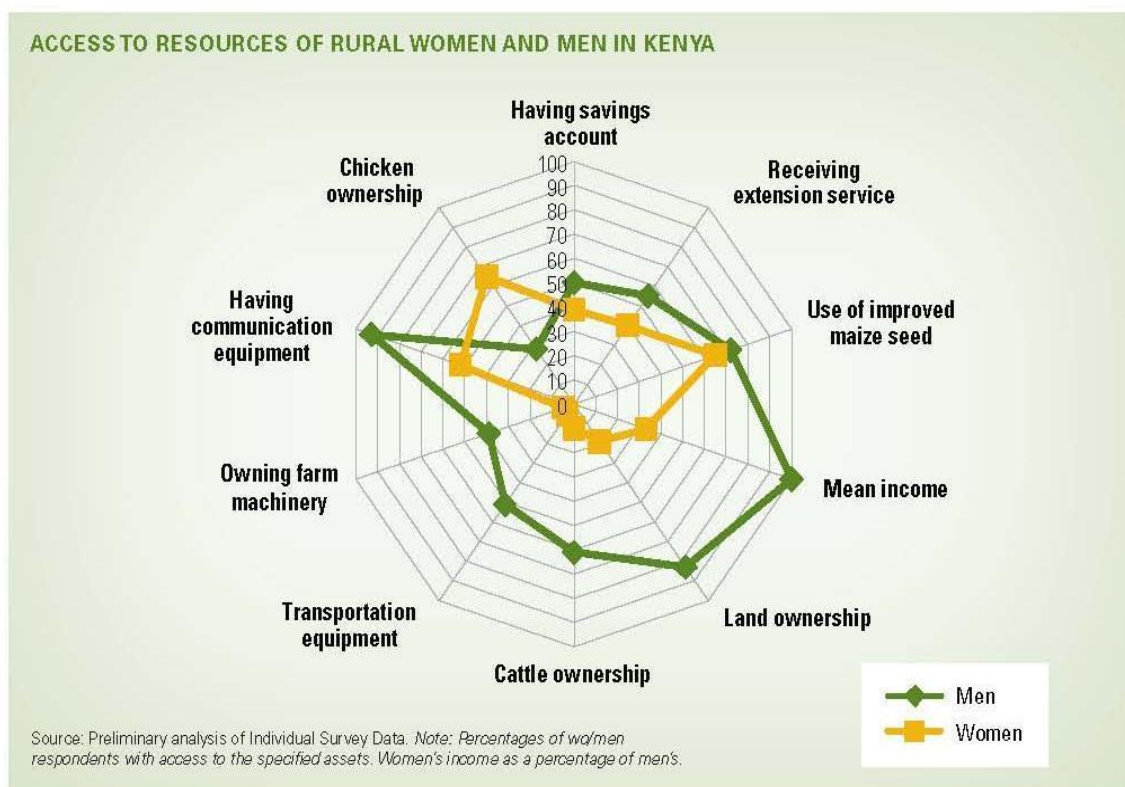
Vision 2030 is Kenya's development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrializing, "middle-income country providing a high quality life to all citizens by the year 2030". The vision is based on three pillars: the economic, the social and the political. Gender 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 vulnerable groups, and responsible, globally competitive and prosperous youth.

Gender mainstreaming is one of the development approaches 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 that guide policy formulation and target 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.

In the agriculture sector in Kenya, although the Ministry of Agriculture, Livestock and Fisheries (MoALF) has been promoting gender mainstreaming in 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 in rural communities are evident. A study by the World Bank, Agriculture Sector Coordinating Unit (ASCU) and Kenya Agricultural Productivity and Agribusiness Project (KAPAP) in 2013 for instance, revealed gender differentiated access to resources of rural women and men in Kenya (Fig. 1).



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 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 acknowledging 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 has started this partnership with the Eastern Africa Agricultural Productivity Project (EAAPP) in two enterprises: dairy in Mathira West, Nyeri County and cassava in Teso South, Busia County.

1.3 Eastern Africa Agricultural Productivity Project (EAAPP)

The overall objective of Eastern Africa Agricultural Productivity Project (EAAPP) is to increase agricultural productivity and growth. This will be achieved through strengthening and upscaling regional cooperation in generation of technology, training and dissemination programs for identified priority commodities. It will also facilitate increased sharing of agricultural information, knowledge and technology, across the recipients’ boundaries. The Project has four main components namely: Strengthening Capacity of Dairy Centre of Excellence (DCoE); Research, Training and Dissemination; Improved availability of seeds and livestock breeding materials; and Project Coordination and Management.

The specific objectives of the Project are to:

1. Facilitate development of the Regional Dairy Centre of Excellence (RDCoE) which will coordinate all the dairy improvement activities in the country;
2. Facilitate generation, validation and dissemination of appropriate dairy technologies in the country;
3. Facilitate empowerment of stakeholders in the dairy industry (farmers, extension staff, researchers, private entrepreneurs and policy makers);
4. Facilitate enhanced availability of and accessibility to livestock breeding stock and pasture seeds throughout the country; and
5. Facilitate the formation of national and regional networks through which information can be shared and dairy development policies fostered.

1.4 Cooperation between PEGRES and EAAPP

In order to strengthen their working relationship, PEGRES and EAAPP have established a partnership for mutual benefit. PEGRES will develop a GMP while EAAPP will allow mainstreaming gender into its activities. As a first step of their cooperation, PEGRES and EAAPP organized a joint Gender Study in Mathira West.

This report presents the findings and analysis of the study as well as recommendations and way forward for gender mainstreaming of the EAAPP dairy activities in Mathira West Sub-county.

CHAPTER TWO: EAAPP INTERVENTIONS IN MATHIRA WEST SUB-COUNTY

The focus of EAAPP interventions in Mathira West Sub-county is to improve productivity and farm income of dairy enterprise towards poverty reduction and improvement of food and nutrition security at household and community levels. It involves activities on pasture and fodder production and conservation, promotion of Artificial Insemination (AI), routine management of animals for better performance and organized marketing channels.

2.1 EAAPP Activities in Mathira West

EAAPP activities in the Sub-county are hinged on eight focal points:

1. Improvement of Germ-plasm through breeding management and provision of Artificial Insemination (AI) kits to two farmer groups.
2. Improvement of Feeds and Feeding through promotion of improved pasture seed and fodder planting materials and feed conservation technologies.
3. Improvement of Animal Health by focusing on disease control through vaccinations and tick control.
4. Dairy Animals Registration through organized inspection and registration of dairy cattle and goats.
5. Promotion of Value Addition of milk through provision of one (1) 1,000 litre milk cooler to a group. The cooler will be accessible to other milk producers.
6. Milk marketing through group approach by training farmers on the benefits of working in groups.
7. Development of Agribusiness in Dairy enterprise through the establishment of feed centres for collective procurement and selling of farm inputs, and value addition of milk such as yoghurt production.
8. Cross-cutting issues such as Environment and Social Safeguards (ESS) to support vulnerable groups, resource poor persons, and address gender concerns.

2.2 Implementation Approach

To implement these activities, EAAPP adopted a group approach for wider coverage and cost effectiveness.

The Project is working with a total of seven (7) groups involved in Tick Control, Artificial Insemination and Dairy Goat production. The total membership of the groups is 153 (71 Males – 46%, 82 Females – 54%) all engaged in various activities as shown in table 1 below:

Table 1: Farmer Groups Supported by EAAPP

Name of group	Activities supported by EAAPP	Membership
Ngorano Centre Dairy Self Help Group	Artificial Insemination	15 (6M, 9F)
Kabuthii Spray Group	Tick Control	16 (14M, 2F)
Kasa Self Help Group (Chieni)	Tick Control	12 (7M, 5F)
Karuthi Ndathiini Dairy Cattle Self Help Group	Tick Control	35 (8M, 27F)
Global Solutions Self Help Group	Tick Control	16 (7M, 9F)
Ruturu Progressive Dairy Farmers Self Help Group	Artificial Insemination and Tick Control	24 (20M, 4F)
Ngorano People Living with HIV/AIDS (NGOPELWA)	Dairy goats	35 (9M, 26F)
Total		153 (71M, 82F)

Key: M - Males, F – Females

These activities are implemented through staff and farmer group trainings; individual farm visits, refresher courses, educational tours, field days, group dynamics activities; and provision of appropriate technologies such as pasture/fodder planting materials, knap-sack sprayers, acaricides, chaff-cutter, 1,000 litres milk cooler and pulverizers. When this study was conducted, the average milk production was five litres per cow per day.

CHAPTER THREE: STUDY OBJECTIVES AND METHODOLOGIES

PEGRES in collaboration with EAAPP conducted this Gender Study in Mathira West Sub-county from 13th to 16th October, 2014. The purpose of the study was to identify existing gender gaps in the dairy enterprise and recommend ways of bridging the gaps.

3.1 Objectives of the Gender Study

The objectives of the Study were:

1. To identify existing gender differences among EAAPP target groups;
2. To identify gender specific challenges, constraints and opportunities in dairy enterprise;
3. To establish the effects of EAAPP interventions on women, men, youth and vulnerable groups in Mathira West Sub-county; and
4. To develop strategies that will enhance women's, men's, youth and vulnerable groups' participation in and sharing of benefits from EAAPP activities.

3.2 Study Team

The study team was composed of PEGRES Implementation Unit members, EAAPP representative and Mathira Sub-county Livestock staff (see annex 1).

3.3 Gender Study Schedule

The study took a total number of five days including a one day courtesy call to the Nyeri County Agriculture Executive to brief them on the exercise, three days of Focused Group Discussions (FGDs) and interviews with Sub-county staff, opinion leaders and farmer groups, and a one day wrap up meeting with the County Agriculture Chief Officer and Livestock staff to share the experiences and lessons learnt (see annex 2 for detailed programme).

3.4 Study Area

The study was conducted in Mathira West Sub-county, Nyeri County. It borders Mathira East, Nyeri Central and Mukurweini Sub-counties, and Mount Kenya. The

Sub-county has a binomial mode of rainfall pattern with the long rains in March to May and the short rains in October to November. Mathira West has a population of 60,394 persons, 15,406 farm holdings and 21,568 farm families. The average farm size is 2.0 acres (0.8 Ha). The major enterprise of the Sub-county is dairy farming. Other enterprises include maize, beans, potatoes, tea and coffee production.

3.5 Data Collection Methods

The study was participatory in approach. It involved both qualitative and quantitative methods of data collection. Secondary data was gathered through desk reviews of Mathira West Sub-county profile, EAAPP project documents and baseline study report on the Sub-county.

Primary data was obtained through Focused Group Discussions (FGDs) with Sub-county staff, members of four different farmer groups and one vulnerable group supported by EAAPP. An interview was also held with opinion leaders using semi-structured questionnaires and checklists. Gender Analysis Tools (see Box 1 for details) were used to collect information on gender power relations in households during FGDs with farmer groups.

For FGDs, farmer groups were divided into four main gender groups; men, women, female youth and male youth to get specific information from each group. Plenary sessions were held before and after the FGDs to explain the gender analysis tools to the members of farmer groups and to discuss the information and data collected respectively.

A total of 71 (37 Males, 34 Females) persons participated in the study as indicated in table 2 below:

Table 2: Participants in Gender study in Mathira West Sub-county

Organization	Participants (Males/Females)	Remarks
Sub-county Livestock Office	12 (6 M/ 6F)	Livestock Production and Veterinary Service Staff involved in EAAPP activities.
Farmer Groups	39 (27 M/12 F)	Composed of several Farmer Groups members from Kabiruini, Itiati, Karuthi, Sagana, Chieni and Ruturu.
HIV/AIDS Group	20 (4 M/ 16 F)	Supported by and working with EAAPP
Total	71 (37 M/34 F)	

Key: M – Males, F – Females

Box 1

Gender Analysis Tools used

The study applied the following five (5) gender analysis tools to collect data on gender relations and decision making processes in the dairy enterprise.

(a) Daily Activity Calendar (24 hour schedule)

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

(b) 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.

(c) Dairy Enterprise Activity Profile

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

The above three tools give the household and community an opportunity to understand workload distribution among gender groups. They help to highlight gender disparities in division of labour and appreciate roles of different gender groups so that it can be taken into consideration when planning and implementing projects.

(d) Access to and Control over Resources and Benefits Profiles

The 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 dairy enterprises, and who has access to and control over them. It is also used in establishing how benefits are shared among household gender groups.

(e) Marketing Analysis Tool

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

Access to and control over resources profiles and marketing analysis tool help in establishing power relations and decision making in a household set up, and in determining who gains and who losses in project interventions. This is important for putting measures in place that will lead to equitable sharing of, and control over resources and benefits.

CHAPTER FOUR: STUDY FINDINGS AND ANALYSIS

This section presents the study findings and discusses the key gender issues identified during data collection, giving an analysis of the said issues as they affect different gender groups in the project area.

4.1 Study Findings

4.1.1 County Agriculture Sector Gender Mainstreaming Approach

The EAAPP implementing staff are aware of the not more than $\frac{2}{3}$ Constitutional gender rule for public appointments and the women and youth enterprise funds. The Constitution (2010) is used as a reference point for entrenching gender equality in development processes. There is however no customized gender policy and strategy to guide gender mainstreaming at county and sub-county levels.

Only one participant in the focused groups (FGs) had exposure to gender training/awareness. Though very limited gender training has been conducted, staff are able to engender some activities such as the constitution of committee members, training invitations, and sex disaggregation of reports. However, due to their limited exposure to comprehensive gender training, views and perceptions among staff towards gender issues significantly vary. While some staff recognize the effects of gender issues on family welfare and agricultural productivity, others consider such issues normal.



Interview with Mathira West Sub - county staff

4.1.2 Gender Characteristics in the Community

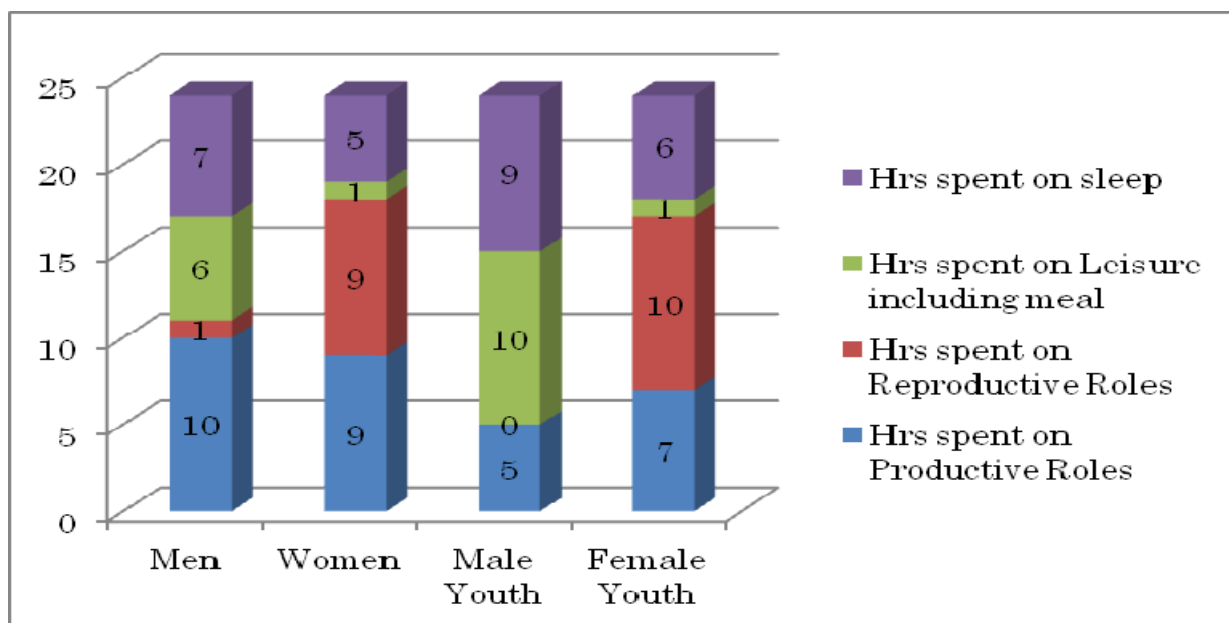
From the gender analysis findings, it was evident that there are serious gender issues in social and power relationships among gender groups. In as much as all gender groups participate in EAAPP dairy activities, variations in work distribution, access to and control over resources and benefits, and involvement in marketing in the dairy enterprise were observed.

(a) Division of Labour

i. Daily Activity Calendar

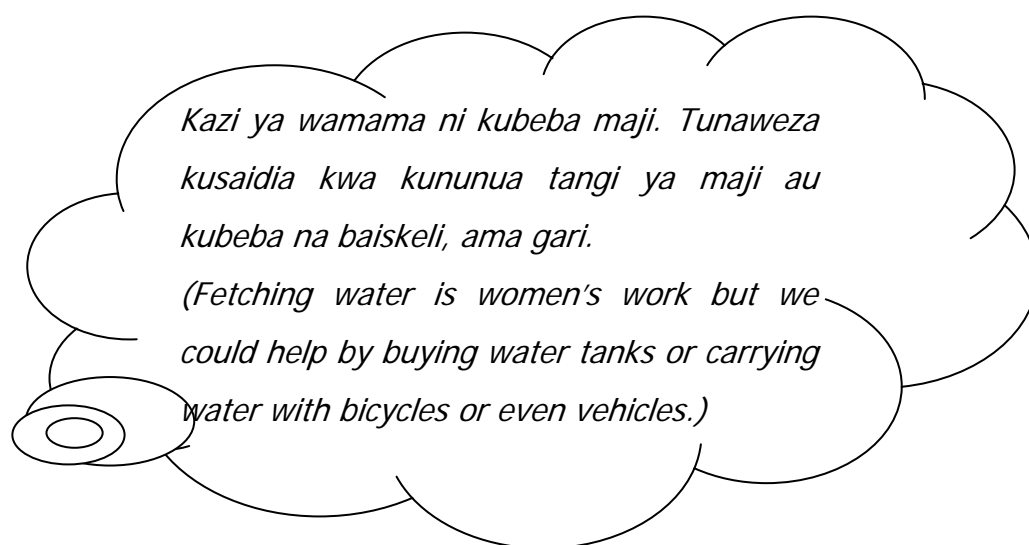
Gender disparities were highlighted in the division of labour at household level. Interviews and exercises revealed that women and female youth bear the greatest burden of family welfare. They are responsible for both reproductive and productive activities and have congested daily calendars which they manage through multitasking. They work for longer hours and spend less time on leisure compared to men and male youth. While men and male youth are involved in productive roles, they spend significant amount of time of their 24-hour day on leisure which could be burdening the other household members. Time use analysis indicating time expenditure by gender is presented in graph 1 below:

Graph 1: Time Use Analysis of 24 Hour Schedule by Gender Group



ii. Reproductive Roles

Reproductive roles such as cooking, child care, washing and cleaning, fetching water and firewood, security and family counseling were identified as major activities pertaining to family welfare. 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. In as much as they participate in fetching firewood, they only cut/chop the trees, leaving the rest of the tasks to women and female youth to complete and avail the firewood. Fetching water is a women activity and in situations where other members participate, there are gender differences in the mode of transporting the water to the home; women and female youth walk on foot with jerry cans on their backs which is burdensome, while men and male youth use bicycles, motor cycles and motor vehicles. Some men also support women and female youth by installing water harvesting structures and piped water.



Comment by a male farmer in a group discussion

Security checks, patrols and discipline are male domains. Women, on the other hand, ensure that doors and windows are well secured, and in case there is an attack they raise the alarm for help.

iii. Productive Roles

Dairy farming is a source of food, employment and income in Mathira West Sub-county. There are gender differences in perceptions between men and women with

respect to dairy activities. Men believe that they are major players in all activities (milking, planting and cutting of fodder, cleaning of cow sheds, spraying, dipping, breeding, milk delivery and supplement procurement) except cleaning of milking equipment. Women on the other hand believe that they participate equally with men in all activities except spraying and dipping. However, women are responsible for men's activities when they are away. Female youth mirror the activities of women while the single male youth have minimum and ad hoc participation in dairy activities. Single male youth engage in casual work/informal sector activities and idling in the morning and leisure in the market place in the afternoon.

"I take care of children and do farm activities at home. For me to attend trainings, arrangements have to be made for somebody to do my work while I am away".

Comment by Wife of opinion leader

iv. Community Roles

With regard to community roles, women attend church and school meetings, but shy off in taking up job opportunities in management and leadership positions while men participate in management meetings where important community decisions are made.



Group work by members of different gender groups

(b) Access to and Control over Resources and Benefits.

Men and women farmers are interested in dairy enterprise because it is an activity that generates income on daily basis compared to other farm activities. However, the levels of access to and control of important resources, including the accruing benefits in the dairy enterprise seem to vary from one gender group to another.

i. Access to Resources and Benefits

During discussions, farmers agreed that dairy cows, shelter, equipment and containers, labour and feeds are important resources for the success of the dairy enterprise in Mathira West Sub-county. Access to resources and benefits except land does not differ much among the gender groups since this is a situation of ability to work using the available resources.

ii. Control over Resources and Benefits

Control over both resources and benefits seem to tilt towards men. It is mostly because in the community, men are regarded as the final decision makers at household level. Important resources/assets like land, dairy cows, calves and labour including that of women, children and hired labour are controlled by men. Men give permission to women, and male and female youth to use resources and benefits, which include application of skills and knowledge gained in the training. Further, important benefits from the enterprise such as income are more controlled by men. Involvement of other household members in income expenditure was noted to be low. In some situations, income earned is not ploughed back to maintain the dairy herd. This results in low productivity and family disputes.

While men are the main decision-makers in households, women claimed to have some control over resources and benefits. Women reported equal control over resources and benefits to men. This could be due to the fact that they have established themselves in their homes and feel they are equal decision makers with their spouses. However, this perception of women does not go along with those of other gender groups and the outcomes of the gender group discussions, which ascertain that men have more control over resources and benefits than women.

As regards dependent male and female youth, they have no control over resources and income hence very little influence over the household decision-making process. One woman admitted that contribution of dependent youths were not properly recognized and appreciated by community as well as by their parents, which results in their demoralization.

(c) Milk Marketing Activities

Milk is a motivational factor in the dairy enterprise and, from the study, variations between men's and women's perceptions about milk marketing were noted. Men reported that they are the major players in marketing while women reported equal participation. Men feel they are the final decision makers on income earned from milk sales while women believe that both are involved in decision making. Marketing is manually carried out on foot at nearby shopping centers.

Milk delivery to the marketing society is done by women. However, they need to be authorized by men to withdraw any money because the milk accounts are under the men's names. In general, men have more control over morning milk which is sold through the marketing society while women have some control over afternoon/evening milk, which is small in volume and is sold through retail outlets. Membership of the society is biased toward men. It allows them to access loans/credits, trainings and bargaining for better prices not applicable to non-members. Women save their earnings in table banking through which they can get financial support.

4.1.3 Findings on EAAPP Interventions

At the time of this study (October, 2014), EAAPP had been in operation for more than two years. As indicated in Chapter 2, EAAPP is implementing eight interventions in Mathira West.

Between August 2012 and September 2014, thirty four (34) trainings on various subjects were conducted by EAAPP in the area and a total of 1,356 (792 Males (58%) / 564 Females (42%)) farmers attended. EAAPP encouraged farmer groups to

increase the membership of women and youth and also requested them to send three representatives (one man, one woman and one youth) whenever they organized residential trainings.

The findings related to each intervention are explained below:

(a) Improvement of Germ-plasm

While organizing the training on breeding management, EAAPP provided two Artificial Insemination (AI) kits to two farmer groups. The farmer groups were using the kits but in FGD, some farmers stated that high operational costs were detrimental of better adoption.

(b) Improvement of Feeds and Feeding

Along with the training on pasture, and fodder production and conservation, farmer groups were provided with improved pasture seed and fodder planting materials. Zero grazing was promoted under this component. In addition, two pulverizers and chaff-cutters were provided with the aim of conserving pasture and fodder. They were stored in the Sub-county office and farmers were expected to transport them to and from their farms as and when need arose. But due to transportation costs, users may be limited to those who are ready to pay the cost.

(c) Improvement of Animal Health

The farmer groups were provided with two (2) tick control kits and acaricides, which they gave to youth group members as an income generating activity. The youth group members were asked to organize themselves and pay visits to members' homes to provide tick control services for remuneration. While female youths were earning income from the spray kit through effective organization and time management, male youths still felt it was too much work for little pay. In addition, vaccination of animals was carried out as a disease control measure.

(d) Dairy Animals Registration

EAAPP in collaboration with Livestock Department organized inspection and registration of dairy cattle and goats in the project area.

(e) Promotion of Value addition of milk

EAAPP provided one (1) 1,000 litres milk cooler to one group which is accessible to other milk producers. The supported group is making arrangements with the county government to construct a building for installation of the cooler.

(f) Milk marketing through group approach

Training was organized for farmers on benefits of working in groups /group dynamics. Once the milk cooler becomes operational, farmer groups will be organized for collective sales of milk.

(g) Development of Agribusiness in Dairy enterprise

EAAPP was in the process of establishing two (2) feed centres in Mathira West, at which collective procurement and selling of farm inputs, and value addition of milk (yoghurt production) would be carried out.

(h) Cross-cutting issues - Environment and Social Safeguards (ESS)

An HIV/AIDS group received a total of 20 dairy goats (18 does and 2 bucks) to improve their food and nutrition status. The goats were distributed among individual members of the group.

4.2 Gender Analysis

Majority of the Sub-county staff seem not to be gender sensitive, both at personal and professional level due to inadequate knowledge and skills on gender issues. Consequently, they may not give proper guidance on gender mainstreaming of project activities in the community. Attitudinal and perception differences exist between male and female staff. This may be a reflection of their backgrounds and the environment in which they are working.

From the discussions and exercises with the target community, it emerged that women and female youth perform both reproductive and productive roles. Their heavy and tedious workload is likely to drain their energies and have negative effects

on their engagement in productive activities. However, their contribution to the household seems to be held with minimal value among household members. Further, the activity-packed daily calendar may limit their effective participation in EAAPP activities geared towards enhancing their knowledge and skills in dairy enterprise. Even if they manage to attend the training, some are unlikely to share gained knowledge and skills with their husbands who perceive themselves to be more knowledgeable and do not see the need to learn any new ideas from their wives.

While women's and female youth's involvement in dairy enterprise is heavy, men have more control over the income end of the value chain. This can be a source of discouragement for women and female youth to participate in EAAPP activities. Limited control over resources and income is likely to hinder adoption of technologies especially, in situations where they are supposed to incur some costs towards the acquisition of innovations and permanent development interventions. On the other hand, male youth seem to put little effort into productive and reproductive activities. This could be due to their limited control over benefits resulting in increased incidences of insecurity and drunkenness, a concern raised as a social issue in the community. This calls for special attention to their interests and participation in dairy enterprise is required.

In the target community, men are culturally seen as heads/directors of households. They control most household resources and benefits despite all household members being required to participate in activities of the dairy enterprise. Gender disparities among each group in terms of the workload and control over resources and benefits are likely to contribute to the disinterest of household members in the dairy enterprise.

4.3 Involvement of Vulnerable Group (Ngorano People Living With HIV/AIDS (NGOPELWA) on Gender Issues

NGOPELWA is a registered group composed of 43 (12 Males and 31 Females) active members living positively with, or supporting orphans affected by HIV/AIDS. They came together as a support group against stigmatization due to HIV/AIDS. Their main source of income/ resources is through merry-go-round monthly contributions.

EAAPP, under the Environment and Social Safeguards component supported the group with 20 Dairy goats (18 does and 2 bucks) to improve their food and nutritional status.

From discussions with the group, it was noted that they are discriminated against and marginalized with regard to division of labour, access to and control over resources and benefits. People living positively with HIV/AIDS (PLWAS) are not given casual work by neighbours due to negative perceptions concerning their health status including perceived inability to work. They are neither involved in community roles nor accepted into other groups. In the group, women are particularly burdened with taking care of the sick and or orphans. This limits their participation in agricultural activities due to time and resource constraints.

Concerning access to and control over resources and benefits, gender biases are experienced by the group. Widows are harassed and discriminated against. They are not allowed by family and or community members to inherit their husbands' property, especially land. Their inaccessibility to resources and minimal support by family and or community members results in low productivity and income, yet they are burdened with paying school fees and medical costs. NGOPELWA women face the double burden of being women who have no control over their husbands' property on the one hand and taking care of young orphans with limited resources on the other.

CHAPTER FIVE: GENDER ANALYSIS OF EAAPP INTERVENTIONS

The purpose of EAAPP in Mathira West was to improve productivity and farm incomes through promotion of AI, improved routine management of dairy animals, and organized marketing channels of milk. The outcomes of this study as discussed in the previous chapter highlighted gender disparities in participation and sharing of benefits among the gender groups in the project area. It is therefore important that the design and implementation of EAAPP project activities take into account existing gender situations through a careful assessment of how these activities would impact on these situations.

EAAPP interventions include promotion of zero grazing and provision of spray kits, and acaricides for tick control. Although zero grazing has reduced the workload of women who were responsible for taking animals for free-range grazing, it has however on the other hand increased their workload for watering and feeding of the animals and cleaning of the cow sheds. This is in addition to their reproductive roles. These new activities may further reduce their time to attend EAAPP organized activities yet they are supposed to be key players in the project. Although there are more women (60%) registered in the farmer groups, those who participate in EAAPP trainings are fewer (42%) than men.

The farmer groups have given spray kits and acaricides to youth group members as an income generating activity. While female youths earn income from the spray kit through effective organization and time management, male youths still feel it is too much work for too little pay. Male youths seem to regard this not as their opportunity to earn an income but as burden on their part.

Improved routine management of dairy herds has involved all gender groups yet the accrued income is mostly under the control of men. This is likely to marginalize the women and dependent youths who have less or minimal control over the earnings yet they are contributing towards the work involved in generating the income.

With respect to vulnerable and/or resource poor persons, EAAPP has recognized them as part of the community and supported them with dairy goats for food and nutrition security as well as a source of income. Their needs and aspirations are different. There is therefore need for equitable measures for them to also benefit from the project. They reported marginalization by the community and this has eroded their confidence and capacity to handle their issues.

EAAPP expects involvement of all gender groups in the project area. Therefore, EAAPP interventions can be more effective if gender aspects are thoroughly incorporated into the project design and implementation. EAAPP could have carried out gender related activities such as gender awareness creation and gender action planning to address gender issues. The changes in the workload and income/benefits from the project implementation, and how these could be shared equitably among household members would therefore have been better addressed.



Presentation of completed gender tools by different gender groups

Table 3 below discusses the reaction of each gender group to EAAPP promoted interventions, and some proposed recommendations for more effective and efficient implementation of its activities.

Table 3: Identified Gender Gaps and Possible Interventions on EAAPP Activities

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

EAAPP interventions & activities	Findings from the Study	Analysis from the Study	Identified gender gaps	Proposed interventions
1.0 Training in various interventions				
<p>1.1 Participation in Trainings</p>	<p>All members of HH participate in dairy activities but at different levels and degrees.</p> <p>More men participate in training than women.</p> <p>W & FY are busy throughout the day because they are more involved in both productive & reproductive roles compared with M & MY.</p> <p>As regards control of resources & benefits, men have most and women have some while dependent MY & FY have minimal control.</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 heavy 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>Those who perform relevant activities should be invited for training through affirmative action and proper targeting.</p> <p>Gender trainings should be organized to raise awareness of HH members on importance of sharing of workload and benefits.</p> <p>Promotion/Upscaling of labour- and energy-saving technologies to reduce the workload of W & FY.</p>

2.0 Germ-plasm improvement: Provision of AI kits

<p>2.1 Proper utilization of AI kit</p>	<p>All members of HH participate in dairy activities but at different levels and degrees.</p> <p>W & FY are busy throughout the day because they are more involved in both productive & reproductive roles compared to M & MY.</p>	<p>M & W who attended training: likely to adopt but rate of adoption may be affected by costs involved in AI services.</p> <p>MY & FY who attended training: unlikely to adopt because of minimum control on resources & minimum perceived benefit.</p>	<p>If trained participants have little decision-making power in HH, they are unlikely to implement acquired technologies & skills unless a decision-maker approves and provides financial support.</p>	<p>Training on importance of involvement of all HH members in decision-making process.</p> <p>Training of community members on provision of AI services to reduce the cost.</p> <p>Organization of AI services through milk marketing organizations.</p>
<p>2.2 Proper breeding management</p> <ul style="list-style-type: none"> - heat detection - breed selection 	<p>W & FY are fully responsible for most of the reproductive activities.</p> <p>As regards control of resources & benefits, men have most and women have some while dependent MY & FY have minimal control.</p>	<p>M: attend the training, but unlikely to transfer the gained knowledge and skills to other members of HH who perform actual tasks.</p> <p>W who attend the training may adopt because they closely observe animals.</p> <p>MY & FY: may not be interested because of limited control on resources & benefits.</p>		

3.0 Improvement of Feeds and Feeding : Provision of improved pastures and Fodders

<p>3.1 Pasture and Fodder production and Conservation utilizing given materials</p>	<p>M, W & FY are involved in fodder production and conservation, while MY's involvement is ad hoc.</p> <p>M, W & FY perform feed formulation activities, which are carried out at homestead.</p>	<p>M: adopt because of perceived benefits.</p> <p>W: adopt but because of heavy workload, may not be able to cope.</p> <p>MY & FY: little interest because of minimum perceived benefit.</p>	<p>Adoption of Knowledge and skills promoted by EAAPP could be partially compromised.</p>	<p>Since this intervention is likely to increase workload of HH members, promotion/upscaling of labour saving (energy and time saving) technologies and awareness raising on workload sharing among HH members will be of great importance.</p>
<p>3.2 Feed formulation</p>	<p>W: take over roles and responsibilities of men in dairy activities when men are away from the home.</p>	<p>M: adopt because of perceived benefits.</p> <p>W: adopt but because it increases her workload, may not be able to cope properly.</p> <p>MY&FY: little interest because of no expected benefit.</p>		
<p>3.3 Adoption of zero grazing</p>		<p>Because there is no need to take animals for grazing, workload of women who are mainly engaged in this activity reduced.</p> <p>But it increases workload for W & FY such as watering, feeding of animals and cleaning of cow shed.</p>		

<p>3.4 Proper utilization of Pulverizer & Chaff-cutter</p>	<p>Pulverizer and Chaff-cutter are stored in the Sub-county office. Farmers are expected to transport them to and from their farms as and when need arises.</p> <p>Because of transportation cost, the users of machines are limited to those who are ready to pay the cost.</p>	<p>M: may use if the transportation cost is affordable.</p> <p>W: may use if the transportation cost is affordable.</p> <p>MY & FY: have minimum interest.</p>	<p>Adoption and utilization of Pulverizer and Chaff-cutter could be enhanced.</p>	<p>Close consultation with the farmer groups and involvement of all gender groups for better utilization of machines.</p> <p>Upscaling of machines can be considered.</p>
<p>4.0 Improvement of Animal Health: Tick Control & Vaccinations</p>				
<p>4.1 Utilization of tick control kit by youth members</p>	<p>M & W are users of tick control services.</p> <p>MY have minimal interest in use of kit for tick control services due to low returns.</p> <p>Some FY effectively organized themselves to use tick control kit and have earned significant amount of income.</p>	<p>MY: minimal interest in tick control as an income generating activity unless some arrangement is put in place to encourage their active engagement.</p> <p>FY: keep on their current activity as long as it remains profitable.</p>	<p>Intention of engaging MY in income generation through tick control services may not be fully realized.</p>	<p>All gender groups should discuss and decide how the activity should be organized and costs should be determined.</p> <p>Training on organization and business skills along a value chain should be implemented.</p>

5.0 Dairy Animal Registration				
5.1 Registration of animals	Registered animals fetch better prices.	M: interested because they have improved breeds for better incomes. W: interested because they have some share over income. MY&FY: have minimum interest.	Since MY & FY have minimum control over animals, they have no opportunity to engage in the activity.	Gender trainings should be organized to raise awareness of HH members on importance of equitable sharing of workload and benefits.
6.0 Value addition of milk and marketing through group approach				
6.1 Utilization of provided 1,000 litre milk cooler by a group	M have control over morning milk which is sold to the marketing society while W have some control over evening milk which is sold to retailers.	M: will be interested if they feel the group is trustworthy and has more benefits. W: may not be interested since they are likely to lose their control over evening milk. MY&FY: likely to have interests if it creates business opportunities.	Cooler may not be fully utilized because women might withhold evening milk. Gender participation and dynamics in groups may skew towards men.	Measures should be put in place to ensure equal participation in the group and equitable sharing of benefits among all gender groups. Training on group dynamics and business skills should be organized.
6.2 Practice bulking and collective sales				
7.0 Agribusiness: Feed centre establishment & operation				
7.1 Feed production & formulation and sales	Procurement of inputs is done individually and is controlled by men.	M: will be interested if they feel the group is trustworthy and more benefits. W: may be interested because it reduces the cost of production. MY&FY: likely to have interests if it creates business	Deliberate efforts should be exerted to include MY & FY.	Inclusive training on business skills should be organized. Involvement of MY & FY in management and operations of feed center.
7.2 Management & operation of feed centre				

		opportunities.		
8.0 Environmental Safeguards and Cross-cutting issues				
8.1 Participation in Trainings	<p>All gender groups are members of group.</p> <p>Trainings on management practices are organized for all gender groups.</p>	<p>- Because of their vulnerability, needs and aspiration are different from non-vulnerable.</p>	<p>Members of 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>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> <p>Equity measures should be put in place.</p>
8.2 Provision of Dairy Goats to Vulnerable group	<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 costs involved.</p>			

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

The Gender Study in Mathira West Sub-county gave a deeper understanding of gender dynamics and cooperation at household, village and community levels. It highlighted how men, women, male youth and female youth are involved in both reproductive and productive activities and how they have been engaged in EAAPP activities. This chapter highlights some proposed recommendations from a gender point of view for further improvement of milk production in the Sub-county.

Activities for County and Sub-county staff

From the study, it was noted that there is no gender policy/strategy or gender unit to guide gender mainstreaming in the county and sub-county. Staff members have inadequate knowledge and skills on gender which makes it very difficult for them to clearly articulate gender issues in agricultural development.

Recommendation 1

The County government needs to appreciate the importance of Gender mainstreaming in agriculture related development programmes. It needs *to formulate a county gender policy/ strategy and establish a gender unit to spearhead gender mainstreaming in the Agriculture sector. Gender Awareness Creation trainings* need to be organized on priority basis for extension staff to boost their knowledge and skills in gender issues in the agriculture sector. Staff will then be able to articulate gender mainstreaming by generating sex disaggregated data and gender disaggregated information and power relations in the household and at the community level. This information is important for effective gender mainstreaming in development.

Activities for Beneficiaries

The study revealed gender differences in the 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 men while dependent youth have minimal say over the income they contribute towards. Income is a motivator to participation in enterprise activities. Their limited control

over benefits from the enterprise seriously undermines their motivation to work for the households. Their contribution to household enterprise need to be recognized by their parents and rewarded accordingly.

On the other hand, leadership and decision-making power is culturally vested in men. A good intervention promoted by women or youth may not necessarily be supported by men because culturally, success is not associated with women and youth gender groups. Thus, interventions need be designed to enable all gender groups to be involved and share benefits.

Although EAAPP involved all gender groups in their activities there is need to integrate gender considerations in the way beneficiaries engage in dairy production. For example, the promotion of zero grazing has apparently increased the number of activities which should be carried out in or near the homestead. As a result, women and female youth are more likely to be assigned to these new emerging tasks, which add to their already heavy workload. In case women and female youth are not able to cope with the additional workload, the time and energy spent to carry out new tasks is unlikely to be sufficient and, consequently, positive impacts of EAAPP interventions will be compromised.

Recommendation 2

Gender awareness creation should be initiated for farmers to understand the negative impact of gender issues on productivity and farm incomes. They are likely to appreciate the contribution of different gender groups to household and community economy, and learn how to share responsibilities and incomes so that all family members are motivated to work together for increased productivity and incomes.

Recommendation 3

To ensure that all gender groups contribute to and benefit from EAAPP implementation, a *participatory integrated community development approach* is recommended to bring all beneficiaries into the mainstream of the development

agenda. It is necessary to understand the culture of the beneficiaries so as to determine the entry point. The needs, interests and aspirations of different gender groups should be identified through a consultative process and be incorporated into the project cycle management. *Gender sensitization trainings* could be mounted to enlighten the beneficiaries on the importance of gender, thus minimizing the emergence of many gender issues during projects implementation. Further, there is a need to be gender sensitive in the promotion of interventions. *Promotion of labor-saving technologies and organization of training programmes in a gender sensitive manner* in relation to content, timing and duration, venue and level of understanding should also be considered.

Recommendation 4

It is important to promote/upscale technologies into the community, which are both financially feasible and attractive to the youth, who are generally more educated than their parents. The transformation of subsistence agricultural practices into modern commercially-oriented enterprises is of critical importance for the youth to actively engage in the agriculture sector. Once the youth are married and own their assets, they should be considered as adults even if they are younger than 35 years old. They need to learn and acquire the necessary knowledge and skills to run household enterprises successfully just like those above 35 years old, which should be actively supported and guided by adult members of the community. Consequently, organizing the youth, both married and dependent, into youth groups will help them become more proactive in group activities than they currently are in groups dominated by older members.

Recommendation 5

The participation of vulnerable and resources poor groups through capacity building and networking should be boosted to enhance their confidence and enable them to source for support and empowerment opportunities.

CHAPTER SEVEN: WAY FORWARD

The Mathira West Gender Study revealed a number of gender disparities in the community. While men, women, male youth and female youth in households are involved in day-to-day dairy activities, benefits accruing from the family enterprise are mostly controlled by men. Such disparities apparently demotivate other members of the household, particularly the youth, not only in their engagement in the enterprise but also in their participation in EAAPP activities.

In view of the above, PEGRES will organize the following activities in collaboration with EAAPP and the county government in order to mitigate the gender gaps and contribute to the achievement of the EAAPP objectives:

1. Organize Gender Awareness Training for Extension Staff

The gender awareness training will be organized for the extension staff to boost their knowledge and skills in gender issues in the agriculture sector and to train farmers on the same. PEGRES will be responsible for the development of training materials.

2. Organize Gender Awareness Training for Farmers

The gender awareness training will be organized to sensitize the target farmers on the importance of sharing in the workload and benefits. This will in turn increase their understanding and lead to mindset change in the community to move towards more equitable workload and income sharing among the different gender groups. PEGRES will be responsible for the development of training materials and organization of TOTs. EAAPP and Mathira West Sub-county office will make arrangements for the implementation of the farmers' training. As part of training activities, community gender action plans will be prepared by beneficiary farmers to mitigate gender gaps in the community.

3. Organize Family Budgeting Trainings

Family budgeting training will be organized to train target farmers on the importance of sharing of income among household members, and the importance of budgeting. PEGRES will be responsible for the development of training materials and

organization of TOTs. EAAPP and Mathira West Sub-county office will make arrangements for the implementation of the farmers' training.

4. Consultation with Farmer Groups

PEGRES will assist 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 particular and dairy enterprise in general. The outcomes of the consultations will be incorporated into the EAAPP project cycle management.

5. Promotion and Upscale of Appropriate Technologies

PEGRES will assist EAAPP in promotion and upscale of appropriate dairy technologies, which are not only affordable but also attractive to beneficiaries.

6. 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. The introduction of affirmative action will be encouraged to make sure all gender groups are appropriately represented in the trainings.

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

PEGRES will assist EAAPP to help farmer groups observe the not more than $\frac{2}{3}$ Constitutional Gender Rule in selection/appointment of management committee members in their groups 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 effective in terms of contribution and delivery.

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ANNEXES

ANNEX 1: GENDER ANALYSIS STUDY TEAM COMPOSITION

(1M/5F)

Beatrice Mwaura – National Project Coordinator - Female

Kyoko Minami – JICA Project Coordinator - Female

Yoko Harada – JICA Chief Advisor – Female

Paul Musyoka – Project Monitoring & Evaluation Officer - Male

Rebecca Biegon – Project Gender Training Officer - Female

Dr. Jedidah Maina – EAAPP, PCU – Female

ANNEX 2: SCHEDULE OF GENDER STUDY

Date	Time	Venue	Activities
12/10/2014	PM	Nairobi - Nyeri	Travelling to Nyeri
13/10/2014	AM	Mathira West Sub - county Livestock Office	Focused Group Discussion (FGDs) with SCLPO and Livestock staff. Arrangement for next day activities
	PM	Mathira West Sub - county	Interview with Opinion Leaders
14/10/2014	Whole Day	Mathira West Sub - county	Focused Group Discussions and Group Work with Group 1 1. Opening / Plenary 2. Group Work (Men, Women, Male Youth Female Youth) General Discussion Daily Activity Calendar Activity Profile (Productive/Reproductive) Access & Control Market analysis 3. Plenary / Closing
15/10/2014	Whole Day	Mathira West Sub - county	Group Discussion and Group Work with Group 2 1. Opening / Plenary 2. Group Work (Men, Women, Male Youth, Female Youth) General Discussion Daily Activity Calendar Activity Profile (Productive/Reproductive) Access & Control Market analysis

			3. Plenary / Closing
16/10/2014	AM	Nyeri CEC Office	Report back to CEC/CO/CDLP/CDA Wrap up meeting of Study team and SCLPO
	PM		Travel back to Nairobi

ANNEX 3: GENDER ANALYSIS TOOL

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 livestock enterprises (Males & Females can give information about boys and girls).

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 Dairy enterprise / Dairy Value Chain (Cattle, Goats, Camels).

Objectives of Gender Analysis

- ❖ 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 Study teams will carry out individual interviews with County/Sub-county staff and Focused Group Discussions (FGDs) with small scale farmers and livestock keepers 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/Livestock?

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: Are M, W, FY and MY involved in livestock production in this community? Who are more involved? How do they keep cattle and goats? Who owns the animals? What is the importance of livestock production to the community?

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

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 livestock production in the community? Please briefly explain how they keep cattle and goats in this community? Is there differences in livestock ownership?

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 livestock 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: If you think any group are left out from EAAPP activities, what do you suggest for them 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?

C: Gender Analysis Tools - Exercises

C:1 Daily activity Calendar (24 – hour Schedule)

Objectives

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

- ❖ To analyze the roles women, men, male youth, female youth, boys and girls women, men, boys and girls 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.

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), Female Youth (FM), boys and girls 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.....

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

Time	Activities

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?

C: 2 Reproductive roles activity profile

Explain reproductive roles and purpose of this tool and exercise.

In plenary session ask participants to list down reproductive roles 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

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

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

C:3 Dairy Enterprise Activity Profile

This is an explanation of the gender division of labor in dairy 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 activities carried out in a Dairy Enterprise (cattle or goats) - an explanation of the gender division of labor in dairy 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.

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 dairy 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 dairy 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. After the EAAPP intervention, how has the workload of each group been changed?

Dairy 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			
	M			
	W			
	MY			
	FY			
Etc				

C:3-12. What activities in Dairy production have been introduced by EAAPP? Who participates?

C:3-13. Was/is there any training concerning dairy 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?

C:4 Access to and Control over Resources and Benefits Profile

The tool is a data collection and analytical tool.

Related to assets 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 and livestock keepers 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 required to carry out dairy 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 dairy enterprise activity profile,

C:4-1. What resources and assets do M, W, MY and FY require for activities they perform in dairy 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 dairy production?

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

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

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

Key Questions to ask on benefits

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

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

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

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

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

Access to and control over resources profile

Gender Group.....

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

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

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

C:5 Marketing Analysis

Used to analyse gender roles in marketing.

In plenary session participants to brainstorm on the major produce/products of dairy 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				

ANNEX 4: MATHIRA GENDER STUDY FINDINGS

Results of Gender Analysis Tools Exercises

Daily Activity Calendar (24hour Schedule)

Gender Group: Women

Time	Activities
5.00 – 5.30 am	Wake-up, prayer, light fire, washing utensils, cooking, cleaning kitchen, feeding
5.30 – 6.00 am	Preparing children to school, milking, taking milk to dairy, washing milking equipment & utensils, feeding cows & calves (milk).
6.00 – 6.30 am	Feeding cows, cleaning cow shed, feeding calves, cleaning house plus compound, prepare husband (water, clothes, breakfast).
6.30 – 7.00 am	Cutting fodder, fetching water, washing clothes, taking breakfast
7.00 – 10.30 am	Go to the farm,
10.30 - 1.00 pm	Tea break at farm and continue with farm work.
1.00 – 2.00 pm	Lunch break (cook lunch, serve, eat and clean utensils),
2.00 – 3.00 pm	Milking cows, feeding & watering cows, give supplement
3.00 – 4.00 pm	Cut fodder for next day, carry to the home, chop fodder ready for feeding next day
4.00 – 5.30 pm	Prepare for supper (buy/harvest from shamba, prepare tea for school children coming back from school, prepare water for children to bath, put out chicken
5.30 – 7.00 pm	Take bath, cooking in progress, check chicken have gone back to their house,
7.00 – 9.00 pm	Feed the family, homework supervision, listening to news ya radio & TV
9.00 pm-Midnight	Make sure children have finished homework and prepare their bags for school next day, children go to sleep, prayer and goes to sleep.
Midnight-5.00 am	Sleep
5.00 am	Wake up

Gender Group: Female Youth

Time	Activities
5.00-6.00 am	Light fire, milk, make breakfast, prepare children and husband
6.00-9.00 am	Escort children to school, take milk to dairy, spraying cattle in neighbours farm
9.00-11.00 am	Washing utensils, house cleaning, feeding cattle, cleaning cowshed.
11.00-12.00 am	Tea plucking ,farming activities
12.00-1.00 pm	Prepare and take lunch, milking, watering cattle.
1.00-2.00 pm	Rest
2.00-4.00 pm	Farming, bucket irrigation, picking vegetables for supper.
4.00-6.00 pm	Washing utensils, prepare supper, care for children, bathing.
7.00-9.00 pm	Watching news, homework with children, feeding children, taking supper
9.00-11.00pm	Wait for husband; take care of husband, water for bathing and supper.
11.00 pm	Discuss on family issues, prepare uniform for children
11.00-5.00 am	Sleep
5.00 am	Wake up

Gender Group: Men

Time	Activities
5.00 am	Praying
5.30-6.00 am	Security check and compound patrol
6.00-7.00 am	Milking, feeding cows and calf feeding
7.00-7.15 am	Breakfast
7.15-8.00 am	Deliver milk tom dairy
8.00-1.00 pm	General farm duties
1.00-2.00 pm	Lunch
2.00-3.00 pm	Milking, feeding cows and calf feeding
3.00-4.00 pm	General farm duties
4.00-4.30 pm	Take shower
4.30-8.00 pm	Leisure activities
8.00-9.00 pm	Dinner, family discussion and watching news
9.00-10.00 pm	Security check and patrol
10.00 pm-	Sleeping

Gender Group: Male Youth

Time	Activities
5.30 am	Wake-up
6.30 am	Milking
7.30 am	Breakfast
8.30-9.30 am	Feeding cows / tick control
9.30-10.30 am	Farming
10.30-1.30 pm	Free
1.30-2.30 pm	Lunch break
2.30-3.30 pm	Milking cows and go to shamba
3.30-5.30 pm	Free
5.30-6.30 pm	Cleaning shed, cleaning milking equipment, feeding cow
6.30-7.30 pm	Take shower, watching tv, drinking tea, take a walk
7.30-8.30 pm	Teaching children, taking dinner
8.30-5.30 am	Sleep.
5.00 am	Wake up

Time Use Analysis of 24 Hour Schedule

Activities	Hours Spent by Gender Group on Activities			
	Men	Women	Male Youth	Female Youth
Productive roles	10	9	5	7
Reproductive Roles	1	9	0	10
Leisure	6	1	10	1
Sleep	7	5	9	6
Total	24	24	24	24

Reproductive Roles Activity Profile

Gender Group: Women

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

Reproductive roles	Men	Women	Male Youth	Female Youth	Boys	Girls
Cooking		√√		√	√	√
Caring for children		√√		√		√
Washing / cleaning	√	√√	√	√	√	√
Fetching water		√√	√	√	√	√
Fetching / chopping/ cutting firewood	√	√√	√	√	√	√
Grinding mills	√	√√	√	√	√	√
Security	√√	√√	√	√		
Homework supervision / counselling / mentoring/ coaching	√	√√	√	√√		

Gender Group: Female Youth

Reproductive roles	Men	Women	Male Youth	Female Youth	Boys	Girls
Cooking		√√		√		
Feeding, caring for children		√√				√
Washing and cleaning		√√		√		
Fetching Water	√	√√	√	√	√	√
Fetching firewood	√ cutting tree	√√	√	√		
Posho mill		√√				
Security	√√	√				
Counselling	√√	√√				
Helping the children with homework	√	√				
Farming discussion	√√	√√	√	√		

Gender Group: Men

Reproductive roles	Men	Women	Male Youth	Female Youth	Boys	Girls
Cooking		√√		√		
Feeding /caring		√√		√		
Washing/ cleaning		√√		√		
Fetching water		√	√	√√	√	√
Fetching firewood	√	√√	√	√	√	√
Posho milling		√	√	√√		
Security	√√	√	√			
Counselling	√	√				
Helping in homework			√	√√		
Family discipline	√√	√				

Gender Group: Male Youth

Reproductive roles	Men	Women	Male Youth	Female Youth	Boys	Girls
Cooking				√√		√
Caring for children			√	√√		
Washing / cleaning				√√		√
Fetching water				√√	√	√
Fetching / chopping / cutting firewood			√	√√	√	√
Grinding / milling /posho mill			√	√	√	√
Security / fencing /repairs			√√		√	
Homework supervision/ counselling/ mentoring/ coaching						

Dairy Enterprise Activity Profile

Gender Group: Women

(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
Milking	M √√	Home	Hand	Morning 5.30 – 6.00 am Evening noon – 2.00 pm
	W √√	Home	Hand	Morning 5.30 – 6.00 am Evening noon – 2.00 pm
	MY			
	FY			
Cutting fodder / chopping for feeding	M √√	Shamba & Rented land	Manual & machine	Afternoon
	W √√			
	MY √			Morning & afternoon
	FY √			
Cleaning cow shed	M √	Home	Manual	Morning
	W √			
	MY √			
	FY √			
Cleaning milking equipment	M √ Labour	Home	Manual	Morning & Evening
	W √√			
	MY √			
	FY √			

Spraying	M ✓	Home	Manual	Morning once per week
	W ✓			
	MY 1/2✓			
	FY			
Breeding	M ✓	At home	AI	Animal on heat
	W ✓			
	MY			
	FY			
Milk delivery	M ✓	Collection center	Manual (walking to center)	Morning 5.30 – 6.30 am
	W ✓			
	MY ✓			
	FY ✓			
Planting fodders	M ✓	Shamba	Manual	Rainy season (long & short rains)
	W ✓			
	MY ✓			
	FY ✓			
Feeding	M ✓	Home feeding trough	Manual	Morning & afternoon after milking
	W ✓			
	MY ✓			
	FY ✓			
Buying Supplement	M ✓	Agro vet within shopping centre	Manual	When required

	W ✓			
	MY			
	FY			
Dipping	M ✓	Dip centre	Dipped	Morning once per week
	W ✓			
	MY ✓			
	FY			

Gender Group: Female Youth

(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
Milking	M ✓	Home	Hand milk	Early morning and 1pm
	W ✓✓			
	MY			
	FY			
Cutting Fodder	M ✓	Own farm	Panga, carry on Back shoulder for men	Morning and Evening
	W ✓✓			
	MY ✓			
	FY ✓			
Cleaning Cow shed	M	Home	Water and Hand broom, Pipe/bucket	Once in the Morning
	W ✓✓			
	MY ✓			
	FY ✓			
Cleaning Milking Equipment	M	Home	Soap and Water	Once mid Morning
	W ✓✓			
	MY			
	FY			
Spraying	M	Home under EAPP group	Knapsack	Once mid-Morning
	W			
	MY ✓✓			
	FY ✓✓			
Dipping	M ✓✓			

	W ✓			
	MY ✓			
	FY ✓			
Breeding	M	Home		When necessary
	W ✓			
	MY			
	FY ✓			
Milk delivery	M ✓	Dairy Cooperation	Walk, put in Milk cans	Mainly morning At 6am
	W ✓✓			
	MY ✓			
	FY ✓			
Planting Fodders	M ✓✓	Farm	Jembes	Rainy season
	W			
	MY ✓			
	FY ✓			
Feeding	M	Home	Cutting with pangas	Two times
	W ✓✓			
	MY			
	FY			
Buying Supplements	M ✓✓	Shopping center	Cash	When Necessary
	W ✓			
	MY			
	FY			

Gender Group: Men

(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
Milking	M√√	Milking shed	Manual	6 -7.00 am, 2 -3.00 pm
	W√			
	MY√			
	FY√			
Cutting fodder	M√√	In the farm	Manual	9am and 4 pm
	W√			
	MY√			
	FY			
Cleaning milking equipment	M	Kitchen Drying rug	Manually	8.30-9.00 am
	W√√			
	MY√			
	FY			
Spraying	M√√	Shed	Hand Spraying	6.00-8.00 am
	W			
	MY√			
	FY			
Dipping	M√√	Cattle dip		6.00-9.00 am
	W√			
	MY√			
	FY			

Breeding	M√√	At home	AI	When on heat
	W√			
	MY			
	FY			
Milk delivery	M√√	Collection Centre	On foot	7- 8.00 am
	W√			
	MY√			
	FY√			
Cleaning cow shed	M √√	Home	Manually	Morning
	W			
	MY√			
	FY			
Planting Fodder and Pasture	M √√	Farm	Manually	Rainy Season
	W √			
	MY √			
	FY			
Feeding	M √√	Home	Cutting with panga	Mid-morning
	W √			
	MY√			
	FY			
Buying Supplements	M √√	Shopping centre	Cash	As and when required
	W √			
	MY			
	FY			

Gender Group: Male Youth

(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
Milking	M	House	Manually	Morning & evening
	W			
	MY √√			
	FY √			
Cutting fodder / chopping for feeding	M √√	Shamba	Manual	Morning
	W			
	MY √√			
	FY √			
Cleaning cow shed	M	House	Manual	Morning
	W			
	MY √√			
	FY √			
Cleaning milking equipment	M	House	Manual	Morning & evening
	W			
	MY √			
	FY √√			
Spraying	M	Around in the villages	Manual – tools	Once per week
	W			
	MY √√			
	FY			
Breeding	M			

	W	At home	AI	Once a year
	MY √√ (vet officer)			
	FY			
Milk delivery	M	1Km away	On foot	Morning & evening
	W			
	MY √√			
	FY			
Planting fodders	M	Shamba	Manual	Once a year
	W			
	MY √√			
	FY √			
Feeding	M	House	Manually	Morning & afternoon
	W			
	MY √√			
	FY √			
Buying Supplement	M	Karatina		Once a month
	W			
	MY √√			
	FY			
Dipping	M	3Km away	Manually	Once per week
	W			
	MY √√			
	FY			

Access to and Control Over Resources Profile

Gender Group: Women

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

Resources /Assets	Access to				Control over			
	M	W	FY	MY	M	W	FY	MY
Dairy cow	√	√	√	√	√	√		
Shelter	√	√	√	√	√	√		
Water	√	√	√	√	√	√		
Fodder / Pasture	√	√	√	√	√	√		
Finances	√	√			√	√		
Supplements	√	√	√	√	√	√		
Milking container		√				√		
Equipment	√	√	√	√	√			
Labour	√	√	√	√	√	√		

Gender Group Female Youth

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

Resources /Assets	Access to				Control Over			
	M	W	FY	MY	M	W	FY	MY
Dairy cow	√	√	√	√	√√	√		
Shelter	√	√	√	√	√√	√		
Water	√	√	√	√	√√	√		
Fodder and pasture	√	√	√	√	√√	√		
Finance	√√	√	√	√	√	√		
Supplements	√	√	√	√	√	√		
Milking containers	√	√	√	√	√	√√		
Equipment	√	√	√	√	√√			
Labour	√√	√√	√	√	√	√		

Gender Group: Men

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

Resources /Assets	Access to				Control Over			
	M	W	FY	MY	M	W	FY	MY
Land	√√	√			√√	√	√	√
Dairy cow	√√	√		√	√√	√		
Shelter	√√	√		√	√√			
Water	√	√	√	√	√√			
Fodder and pasture	√	√	√	√	√√	√		
Finance	√	√			√√	√		
Supplement	√	√			√√	√		

Milking container	√	√	√	√	√	√		
Equipment	√	√	√	√	√√	√		
Labour	√	√		√	√√	√		

Gender Group: Male Youth

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

Resources /Assets	Access to				Control Over			
	M	W	FY	MY	M	W	MY	F Y
Dairy cow			√	√			√√	
Shelter			√	√			√√	√
Water			√	√			√	√
Fodder / Pasture			√	√			√	√
Finances			√	√			√	√
Supplements			√	√√			√√	√
Milking container			√	√			√	√√
Equipment			√√	√√			√√	√
Labour								

Access to and Control Over Benefits Profile

Gender Group: Women

(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
Milk income / Income	√	√			√	√		
Milk	√	√			√	√		
Manure	√	√			√	√		
Moving bank	√	√			√	√		
Calf	√	√			√	√		
Dowry	√	√			√	√		

Gender Group: Female Youth

(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	B	G
Milk income	√	√					√	√				
Milk	√	√	√	√			√	√				
Manure	√	√	√	√			√√	√				
Moving Bank	√						√√					
Calf	√	√	√	√			√	√				
Dowry	√	√					√	√				

Gender Group: Men

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

Benefits	Access to						Control over					
	M	W	FY	MY	B	G	M	W	FY	MY	B	G
Milk income	√	√					√√	√				
Milk	√	√					√√	√				
Manure	√	√					√√	√				
Moving bank	√	√					√√	√				
Calf	√	√					√√	√				
Dowry	√	√					√√	√				

Gender Group: Male Youth

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

Benefits	Access to						Control over					
	M	W	FY	MY	B	G	M	W	FY	MY	B	G
Milk income / Income			√	√√					√	√√		
Milk			√	√					√	√√		
Manure			√	√					√	√		
Moving bank			√	√√					√	√√		
Calf			√	√√					√	√√		
Dowry				√√								

Marketing Analysis

Gender Group: Women

(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	√ Sold at the farm gate	√		
Does the seller show the earnings to spouse, FY, MY	√	√	√	√

Gender Group: Female Youth

(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	√ Walking distance	√		
Does the seller show the earnings to spouse, FY, MY	√ Yes to spouse			

Gender Group: Men

(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	√√	√		

Gender Group: Male Youth

(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 -KCC				
Distance to market – 1 Km				
Means of transport				
Transport costs				
Does the seller show the earnings to spouse, FY, MY			√	√

ANNEX 5: QUESTIONS TO OPINION LEADERS

1. Officials

- a. How important livestock production is for farmers in this area compared with farming production?
- b. What could be potential for us to incorporate gender aspects into the project activities?
- c. How do men and women participate in the group activities? How active are they? How do men and women interact? How do the community perceive them working together?

2. Key Informants

- a. Division of labour
- b. Women's participation in village/household decision making
- c. Access to and control of big resources (land, finances, animals etc)
- d. Family matters
- e. Community activities

3. Agriculture related

- a. How important is livestock production in this community? Who is more involved in livestock production, men, women, youth men or youth women? How does each group get involved in the production?
- b. Who makes decision on when and where to sell animals and its products?
- c. Have you heard of EAAPP? If so, how do you and your community think about their activities?

4. Farmer Groups

- a. Organization process
 - Why do they form groups?
 - How are the groups formed?
- b. Who participates and who doesn't?
- c. Perceived benefits and constraints of the group/being a member
- d. Support from villages, government and any other
- e. Any other views and issues

ANNEX 6: QUESTIONS TO VULNERABLE GROUP

- a. Why/How did you form your group?
- b. What are the activities of your group?
- c. What are the objectives of this group? Do you think such objectives have met?
- d. What are the benefits of the group? How about shortcomings?
- e. What challenges does your group have?
- f. What are the challenges for you to participate in the group activities?
- g. How do you think the community perceives your group and activities? How do you feel about it?
- h. How do you think your family perceives you to be in this group? How do you feel about it?
- i. What do you think is necessary for your group to achieve the objectives or to get better?

[END]

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

**Technical Cooperation between Ministry of Agriculture, Livestock and
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