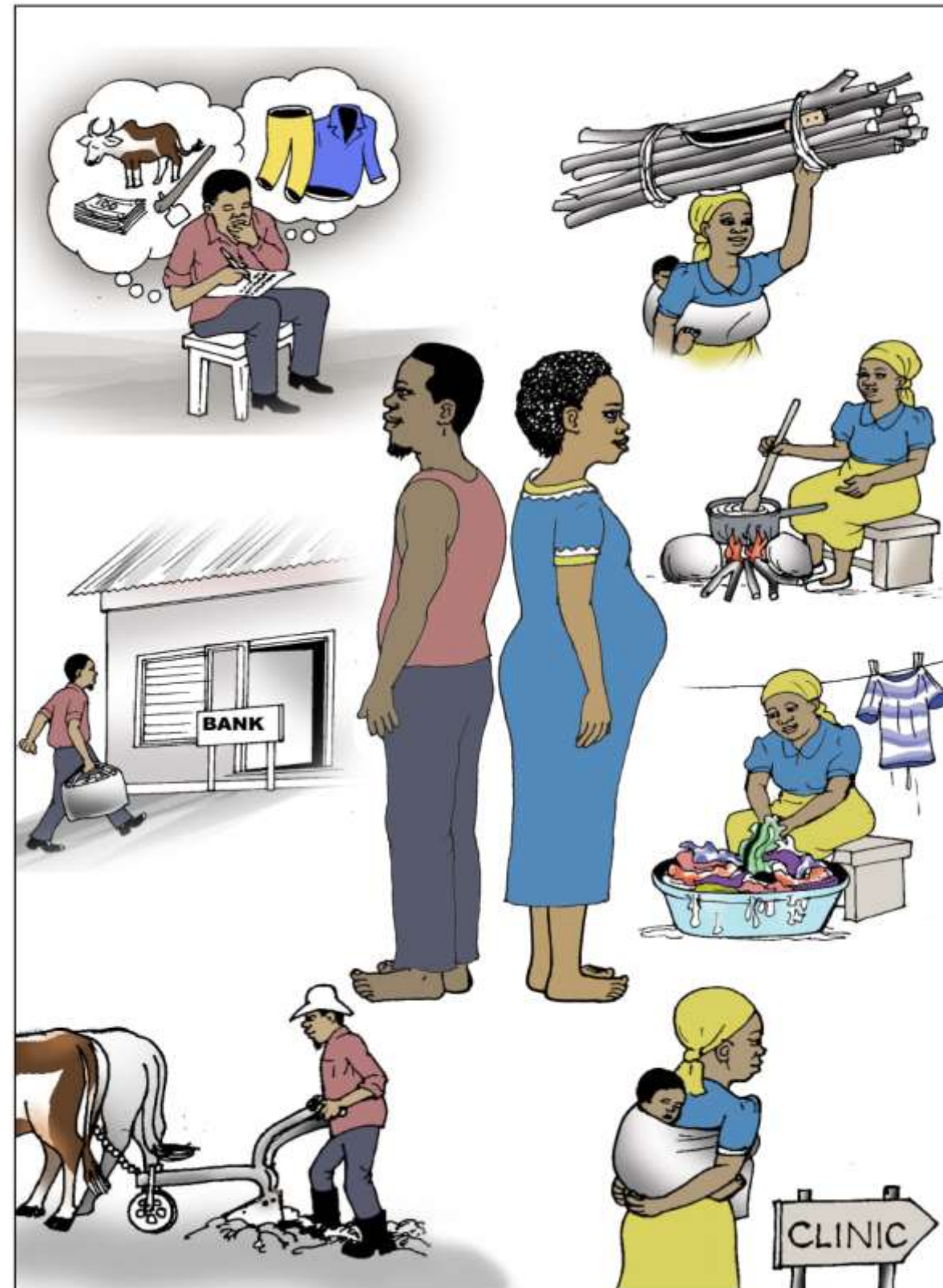


Competitive African Cotton Initiative (COMPACI)

Good Practices of Gender in Agriculture



Eastern and Southern Africa Edition

Foreword

The Competitive African Cotton Initiative (COMPACI) was created in 2009 and aims at enabling 680,000 small-scale farmers in twelve countries of Sub-Sahara Africa (SSA) to sustainably increase the productivity of their cotton and food crops production by the end of 2016, thereby raising their income by 45%.

The initiative has an outreach to almost 30% of all cotton farmers in SSA. Since cotton sales contribute up to 50% of the smallholders' cash income, it allows them to improve their living conditions.

The Bill and Melinda Gates Foundation and the German Federal Ministry for Economic Cooperation and Development (BMZ) are providing funds for the realization of COMPACI, which the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the Deutsche Investitions- und Entwicklungsgesellschaft (DEG) were commissioned to implement.

Local implementation partners are private cotton companies active in Africa which contribute a significant share of more than 50% to the financing of the initiative. Since January 2013, the initiative entered its second phase and receives additional funding from the Aid by Trade Foundation (AbTF) and the Gatsby Foundation.



Cotton made in Africa (CmiA), an initiative founded in 2005 by the Aid by Trade Foundation (AbTF), aims at improving the social, ecological and economic living conditions of a large number of African cotton farmers and their family members. Cotton produced according to the CmiA-Standard family is traded at world market prices.

In order to produce textiles with the CmiA-label, textile companies of the demand alliance pay a license fee. The revenues are re-invested by the AbTF and used to finance, among others, agricultural trainings of farmers, community projects within the project region as well as the verification of adherence to the CmiA-Standard criteria.

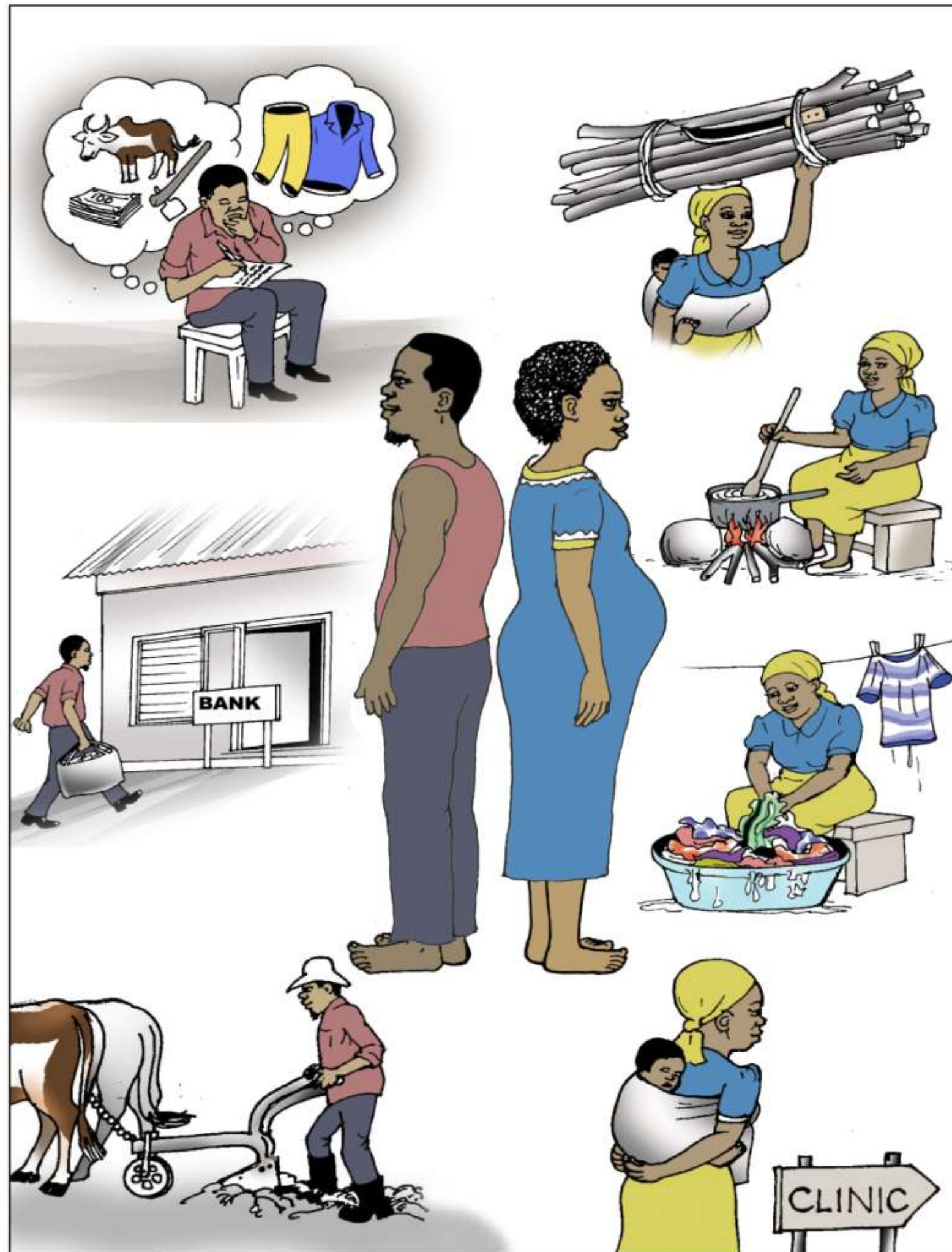
How to use this picture block?

The facilitator should spend some time preparing and reading through the material before conducting the training in order to be sensitized towards the topic of “gender in agriculture” and the material he/she will present.

The picture block is an instructive tool, which can be used during a training session by displaying the included set of images. Its structure, with image on the front and text on the back, allows the facilitator to pass key messages on the subject in an interactive, participatory way. The facilitator stimulates reflection and discussions amongst participants. The interaction is based on the real concerns of the participants and takes the form of a continuous dialogue of questions (Q:) and answers (A:) between the facilitator and the participants. Additionally, key messages (M:) and additional background comments (C:) are listed in the overleaf. During a session, the images on the front side will be shown (one after the other) to the audience and the participants should interpret and discuss the activities shown in the image, with the aim to make the participants understand the importance of the addressed topic.

The trainer should be the only one seeing the back of the picture block with the proposed questions and answers. The facilitator should leave time for the audience to look at a picture and think about the message. The more quiet participants should be actively involved by him/her. Questions and answers serve as a guide for the trainer and should **not** be read continuously during the session with the participants. If the answers of the participants do not instantly bring the key message across, further leading questions should be asked by the trainer to help the participants discover the key message. These questions should start with: Who/What/When/Where/Why/How to gather relevant information. After discussing a specific image and going through the questions, the facilitator should ask one of the participants to summarize it again to make sure that the message of the picture is understood. Then the next image can be shown and discussed in the same way.

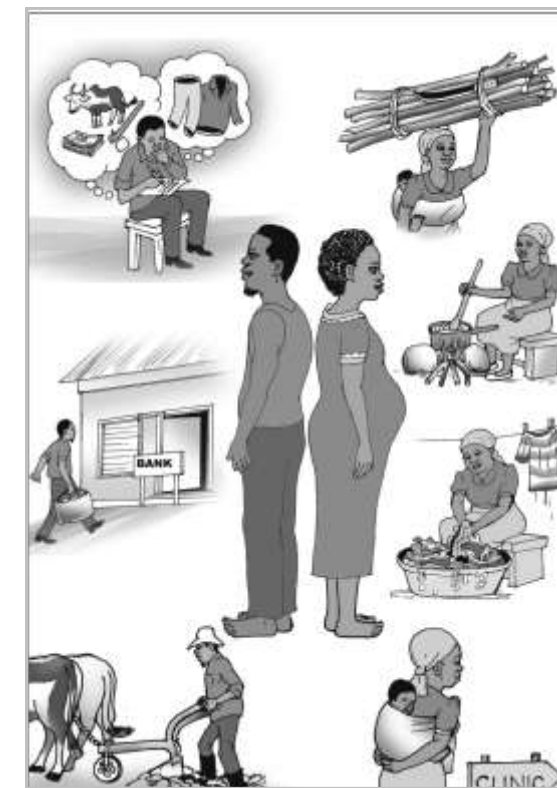
The story shown in the pictures revolves around a cotton farmer family with three kids. The facilitator should name the characters based on the common names used in the country/area to create a familiar atmosphere and enable the participants to relate to/identify with the characters. Suggestions or modifications by participants and facilitators are most welcome for the improvement of this picture block. The respective questionnaire should be filled out and handed over to the COMPACI team.



Q: What do you **see in the cover picture**? What are the differences between men and women? What are the **biological** functions for men and women? What are the **social** functions for men and women?

C: Encourage a **discussion on “clothing”** which is culturally determined.

M: **Sex** refers exclusively to **biological** differences between men and women which are **inborn** and **cannot** be **changed**. **Gender** refers to the **social** differences and relations between men and women which are learned, **vary** widely among societies and cultures, and **change** over time. **Factors that can change the social differences:** role of parents/family, peer group, religious leaders, teachers. **Gender equality:** Women and men have the **same human rights**. But they **face different opportunities** (access and control of resources) and burdens (responsibilities/ workload) due to their gender **not** sex. **Gender roles:** A set of societal norms or learned behaviors that dictate what types of behavior/activities/tasks and responsibilities are generally perceived as male and female and considered acceptable, appropriate or desirable for a person based on their sex. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment.



Q: Why is it **important to work together** as a family?

A: A family business will be **more successful** if **all family members are participating** in the planning and decision making process. More heads will come up with **wiser decisions**! Working together on the field and at home will **balance the workload** of all individuals. As everyone's opinion and needs are considered in decision making, all family members are **more satisfied and motivated to work** which will increase production and income and which will contribute to food security. This will create a **harmonic family life and reduce conflicts and gender-based violence**.





Q: What do you **see** in the picture?

A: The **kids** are going **to school** and the **parents** are going to the **field together**.

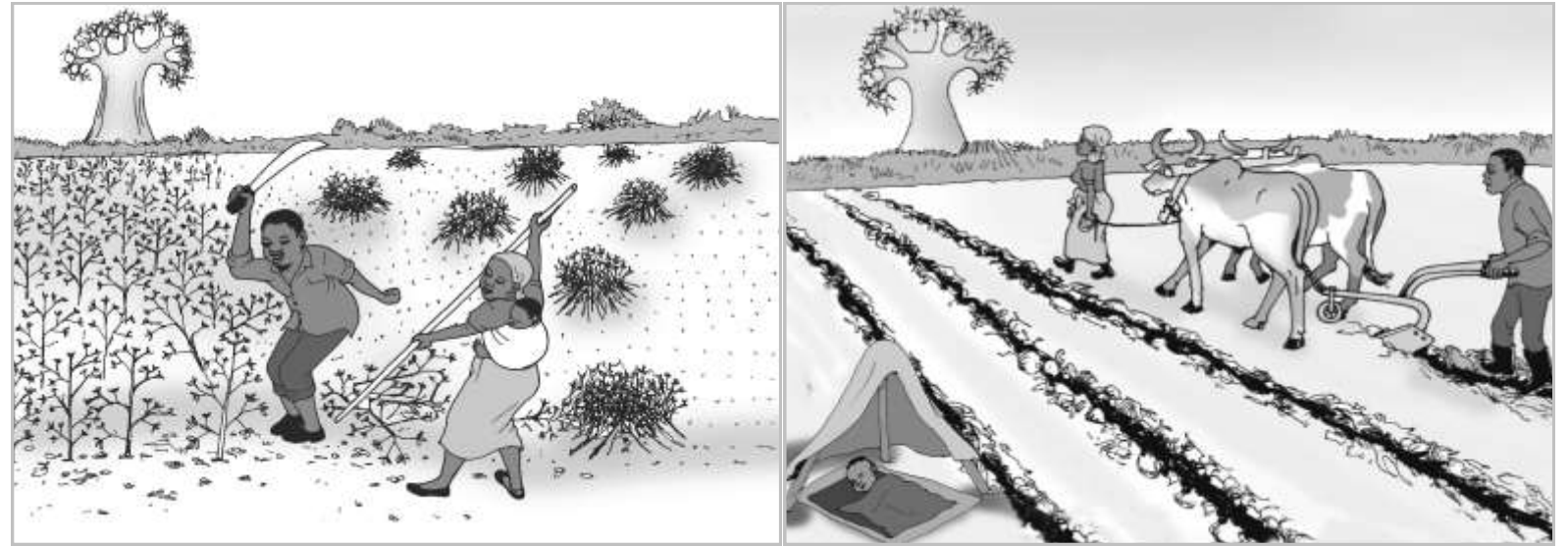
M: It is important for **parents** to send their kids to school. They can **help with certain tasks** on the field **after school or during holidays**. If they learn how to read and write they can also support the family business, for example by **reading out product/medicine instructions**.

Q: **Who** is **carrying what**?

A: The **father** is **carrying the baby** and the **mother** is **carrying the tools**.

C: Men and women can **alternate** their tasks. (But that does not mean that the man has to carry the baby the whole day.) The advantage of alternating tasks is that, if one **person is not available**, the **other one can do the task** as he or she learned how to do it.





Q: What do you see in the pictures?

A: The man and woman are **working together**.
They are clearing the field and cultivating it together.

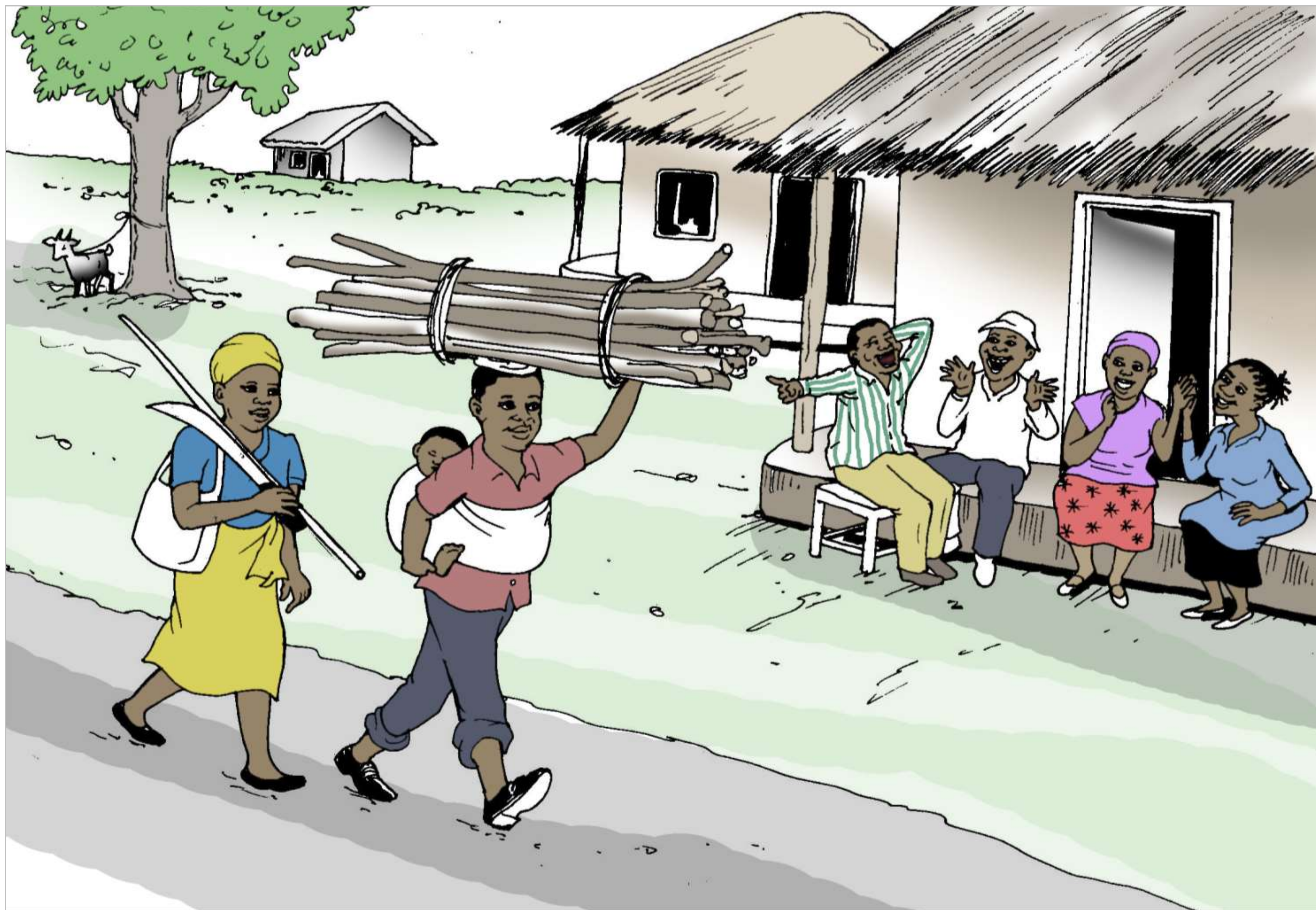
C: No kids are in the field as they are in school.

C: During clearance of the field the mother is carrying the baby and is collecting the old stalks which are cut by her husband.

C: They can **exchange the tasks** so that **no one gets tired** of cutting or collecting the stalks and carrying the baby all day long.

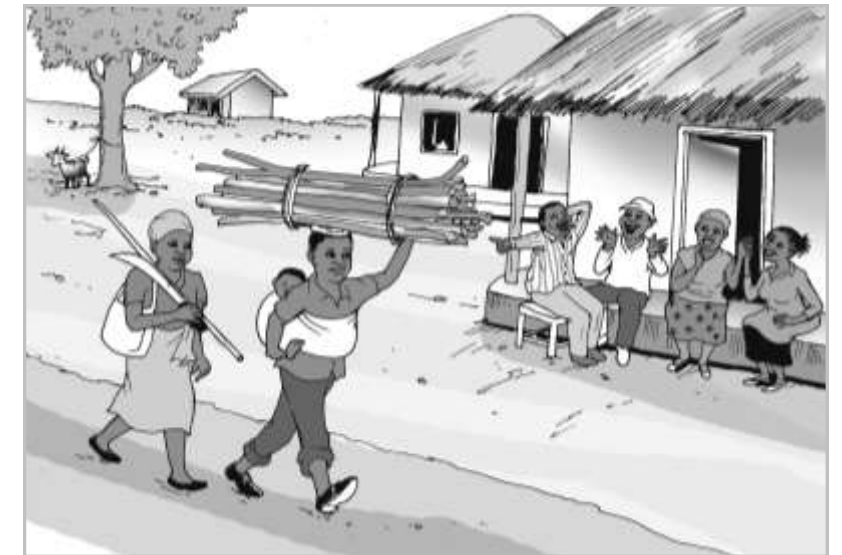
C: The **ripping** can also be done by women.

M: Men and women can **do the same work and use the same tools**.



Q: What do you see in the picture?

A: The **woman is carrying the tools** and the **man is carrying the baby and firewood**. Neighbors are **laughing and gossiping** about that. (People might say: "Maybe the man has been charmed. This woman is dangerous").



Q: Why are the **people laughing and gossiping**?

A: Because the **man does tasks which are associated to women**.

Q: Would they still be laughing, if it was the women carrying the baby and firewood?

A: Probably not.

Q: Why is it important that **couples share responsibilities**?

A: Not to overburden one person.

C: If a man does typical tasks, that women normally do (fetching firewood and water), it does not mean that he has been charmed. The **couple has decided** on sharing the roles and responsibilities. **Typical male tasks can be done by women**, too (digging pits, chopping firewood, driving an ox-cart).

M: You should **encourage each other to help with tasks** even if they are not typically male or female tasks. **Gossiping is a barrier** for change and not productive.





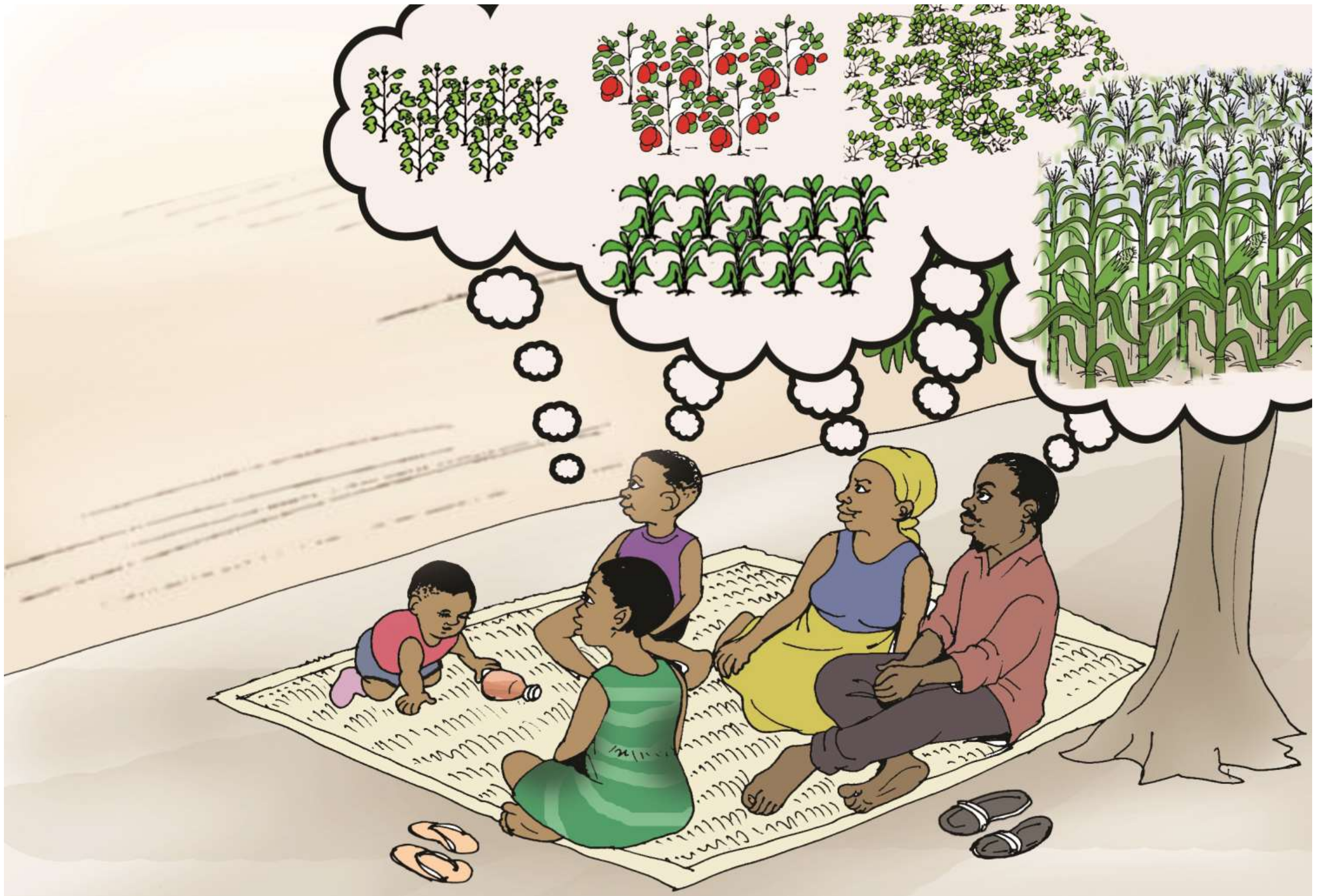
Q: What do you see in the picture?

A: The **woman is cooking** while the **man is washing clothes** (although washing clothes is mostly done by **women**). The **girl is putting clothes on the line** and the **boy is bathing the baby**.

Q: What do you think about this **distribution of work**?

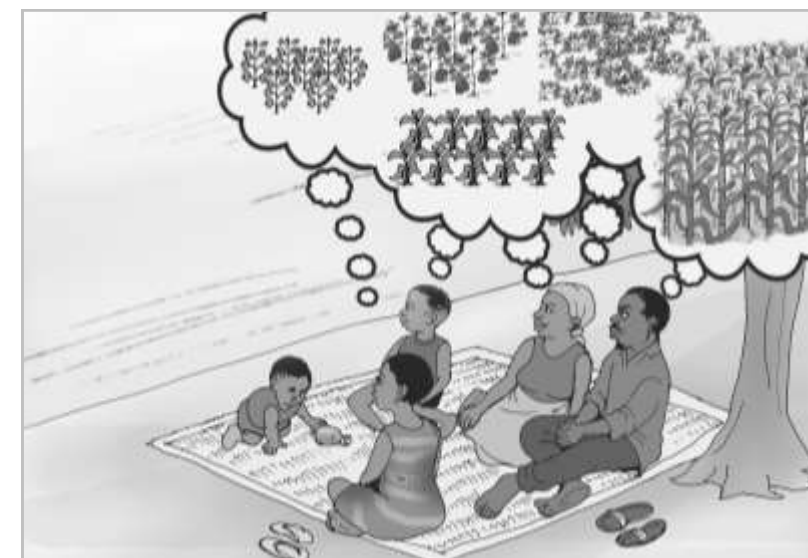
A: **Tasks** on household level **can be switched** between family members.

M: **Working together** as a family on household level helps to **reduce the workload for women**.



Q: What do you see in the picture?

A: The family is **deciding together what and how much to grow** on their family field. Remember the first picture showed the parents plowing and making ridges.



Q: What do they plan to grow?

A: Cotton, groundnuts, tomatoes and maize.

Q: What other crops could they grow **to improve their nutrition**?

A: Soya, beans, cassava, sweet potatoes, millet, cow peas and other vegetables.

C: Soya is high on proteins and can also serve as a food crop.

M: Farming is a **family business**. **Everybody is working** on the field, so they should **all have a say** in what to grow, both in terms of income generation by selling the crops and ensuring a variety of food crops.





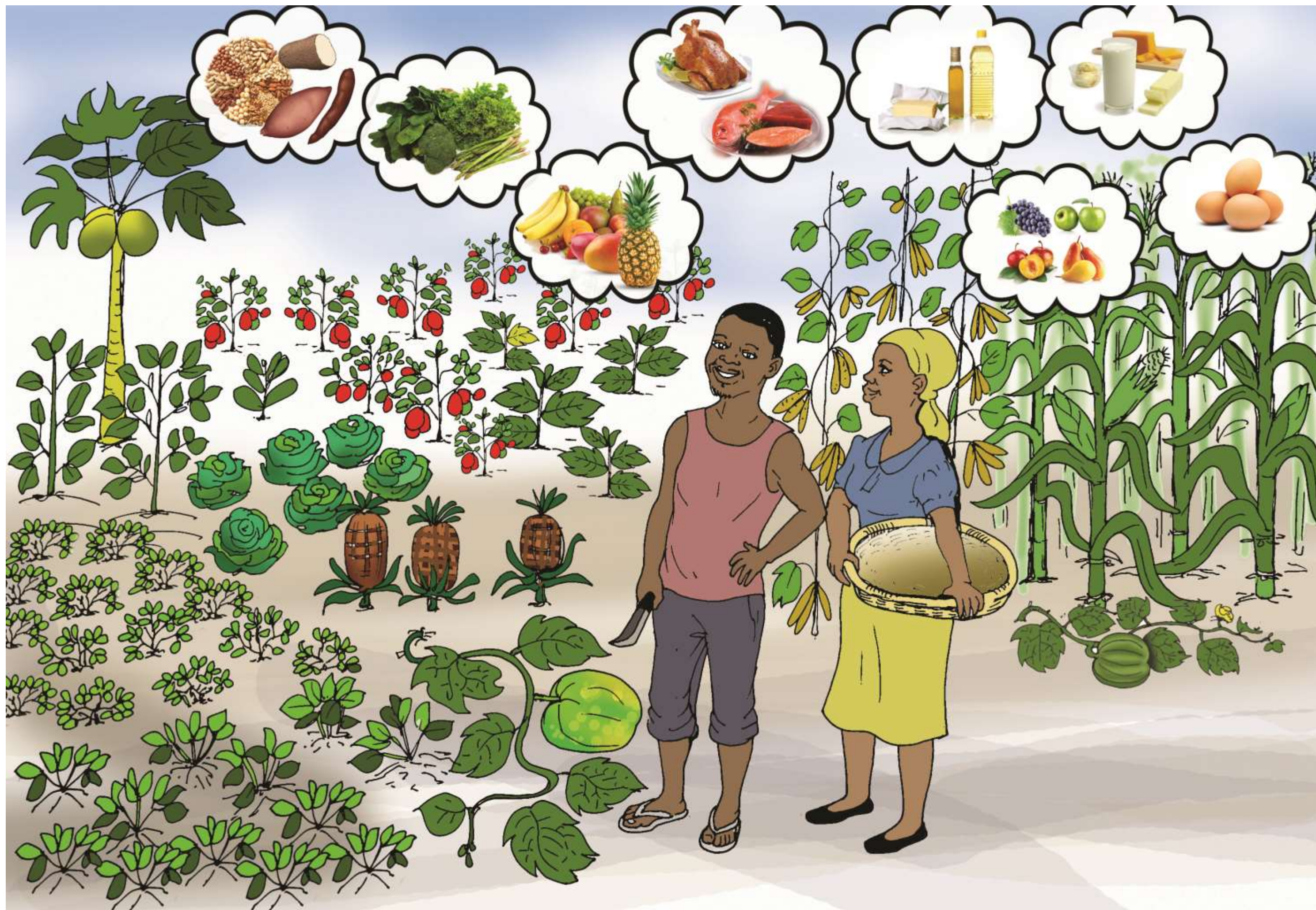
Q: What do you see in the picture?

A: The community is having a **training session**, in which **both men and women participate**. The training is **facilitated by a woman**.

Q: What are the **benefits** of women and men **working together in a group, learning and taking decisions together**?

A: Working together in a group is beneficial because **more viewpoints are included, one can learn from each other** and it helps to **understand and appreciate each other's contributions**. Sharing knowledge and decision making instead of concentrating it on one person, helps to **keep the business going** even if one person is absent. (Example: One partner is sick and cannot work, so the wife/husband continues the farming business.) Together, it is also **easier to get credit access** and other resources due to more bargaining power.

M: **Both men and women** can make **good leaders**. **Decision making** should be a **joint process** as two minds think of more things than one mind.



Q: What do you see in the picture?

A: **Husband** and **wife** are in their field and think about what food to harvest. They have different varieties of food groups available.



Q: What **other nutritious food** can they provide?

A: **Beans, cassava, spinach, peppers, chilli.** They can keep **free-range chickens** and plant **early maturing varieties** of fruits and intercrop in their gardens (mangos, oranges, bananas etc.).

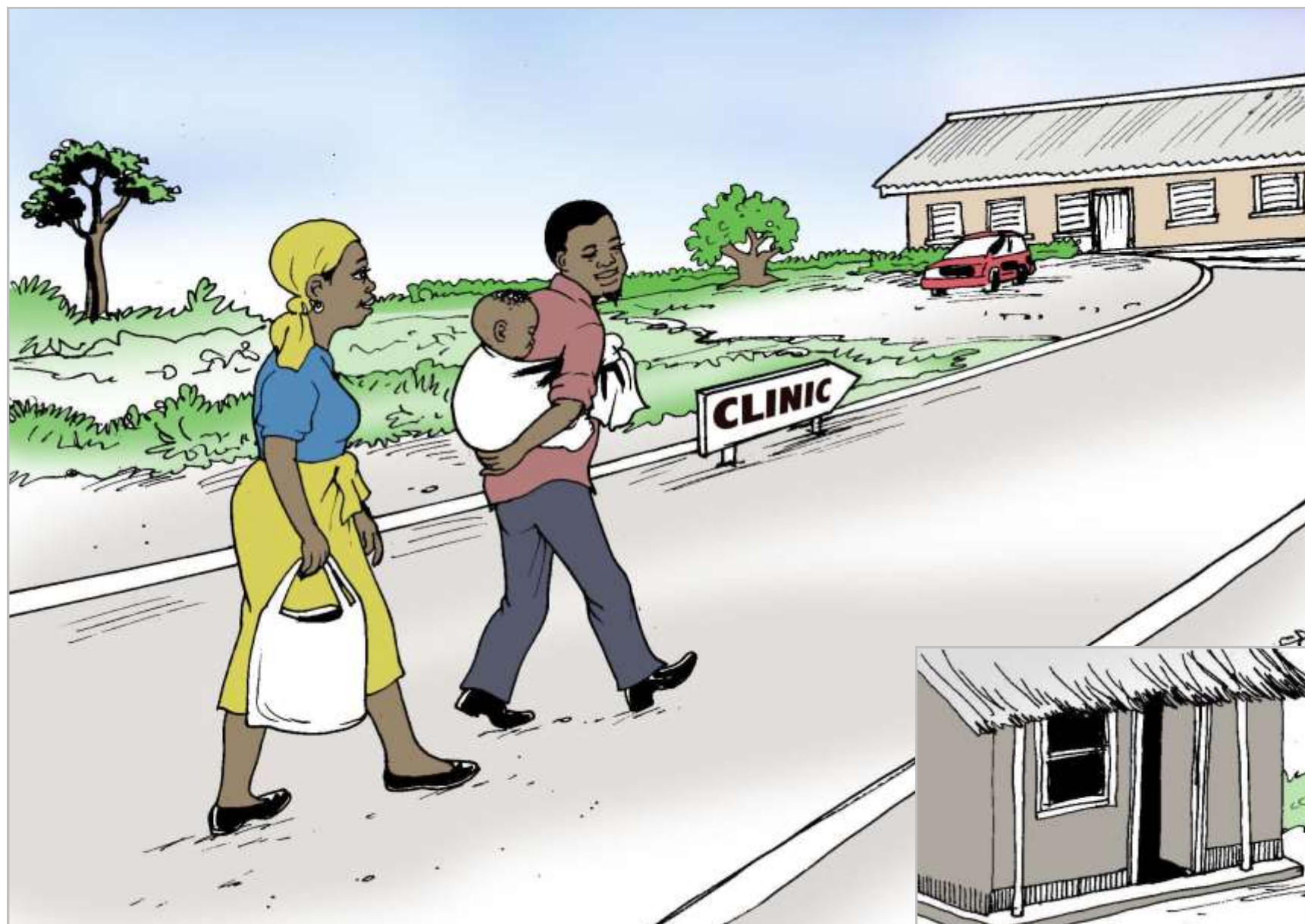
M: It is women's and men's **responsibility to nourish their family and decide what to cook.** Both, planting and harvesting vegetables, can be done by women and men.

C: They should make sure to have a **balanced diet which ideally includes all the nine food groups, that are recommended by the FAO:** (1) cereals, roots and tubers; (2) vitamin-A-rich fruits and vegetables; (3) other fruit; (4) other vegetables; (5) legumes and nuts; (6) meat, poultry and fish; (7) fats and oils; (8) dairy; and (9) eggs.

Q: **Why** it is important to also plant **food crops** in addition to **cash crops** such as cotton?

A: If the prices for cotton are down or one crop fails due to bad weather, the family can still sell part of their food crops to gain income as they **diversified** and did not only rely on **one** crop. And it is beneficial to the family's **food security** and **health**.

C: The **safe storage** of food is also very important. **Never** store food items **near chemicals** used on the farm!





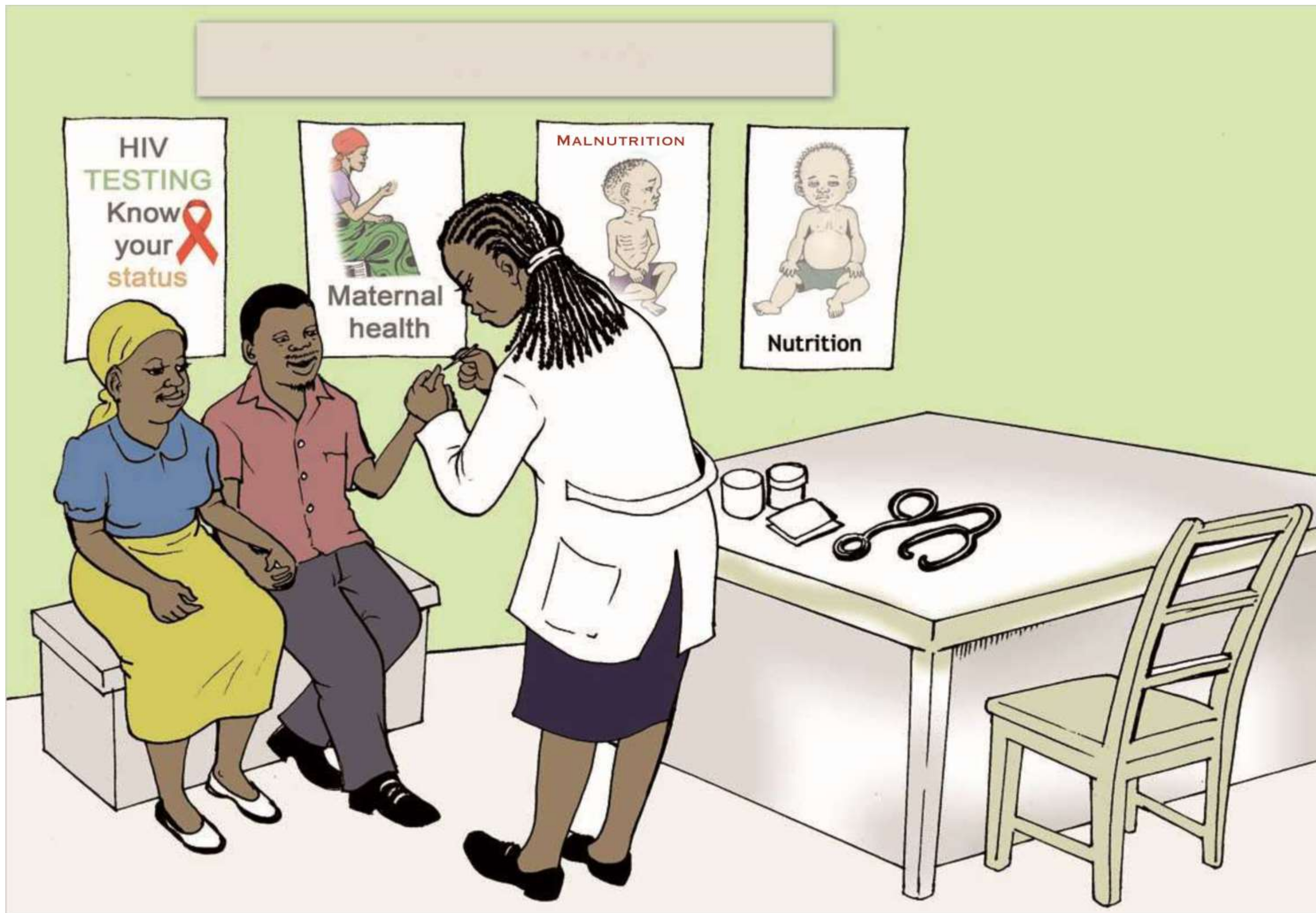
Q: What do you **see** in the pictures?

A: The **man carries the baby to the clinic** and the **woman carries the bag**. Both parents take care of the sick baby and the older children read the medical instructions.

One good reason for going to the clinic together is that they can split up if the baby is sick and needs to stay in the clinic. The other person can go home and look after the other kids or the farm while the other stays in the clinic with the sick baby.

Also many clinics nowadays refuse treating the baby if not both parents are there.

M: It is important to send children to school to **enable them to read**. In case the parents are illiterate, the kids can explain the medical instructions to them.



Q: What do you see in the picture?

A: The man and the woman are **getting tested for HIV**.

C: When the couple went to the hospital with the baby, the doctor informed them about the benefits of knowing your HIV status.

M: It is important to know your status to **not further spread HIV** and also to be able to **get treatment**.

With ARV (antiretroviral) medication and a nutritious diet, HIV is **treatable** and one can still live a positive live.

BUT: There is still **no cure** for HIV, not even through **traditional medicine!!!!**

You should **use condoms** to protect your spouse. (This is even more important in polygamous families). It is **both the spouses responsibility** to make sure the **family is healthy**.

You can also get **information on family planning** at the hospital.



Q: Why it is important to **plan the number and spacing of children**?

A: To ensure **maternal health, child health and development of the children and the ability to provide for all the children and take care of them**. One should also be aware of the **limited workforce of pregnant women**.

C: To decide about **family size** is an issue of **power** which should be **shared by both partners!**

Q: What do couples have to do to **insure family planning is effective**?

A: Both have to **stick to the jointly made agreements**. Regarding their children **both** parents are responsible for **providing information on sexual reproductive health** (to avoid early pregnancies and transmittable diseases).



Q: What do you see in the picture?

A: A **polygamous** family with one husband and two wives.

Q: Why did they come to see the doctor?

A: They came to **all** get tested and know their **HIV status**.

Q: What does the test show? **A:** It shows a **HIV positive** test result.

Q: What do they have to take care of now?

A: They should start using **condoms** to avoid further **transmission of the virus** to the other partners.

Q: Why is it important to **reduce stigma** and discrimination related to HIV?

A: It will **improve** the quality of life for people living with HIV and **increase** the number of people who **get tested** to know their status . This will **reduce** the number of **new infections** and HIV-related **mortalities** will **go down** because of early detection and treatment.

M: Pregnant women can protect their unborn babies from HIV infection by accessing services offered in Maternal and Child health clinics. Even **HIV positive mothers** can have **healthy babies** if they access **early** Anti-Retroviral Therapy (ART).

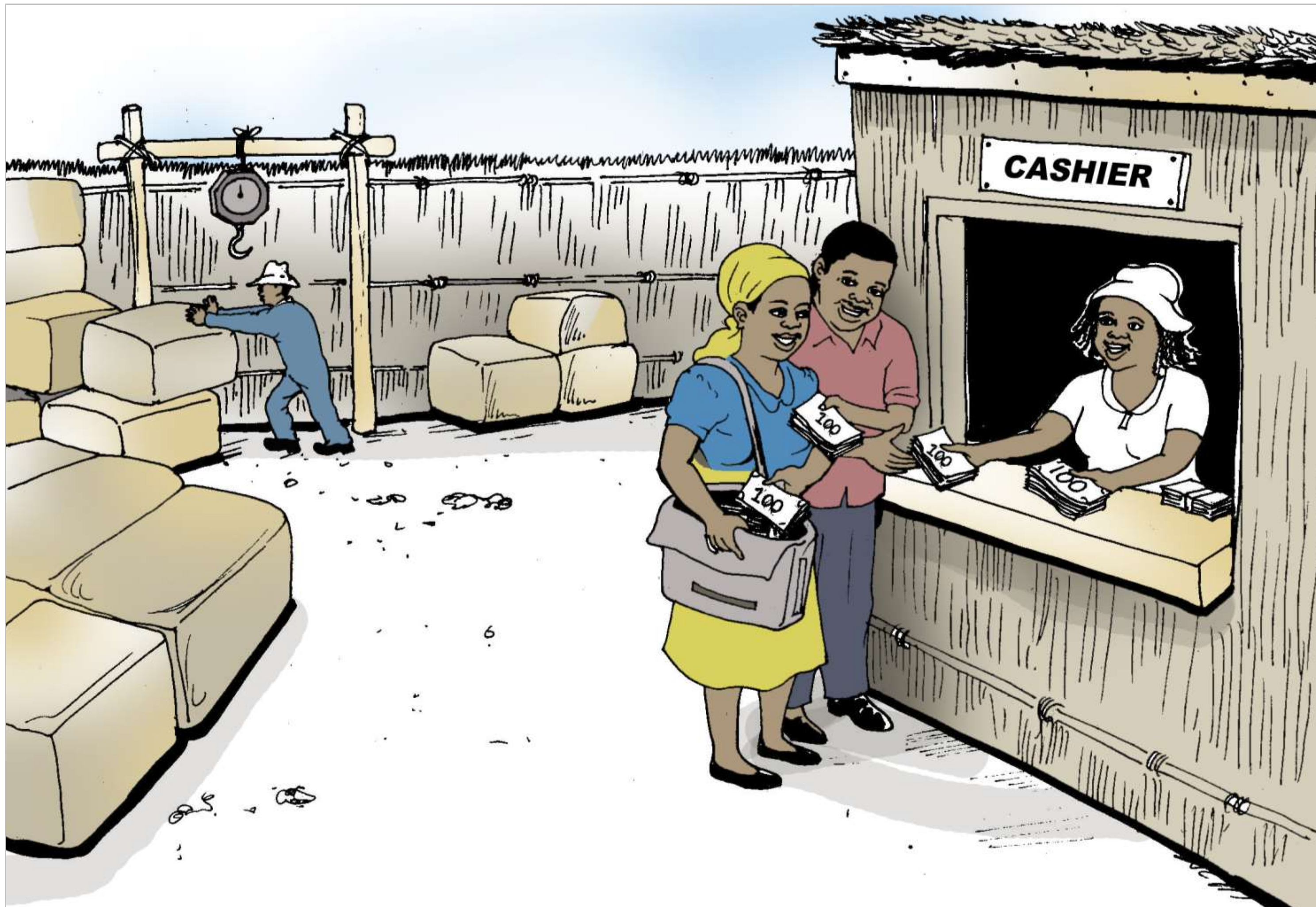
C: HIV affects the way the body uses **nutrients** so that the patient has to eat a **well-balanced diet 3 times a day** and drink plenty of **clean water**. A HIV positive person needs **extra protein** and **twice** the amount of **carbohydrates and vitamins** to help the body resist infection.

Proteins are found in: beans, soya, nuts, grains, milk, yoghurt, eggs, fish, meat, chicken and caterpillars.

Carbohydrates are found in: rice, maize, wheat, cassava, potatoes, bananas, sugar cane and honey

Vitamins/minerals are found in: avocado, paw paw, guava, pumpkin, squash, carrots, beetroot, rape, cabbage







Q: What do you see in the picture?

A: The couple **sells their cotton and collects the money together.**

M: Since farming is a family business, it is important to do the **marketing together.** This will **motivate the whole family** in putting efforts into farming in the following season.

C: **Financial control should be in the hands of both** men and women.

There can also be **female** buyers who are in charge of the buying point.



Q: What do you **see in the picture**?

A: The family **plans together** on what to **spend the money** on.

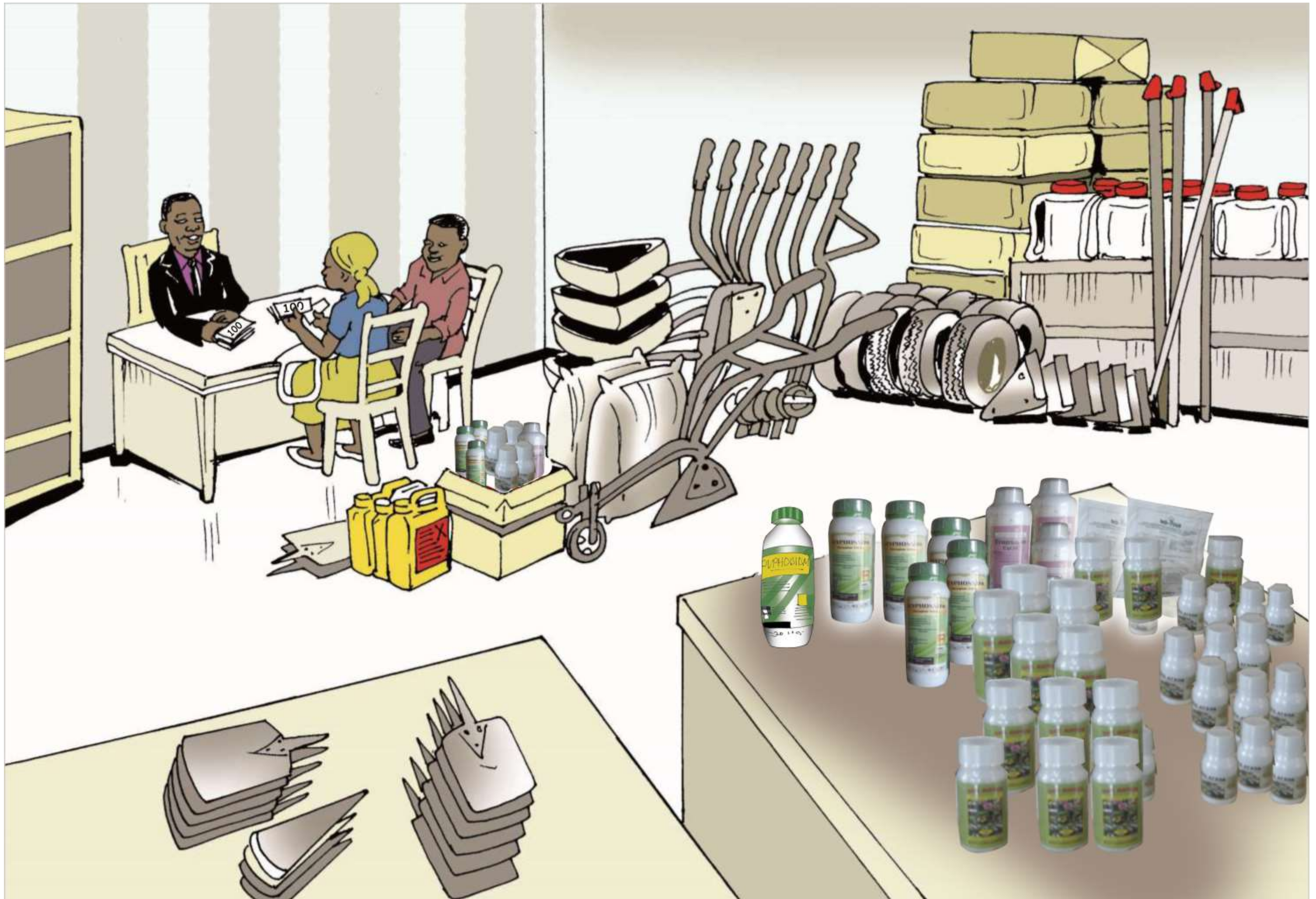


Q: What are the **things** they have **to consider**?

A: School fees and requirements (it is important to **send your children to school** so that they can **help you manage the family business**), investments for the farm, savings for e.g. food, household assets, clothes, individual needs of all family members, etc.

C: Not shown in the bubbles but also important are **unexpected events** (e.g. sickness, funerals, weddings), for which the family might need money. Here they can use savings they have made at the bank for example.

M: The **whole family** should be involved in the financial **planning** and the **income** should be **controlled by both spouses**.





Q: What do you see in the picture?

A: The couple deposits money in their **shared bank account**. **Both have access** to the bank account.

C: This bank can also be a **village bank**. They **do not** always have to go together but they **both** need to **know** about the account and the balance.

M: The spouses should be **handling their family income together**.

Liability for loans should be on the family and not on the individual. Both partners should **sign off on a loan and should agree on what the money is spent on**. In case of the death of one partner, the other one **can still access the money**. A balance of saving and reinvesting money is important to improve your business.

Q: What are the **advantages/ disadvantages of keeping money in the bank?**

A: Advantages: the money is safe, the temptation to spend it on random things is limited, one has an over view of how much savings a family has etc. **Disadvantages:** Fees, restrictions to access, distance etc.

C: Farmers can consult the extension officer on the information about bank accounts and micro finance.



Background of Gender in COMPACI

Improving the living conditions of small-scale farmers in Sub-Saharan Africa, is directly associated with the advancement of women. Female farmers usually do most of the fieldwork and additionally all work at home as well as taking care of the entire family's welfare. COMPACI and Cotton made in Africa (CmiA) have joined forces with local cotton companies to strengthen the rights and position of women in the initiative. Objectives and activities with regard to gender in COMPACI are based on the results of an intensive gender analysis conducted in the different project regions. A general conclusion is that women have an essential role in cotton production but currently are underrepresented as members of producer organizations. They have fewer contracts, less access to inputs, lower attendance at trainings and less access to returns from cotton production than men. Cotton payments are either made to the person holding the contract -which is usually the husband- or to a producer group -which consists mostly of men. So women might not be fairly compensated for their work if their husbands do not share returns. Therefore, the project focuses on the following gender objectives:

- Increasing women's productivity
- Increasing women's participation/ leadership in producer organizations
- Increasing women's access to credit
- Increasing women's access to contracts and payments
- Increasing gender capacity of cotton companies
- Improving gender oriented M&E

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Competitive African Cotton Initiative (COMPACI)

Chaholi Road 5

Rhodespark

Lusaka, Zambia

P: +260 211252234



Drawings: James Kazembe (kazembejames@gmail.com) Lilongwe/Lusaka April 2016