

GENDER JOURNEY MODULE

SD
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Sowing
Diversity =
Harvesting
Security

**SD=HS' efforts to advance
women's leadership in
agrobiodiversity management**



OXFAM

Gender Journey Module. SD=HS' efforts to advance women's leadership in agrobiodiversity management.

This module is authored by Anita Dohar, Gisella Cruz-Garcia, and Frederik van Oudenhoven. This work is part of the Sowing Diversity = Harvesting Security program Phase II (2019-2022). Funding for the program is provided by the Swedish International Development Cooperation Agency (Sida).

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CONTACT: Anita Dohar, Lead Farmers' Crop Diversity Management, SD=HS Program, anita.dohar@oxfamnovib.nl

DESIGN: Sazza

COVER PICTURE: Farmer Field School's participants in Laos observing a rice plant during the weekly agroecosystem analysis exercise. Photo: Sacha de Boer/Oxfam Novib.

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GLOSSARY

Gender

The social attributes generally associated with being male or female. Unlike a person's sex, which is based on biology, what it means to be a particular gender can change from society to society and from time to time.

Access to and control over resources

Resources can include things like household income, land, seeds, tools, information, knowledge and time. Access means the ability to use these things. Control means the ability to take decisions about how they are used.

Social norms

Generally held beliefs about what is acceptable and what is not. Different groups of people can have different social norms, and they can change over time.

Gender norms

Social norms that are about differences between the genders. From an early age, children learn what people around them expect men and women to be like, and what is considered acceptable behavior for each.

Gender relations

How men and women behave towards each other. This influences who has access to and control over resources. Gender relations also include how women treat other women, and how men treat other men.

Gender roles

The responsibilities and behaviors that are widely considered to be appropriate for individuals of each gender, such as who does what kind of work.

Behavior

What a person does.

Gender equality

When women and men have the same rights and opportunities. Gender equality does not mean that women and men become the same, it means they have the same ability to make decisions that affect their lives.

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Farmer Field Schools (FFS) are central to the SD=HS way of working. This gender journey module can be applied within the framework of the FFS on Participatory Plant Breeding (PPB), on Nutrition and Local Food Plants, or on Farmer Seed Enterprises.

INTRODUCTION





Introduction

SD=HS seeks to understand the implications of gender in all our work – from PPB to seed production, marketing, nutrition and policy – and to promote equitable relationships between men and women.

The work of FFS would be less effective if gender issues were not addressed. Many objectives are difficult to achieve if there are wide inequalities in the way men and women are allowed to work, participate, and take decisions. Addressing these inequalities can bring more power to all farmers.

The aim of this gender journey exercise is **to increase equality between men and women in FFS**. Some FFS are dominated by women, and we

want to encourage men to participate more. In places where men traditionally dominate, this means fostering female leadership – though local traditions and norms can make this very difficult, and it may take many years for things to change. The FFS provides a space and methodology to discuss and experiment.

This guide is for FFS facilitators. It aims to help facilitators to gain the skills to enable meaningful discussions and reflections on gender roles and inequalities throughout the FFS season. It should be used together with the illustrated Field Guides on PPB, and Nutrition and Local Food Plants, available at www.sdhsprogram.org

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The objective of the gender journey is to help FFS facilitators and farmers to reflect on gender issues and promote the equal participation and leadership of women and men in their FFS.

OBJECTIVES OF THE GENDER JOURNEY



Objectives of the gender journey

In many places it is more difficult for women than men to lead or take part in community activities. Sometimes, though, it is more difficult for men – especially when women are more attracted than men to a particular FFS topic. These exercises can be used in both situations.

The gender journey follows closely the FFS spirit of experiential learning:

- 1/ During the Training of Trainers (ToT), facilitators draft their individual gender action plan for the upcoming FFS season.
- 2/ The FFS members draft gender action plans to reinforce women's or men's participation and leadership.
- 3/ During the weekly FFS activities the members test and experiment with solutions to achieve their goals.
- 4/ The members track progress towards their gender objectives at several stages of FFS implementation.
- 5/ They reflect on their progress at the end of the season and adjust their gender journey plans for the next season.



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We recommend introducing the gender journey during the second year of FFS implementation. By then the facilitators will already be familiar with FFS tools and methodologies and will also have a year's experience of gender issues in their FFS, which will make the exercises more concrete.

WHEN TO USE THIS MODULE



When to use this module

As indicated in the previous chapter, the Gender Journey Module follows the steps of FFS implementation. The Module can be applied during the following activities:

1. Training of Trainers and/or ToT refresher
2. Formulation Gender Action Plans
3. Preparatory FFS session (FFS formation)
4. Diagnostic exercises
5. Development of the FFS workplan (PPB only) Varieties Evaluation
6. End-of season evaluation at FFS level
7. End-of-season evaluation at national level

When to use this module

WHEN TO IMPLEMENT?	EXERCISE	OBJECTIVES	WHO WILL IMPLEMENT IT?	HOW LONG IT TAKES?	FORMS (ANNEX 1)
TRAINING OF TRAINERS (TOT) AND/OR TOT REFRESHER	Formulating the gender action plans with the diamond tool, implementing the gender journey action plans, and evaluation	To discuss and test the gender journey before implementing in the field	Master trainers and/or FFS facilitators. The session can be co-led by a gender expert and an expert on PPB, nutrition or FSE (see Box 1)	Half a day (4-5 hours)	Sheet 3 (S3) "for facilitators"
FORMULATION GENDER ACTION PLANS (before the first FFS activity of the season)	Formulating the gender action plans with the diamond tool	To define the action plans for the entire FFS season	FFS facilitators	120 minutes	Gender context: S1 Leadership qualities/ challenges: S2 Gender action plans: S3 (If applicable) Number of female/male leaders: S3

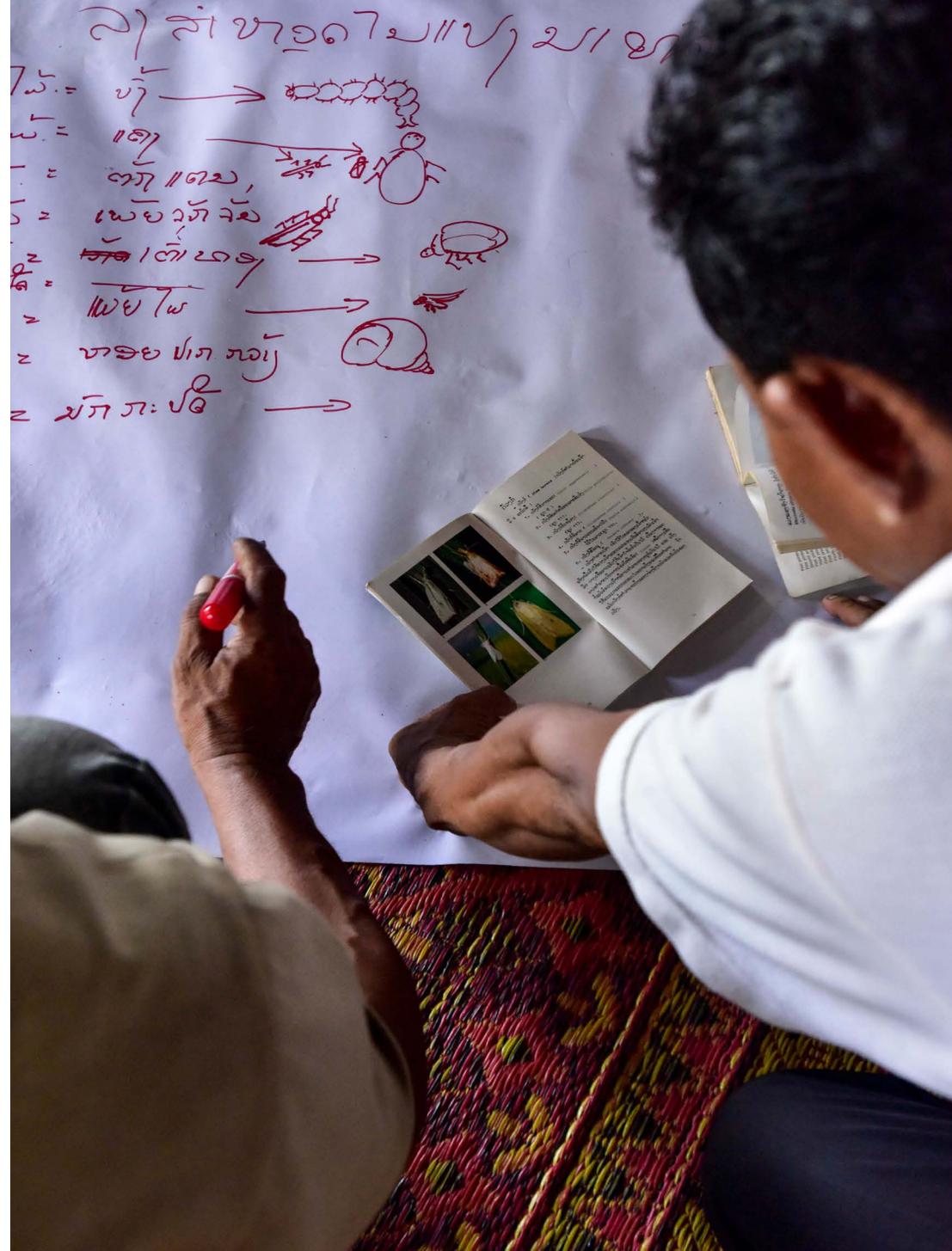
When to use this module

PREPARATORY FFS SESSION (FFS FORMATION)	Implementing the gender journey action plans	To evaluate the challenges and propose solutions	FFS facilitators	60-90 minutes	S4
DIAGNOSTIC EXERCISES	Implementing the gender journey action plans	To evaluate the challenges and propose solutions	FFS facilitators	60-90 minutes	S5
DEVELOPMENT OF THE FFS WORKPLAN	Implementing the gender journey action plans	To evaluate the challenges and propose solutions	FFS facilitators	60-90 minutes	S6
(PPB ONLY) VARIETIES EVALUATION	Implementing the gender journey action plans	To evaluate the challenges and propose solutions	FFS facilitators	60-90 minutes	S7
END-OF-SEASON EVALUATION: AT FFS AND NATIONAL LEVEL	Evaluation of the gender journey	FFS level: to evaluate the final progress of gender action plans	FFS facilitators	60-90 minutes	S8
		National level: to evaluate the final progress and gender journey tool	Master trainers		S9

When to use this module

BOX 1. CO-FACILITATION DURING THE GENDER SESSION OF THE TOT

The session should be led by a master trainer (on PPB or nutrition), who should make sure gender action points are in line with and can be addressed as part of the regular FFS work. However, it can be very helpful to invite a seasoned gender specialist from a local organization (e.g. Oxfam, Women's Union, NGO or university) to co-facilitate the session. The gender specialist can help to unpack issues about gender relations in local cultures by asking questions, and help with the formulation of gender action plans.



When to use this module

BOX 2. WHY DISCUSSING GENDER RELATIONSHIPS IS CRITICAL FOR A SUCCESSFUL FFS IMPLEMENTATION: PPB CASE ON SELECTION OF FFS MEMBERS, IDENTIFICATION OF FFS SITE AND DIAGNOSTIC STAGE

Discussing gender relations, that is relationships between women and men, women and women and men and men, is critical in making sure that power imbalances in the community is understood and discussed by the community members. When setting up the FFS group and selecting the participants, it is a practice in some countries for the village leader to recommend active members of the community to be part of the FFS. He/she wants to make sure that FFS activities (normally externally funded) will be implemented successfully. Often, these active members are those who have good relationship with the leader, has participated in other development program in the past, or sometimes even direct relatives of the leader. This is also the case in **identifying the site for FFS**. The leader may recommend the land of the active member of the community or perhaps volunteering his/her own land for such activity. Despite the good intention, it is important to explain that the FFS members and the FFS site should represent the reality and needs of the majority of the community. The FFS should consist of a mixed of people, coming from different socio-



When to use this module

economic background, including the poorer majority, women and youth. Richer families may prefer that the FFS plot is located in lands similar to their own and not the farming conditions of the poorer majority. The **diagnostic stage** is a key stage where we start to segregate, where potential FFS participants are formed into small segregated groups by gender and/or by social stratification (better-off/poorer farmers). This is important because the priority problems of the poorer and marginalized sector, including women and youth may be different from those who have more resources and power. Identifying the problems prioritized by the majority will have significant impact to the breeding objectives set at the end of the diagnostic stage. So when farmers **set the breeding objectives** they must be relevant to the realities of the farmers in the community-not only of a handful of people, otherwise they will not invest time through the full cropping season. Women or the marginalized group may not be interested in the varieties developed by the PPB activities since the variety may not have the traits they like, and is selected and/or developed in farming conditions that are not representative of their land. The role of the FFS facilitators is important in managing such social stratification and uneven power dynamics in the community. The gender journey tool when implemented in key stages of FFS activities (see table “When to use this module”) can be the forum to discuss such



When to use this module

concerns that the FFS facilitators observe in their community. The facilitators should also be aware that gender challenges are rooted in structural challenges in both formal institutions as well as local and traditional systems, that are often still very stratified, patriarchal and unjust. In many cases, women have far less rights to agricultural assets especially land hampering a significant part of the the rural population from playing their role in agricultural innovations.



4/

The gender journey consists of two participatory exercises: the diamond tool, including a discussion on context, and gender journey action plans. It also includes tools for evaluation at FFS and national level.

GENDER JOURNEY TOOLS



4.1 Formulating the gender action plan with the diamond tool

This exercise is adapted for FFS work from Oxfam's Gender Action Learning System. It should be held in the preparatory FFS session (FFS formation), and take 120 minutes. Its objectives are to:

- 1 Discuss the gender context, identify gender-related challenges that the participants may encounter or have encountered in managing their seeds and local food plants, and reflect on the implications of these challenges in the development of the FFS activities.
- 2 Identify the human qualities that the participants want in the FFS leader, sub-group leaders, and secretary, and use this as input in the election process for these positions.

- 3 Formulate the gender action plans and use them as input for formulating the FFS constitution (rules and regulations).

- 4 Improve mutual listening and group facilitation skills.

Steps 2 and 3 involve the diamond tool, which encourages men and women to think about what qualities they value in each gender, and how they would ideally want to relate to and interact with each other to ensure a successful FFS season. This discussion helps the FFS members in step 4 to collectively agree on criteria for leaders, and can motivate individuals to take on leadership roles in the FFS or in their community. The discussion also informs the development of gender action plans in step 5, as the valued qualities become the goals that the members seek to change.

Formulating the gender action plan with the diamond tool

STEP 1
Setting the
gender context

STEP 2
Drawing
the diamond

STEP 3
Identify gender-
related advantages
and challenges

STEP 4
Agree on the qualities
of an FFS leader

STEP 5
Gender Action Plans

STEP 6
Inputs to the FFS
constitution

Step 1 Setting the gender context

Divide the group into smaller groups, separating women and men. Take 45 minutes to reflect on the following questions, then return to plenary and take 15 minutes to discuss the outcomes.

- What are the roles of men and women in agriculture? Let women answer about the roles of men, and men about the roles of women.
- How are household tasks divided between men and women?
- Who owns land, and who inherits it?
- Who gets to manage the more fertile land?
- Who decides how household budget is spent?
- Who decides what crops and varieties are planted in the field?
- Is it difficult for women to express their views in front of men, and vice versa?

Please capture the key outcomes of the plenary for each question in Sheet 1 of (see Appendix). gender journey plans for the next season.

Formulating the gender action plan with the diamond tool

STEP 1
Setting the
gender context

STEP 2
Drawing
the diamond

STEP 3
Identify gender-
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Agree on the qualities
of an FFS leader

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constitution

Step 2 Drawing the diamond

Draw a diamond shape, and explain that diamonds are precious – they represent our dreams. Divide the shape into three sections (see Figure 1), and explain that top is for the most desirable qualities we want to see in the FFS, and the bottom for the things we least like. Women should fill in the left side, men the right side, and the middle is for common likes and dislikes for both women and men.

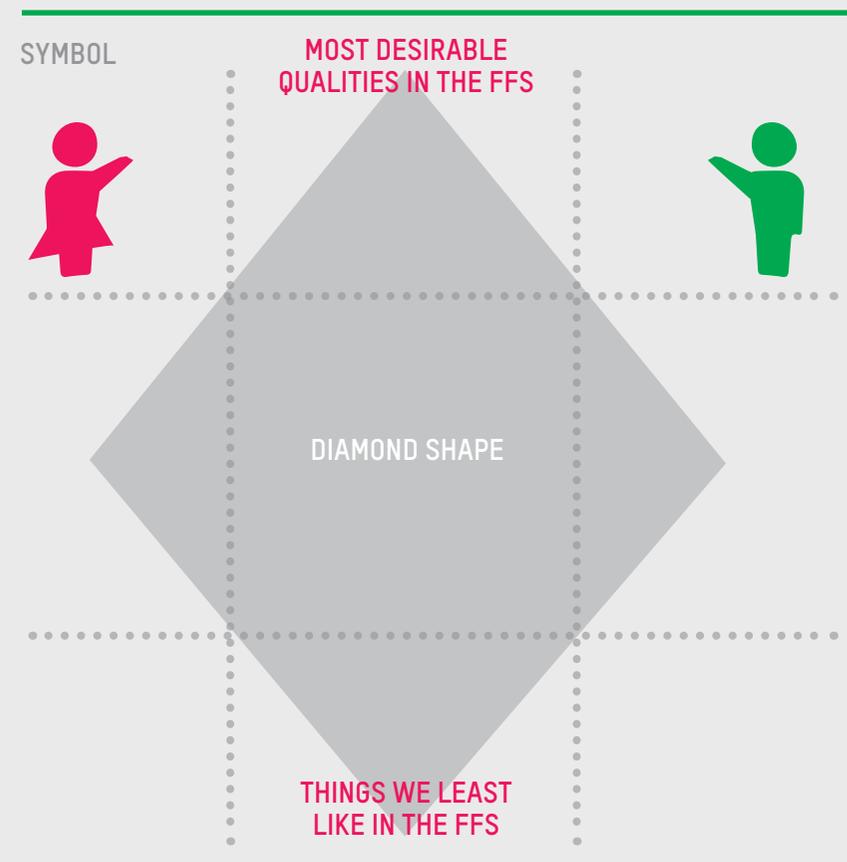


FIGURE 1. GENDER DIAMOND

Formulating the gender action plan with the diamond tool

STEP 1

Setting the gender context

STEP 2

Drawing the diamond

STEP 3

Identify gender-related advantages and challenges

STEP 4

Agree on the qualities of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS constitution

Step 3 Identify gender-related advantages and challenges

Divide the group into subgroups by gender. Give each subgroup six cards. Ask them to look back over their last FFS season and discuss the gender-related challenges they faced, then use the cards to write up to three answers to each of these two questions:

- What is good about being a (woman/man) when participating in, or facilitating the FFS?
- What do you dislike about being a (woman/man) participating in, or facilitating the FFS?

In plenary, the reporter of each sub-group presents their answers.

Listen attentively for statements that sound surprisingly positive or negative, and ask questions. For example, *“as a woman it is easy for me to speak out and to be listened to by my group members”* – was she perhaps part of a women-only FFS sub-group, or maybe the village leader?

STEP 1

Setting the gender context

STEP 2

Drawing the diamond

STEP 3

Identify gender-related advantages and challenges

STEP 4

Agree on the qualities of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS constitution

Step 4 Agree on the qualities of an FFS leader

Still in plenary, the group scans through on the lists of likes to decide collectively on between five and eight desirable qualities they would like to see in their FFS group. Ask them to reflect the following question: "What are the desirable qualities you want to promote and/or influence in the way you relate in FFS with your peers?" Move the cards with the selected most desirable qualities to the central part of the diamond, placing them towards the side of the gender with which the quality is most associated.

Repeat the exercise for the most important dislikes – the behaviors that members would most like to change or influence in their relationships with their peers.

The 10 to 16 cards placed in the middle of the diamond describe the qualities the FFS members want to *promote and/or influence in their relationships with their peers*. This is the **basis of developing the gender action plans in step 5**.

Use the following questions to guide the group towards agreement on what qualities they want to see among their peers and in their FFS leaders (**max. 4 to 5 qualities**):

- Looking at these qualities, do you think men are more suitable to be leaders? Or women?
- Are specific qualities inherently more male or female?
- Are there qualities learned?
- Does the context make it harder for women to be leaders than men? If it does, we can ask: is it possible for us to create space for women to grow as leaders and show or develop those skills? What would be the benefit of doing this? What potential challenges might female FFS members face as leaders?

Write the leadership qualities and challenges in Sheet 2 of (Appendix).

STEP 1

Setting the
gender context

STEP 2

Drawing
the diamond

STEP 3

Identify gender-
related advantages
and challenges

STEP 4

Agree on the qualities
of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS
constitution

TIP

For the facilitator, this is an important moment. It may be time to remind people about how equitable gender relationships in the FFS can be important for achieving its research objectives. But remember that the role of the facilitator is not to convince, but to guide discussion. There is no use in telling people to think about gender if the group has not first had an open conversation about it. Because the topic often touches on longstanding traditions, this can be very difficult. Appropriate use of humor can be a great way to open people's hearts and minds.



Formulating the gender action plan with the diamond tool

STEP 1

Setting the gender context

STEP 2

Drawing the diamond

STEP 3

Identify gender-related advantages and challenges

STEP 4

Agree on the qualities of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS constitution

Step 5 Gender Action Plans

The expected behaviors and roles discussed in steps 2, 3 and 4 set out how the FFS members want to change the relationships in their FFS work – between women and men, women and women, and men and men.

Based on this end goal, ask the group to elaborate their gender action plans. These should consist of a maximum of three action points. The following criteria can help:

- Are they concrete and achievable within the framework of the FFS? (For example, “forming a women’s saving group” would distract too much from the FFS work).
- Does the action plan contribute to equal gender relationships?
- Does the action plan contribute to women’s leadership? (For example, by encouraging more women to be sub-group leaders).

Sample action points include:

- by the end of the FFS season, most women will feel free to speak out and engage actively in the FFS activities;
- by the end of the FFS season, female members will have regularly joined the FFS activities (household duties often prevent women from coming to weekly meetings, so other household members come in their place);
- this FFS season we will have a group discussion about how men and women can have an equal say about the use of household land;
- this season, more men will join the FFS so that the results of our work will be taken up more by the community.

Formulating the gender action plan with the diamond tool

STEP 1

Setting the gender context

STEP 2

Drawing the diamond

STEP 3

Identify gender-related advantages and challenges

STEP 4

Agree on the qualities of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS constitution

Write down these gender action plans in Sheet 3 of (Appendix).

In plenary, ask the participants to describe the challenges in achieving each objective of the plans. Record this too in Sheet 3.

If the FFS decided to work towards women's leadership as one of the action points, please document the number of male and female (sub-group) leaders in the FFS in Sheet 3.

If the gender session of the ToT has identified needs or challenges for the FFS facilitator, they should also translate this into an individual action plan and record it in Sheet 3, under "for facilitators".

Formulating the gender action plan with the diamond tool

STEP 1

Setting the gender context

STEP 2

Drawing the diamond

STEP 3

Identify gender-related advantages and challenges

STEP 4

Agree on the qualities of an FFS leader

STEP 5

Gender Action Plans

STEP 6

Inputs to the FFS constitution

Step 6 Inputs to the FFS constitution

The gender action points can be used as direct inputs for formulating the FFS rules, regulations and constitution (see the section on organization in the Field Guide for FFS on PPB and Nutrition).

For example, several FFS in Vietnam wanted to hold sessions in the morning because it is less hot and also the best time to monitor pests. However, as women are traditionally busy in the mornings with household activities, they negotiated for women to be relieved from their chores one morning per week. In other communities, without the need to meet in the morning, the FFS decided to meet in the afternoon to make it easier for women to attend.

4.2 Implementing the gender journey action plans

The objective of the implementation phase is to guide the FFS participants in achieving the gender action plans throughout the FFS season, and reflect on any gender-related challenges and successes (“Aha!” moments) in the FFS.

NB:

Discussions on the gender journey action plans should not hinder the main FFS activities. Make the discussion as structured as possible by announcing gender journey sessions in advance and asking FFS participants to think ahead about what they find important. It should feel natural to address gender issues, not forced or artificial.

The exercise should take 60-90 minutes and be part of a regular FFS session held the week after these key FFS stages:

- Preparatory FFS sessions;
- Diagnostic exercises, to set the FFS objectives;
- Development of the FFS workplan, with discussions on meeting times, frequency, and location; and
- For PPB, final evaluation of FFS varieties. A tool for the end-of-season evaluation is provided in Section 4.3.

Implementing the gender journey action plans

STEP 1

Take notes during
the key FFS activity

STEP 2

Reflect on the
progress of the
gender action plans

STEP 3

Discuss the challenges
to achieving the gender
action plans

Step 1 Take notes during the key FFS activity

During the key FFS activity that precedes the gender journey session, ensure that gender differences are taken into consideration. The Field Guides provide guidance on issues such as when to have men- and women-only subgroups and how to highlight differences in voting between men and women.

Note the interactions between male and female FFS members and between FFS members and (sub-) group leaders. Observe the facilitation and listening skills of the (sub-) group leaders: are they supportive, engaging all members, or are they indifferent? Do they exercise undue power over other participants?

Implementing the gender journey action plans

STEP 1

Take notes during the key FFS activity

STEP 2

Reflect on the progress of the gender action plans

STEP 3

Discuss the challenges to achieving the gender action plans

Step 2 Reflect on the progress of the gender action plans

For the next meeting, write down on a big sheet of paper the gender action plans and key challenges (recorded on Sheet 3) that the group defined at the start of the FFS. Ask the FFS members to split into sub-groups. They can be women or men only, or mixed, but to help the members speak more freely it is important that they do not form the same groups as their regular FFS sub-groups.

Facilitators should guide the participants with the question: *“Compared to the last time we discussed this, are we getting closer to achieving our gender action plans?”*

Ask the sub-groups to give a score between 0 (no closer) and 10 (all action plans fully achieved). Present the results in plenary. The facilitator may challenge or confirm some of the scores by recounting observations from the previous FFS session.

NB:

At a later stage, when the group has achieved most of the gender action plans, this exercise can be done in plenary.

Implementing the gender journey action plans

STEP 1

Take notes during the key FFS activity

STEP 2

Reflect on the progress of the gender action plans

STEP 3

Discuss the challenges to achieving the gender action plans

Step 3 Discuss the challenges to achieving the gender action plans

Ask each sub-group to look at the challenges they identified, and add any new challenges and potential solutions:

- Have we managed to overcome some of the challenges we identified? How did we do it?
- Are these challenges still relevant, or are there perhaps others we need to tackle?
- What can you do as an individual FFS member to contribute to a solution?

Request the group to “renew” their commitments and to come to a collective agreement to apply these solutions in the next FFS sessions.

For the gender journey session after each of the key FFS stages, please record the outcomes of the exercise using Sheets 4 to 7. .

4.3 Evaluating the gender journey at FFS level

The objective of this session is to reflect on the progress FFS members have made in achieving their gender action plans. It should take 60–90 minutes and be held at the end-of-season FFS evaluation in addition to the regular FFS activity.

- Have we successfully met all targets in our gender action plans? Ask the participants to give a score between 0 to 10 for each action plan.
- If yes: what are the major lessons? What contributed to our success?
- If no: which obstacle is most persistent in your opinion? Why is that? How can we improve the chances of success for next year's gender action plans?

- Discuss whether achieving or not achieving the targets of your gender action plan has helped or hindered the overall objectives of the FFS (on PPB or nutrition).
- Can the group nominate a female member to take part in the upcoming ToT?

If time allows, ask the FFS members how this exercise has influenced how they see gender relations at home and in the community. Any experience counts! Ask if someone would be interested to tell their experience in the form of a case study, so that others can learn from it.

Please record the outcomes carefully, using Sheet 8, for discussion during the national evaluation.

4.4 Evaluating the gender journey at national level

The objective of the national-level evaluation is for FFS facilitators to reflect on their own gender action points, discuss progress in their FFS, and evaluate the gender journey exercise. Held at the national end-of-season evaluation workshop, it should take 60-90 minutes. Master trainer guides may optionally be joined by an external expert.



Evaluating the gender journey at national level

STEP 1

Reflect on facilitators' own gender action points

STEP 2

Reflect on FFS-level gender journey progress

STEP 3

Capture outcomes and case studies and plan for the next FFS and ToT

Step 1 Reflect on facilitators' own gender action points

The session starts with individual reflections from some facilitators on their gender action points:

- Have we achieved the individual gender action plans? What score do we give to ourselves, from 0 to 10, for each plan? Are we satisfied with this achievement?
- If yes: what are the major lessons? What contributed to our success?
- If no: which obstacle is most persistent in your opinion? Why is that?

Evaluating the gender journey at national level

STEP 1

Reflect on facilitators' own gender action points

STEP 2

Reflect on FFS-level gender journey progress

STEP 3

Capture outcomes and case studies and plan for the next FFS and ToT

Step 2 Reflect on FFS-level gender journey progress

Guiding questions for the reflection:

- Have the FFS met the gender action plans? If not, why not?
- How can we use these lessons to improve the upcoming FFS activities?
- Are these exercises helpful? Have they strengthened the FFS activities?
- Are we able to contribute to a broader gender discussion outside our FFS work, considering the gender context defined at the start of season? (This question is difficult to measure and will likely not be achieved within the scope of the FFS work. Nevertheless, it is important to discuss, especially during the program's mid-term and end-term reviews.)
- Should we repeat this exercise next year?
- What are your recommendations to improve the FFS Field Guide to help achieve more gender equality in relation to seeds, local food plants and nutrition activities?

Evaluating the gender journey at national level

STEP 1

Reflect on facilitators' own gender action points

STEP 2

Reflect on FFS-level gender journey progress

STEP 3

Capture outcomes and case studies and plan for the next FFS and ToT

Step 3 Capture outcomes and case studies and plan for the next FFS and ToT

The SD=HS coordinator captures the discussions and notes:

- Highlights and recommendations from the discussion.
- One or two stories that can be shared with the global team as case studies.
- Plans to implement the gender journey in the FFS workplan.
- Any recommendations to improve the gender journey module.

If applicable, the coordinator also asks the group to nominate potential (female) farmers to take part in the next ToT.

TIP

Tip: A friendly contest can encourage team spirit on this sensitive topic, for example to agree on the boldest gender action plan, an FFS gender champion, or a male gender champion. The winner can be announced during the national workshop.

Please record the outcomes of the national-level evaluation using Sheet 9.

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Using the sheets in the Appendix to document FFS work on gender allows the FFS to track their own action points, identify challenges and solutions and reflect on them systematically

REPORTING



There are three levels of reporting:

1/

FFS-level reporting

Please fill in sheets S1 to S7, covering the diamond tool on gender roles context (Sheet 1), the diamond tool on leadership qualities (Sheet 2), the diamond tool on action plans (Sheet 3), progress on the gender action plans throughout FFS implementation (Sheets 4 to 7), and discussions at the FFS level end-of-season evaluation (Sheet 8).

2/

National-level reporting

Please fill in sheet 9 and include a summary of the following points:

- Gender context;
- A brief overview of the key action plans of the FFS;
- A brief assessment of the progress towards the gender action plans;
- A brief observation on how many women are taking up leadership roles (i.e. as sub-group leads); and
- A note of how many male and female farmers are joining the next ToT.

Please share this information with the global SD=HS team attached as an annex to the national FFS end-of-season evaluation report.

APPENDIX



This appendix provides the forms required to document the results of the gender journey exercises. The name of each sheet specifies to which exercise and which part of the exercise it corresponds.

More details on the sheets are explained below.

The results should be filled in for each FFS separately.

Formulating the gender action plan with the gender diamond tool

→ These are the different sheets to document the results of the gender diamond tool exercise:

- Sheet 1: Setting the gender context
- Sheet 2: Leadership qualities
- Sheet 3: General gender action plans

Implementing the gender journey action plans

→ Each of the following sheets has to be completed in a different FFS stage, because it is important to reflect how far we achieved the gender action points throughout the FFS process (from preparatory work to evaluation):

- Sheet 4: Preparatory FFS session
- Sheet 5: Diagnostic phase
- Sheet 6: Development of FFS workplan
- Sheet 7: Final evaluation of FFS varieties (only for PPB)

Appendix

End-of- season evaluation at FFS level

→ This sheet helps to document the results of the end-of-season evaluation of the gender journey at FFS level:

- Sheet 8: End-of- season evaluation at FFS level

End-of-season evaluation at national level

→ This sheet helps to document the results of the end-of-season evaluation of the gender journey at national level:

- Sheet 9: End-of- season evaluation at national level

Additional resources



File:

- [Gender Journey Reporting Sheets](#)



Youtube video:

- [Gender Journey Modulwe first part](#)
- [Gender Journey Module second part](#)
- [Gender Journey Module third part
\(Reporting and Evaluation\)](#)

FFS information

FFS name	
Facilitator name	
FFS location (village, district, province)	
Year the FFS was established	
Number of men	
Number of women	
Is the FFS leader male or female?	
Number of male sub-group leaders	
Number of female sub-group leaders	

Formulating the gender action plan with the gender diamond tool

S1. Setting the gender context

FOR ALL FFS (PPB, NUTRITION, FSE):

What are the roles of men/women in agriculture?	
How are household tasks divided between men and women?	
Who owns the land, and who inherits it?	
Who gets to manage the productive land (i.e. more fertile land)?	
Who decides how household budget is spent?	
Who decides what crops and varieties are planted in the field?	
Is it difficult for women to express their views in front of men, and vice versa?	

Formulating the gender action plan with the gender diamond tool

S2. Leadership qualities

Leadership qualities in our FFS leader(s):	Barriers we need to overcome:

Formulating the gender action plan with the gender diamond tool

S3. General gender action plans 1/2

FOR FFS MEMBERS:

Action points	Challenges

NB: these action points and challenges will be revised in the different FFS stages (please see next sheets)

Formulating the gender action plan with the gender diamond tool

S3. General gender action plans 2/2

FOR FFS FACILITATORS:

Action points	Challenges

If applicable, please fill in the following:

	Male	Female
FFS leader		
FFS sub-group leaders		

Implementing the gender journey action plans

S4. Preparatory FFS sessions

Action points	Challenges	How can we overcome these challenges? What can you do to contribute to a solution?

"A-ha!" moments:

Implementing the gender journey action plans

S5. Diagnostic phase

Action points	Challenges	Solutions

"A-ha!" moments:

Implementing the gender journey action plans

S6. Development of FFS workplan

Action points	Challenges	Solutions

"A-ha!" moments:

Implementing the gender journey action plans

S7. Final evaluation of FFS varieties (only for PPB)

Action points	Challenges	Solutions

"A-ha!" moments:

Implementing the gender journey action plans

S8. End-of-season evaluation at FFS level

1/2

Action points	Challenges	Solutions	Have we successfully met all targets in our gender action plans?*

*Ask the participants to give a score between 0 and 10 for each action plan (10: all action plans achieved and all members are very satisfied; 0: none are achieved and no members are satisfied).

Implementing the gender journey action plans

S8. End-of-season evaluation at FFS level 2/2

ADDITIONAL QUESTIONS FOR REFLECTION:

<p>If we met the targets: what are the major lessons? What contributed to our success? What are your recommendations to improve the FFS Field Guide to help achieve more gender equality in relation to seeds, local food plants and nutrition activities?</p>	
<p>If not: which obstacle is most persistent in your opinion? Why is that? How can we improve the chances of success for next year's gender action plans?</p>	
<p>Discuss whether achieving or not achieving the targets of your gender action plan has helped or hindered the overall objectives of the FFS (PPB, Nutrition).</p>	
<p>Can the group nominate a female facilitator to take part in the upcoming ToT?</p>	

Implementing the gender journey action plans

S9. End-of-season evaluation at national level

1/2

Action points	Challenges	Solutions	Have we successfully met all targets in our gender action plans?

Implementing the gender journey action plans

S9. End-of-season evaluation at national level 2/2

ADDITIONAL QUESTIONS FOR REFLECTION

<p>If the targets were not met, why not?</p>	
<p>How can we use these lessons to improve the upcoming FFS activities?</p>	
<p>Are these exercises helpful? Have they strengthened the FFS activities? Are we happy with the exercises, and can we give recommendations to improve the gender journey module?</p>	
<p>Are we able to contribute to a broader gender discussion outside our FFS work (thinking about the gender roles context defined by the FFS at the start of season)?</p>	
<p>Should we repeat this exercise next year?</p>	



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