

INTEGRATING GENDER AND INCLUDING WOMEN IN VALUE CHAIN DEVELOPMENT

TRAINING FACILITATION GUIDE

INTRODUCTION

Public and private sector leaders, international donors, and human rights advocates agree on the importance of promoting women's economic empowerment. During recent years growing evidence shows that empowering women not only advances human rights but is also smart economics. But how, specifically, can this empowerment be accomplished? This training presents concrete recommendations and tools that development professionals can use to facilitate the effective integration of women into growing market systems and to support women in achieving empowerment. The training is expected to take about 1.5 to 2 days to deliver.

OBJECTIVES

- To learn how to apply a gender lens to designing and managing value chain projects using a facilitation approach
- To understand the importance of ensuring the inclusion of women in market systems throughout the project cycle

INTENDED AUDIENCE

The ideal audiences for this training are program designers or implementers who have some familiarity with value chain and market systems development. Some basic training or familiarity with gender and development is also ideal, but not required.

HOW TO USE THIS TRAINING GUIDE

This training facilitation guide is accompanied by a PowerPoint slide deck, sample training agenda, eight handouts, and a training evaluation form for participants to fill out after completing the training. This facilitation guide includes comprehensive, step-by-step guidance for each of the sessions. There are also detailed notes in the PowerPoint slide deck that complement the explanations and discussion points that are in this guide. In addition, facilitators can reference the links to additional references that are included at the end of each session. Facilitators are welcome to substitute the case studies and examples included in this guide with case studies and examples that are more relevant to the country or project context in which they are working.

Please note that introductory exercises and icebreakers are not included in this guide. It is expected that facilitators will include these important activities at the start of and during the training, using their own experience and preferred activities as appropriate.

SESSION I: REVIEW OF VALUE CHAINS AND MARKET SYSTEMS

OBJECTIVES

- To review value chain and market systems principles

METHODOLOGY

- Presentation and discussion in small groups and with the full group of participants

KEY MESSAGES

- Value chains are part of market systems
- Market systems are dynamic and interconnected with other systems
- Households and communities are part of market systems

TIMING

- Approximately 45 minutes

MATERIALS

- PowerPoint presentation

ACTIVITIES AND PRESENTATION

PRESENTATION

- Present the slides, using the USAID Framework for Inclusive Market Systems as guidance for explaining the concepts. This should take about 15 minutes

ACTIVITY: SMALL GROUP DISCUSSION

- After presenting the three objectives of market system development (competitiveness, inclusiveness, and resilience), divide participants into small groups of 3–6 people.
- Ask them to assign one person to be a note-taker and one person who will report back to the main group.
- Invite them to think about how gender issues, equality, and women’s empowerment relate to each of the three objectives. *Give them about 5-10 minutes to discuss.*
- Then invite one group to take two minutes to share with the plenary their discussion about competitiveness. When they are finished, ask if another group has anything to add. Then invite another group to take two minutes to share with the plenary their discussion about inclusiveness. When they are finished, ask if others have anything else to add. Finally, invite another group to take two minutes to share with the plenary their discussion about resilience. Then, invite others to add. *This should take about 15 minutes.*
- Possible responses could include:
 - Competitiveness: In order to be competitive, we need to utilize the full potential of all members of society. Currently women are not able to work, lead, and contribute at their full potential because of inequities in the market system.

- Inclusiveness: Women are often excluded at many levels of market systems. Or, they are included in terms of participation, but not in terms of benefit. Women’s empowerment is one way to increase the inclusivity of market systems.
- Resilient: Women are often the primary caretakers of other vulnerable groups in household and community systems—especially children and the elderly. Therefore their individual resilience is important for resilience of the household and community. Prompt participants to think beyond women’s empowerment and also about how men’s roles in household activities could contribute to—or undermine—the resilience of households and communities.

FACILITATION TIPS

- Draw on the experience and expertise of participants to review and explain value chain and market systems concepts. For example, when reviewing the value chain framework, invite a participant to explain it using an example from their experience.
- Similarly, use the small group discussion activity to draw out experiences from participants in integrating gender into value chain and market systems projects.
- In the small group activity, encourage them to think beyond inclusion of women, but also gender norms about masculinity and men’s involvement, especially within the household—reminding them that the household is a system too.
- If participants struggle with making the link between gender and the three objectives of market systems, that’s okay. That indicates to the trainer they have less experience with gender issues. Tell them that you will return to these concepts later in the training.

POTENTIAL QUESTIONS FROM PARTICIPANTS

- Question: Does the inclusion of women in market systems effectively address gender inequality?
Answer: As we continue through the following sessions we will discuss several examples that demonstrate that when women have greater economic opportunity, are able to earn, and make decisions about how that income is used, their status in the household, market place, and community changes and they are able to choose to make additional changes in their lives.
- Question: How do men benefit from more inclusive market systems?
Answer: Just as women can be limited by society’s gender norms, men can be as well. Many men, at the household level, recognize that when women have more opportunity to participate in market systems, the household can benefit from more income. When men see women contributing to the household economically they frequently choose to support them. This support can take a range of forms. Sometimes a man joins the woman’s enterprise, providing transportation, bookkeeping, or other service that she needs to expand her activities. Other men support women by helping with family care, cooking, caring for children, etc. Men who are buyers and sellers and providers of services throughout the market system also benefit from the inclusion of women. When women are included, market actors, both men and women, have access to the deepest pool of talent from which to select employees, can draw on the broadest network of suppliers, can develop the broadest distribution channels, and can effectively reach all customers.

SESSION 2: OVERVIEW OF GENDER CONCEPTS AND WHY THEY ARE IMPORTANT

OBJECTIVES

- To develop a shared understanding of gender equality and why it is important to inclusive economic development.

METHODOLOGY

- Short videos, small group activity, presentation, and discussion

KEY MESSAGES

- It is easy to miss what you are not looking for
- Women and other marginalized groups are often invisible in formal value chains in low income countries
- It is important to ask ourselves, when we do value chain analysis or market systems analysis are we consciously looking for women?
- This is an important first step in conducting gender analysis
- ‘Gender’ is socially constructed, learned, and changes over time, which differs from biological definition of ‘sex’
- Socially defined gender norms mean that different communities / cultures / ethnic groups attribute different values and degrees of power to women and men, resulting in inequality of access, control, and decision-making power between women and men
- Gender equality is a fundamental human right and correlates directly to national productivity, economic growth, and poverty reduction

TIMING

- Approximately 1.5 hour

MATERIALS

- PowerPoint presentation
- Internet and speakers to stream and play videos on YouTube. Note: if internet connection is slow, pre-load the video prior to starting the session, to avoid technical disruptions.
- Flip charts, flip chart markers, and tape or easels to display the flip charts

ACTIVITIES

VIDEOS

- Introduce this session by explaining to participants that we are going to give them a test. Ask them to watch **Video 1** and make note of their score.
- After Video 1, ask participants how many people saw the Moonwalking Bear the first time? Although this is a cycling awareness video, how might this apply to our work on market systems development?

KEY MESSAGES

- It is easy to miss what you are not looking for
- Women and other marginalized groups are often invisible
- When we do value chain analysis or market systems analysis are we consciously looking for women?

- Do we know what women are doing? What roles do they play in the market? What other roles do they play at home? Where do they do their work? What challenges do they face? How could they be supported?
- This is an important first step in conducting gender analysis

Take a few minutes to watch **Video 2** and then ask the group to throw out answers to the following:

- What does “Like a Girl” mean to you? What does “Like a Boy” mean to you?
- Are these stereotypes or assumptions true?
- How has this label “Like a Girl” disadvantaged girls in North America?
- How do the young girls in the video differ from the older women and men?
- Where did these assumptions come from?

Key message is that gender stereotypes are socially constructed and culturally-specific and can vary over time. Referring back to first video, it is important to know what you are looking for.

Spend approximately 15–30 minutes discussing the videos, depending on how active the discussion is.

ACTIVITY 1: HOW HAS GENDER INFLUENCED YOU?

- Divide participants into groups of anywhere between 2 and 6, depending on main group size. Ask the group to share with each other: When did you first realize that you were a female/girl or male/boy?
- After each participant has had a chance to describe their experience, bring the full group together to discuss (a) what each group learned, (b) how this experience is different for women and men.

Give the groups 15 minutes to discuss.

- Then ask for show of hands: How many women had clear memory of this first awareness? How many men? What are some reasons why men might have less clear memory of this first awareness?

Note: In most groups, women have clear memories of when they first realized they were girls, while men typically do not. Women and other groups that are often excluded are made aware of their status in ways that groups favored as the majority are not.

ACTIVITY 2: SMALL GROUP WORK

- Reflecting back on the video: Ask participants to think for two minutes and remember an incident when they were told by their parents, teachers, coaches, or a relative to ‘act like a boy’ or ‘to act like a girl.’ Ask each of them to remember one such instance of their life and to write it down. Please note that they will write it only for their reference and not to submit anywhere.
- Now ask the participants to share and discuss the incidents in their small groups. Give them 10–15 minutes. Ask them to write on their flip chart the following details about the instances:

(Please note that the content in the first column should be in the form of a message. Below is an example, but do not share this example with participants. Rows one to three and six are given for probable messages that girls might have received and rows four and five give probable messages that boys might have received.)

What was the message?	Who was the messenger?	Would the message be different, if messenger were of a different sex?	What happened when they did not obey the message?
Don't be bossy (to a girl)	father	no	scolded
Act like a lady (to a girl)	grandmother	no	mocked
Boys don't like girls who play sports (to a girl)	aunt	no	yelled at
Don't cry like a girl (to a boy)	uncle	no	mocked
Be strong – behave like a man (to a boy)	mother	no	ridiculed
Wear your headscarf (to a girl)	grandmother	no	beaten

- Now ask each group to present their conclusions on the flip chart before the plenary.
- Spend some time discussing the activity and what participants learned from it.
- Consider asking the following questions during plenary:
 - Is there a difference between men and women regarding who reinforces gender messages?
 - What happens when social / cultural expectations shape behavior?
 - Pick a message from the flipchart and reverse it, e.g., what if instead of “Be strong – behave like a man,” you had heard, “Be strong – behave like a woman.” What would women take away from this? What would this say to men?
 - Can we see how socially constructed assumptions about women, men, boys, and girls influence behavior, choice, and power relations?
- Spend approximately 30–45 minutes on this activity, depending on how large your group is.

SUMMARY SLIDE:

- Summarize the differences between gender and sex.
- Boys and girls are socialized from a very young age to adopt certain attitudes about what it means to be a boy and what it means to be a girl. These social definitions of males and females is what we refer to by gender. This influences our behaviors.
- Ask the group: Why is this process of socialization important when we think about how women and men behave and participate differently in market systems?
- Spend five minutes on this wrap-up activity.

FACILITATION TIPS

- For the small group activity, depending on your context, you may want to have separate groups of men and women, or mixed groups. In contexts where gender issues are more sensitive, single sex groups usually are a better space for open discussion. In contexts where people are more open to discuss gender issues, mixed groups might be better.

POTENTIAL QUESTIONS FROM PARTICIPANTS

- Q: What does this have to do with value chains and market systems?
A: Market systems are made up of individuals (women and men, boys and girls), each of who comes with certain socially constructed roles and responsibilities. Often the way in which women and men to engage in market systems is shaped by expectations around gender norms and corresponding gender relations (how women and men interact). We will explore this in the next session.

DISCUSSION / DEBRIEF QUESTIONS

- Discussion questions are above.

ADAPTATIONS / VARIATIONS

- If you are short on time, you could cut the small group activity. However, the personal nature of the activity helps participants to understand the depth and influence of gender norms. Remember to still draw out the debrief concepts from the videos, even if you don't do the small group activity.

SESSION 3: GENDER AND WOMEN'S ECONOMIC EMPOWERMENT IN VALUE CHAINS AND MARKET SYSTEMS

OBJECTIVES

- To understand why gender is important to economic development, value chains, and market systems
- To explore ways to meaningfully engage women in value chain development
- To understand the definition of women's economic empowerment
- To be introduced to a framework for addressing gender issues in market systems as a way to make them more inclusive and enabling of women's empowerment

KEY MESSAGES

- Gender is important to development because gender equality is a human right and an economic necessity.
- Meaningfully including women in value chains means more than just access to resources, incomes, and opportunities; they also need to have increased agency—voice, decision making, and influence—in order to capitalize on resources and opportunities.

TIMING

- 2 hours total:
 - Approximately 15 minutes for opening presentation and 15 minutes for discussion
 - Approximately one hour for group work
 - 30 minutes for case study presentation

METHODOLOGY

- Presentation and case study review in small groups

MATERIALS

- PowerPoint slides
- Case study handout

ACTIVITIES / PRESENTATION

PRESENTATION (approximately 15 minutes)

Open this session by posing this question to participants: Why is gender an important consideration for development?

- Look for responses about the importance of drawing on the resources of the full population (as opposed to excluding 50 percent of the population) and/or the issue of fairness—women and men are equally valuable and therefore should have equitable opportunities, then move into the next few slides.

Then proceed with the PowerPoint slides:

- For the slide, *Gender Equality is a Human Right*, have someone in the group read the quote from Nelson Mandela. Discuss how there is general consensus that gender equality is a human right and a social justice issue. In terms of inclusive development, the human rights focus is a strong motivation to ensure that we structure our development programming so that it involves and accords benefits to everyone in a community: men, women, young men and young women, the elderly, the infirm, disabled, ethnic and religious minorities, etc.
- Review the slide, *Gender Equality is Smart Economics*. Below are additional statistics that you can reference:

- One measure of women’s economic engagement: workforce participation. Globally, 860 million women are not in the workforce—more than the entire population of Europe.
- A major contributor to this discrepancy in work force participation is access to education. Currently, in low-income countries, for every 100 boys who attend school, only 84 girls accompany them.
- It is known that women and girls reinvest in their families. On average, 90% of women’s income goes back toward children’s food, education, and health care, compared to 30-40% for men (World Bank).
- It’s not just participation in the workforce where economies miss out on the contribution of women. Melanie Vermeer said: “Female entrepreneurship is a key accelerator to grow GDP. Yet women confront significant barriers in creating small and medium size enterprises. They often lack training, mentors and networks, markets, credit and technology.”
- Yet, despite this evidence for why gender equality is important to development, including economic development, we know that significant gender inequality gaps exist. Look at some of these examples on the PowerPoint slide of gender gaps from the agriculture sector.
- Prompt a discussion. Ask: Given what we have just heard in the previous slides, why is it important for us as development practitioners to try and close these gender gaps?

CASE STUDY: SMALL GROUP WORK (approximately 1 hour)

Explain to participants that we will now explore ways development projects can meaningfully engage women in markets by looking at a case study.

1. Divide participants into small groups of about 3–6 people. Distribute ***Handout A: Case Study on Women in Markets***. Ask them to assign a new person to be the note taker and a new person to be the reporter.
2. Groups will read the case study and discuss the question, taking note of the responses. This should take about 30 minutes in total.
3. Then invite one group to share their responses with the group. After they are finished, invite other groups to add anything new or different. The discussion will take another 30 minutes.

PRESENTATION

Use the PowerPoint slides to explain MEDA’s experience with this case study.

- For the slide, *MEDA: Strengthening Sales Agents*, discuss their approach. See facilitator notes on slide to explain MEDA’s approach.
- For the slide, *Results: More Than Increased Income*, explain how targeted interventions to reach women can be taken to scale and how MEDA measured impact, not only in terms of increased incomes for women but also in terms of women’s empowerment, i.e., how economic participation of women changed gender roles in the household. See facilitator notes on slides.
- For the slide, *Defining Women’s Economic Empowerment*, introduce the concepts of power and agency. See facilitator notes on slides. You can refer back to previous slide to show how power and agency increase with economic advancement.

- Before proceeding with the next slide, ask participants if they have any questions or comments about the MEDA case study? Open it up for discussion. Allow for about 15 minutes of discussion if participants are willing and interested.

Then, continue with the PowerPoint slides to discuss the gender equity and equality.

- Explain how equal treatment does not always result in equality. See facilitator notes on the slides.
- Explain how so-called “gender neutrality” can result in exclusion. Think about video this morning. How easy is it to miss something that we are not looking for? Gender neutral language when referring to people obfuscates their lived experiences and realities. See facilitator notes. It’s critical that we remember that our goal is equitable opportunities and equality of outcomes for women and men.
- Open it up for discussion by asking: Can you give another example from your experience where gender neutrality resulted in inequitable opportunity or an unequal outcome?
- Gender Equality Results: Explain how first result statement is gender neutral; second is better in that it disaggregates farmers by sex; third is a good gender equality result statement where gender specific interventions, targeted to women’s specific needs/constraints, will be required to ensure equality of outcome.
- Discuss: Can you see the difference when we explicitly add the phrase, women and men? How will this shape the project interventions and activities? What kind of analysis would we need to conduct / data would we need to collect to monitor and measure this result?

DISCUSSION / DEBRIEF QUESTIONS

- As we continue during the next sessions to think about market systems, we will incorporate these concepts into our understanding of market systems development and how gender can shape our perspective on constraints and solutions within market systems.

ADAPTATIONS / VARIATIONS

- Feel free to create and use a different case study that is more relevant to your audience’s geographic, cultural, or sectoral context.

FACILITATION TIPS

When preparing, look for some relevant data from the country and sector, if available, to show the link between gender equality and economic development. Good source documents would be:

[UN Gender Inequality Index / Human Development report](#)
[Global Gender Gap Report / World Economic Forum](#)
[Women, Business and the Law 2014 / World Bank, IFC](#)

SESSION 4: INCORPORATING GENDER INTO MARKET ANALYSIS TO DEVELOP INCLUSIVE SOLUTIONS

OBJECTIVES

- To demonstrate the importance of integrating gender analysis into planning for market systems projects to achieve equal outcomes for both women and men
- To show that identifying gender specific constraints and opportunities are an important first step in developing inclusive solutions

KEY MESSAGES

- Understanding the roles women and men play in a market system and barriers that keep each group from moving freely into new positions is key to finding ways to help a market system become more competitive, inclusive, and resilient.
- Women typically face unique barriers to full participation in economic systems as well as in the community and within the household. A full analysis of a market system includes understanding these specific gender-based constraints, particularly those related to access and control of resources and participation in decision making.
- Market analysis includes developing an accurate picture of how both productive and reproductive work (work within the home and farm, including feeding and caring for family members) is distributed between men and women. Women's burden of unpaid labor is often a major barrier to their ability to participate fully in the productive sphere.
- The views and experiences of men are included in engendered market analysis so that the project can draw on and strengthen men's incentives for greater gender equality.

TIMING

- Approximately 2.5 hours

METHODOLOGY

- PowerPoint presentation, case study, small group and full group discussion

MATERIALS

- PowerPoint slides;
- Session 4 Handout – MEDA Ghana Case Study – Part I
- Session 4 Handout – MEDA Ghana Case Study – Part II
- Session 4 Handout – Ghana Soybean VC Constraints Tree
- Session 4 Handout – Testing Your Gender Lens
- flip charts and markers

STRUCTURE

- This session is organized into three sections:
 1. Designing the analysis using Handout: MEDA Ghana Case Study – Part 1 and the first eight slides of the PowerPoint presentation.
 2. Analyzing the results using Handout: MEDA Ghana Case Study – Part 2 and the ninth and tenth slides of the PowerPoint presentation.
 3. Designing solutions, using Handout: MEDA Ghana Case Study – Part 2 and Handout: Ghana Soybean VC Constraints Tree and the remaining slides of the PowerPoint presentation.

INTRODUCTION

Open the session with the objective and summary of key messages. This does not mean reading the full text of the key messages but introduction of these major points at the outset can then be reinforced later through the activities and discussions.

SECTION 1 ACTIVITY AND PRESENTATION

SECTION 1 – DESIGNING THE ANALYSIS (45 MINUTES)

CASE STUDY: SMALL GROUP WORK ON GENDER ANALYSIS (30 MINUTES)

- Divide the group into small groups of 3–6 and distribute *Session 4 Handout: MEDA Ghana Case Study – Part I*, which describes a Department of Foreign Affairs, Trade and Development (DFATD) Canada-funded project implemented by MEDA. Ask them to assign a new person to be the note taker and a new person to be the reporter. Then invite them to read the case study and discuss the question, taking note of the responses. Give them about 10–15 minutes to do this.
- Then invite one group to share their responses with the plenary. After they are finished, invite other groups to add anything new or different. Spend about 10–15 minutes discussing the case study.

PRESENTATION: DESIGNING THE ANALYSIS (15 MINUTES)

- Integrate the main points raised during the case study discussion into the presentation of the next four slides that review market systems and present a framework for analysis. These slides review the nature of market systems, reinforce the importance of understanding community and household systems, and narrow the focus to a specific value chain. In this context, use the seventh slide to guide the group in thinking through the goal of gender analysis and the unique insights this process can bring to analysis of a market system. Draw on the notes section of each slide for additional information when presenting the slides.
- Before moving on to the *Multi-Focused Analytical Process* slide, summarize with the group the kinds of information to be gathered at the macro level (full market system), meso level—value chain analysis, and micro level—relations, as well as power dynamics and roles of women and men in the community and household.
- The *Multi-focus Analytical Process* slide summarizes MEDA’s process, which integrated gender into analysis of the soybean value chain.

SECTION 2 ACTIVITY AND PRESENTATION

SECTION 2 - ANALYZING THE RESULTS (30 MINUTES)

PRESENTATION: ANALYZING THE RESULTS

Before presenting the slides, distribute *Session 4 Handout: MEDA Ghana Case Study – Part II*, which provides a summary of findings by the MEDA Analysis Team. Give participants a few minutes to read the handout, then present the PowerPoint slides.

- Review the slide with the Soybean Value Chain Map to present what it looked like for MEDA to overlay the gender analysis onto the value chain map developed by the MEDA team. Ask the group to identify market channels that represent the most promising opportunities for women farmers. Note that there are a range of end market opportunities for women farmers. One of the most

immediately accessible is through women traders to rural or urban, low value markets. However, the research team recommended that the project focus on helping women strengthen links to medium and large scale processors through which their soybeans reach higher value end markets where there is significant unmet demand. Point out to the group that this map supports the identification of key constraints that keep the income of women farmers low and struggling to feed their families.

- Discuss the slides, *Testing Your Gender Lens*. These two slides present a checklist of questions that test whether an analysis process has fully considered gender roles and relations. Ask the group which of the checklist points raise questions.
- Do not move to the next slide. Briefly discuss the importance of including the views, attitudes, and experiences of men on gender. In many cultures, men are the gatekeepers to women. Involving men in the initial analysis helps the project design team more fully understand the situation of both gender groups and the power dynamic between them. This analysis identifies what incentives men have to support change in gender relations. Understanding potential incentives for change and giving men an early chance to contribute to the analysis establishes a positive foundation for men’s support of the project interventions for change.

SECTION 3

SECTION 3: DESIGNING SOLUTIONS (1 HOUR AND 30 MINUTES)

ACTIVITY AND PRESENTATION

CASE STUDY (PART 2): SMALL GROUP WORK ON CONSTRAINTS ANALYSIS AND IDENTIFICATION OF SUSTAINABLE SOLUTIONS (1 HOUR AND 15 MINUTES)

Explain to participants that next they will explore how to design sustainable solutions using the information from the analysis. Pass out *Session 4 Handout – Ghana Soybean VC Constraints Tree Handout*

1. Ask the groups to use the Constraints Tree and the Case Study – Part 2 handouts to identify **three** primary constraints barring women from full participation in the value chain and keeping incomes low. Give them about 10–15 minutes to do this. Then invite one group to share their responses with the plenary. After they are finished, invite other groups to add anything new or different.
2. When key constraints have been identified, ask the small groups to identify a solution to each constraint. Prompt them by asking this key question: ***What will be different in the soybean value chain, in terms of relationships, services, product delivery, when this constraint to women farmers’ participation is removed?***
For example, if “men’s control over selling farm harvest” is a constraint, the solution requires a change in the way women and men participate in decisions regarding sales of farm products. Note that solution statements are not a plan of action for stimulating change but a statement of the way the value chain will be different when this constraint is removed. Solution statements are typically the reverse of constraint statements. So a solution statement to the example above would be: “women participate in decisions about sales of farm products.” Give groups 5–10 minutes to

formulate solution statements. Invite each group to report a solution statement for one key constraint, which will take another 5 minutes or so.

3. Have participants remain in their small groups, as you introduce the *Sustainable Solutions Table* on the PowerPoint slide. Review each column of the table and the question to be addressed in each.
4. Assign one of the solutions previously identified to each group. Have each group recreate the table on a flip chart large enough that it can later be shared with the full group. The group then fills in the columns of the table answering each question for their assigned solution.
5. Meanwhile, distribute *Handout – Testing Your Gender Lens* as the groups work so that they can check that they are including these considerations in their solution development. Give them about 15–20 minutes to do this.
6. Ask each group to present their solution table to the full group. Test entries, particularly in the ‘payment mechanism’ and ‘incentive’ columns, to be sure that participants understand how the solution will be sustained beyond the project’s interventions. Challenge any entries that rely on the project team to deliver a service and ask the group to identify an actor in the market system who will provide this service for the long term. Allow 15–20 minutes for presentation and discussion.

PRESENTATION AND DISCUSSION (15 MINUTES)

Next, go through the remaining slides.

- The slide, *Sustainable Solutions Table – MEDA*, is the solution table developed by the MEDA team for one of the key constraints they identified prior to beginning the DFATD Canada-funded GROW Project.
- The slide, *GROW Project Model*, reviews the project model MEDA developed to assist women farmers to increase incomes and improve food security.
- The slide, *GROW Project Model – Lead Farmers* goes into further detail on the emphasis on lead farmers that MEDA used. With funding from DFATD Canada, MEDA is building the capacity of these selected women farmers to provide the first link between their group of women farmers and other market system actors.

After you finish presenting the slides, ask the following questions and open it up for discussion:

- How was the GROW project design shaped by the gender and market systems analysis?
- How can this approach be applied to a project that seeks greater market system inclusion for both men and women?

Finally, introduce the *Women’s Empowerment in Inclusive Market Systems Framework*. Refer to the Pakistan and Ghana examples to explain the components of the circular graphic.

1. Empowerment is about both access and agency. Think back to the case study in Pakistan. As we showed, access to resources and income was only half of the empowerment equation. The other half was agency: the ability to act on decisions and influence the broader system.
2. Closing gender gaps in access to resources and enabling marginalized women to be able to exercise their agency calls for interventions that catalyze both (1) structural

transformation of existing institutions that exclude women and (2) bottom-up change that is led by and for women's inclusion and empowerment. We can see this in the GROW example, where we sought to change existing institutions—out grower models, extension services—to be more inclusive of women, which is the structural transformation. We also worked on promoting change led by women from the bottom up by focusing on the lead farmers.

3. Finally, in order to do this, we must also understand and address the underlying rules—both formal and informal—that influence, enable, or undermine structural transformation and bottom-up change.

DEBRIEF QUESTIONS

- Additional questions for discussion if time allows:
 - Reflecting on the goals of fostering market systems that are more competitive, inclusive, and resilient; do you think the project design adopted by MEDA will effectively move toward these goals?
 - What are potential challenges in integrating gender into market systems analysis? How can these challenges be overcome?

FACILITATION TIPS

- Ensure that group work is inclusive so that each member has a chance to participate and be heard. This can be encouraged by asking that new note takers and reporters are selected for each group activity. The facilitator also models this inclusivity by encouraging comments from all participants during the plenary discussions.
- Ensure that participants continue to include gender considerations in their small group work by referring back to the *Testing Your Gender Lens* checklist during the final group assignment.

RESOURCE LIST:

- USAID Gender Equality Framework:
http://pdf.usaid.gov/pdf_docs/PNADL861.pdf
- USAID Gender Equality and Female Empowerment Policy:
<http://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy.pdf>
- Field Report: Behavior Change Perspectives on Gender and Value Chain Development:
http://www.usaid.gov/sites/default/files/documents/1862/gender_and_value_chain.pdf
- USAID Guide to Integrating Gender into Agricultural Value Chains:
http://www.fsnnetwork.org/sites/default/files/gender_agriculture_value_chain_guide.pdf

SESSION 5: APPLYING A FACILITATION APPROACH WITH A GENDER LENS

OBJECTIVES

- To demonstrate how to facilitate changes in the market system, ensuring that women are included as market actors and that they have opportunity to move into a range of market roles
- To show how integration of women into market systems can empower women to become agents of change both in their households and communities

METHODOLOGY

Presentation, group activity, and small group discussions about case studies

KEY MESSAGES

Key messages about facilitation and women's economic empowerment:

- Systems are closely linked and change in one can stimulate change in others. Therefore, when women have greater access to new information, productive resources, and opportunities to increase their participation in market systems, they can become agents for additional changes in their households and communities.

Key messages about facilitation principles in general:

- The task of the change facilitator is to identify leverage points that will stimulate change within the market system. This involves understanding what will create incentives for market actors to adopt and sustain change.
- Facilitators stimulate changes in the way market actors relate, specifically seeking to foster greater inclusion and higher levels of trust between players so each recognizes the benefit in working together.
- Facilitators remain outside the market system, stimulating market actors to perform functions they have not been performing before or to carry out functions in ways that are more inclusive of women and other marginalized groups.
- Facilitators catalyze change that has impact well beyond the specific reach of a project intervention. When market actors demonstrate the benefit of new relationships, new models, or new technologies, others begin to imitate.
- Facilitators carefully select the appropriate level of intervention, choosing the lightest touch possible and the heaviest touch needed.

TIMING

Approximately 2 hours and 30 minutes

MATERIALS

- PowerPoint slides
- Session 5 Handout – Group Activity Description
- Session 5 Handout – Group Activity Role Cards, printed on both sides with pins or in name tag holders
- Session 5 Handout – Money in her Hands
- flip charts and markers

INTRODUCTION

Introduce the session objectives. The two parts of the session focus on two different roles in stimulating change. The first part focuses on the role of the donor-funded project as an

outside force for facilitating systemic change. The second part looks at how women, when integrated into market systems, can act as agents of continuing change in their households and communities. See notes on Session Goals slide (5 min).

SECTION 1 PRESENTATION AND ACTIVITY

SECTION 1: DEVELOPMENT PROFESSIONALS AS GENDER-AWARE FACILITATORS OF CHANGE (1 HOUR AND 15 MINUTES)

PRESENTATION (APPROXIMATELY 15 MINUTES)

- The first four slides review the basic elements of facilitation. Present the objectives of facilitation and characteristics of facilitators. Provide an opportunity for the group to discuss how this approach is different from traditional project implementation.
- The slide, *Principles of Facilitation*, provides an opportunity for the group to think about the discipline of remaining outside the market system and the value of doing so.
- The slide, *What Tactics Might Facilitators Use*, provides examples of tactics facilitators use to stimulate change. Before reviewing the examples provided, ask the group members to provide their own examples.
- The slide, *Growth: How to Ensure Women Benefit*, turns attention specifically to ensuring that women are benefiting from the changes being facilitated in the market system. Ask participants to brainstorm what types of questions they can ask themselves as facilitators to determine whether their interventions are stimulating increased and ongoing opportunity for women (see PPT notes for examples of relevant questions).

GROUP ACTIVITY: INFLUENCING CHANGE (APPROXIMATELY 1 HOUR)

This activity provides an opportunity for participants to use the ideas that have been discussed in Sessions 1–5. During this role play individuals in each role can think about how they can influence the market system around them to change to become more competitive and more inclusive for their personal benefit and for the benefit of others.

1. Distribute *Session 5 Handout: Group Activity* sheets to all participants. Review the objective of the role play as well as the process and instructions for each group. Distribute role cards and name tags to all participants and provide time (approximately 5 minutes) for the small groups to read their role, the activity instruction sheet, and to discuss their assignment.
2. Explain to all participants that the Observers will have one opportunity to join the action by switching places with one actor. They do so by presenting their ‘Cut-in’ card to the actor whose place they want to take. That actor then becomes an Observer. This allows all participants an opportunity to play an actor role.
3. Note that the Observer role is an important way to capture what happens during the role play to enrich the group reflection. Have the Observers keep notes and select a representative to report to the full group.

4. Bring the group together with actors in a central circle wearing their name tags so that everyone can easily identify other roles. Actors should be standing so that they can move easily to connect with other actors. Arrange the Observer group around the circle of actors. Encourage each actor group to pursue the objective on their role card.

Allow up to 30 minutes for the actors to interact.

Bring the full group together and ask the Observer group to report on what they noted during the interaction. Guide the group discussion, ensuring that key messages (see PPT notes) are clearly addressed. Depending on the interest of the group, discussion may take 20 minutes.

SECTION 2 PRESENTATION AND ACTIVITY

SECTION 2: WOMEN AS AGENTS OF CHANGE (1 HOUR)

PRESENTATION: (15 MINUTES)

- The first slide reviews the graphic from session 3, produced by the International Center for Research on Women, which shows the dynamic changes that can happen as women participate more fully in economic development. Use this graphic to discuss how women's economic advancement corresponds to evidence of change in terms of personal power and agency.
- Then transition to discussing how economic empowerment of women can help to empower and support women to become agents of change themselves.
- The next three slides present the MEDA Afghanistan project case study. Read the project background from the slide notes to give participants the background on the project. Then present the quantitative and qualitative results.
- When you get to the slide, *Impact*, split the group into teams to read and discuss the case studies in the handout *Money in her Hands*.

CASE STUDY: (30 MINUTES)

- Distribute the handout *Money in Her Hands* and give the participants time to read.
- Instruct participants to discuss the following questions in small work groups (these questions are also listed on the handout):
 1. Share examples from your personal or work experience where you have seen economic empowerment result in social or political gains for women. In your opinion, what was the key factor that led to this transformative change?
 2. From these readings and our previous sessions, list three tips that you would give a colleague that is designing a value chain project or market systems development program to ensure that women participate, benefit, and have equal opportunity to share, learn, and grow.

Note: As you facilitate this session make sure that people are reflecting on their learning and knowledge from personal and or other project work experiences. The discussion of tips for designing a value chain project or market systems development program to ensure that women participate, benefit, and have equal opportunity to share, learn, and grow could take longer.

DISCUSSION / DEBRIEF QUESTIONS

- What skills and experience are needed in project teams that take on a facilitative role?
Answer: Project teams need strong analytical skills and the ability to work with groups at all points of the market system. The team needs to deeply understand the value of remaining outside the system and fostering ownership by market players of the changes that will lead to a more inclusive system.
- What can a facilitative team expect in terms of lead time before changes are seen in the market system?
Answer: Encouraging and influencing others to make changes takes more time and effort than getting directly involved and creating alternative market transactions. So teams should anticipate a significant lead time before changes are visible. However, when market actors assume ownership and initiate change themselves, these changes are more likely to be sustained over time. When early adopters demonstrate benefits, other actors move quickly and change can spread rapidly.
- What partnerships are useful as a facilitative team stimulates change in market system relationships?
Answer: The specific partnerships will depend on the context and the needs of the specific system and market players. However, it may be useful to partner with an entity working for legal and regulatory change that will make it easier for women to participate in market systems. Other partnerships may include working closely with organizations addressing adult literacy and organizations advocating for investment in public infrastructure such as expansion of water and electricity delivery to lessen the work load that falls most heavily on women.
- What are key factors that tend to lead to transformative change for women?
Answer: Women's economic empowerment programming needs to start with social mobilization, including soliciting the support of men, husbands, and community leaders. Other key factors to build into programming include: building women's self-esteem and confidence in decision making; celebrating women role models; and empowering women with information.
- What is important to consider in designing a value chain project or market systems development program to ensure that women participate, benefit, and have equal opportunity to share, learn, and grow?
Answer: Gender analysis is critical to ensure that the project design accounts for the unique barriers faced by women and men. Recognize that specific measures may need to be put in place to reach and include women. Challenge yourself to change your perspective. What happens when you think about women as actors and potential agents of change, wherever they exist, vs. "beneficiaries" in market systems programs? Understand that stimulating change in non-market factors that affect women (education, health, gender-based violence) can impact on women's ability to participate fully and meaningfully in market systems. Finally, understand that inclusion of women can make market systems more resilient.

FACILITATION TIPS

RESOURCE LIST:

- USAID Facilitation Brief, 2012, https://www.microlinks.org/sites/microlinks/files/resource/files/Facilitation_Brief.pdf
- USAID Facilitating Systemic Change in Value Chains; Lessons Learned for Strengthening Country Systems, 2012, http://usaidlearninglab.org/sites/default/files/resource/files/Nov2012_Inclusive_VCD_Dunn.pdf
- Making the Strongest Links, ILO, http://ilo.org/empent/Publications/WCMS_106538/lang--en/index.htm
- Challenging Chains to Change, KIT, AgroPro Focus, and IIRR, 2012, http://www.agri-profocus.nl/wp-content/uploads/2012/09/131017-chachacha_Eng_web_2.pdf
- Market Facilitation; Practitioner Support Tools, <http://www.seepnetwork.org/facilitation-tools-pages-20710.php>
- USAID, Women’s Economic Empowerment: Pushing the Frontiers of Inclusive Market Development (LEO Brief), forthcoming.

INTERACTIVE REVIEW OF SESSIONS 1– 5: INTEGRATING GENDER AND INCLUDING WOMEN IN VALUE CHAIN DEVELOPMENT

OBJECTIVES

Engage participants in a fun ‘Pop Quiz’ to test their learning and recall of the main points from each of the five training sessions.

METHODOLOGY

- PowerPoint presentation

KEY MESSAGES

- Self-explanatory

TIMING

- Approximately 15–30 minutes

MATERIALS

- PowerPoint slides

ACTIVITIES/ PRESENTATION

Break into small groups and have each group compete to be the first to answer each question posed. Avoid having a few individuals dominate the process by calling on different members of each small group to give responses. Depending on the enthusiasm of the group, this may take up to 30 minutes.

Disclaimer: This curriculum was prepared by MEDA (Mennonite Economic Development Associates) and ACDI/VOCA with funding from USAID Leveraging Economic Opportunities (LEO) project. For more information on LEO contact leo@acdivoca.org. The views expressed by the authors of this curriculum do not necessarily reflect the views of the United States Agency for International Development or the United States Government.