

1.3 Applying a youth lens for agricultural development

Quote:

“The way agriculture is packaged for youth is not appealing. Agriculture ‘is not the thing to do, if all else fails, go into farming ... doing agriculture is a sign of failure ... agriculture needs to be demystified ... it needs to be made more appealing and technology-driven, e.g. drip irrigation/ greenhouses, etc.’ ” **HIVOS paper on youth and small-scale farming, 2012**

“Efforts to engage youth involve elevating their voices and ensuring meaningful opportunities to contribute to resolving issues and promoting positive change in their communities and nations...” **USAID Youth in Development report, 2012**

Compared to gender, youth in agriculture is a relatively new topic, but one that receives growing attention. Large organizations like USAID and the World Bank have started to research the situation of rural youth and development agencies, and businesses have started pilot projects to reach out to young farmers. These efforts bring several trends and challenges to the forefront and show examples of viable approaches. Generally accepted is the fact that structural change is happening as coffee producing countries are transforming rapidly from rural to service economies. In spite of this trend, coffee continues to be an important commodity. Nevertheless, the average age of coffee farmers is rising,

and youth is not motivated to get involved in the coffee production nor do they see job opportunities in the coffee chain. How can the potential of rural youth be unlocked?

The challenge for this sector is real, as young people are leaving rural areas looking for attractive lives and work in the cities and abroad. Youth migration is slow and not always immediately visible, but poses a real threat to the supply of coffee in terms of quantity and quality in the coming years.

An important lesson from the studies is that when you modernize coffee production and supply chains in a professional way, production and trade of coffee can deliver good returns and provide motivation to stay in rural areas. The biggest constraint is the lack of access to land and benefits. If these are addressed, youth is an ideal catalyst for change, given their greater propensity and willingness to adopt new ideas, concepts and technology. These are all critical in changing the way coffee farming is practiced and perceived. It is important to seek innovative ways to tempt younger persons to join the coffee value chain.

The pilot projects and studies present an overview of approaches and recommendations giving a good insight into the bottlenecks young people/farmers face in the coffee sector, bottlenecks that are similar for women involved in coffee.

In short, the key questions to be answered are similar to the ones presented in the Harvard Analytical Framework:

1. What are the roles of young men and women?
2. What access do young men and women have to land and other productive resources, such as means of transport (ox-cart, bicycle), human capital (skilled labour information),

financial capital (savings, credit)?
How do they benefit from the coffee revenues?

3. How are young men and women involved in decision-making, on the agriculture production of the family on household expenditures, on value chain governance at the level of producer organisations, on household expenditures?

The USAID work with youth in development has inspired a framework to help planners in designing projects allocating resources equitably. The tool is presented in this toolkit (tool 2.c) and provides information relevant to the analysis of access to and control over resources and benefits by youth in each function of the coffee chain.

1. Role of youth in coffee production

Parents often do not see a future for youth in coffee production, and do not give them a role in it, even if youth are present on the farms. The studies mentioned above and pilots show that few or no youth own coffee trees or are part of contract farming schemes. This is partly because heritage rules and traditions prevent families to hand over the legal responsibility of the farm to youth, which is likely to restrict their ability to work on their own farm or manage their labourers. Partly it is also because the workload combined with the financial returns does not automatically spark young people's interest in coffee production.

The tools in this toolkit can be used as a guide when designing interventions that encourage youth to find a career in coffee, not only in production but also in other parts of the value chain.

2. Access to resources

As with women, youth ownership of resources in coffee production is low at all levels.

When a young farmer has no formal ownership of or responsibility for land and coffee trees, it is difficult to participate in training, or access credit and tools to apply innovative production methods.

This toolkit offers you tools to design appropriate interventions contributing to a more equitable distribution of resources.

3. Decision-making

As male household heads are the members of the producer organisation, they have a say in decisions regarding the coffee chain (e.g. related to marketing) and they can be elected as leaders. Youths are underrepresented in membership and governance of farmers associations and have fewer resources in terms of technology and credit. At family level the income from coffee sales are perceived as the income of the male parent, who decides on the use of it. This may result in youth losing interest in investing in the coffee production or even in seeking innovations.

Promising examples

This book presents several promising examples of approaches applied in different parts of the world by organisations and companies to sensitize and include youth in the coffee sector.



II Value Chain Analysis

Tool 2 a - Making a gender-sensitive value chain map

By Vanderschaeghe, Lindo, Senders and Motz

Why use this tool?

Gender mapping focuses on making women visible in a coffee value chain. Although women are participating in all coffee value chain activities, they tend to be invisible:

- In the production process; as men are owners of the land and assumed to be the coffee producers, women's contributions as partner in the farm and family business stay hidden.
- In smallholder settings the family labour, particularly that of women and youth, stays invisible as generally the men as owners are invited to value chain analysis sessions. The same can be said when upgrading strategies are formulated within their farmer organization.
- Permanent and seasonal labourers and employees, particularly female workers on coffee estates, are also little visible as generally only higher management is invited to participate in a value chain analysis or the formulation of an upgrading strategy.

What do you gain from using it?

- Get a global gender-sensitive picture of the value chain, the actors involved, their linkages and the percentages of men and women in each VC segment.
- Gain insight into where and how women are participating in the coffee value chain: as owner of coffee farms and coffee-related businesses, as unpaid labour in family businesses, or as wage labourers on coffee estates and coffee enterprises.
- Gain insight into the position and contribution of women in the value chain.
- Gain insight into the role position and contribution of women and men at each stage of the value chain.
- Identify constraints and opportunities for women to participate and upgrade their position in the value chain.
- Identify how gender inequality affects upgrading of the coffee value chain.

Who applies this tool and for whom?

This mapping tool can be used in participative workshops with value chain actors (women as well as men). Although the general perception might be that women little participate in certain segments, the key to a good gender analysis is to go to the field with an open mind and make sure to invite both men and women of coffee producing households,

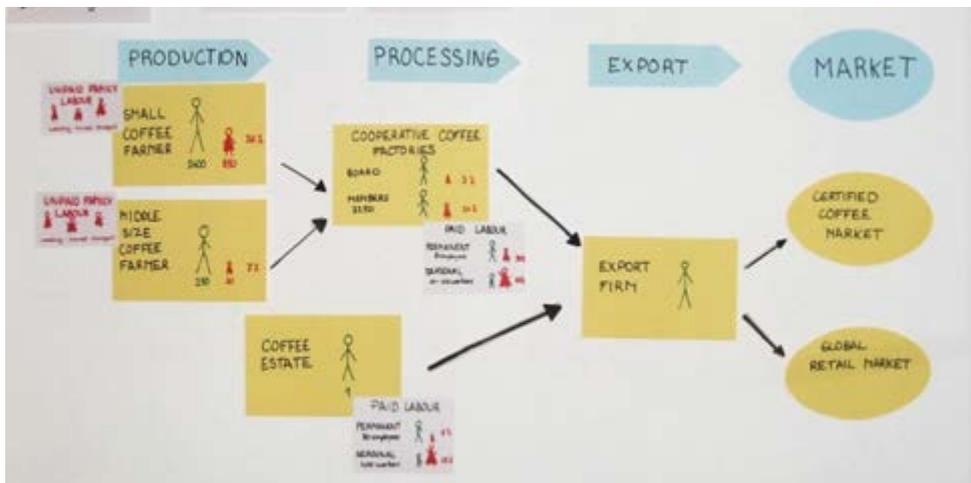
and interview women leaders in order to get an unbiased picture of the value chain.

How does it work?

Step 1: Mapping of value chain actors

1. Define the specific geographic region (country and province) and/or a specific end product (e.g. organic, fair trade coffee) for your value chain mapping.
2. Identify the end market (low or high end consumers; USA/Europe/Japan) and write them on oval cards.
3. Identify the different value chain steps (links) of your coffee value chain and write them down on arrow-shaped cards of one colour: specify input supply, production, processing (wet and dry), collecting, trading, national sales or export. Put the cards in a logical order on a flipchart.
4. List the different actors in the value chain and write them down on cards of a second colour. Try to differentiate actors according to: size, legal status (family business, enterprise, cooperative, and government), technology, etc.
5. Identify the number of male and female owners per identified actor and add that to the cards. Use symbols for men and women or joined ownership. Use various sizes to make the differences more visual.
6. Put the cards in a logical order and place them on the flipchart below the respective value chain links.
7. Draw lines between actors to indicate main product flow.
8. Identify which actors contract hired labour. Make cards of a third colour to write down the numbers of men and women employed. Differentiate where needed between permanent and seasonal labour.
9. Lastly, identify where women provide unpaid family labour, working on the family farm with little or no control of coffee income, and add it to the map.

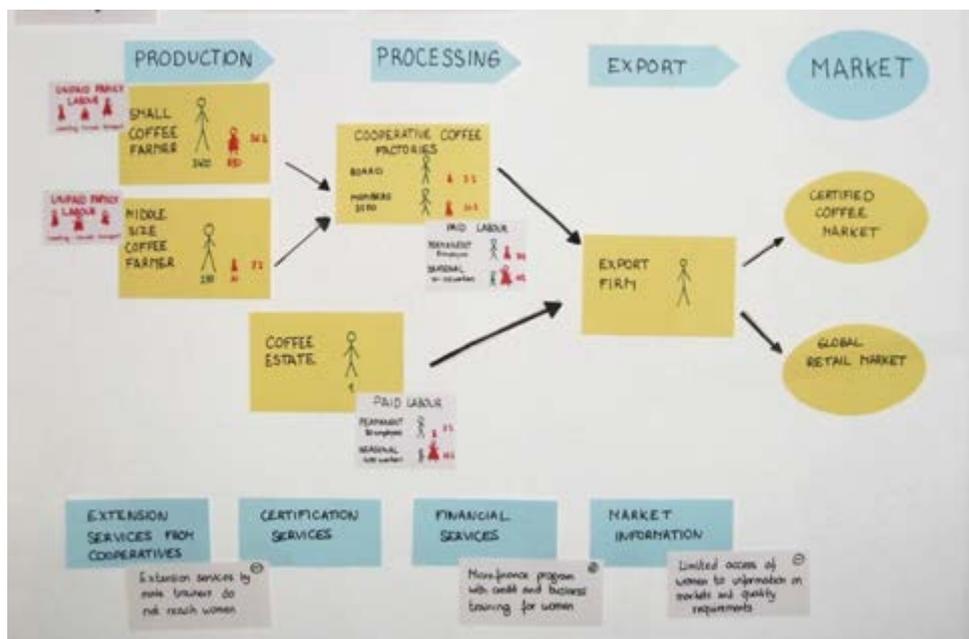
EXAMPLE 1: MAPPING OF VALUE CHAIN ACTORS OF COFFEE VALUE CHAIN KENYA



Step 2: Mapping of support services
 Identify the support services for the value chain actors at the different stages of the value chain. Write them down on cards of another colour. Examples of supporting service providers are extension services, certification services, financial services

(saving, credit and insurance) and business development services such as market information, trade facilitation, business management, brand development and quality assurance. Reflect also services that can alleviate women’s reproductive workload, such as childcare services.

EXAMPLE 2: MAPPING OF SUPPORT SERVICES AND THEIR OPPORTUNITIES AND CONSTRAINTS FOR WOMEN, COFFEE VALUE CHAIN KENYA



Step 3: Opportunities and constraints for women at support service level

The next step is to identify opportunities and constraints women face in accessing and benefiting from services that support their performance and improve value chain coordination and upgrading. Write main opportunities and constraints on cards. Mark opportunities with a + and constraints with a – sign. Guiding questions are:

- What is the percentage of women and men served by these service providers?
- Do women working on coffee farms owned by their spouses receive extension or credit services? Do female workers access job training?
- Are services designed considering specific needs and conditions of women like domestic obligations and

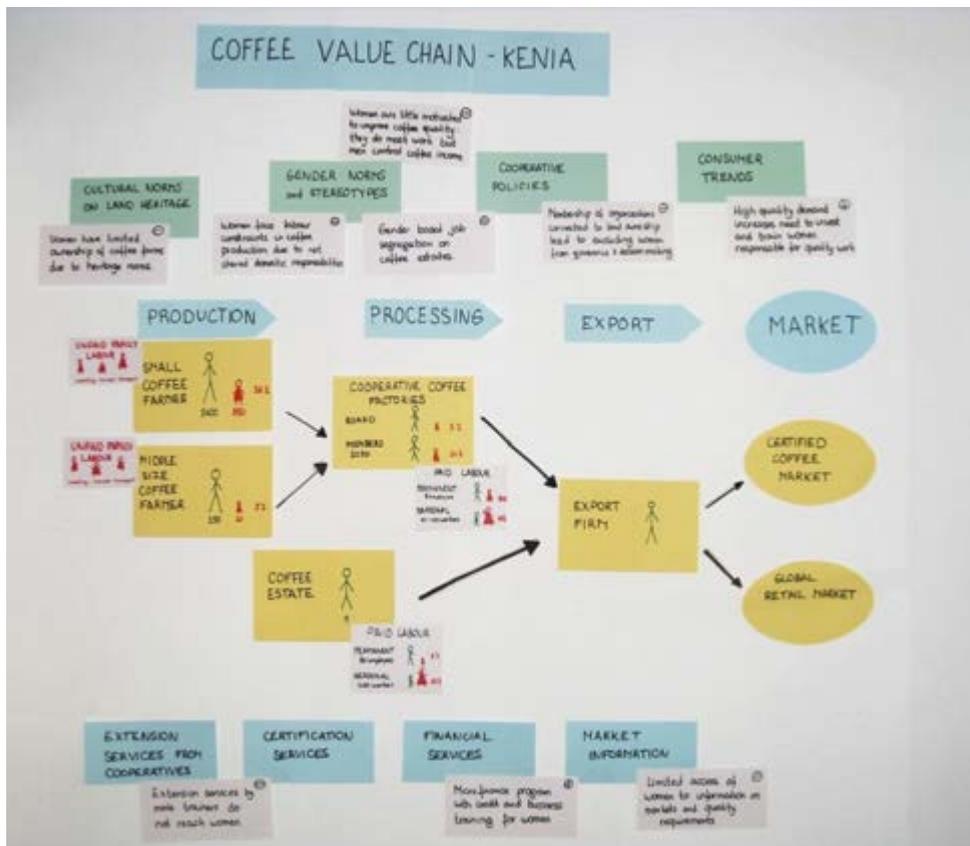
time constraints, limited mobility and market networking, limited property as collateral for loans, etc.?

- What are the main constraints women face in accessing supporting services?
- Which services present opportunities to improve the position of women in a coffee value chain?

Step 4: List factors in the VC environment which (dis)enable women empowerment

Identify important factors that affect the role and position of women in the value chain like land and property rights, infrastructure, public policies, labour policies, gender roles and stereotypes, coffee certification standards and regulations, consumers trends, women's rights movement, etc. Write them down on cards of a different colour.

EXAMPLE 3: MAPPING OF ENVIRONMENT FACTORS PROVIDING OPPORTUNITIES AND CONSTRAINTS FOR WOMEN, COFFEE VALUE CHAIN KENYA



Step 5: Factors providing opportunities or constraints for women empowerment in coffee VC development

The next step is to identify opportunities and constraints for women empowerment in the coffee value chain. Write them on cards and mark them with + and – signs.

Guiding questions are:

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

Credits

Vanderschaeghe, M., Lindo, P., Senders, A. and Motz, M. Based on APF gender & value chain toolkit version 2; APF gender in value chain workshops

Tool 2 b - Access to and control over resources and benefits

By Lindo based on March

Why use this tool?

This tool provides information relevant for the analysis of access to and control over resources and benefits by gender and age. It is based on the Harvard Analytical Framework, and is an important tool for making women and youth visible and for understanding gender dynamics and power relations within coffee households, responding to four basic questions: who does what, who owns, who decides and who benefits? It provides useful information for identifying constraints and opportunities for women and youth empowerment in the household and the coffee chain.

The Harvard Framework was one of the first frames designed by researchers at the Harvard Institute for International Development, to help planners in designing projects allocating resources equitably.

What do you gain from using it?

- Identify the different roles in the division of labour between men and women, boys and girls at household level.
- Analyze gender dynamics in a target group in terms of gender roles, access and control of resources, and decision-making at household and community level.
- Better understand the different perceptions that men and women have about the same resource and its value.
- Discuss strategies for equal access to productive resources within producers' organizations and cooperatives.

Who applies the tool and for whom?

- It can be applied in mixed groups (men and women), preferably with couples (marriage) in rural programmes, and organizations of producers or entrepreneurs.
- It can be applied in men-only or women-only groups for awareness-raising on gender gaps in economic matters.
- This tool can be applied at any level of the coffee chain: seedling producers, coffee farmers, coffee processors, etc.

How does it work?

- Group discussions are facilitated around three themes; the tool provides guiding questions.
- Discussion should start in small groups, where men and women work separately, and continue in plenary.
- Ensure the groups are formed with people who are alike and have similar household dynamics; for instance work in separate groups of small and large coffee farmers.
- It is the role of the facilitator to 'unpack' easy answers (e.g. 'we do/ decide together')
- Matrixes are used to present the outcomes of the discussions.

Step 1: Guiding questions on roles of men and women

- Which daily activities do women and men undertake at specific levels or functions of the chain? For instance for coffee farmers: which activities do men and women undertake from land preparation to harvesting, processing and selling coffee? Which supporting activities: feeding, cleaning, housing, and caring for household members?
- How much time do they invest? Try to reflect the % of work done by men or by women for each specific activity.
- What kind of activities do boys and girls conduct?

Figure 4: Matrix roles and tasks (Source: March, 1996 and Lindo, 2007)

Matrix Roles and tasks (Not only productive tasks but also reproductive tasks like fetching water, firewood etc.)					
Activities	Time (in hours or days)	Men	Women	Boys	Girls
...	..	XXX		X	
...		X	XXXX		
			XX		XX

Figure 5: Distribution of time among men and women in coffee production in Dak Lak Province, Vietnam (Source: EDE Consulting, HIVOS, 2013).

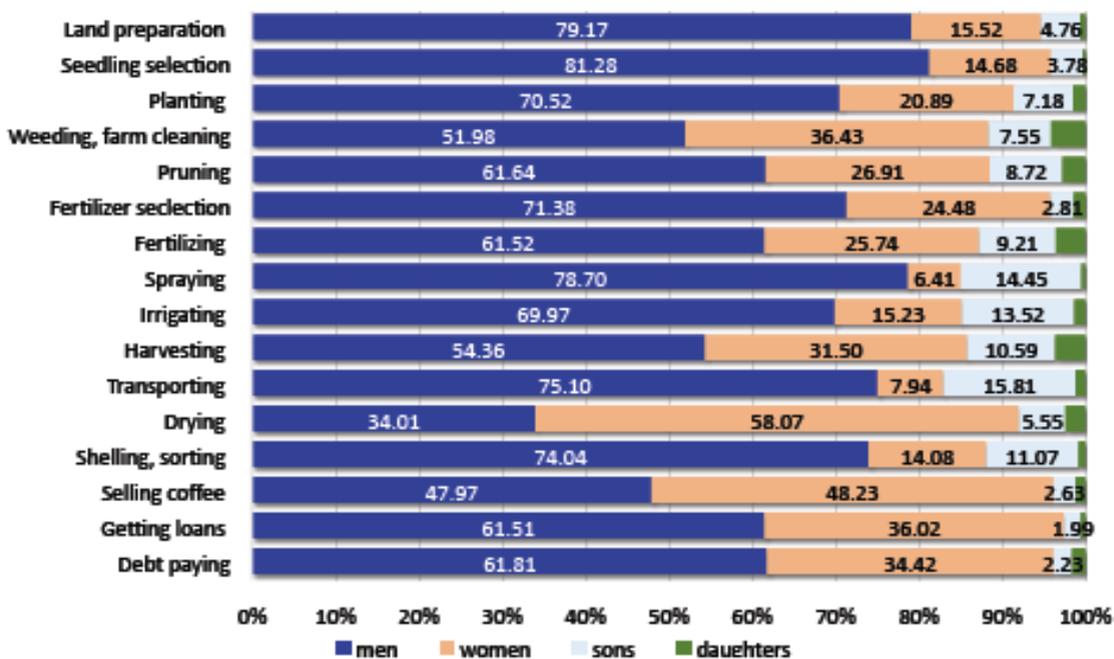
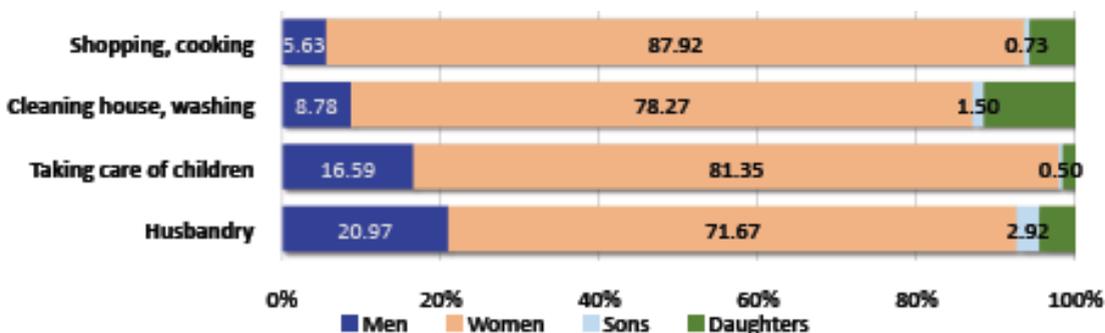


Figure 6: Distribution of time among men and women in household activities in Dak Lak Province, Vietnam (Source: EDE Consulting, HIVOS, 2013).



Step 2: Guiding questions for the debate on access to and control over resources

- What are the resources used to carry out the work identified in the activity profile: land, water, fertilizers, tools and equipment, technology, financial resources?
- Do women possess land, houses or other resources? Are these legalized in their names/ can they sell them?
- Which tools and equipment do men and women possess for cultivating, harvesting, processing, transporting activities?
- Which skills and access to technology do men and women have?
- Do men and women access credit; are there differences in amounts or credit conditions?
- What resources are available to and controlled by women?
- What resources are available to and controlled by young men and women?
- Which new skills and access to technology can young people introduce?

Figure 7: Matrix Access to and control over resources (Source: March, 1996 and Lindo, 2007)

Matrix: Access to and control over resources			
Resources e.g.	Who owns the resource	How is it used	Who decides on its use
Land			
House			
Tools and Equipment			
Technology			
Finance			

Figure 8: Matrix Decision-making (Source: March, 1996 and Lindo, 2007)

Matrix: Decision-making				
Decision Activity	How do men participate	How do women participate	How do sons participate	How do daughters participate
Use of income from coffee				
New investments				
Changes of technology				

Step 3: Guiding questions for reflection on decision-making

- What kinds of decisions are made related to the coffee activity?
 - How is the money generated with the sales of coffee or related services used?
 - How is it invested? In whose name are the new assets purchased?
 - How is income redistributed within the family?
 - What kind of control do women have over income and resources that they generate?
- What kind of control do young people have over income and resources that they generate?
 - How do women participate and negotiate in decision-making within the household related to coffee?
 - How do sons and daughters participate and negotiate in decision-making within the household related to coffee?

Credits

March, Candida, 1996, 'Concepts and Frameworks for Analysis and Planning in Terms of Gender'. Oxfam UK, Gender and Learning Team. Gender and Development Training Centre. Adapted by Patricia Lindo, 2007.

EDE Consulting, (2013). Research Report: Gender Roles in Smallholder Robusta Coffee Production in Dak Lak Province, Vietnam, commissioned by Hivos

Tool 2 c - Youth inclusive value chain analysis

From Making Cents International

Why use this tool?

Youth represent important opportunities for the development of the coffee value chain. They are the future and can introduce new skills, innovation to coffee farms and businesses, and new dynamism to value chain articulation. This tool analyzes where and how young men and women are active in the coffee value chain, and gives insight into the different set of opportunities and the additional constraints young people face to fully participate and earn a living from it.

What do you gain from using it?

- This analysis makes visible where and how young men and women are active in the coffee value chain and what constraints and opportunities they experience.
- If youth is underrepresented in the coffee chain, this analysis provides an overview of opportunities to increase the participation of youth in the coffee value chain.

Who applies this tool and for whom?

This tool is applied by companies and organisations interested in promoting the engagement of youth in the coffee value chain. The tool serves as the basis for systematic data collection based on which initiatives are developed.

How does it work?

Step 1: Making youth visible in the coffee chain

Figure 9: Key information and questions

Key Information to Obtain	Key Related Questions to Answer
Are there youth in this value chain?	<ul style="list-style-type: none"> • Are youth currently active participants in this value chain? • Are youth consumers of the value chain's final product(s)? (Are they stakeholders?)
What are they doing?	<ul style="list-style-type: none"> • In what activities in the value chain are youth participants? (Consider every link in the chain; potential roles include input providers, producers, processors, wholesalers, etc.) • In what activities are youth most prominent? • What is the approximate number of youth involved in each link in the chain?
Are they capturing value from their activities?	<ul style="list-style-type: none"> • Of the total value of the final product, what % is accruing to young people? • How does this compare to the value accruing to other value chain actors?
What opportunities are available to them?	<ul style="list-style-type: none"> • To what extent does this value chain feature missing value chain links that represent opportunities for entrepreneurship? • What are the current gaps between the skills and knowledge that young people have and what is required to take advantage of these opportunities?

	<ul style="list-style-type: none"> • What are young people's attitudes towards risk?
What are potential entry points?	<ul style="list-style-type: none"> • Of the opportunities identified above, which do you have the capacity to take advantage of? • What is the attitude of young people towards being involved in activities in the value chain?
What constraints do they face?	<ul style="list-style-type: none"> • Do young people own (or are they able to access) the primary assets required to engage in value chain activities? (This may include, for example, land, inputs, skills or capital). • What is the attitude of other value chain actors towards young value chain participants? • To what extent does the involvement of young people depend upon consolidating (group formation or merging into existing groups)?

Step 2: Increasing the engagement of youth in the coffee chain

To translate this analysis into interventions that successfully integrate youth, the following considerations are important.

Figure 10: Key considerations and questions

Key Considerations	Key Related Questions to Answer
What is my youth strategy?	<ul style="list-style-type: none"> • What are the primary objectives of the project? Does it aspire to greater youth inclusion; to enabling youth to capture more value from their existing activities; or both? • If the project aspires to greater inclusion, how is that defined? • Have we developed a theory of change?
Have our activities been designed in an inclusive manner?	<ul style="list-style-type: none"> • Have youth been consulted on programme interventions? Have they demonstrated buy-in? • To what extent have youth been integral in the actual design of the interventions (co-creation)? • To what extent have we engaged youth support systems (family, community) in the process of developing programmematic interventions?
Are our programmematic interventions likely to be impactful?	<ul style="list-style-type: none"> • To what extent do proposed interventions focus on binding constraints? • To what extent do we believe that our proposed interventions will be successful in remedying these constraints? • To what extent do we believe that our interventions will "move the needle" on youth inclusion, including perceptions of youth as value actors in the value chain(s) that are the project's targets? • To what extent do we believe that our interventions will be scalable or replicable?

Credits

Taken from the Inclusive Value Chain Analysis and Development: A Concise Handbook, produced Making Cents International under USAID contract no. EDH-I-00-05-00007-00 titled Kenya Horticulture Competitiveness project (KHCP). The project is implemented by Fintrac Inc.

Tool 2 d - Making visible who contributes how to the quality of coffee

By Vanderschaeghe and Lindo

Why use this tool?

Even though women perform much of the work in the production and processing of coffee worldwide, they are often not considered as coffee producers, and do not benefit equally from their work in the coffee value chain. Although women are mostly responsible for harvest, post-harvest and processing activities, essential to the quality and price of the coffee grain, their opinions and visions at farm level and producers' organizations are seldom consulted, they lack equal access to services to improve coffee production, and they lack incentives to participate as equal partners in the value chain.

This tool is a great tool for coffee households. It helps to visualize women's contribution to coffee production and quality, and reflects on the unequal distribution of benefits in the coffee value chain as a first step to position women as important and equal economic actors in farm, business and value chain development.

What do you gain from using it?

- Make men's and women's contribution to the quality of coffee in the value chain visible.
- Create awareness regarding the important role women play in household economics and value chain-upgrading; strengthening the negotiating power of women in their families and productive organizations.
- Create awareness of the unequal distribution of benefits between men and women participating in the coffee value chain.

- Create awareness of the importance of shared benefits and decision-making between men and women to improve performance of coffee farming and value chain upgrading.

Who applies the tool and for whom?

This is a participatory tool to be used in workshops with a group of producers or processors, inviting both men and women. As this tool looks into the household dynamics, it is important that both husbands and wives are invited to attend the workshop.

How does it work?

Step 1: Preparation: visualization of value chain and market(s)

Before looking into women's and men's contribution to the quality of coffee, it is important that participants have clear market vision and can define product quality in terms of market requirements. A value chain mapping tool, which helps visualize and define different markets and their demands, and a differential of prices according to quality of coffee, can precede this tool (see tool 2 a Making a gender-sensitive value chain map).

Step 2: Group work on contribution of men and women to the quality of the product

Men and women work in separate groups to answer the questions below. Each group answers the same questions handed out on a flipchart:

- How do women contribute to the quality of coffee?
- How do men contribute to the quality of coffee?
- What benefits do women receive for their work to produce quality coffee?
- What benefits do men receive for their work to produce quality coffee?

Figure 11: Questions contributions men and women. See for example The coffee value chain Nicaragua figure 12 below

How do women contribute to the quality of coffee?	How do men contribute to the quality of coffee?
How do women benefit from their work to produce quality coffee?	How men benefit from their work to produce quality coffee?

Step 3: Group work on distribution of benefits

After answering these first four questions, a next flipchart is given with the following question:

- Do men and women receive equal benefits?
- If not: What proposals do you have to ensure more equal benefits, and improve women's benefits of coffee production?

Step 4: Plenary session to discuss the outcomes of the group work

Share the data in the plenary session and discuss differences and similarities in the perceptions men and women have about their respective contributions and benefits of participating in the chain, as well as how this affects value chain upgrading.

Questions for facilitation of plenary session:

- What do the women think about the men's opinions? What do the men think about the women's opinions?
- Why do the women say that their benefits aren't the same? Why do the men say that their benefits are the same, if for instance their wives aren't cooperative members and do not receive extension services?

Step 5: Discussing the consequences of the situation

In plenary or in groups of men and women, participants respond to the final questions:

- Does the fact that women receive less benefit than men for their work, affect quantity or quality of coffee? How?
- What proposals do you have to ensure more equal benefits between men and women?

Recommendations for the process

- Facilitation should be focused on promoting the dialogue between men and women. Make the opinions and proposals of both groups visible and especially give voice and value to the women's contributions.
- Ask the right questions to make people reflect on the status quo; on the invisible value of women's work, on the unequal distribution of income and benefits in the household.
- Reveal the contribution of women to quality and value adding.
 - Women's reproductive and productive roles are often overlooked, but are key factors to product quality and value adding: fetching water, cleaning living and production areas, managing

personal and business hygiene;
harvesting and post-harvesting;
quality control of production
processes.

- Also the budget management skills of women are important to business upgrading.
- Help people reflect on the complementary nature of men's and women's roles in a family business. Without women cooking, looking after kids and taking care of family property, men wouldn't have time or energy to dedicate to their productive roles.
- Question the unequal benefits women and men receive for their contribution to the family economy. Normally, participants will mention family benefits as nutrition,

education and health as 'benefits of women'. It is important that the facilitator puts the question precisely: 'What are the benefits to a person, woman or man?', 'How do men or women expand their assets (human, productive, financial, social, political) as a result of their participation in the value chain?'

- Connect issues on the chain's upgrading and growth with gender gaps and gender constraints.

EXAMPLE: THE COFFEE VALUE CHAIN IN THE NORTH OF NICARAGUA

Example of tool based on workshops with members of a Coffee Cooperative, mostly men, and their wives. Focusing on the contribution of men and women to the quality of coffee, the tool revealed that women carry out key activities linked to quality like careful harvesting, picking only the ripe fruits, ensuring clean water and hygiene of pulping, washing and drying infrastructure. Also women were more conscientious about the importance of good timing of the fermentation and drying process, which has a great influence on coffee quality. Reflecting on the benefits, men and women realized that the benefits considered to be the women's are mostly family benefits without a direct impact on women's assets, while men receive more benefits from coffee production, increasing their personal assets, both human (skills and self-esteem) as well as productive, financial and political.

As a result of the exercise, women proposed that cooperatives should ensure training for couples and not only for the cooperative members. The sensibilization on gender relations within the coffee household strengthens women's self-awareness regarding their contribution to the quality of coffee and family economy, the inequality in benefits received and their right to receive more benefits. This self-awareness gives them greater negotiating capacity within their families in relation to income from the coffee and other related benefits.

Figure 12: Example Coffee value Chain Nicaragua

How do women contribute to coffee quality?	How do men contribute to coffee quality?
<ul style="list-style-type: none"> • Selection of seed. • Maintenance of seedling nursery. • Transfer of plants and planting of coffee plants in farm. • Picking only the ripe coffee beans. • Washing with clean water and cleaning of processing infrastructure. • Pulping, fermentation, washing and drying of coffee. • Selection of coffee grains, removing damaged seeds. • Monitoring the fermentation and drying process, ensuring fermentation time is adequate. • Food preparation for coffee workers and taking food to the farm workers. 	<ul style="list-style-type: none"> • Preparation of soil for nursery. • Preparing of land and digging holes for coffee planting. • Regulation of shade. • Preparation of organic compost. • Weeding. • Disease control. • Pruning of coffee trees. • Harvesting. • Pulping and washing of coffee.
How do women benefit from their contribution to coffee quality?	How do men benefit from their contribution to coffee quality?
<ul style="list-style-type: none"> • We receive support for nutrition of family, for health and schooling of kids. • We receive support to buy clothes and improve family living. • We receive same benefits as men if we are owner of a coffee farm and member of coffee cooperative. 	<ul style="list-style-type: none"> • We receive income from coffee sales. • Improvements to the coffee farm. • It allows us to acquire more assets such as land and animals. • We gain more knowledge and self-esteem. • Men decide on use of coffee prime in coffee cooperative.

Credits

Vanderschaeghe, Mieke and Lindo, Patricia (2009), in systematization of the process of validation of tools for addressing gender in productive organizations. Sustainable Economic Development Programme HIVOS – CEDECO.

Tool 2 e - Activity mapping and the identification of gender-based constraints and design of possible actions to address these

By Terrillon, McEwan and Mayanja from CIP

Why use this tool?

When developing an intervention for value chain upgrading, you are dealing with a variety of actors, e.g. farmers, organizations and enterprises. It is important to be aware that these actors are typically composed of men and women. Men and women play different roles and have different responsibilities in the activities involved in a production process. They face different constraints in accessing and controlling the resources needed to carry out their activities. These constraints have an impact on the value chain, because they can affect volumes and quality of the produce. By gaining insight into these different constraints, this tool helps to think of actions to address each of these constraints (disaggregated by gender) and to contribute to a successful value chain upgrading intervention.

What do you gain from using it?

- Insight in the division of work (activities for men, women, youth) within different nodes of a value chain
- Insight in constraints faced by different gender groups in undertaking their activities in different nodes of the value chain
- Support to define actions to address these constraints

Who applies this tool and for whom?

This tool is for companies that work with outgrowers or farmer cooperatives that aim to address gender-based constraints in order to improve the efficiency and quality

of the coffee production process. Either external consultants/facilitators can be hired, or experienced staff from the CSR/sustainability department itself can work with the coffee producers. It is a tool to provide a participatory workshop with coffee producers. For this workshop all members of the coffee-producing households should be invited. Depending on the time, the workshop can be carried out with the entire group, or a first start can be made with separate groups in order to ensure broad participation. In that case, make separate groups of men, women and youth, and schedule room for discussion and validation with all groups at the end of the workshop.



Coffee-producing farmers in Uganda, Gumutindo (Source: The Joint Marketing Initiative, August 2012).

How does it work?

Step 0: Preparation

- This tool elaborates on tool 2 a: 'Making a gender-sensitive value chain map', which collects sex-disaggregated data along a specific value chain. The tool provides a holistic perspective on the different nodes and linkages in the value chain.
- The tool needs at least 3 hours to fill in; longer if you work with your target populations in separate focus groups.
- For group work it can be useful to draw the tables on a flipchart.
- In order to save time, the facilitators can fill in the sections pertaining to

actors, chain nodes and activities prior to using the tool in focus groups.

Step 1: Identify the actors in the different nodes of the value chain

Use figure 13: 'Identification of gender-based constraints per actor and activity in the value chain'.

Adapt the first column to your context by listing each actor (e.g. small-scale producer, processor, and vendor) of each node of your value chain.

Step 2: Activity mapping and degree of responsibility of activities

List and analyze activities carried out by the different actors identified in step 1 and mark who is responsible; include the degree of responsibility per gender (male, female and youth). Use X: somewhat active; XX: active and XXX: very active.

Step 3: Identify constraints per activity

For every gender group, identify constraints faced per activity that limit access to and control of resources to carry out the activity and thereby affect quality and productivity of the coffee production.

Step 4: Analyze the constraints

Fill in figure 14: 'Identification of potential actions to address gender-based constraints'.

Copy the identified constraints from figure 13 and put them in column 1. Specify to which target group (male, female, youth) the constraint applies.

Analyze the consequences of the constraints on the efficiency of the value chain; so on the quality and quantity of coffee production and the proceeds of production (column 2) and the causes of the constraints (column 3). Add as many rows as needed.

Step 5: Formulate actions to address the constraints

Identify potential actions pertaining to the factors causing the gender-based

constraints; fill in the last column of figure 14. These can be, for example, technical trainings that target the household as a whole by mapping responsibilities, and having a planning that does not interfere with women's other tasks (for an elaborate example, see example incl fig 15).



Analysing gender-based constraints in value chains, during TOT of Women Economic Associations project of the World Bank, Northern Uganda (Source: Lentink, 2013)

Suggestions for constraints at different levels

When identifying the constraints, keep in mind the following challenges/ inequalities faced by women (and youth) at different levels:

At household level:

- What is the sexual distribution of tasks and workload?
- What type of technology do women use to carry out their activities, and are these adapted?
- Who has access to/ control over resources such as land input, equipment, technologies etc.?
- Who has access to services? Which services?
- Who decides what to grow, how much and where?
- Who decides how much to market and where?
- What limitations hamper the quality and competitiveness of businesses owned by women?

- Who decides on use of benefits/ incomes earned?

At organizational/ group level/ access to services:

- How do women participate in different associations/groups? Do they face any constraints in participating? Why? What are the consequences of not participating?
- Which services do men and women get within the chain and how? Do women have access to training, meetings, markets, market information? If not, why?

At chain level/ overall environment:

- How much value added is produced in each part of the chain?
- Who creates it: men or women? Who earns more?
- Who decides on prices?
- What factors in the political, cultural or commercial environment contribute negatively to female participation?
- What opportunities do women have to upgrade their position in the chain?

Credits

Jacqueline Terrillon (freelance consultant), Margaret McEwan (research leader of CIP) and Sarah Mayanja (regional research assistant of CIP) developed this tool during a workshop provided in the gender in value chains coaching's track of Agri-ProFocus in Uganda (2012). Anna Lentink from Enclude further developed the tool.

Jacqueline Terrillon (2013), Gender Sensitive M&E Performance Measurement Report on Training. February 7 and 8, 2013. Kampala. Presented to Hanns R. Neumann Stiftung, DRAFT 1. February 12, 2013



Coffee picking in Jinotega Nicaragua

Figure 13: Identification of gender-based constraints per actor and activity in the value chain (Source: Terrillon, 2013)

Actors by Value chain Nodes	Description of activities under each node of the Market Chain	Responsibilities/ roles and level of implication by gender			Which constraints are faced that limit access to and control of resources for the activity carried out, by gender		
		M	F	Y	Male	Female	Youth
Input Supply							
Production							
Processing							

Figure 14: Identification of potential actions to address gender-based constraints (Source: Terrillon, 2013)

Gender-based constraint(s)	Consequence	Cause/Factor leading to Gender-based constraint	Actions to address Gender-based constraints
Input Supply			
Production			
Processing			

EXAMPLE: ROLES OF WOMEN, MEN AND YOUTH IN THE COFFEE CHAIN IN UGANDA FOR THE HANNS R. NEUMANN STIFTUNG

The Hanns R. Neumann Stiftung (HRNS) is a private foundation which supports environmental programmes and runs grassroots projects with smallholder coffee farmers all over the world. HRNS' field officers in Uganda (Mityana, Masaka, Luwero and Kasese) were trained on how to mainstream gender in their activities to upgrade coffee value chains. They first mapped the value chain and then used the tables of this tool to define gender-based constraints, analyze causes and factors for the constraints, and subsequently formulate actions to address the different constraints.

During the discussion of the activity mapping in plenary it was concluded that men perform tasks that require physical strength (preparing land, planting) or technical know-how (pruning, pest/disease control), whereas women perform more tedious and time-consuming tasks (weeding, sorting, etc.). In addition, it was acknowledged that women are responsible for household chores and have to tend their vegetable gardens for household consumption, on top of their economic activities.

One of the causes for poor coffee quality was that there was competition amongst household members to harvest and sell the coffee; coffee was not picked at the right time. As a consequence proceeds were less and mistrust and violence in the household increased. An action to address this constraint is to organise household sensitization trainings on activity mapping and the advantages of shared household responsibility and decision-making for the welfare of family. If women and men decide together on coffee proceeds they have an incentive to produce better coffee (as for quality and quantity) together.

Figure 15: Identification of gender-based constraints per actor and activity in the coffee value chain
(Source: Terrillon, 2013)

Actors by Value chain Nodes	Description of activities under each node of the Market Chain	Responsibilities/roles and level of implication by gender			Which constraints are faced that limit access to and control of resources for the activity carried out, by gender		
		M	F	Y	Male	Female	Youth
Input Supply							
n.a. workshop							
Production							
Farmers	Land preparation	XXX				No control over land	
	Planting	XX				No decision-making power, because land not owned by women	
	Weeding	X	XXX	XX	Limited time to carry out Lack of access to technical-time saving-solutions Cultural norms about type of work	Limited time to carry out Lack of access to technical-time saving-solutions	Limited time to carry out Lack of access to technical-time saving-solutions
	Pruning	XXX				Lack of technical knowledge	
	Harvesting	X	XX	X		No access to coffee harvest proceeds; harvesting not correctly done (too early, among other things)	
	Soil and water conservation	XXX	X		Lack of technical	Lack of technical knowledge	