Training of Trainers Manual on Engendering FPOs

Engendering Farmer Producer Organisations (FPOs): Strategies

Collectivisation of Women Farmers

Through Sensitisation and mobilisation from SHG federations

Women's Leadership

Participation in decision making as FPO BoD, sub committee member and cheque signatory

Capacity Building & Skill Up-gradation

Gender sensitive trainings & exposure visits and incubation of all women FPOs

Access to and Control over Resources

Asset creation; women's entrepreneurship promotion and equal access to FPO services

Technology, Tools and Implements

Training and access to technology, women-friendly tools & implements

Business Linkages

Priority for women FPOs in establishing business linkages

Gender Audit

Gender Policy and regular auditing

Recognition and Awards

Women's contribution to the sector and men working towards gender equality

Evidence based Policy Advocacy

Research, impact studies and Case studies for advocacy

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Contents

List of Abbreviations

AGM	:	Annual General Body Meeting
BC	:	Backward Class
BoD	:	Board of Directors
CEDAW	:	Convention on the Elimination of All Forms of Discrimination against Women
CEO	:	Chief Executive Officer
CHC	:	Custom Hiring Centre
EC	:	Executive Committee
e.g.	:	Example
etc	:	Et cetera
FPO	:	Farmer Producer Organization
FFS	:	Farmer Field School
(G)	:	Gender
GDP	:	Gross Domestic Product
Hrs	:	Hours
ICC	:	Internal Complaints Committee
ICT	:	Information and Communications Technology
i.e.,	:	That is
IMR	:	Infant Mortality Rate
KVK	:	Krishi Vignan kendra
Mins	:	Minutes
MIS	:	Management Information System
MSP	:	Minimum Support Price
NADEP	:	Narayan Devrao Pandripande composting is a natural process by which biomass wastes, soil wastes and animal wastes are biologically degraded and decomposed into organic compost
NGO	:	Non-Government Organization
No.	:	Number
OB	:	Office Bearers
OC	:	Open Category
PoP	:	Package of Practices
Q&A	:	Question and Answer
(S)	:	Sex
SC	:	Scheduled Caste
SFAC	:	Small Farmers Agribusiness Consortium
SGD	:	Sustainable Development Goal
SHG	:	Self Help Group
ST	:	Scheduled Tribe
ToT	:	Training of Trainers
UN	:	United Nations
UPI	:	Unified Payments Interface

Foreword

It is with immense pride and enthusiasm that I introduce this Training of Trainers' manual on Engendering FPOs (Farmer Producer Organisations). As the CEO of APMAS, I firmly believe that gender mainstreaming is not just an aspiration but an essential component for the sustainability of FPOs. Empowering women and promoting gender equality within our FPOs is a strategic necessity that will transform our FPOs into successful business organizations.

Women farmers play a pivotal role in food production, natural resource management, and value chain development. Their resilience, determination, and dedication have time and again proven to be instrumental in uplifting communities and securing a better future for all.

However, despite these remarkable strides, we acknowledge that there are still barriers that hinder the full potential of women in the agricultural sector. Gender-based discrimination, limited access to resources, and unequal decision-making opportunities persist in many parts of our society. As an organization committed to making a positive impact on the lives of our members and communities, we must address these challenges head-on.

This training manual serves as a guiding light to ensure that gender equality is deeply ingrained within the structure and functioning of our FPOs. It offers comprehensive insights, tools, and best practices that will enable us to create a more inclusive and equitable environment for everyone involved. By embracing gender mainstreaming, we can amplify the voices of women, foster leadership, and nurture a culture of mutual respect and understanding within the institutions.

I encourage all the key stakeholders working with the FPOs to wholeheartedly embrace the principles of this manual. Let us commit ourselves to creating a workspace where women are empowered to take on leadership roles, and where every individual is given the opportunity to thrive and contribute to collective success.

Together, we can build a brighter future for the FPOs and the communities we work with. Let us embark on this journey with determination and compassion, knowing that true progress is achieved when we work hand in hand, supporting and uplifting women farmers.

Thank you for your unwavering dedication and commitment to achieving gender equality through building and strengthening Farmer Producer Organisations as successful business entities. I am confident that, by working together, we will make a significant and lasting impact on the lives of countless women farmers and their families in particular and the communities in general.

Best Regards

CS Reddy
Chief Executive Officer
APMAS

Our FPO

Equality
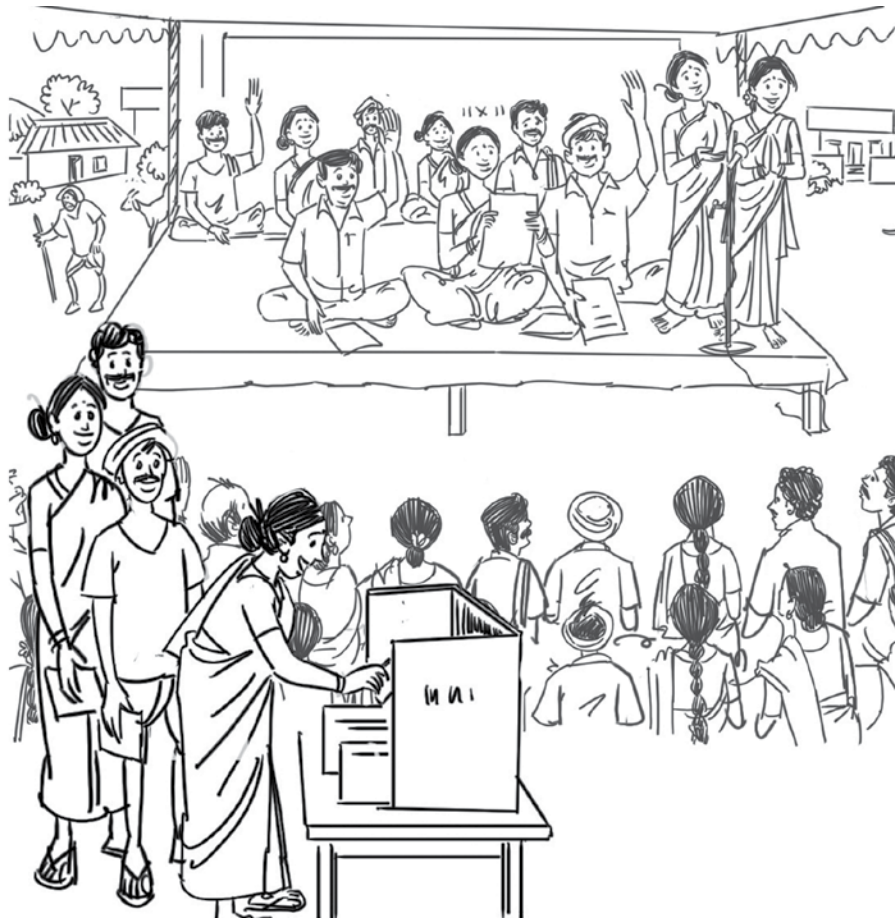
About Manual

Introduction

This manual on 'Engendering FPOs' is developed for facilitating 'Training of Trainers' program to APMAS staff and others working in the domain of promotion and strengthening of FPOs as viable business organisations. Further, the trained participants would facilitate the training programs for the staff of FPO promoting organisations (NGOs & Government Departments), Board of Directors, members and the staff of FPOs.

Broadly, the training is designed to:

- Equip the participants with the understanding on importance of gender, its concepts and implications of socially constructed gender norms on women and men in the family and the society
- Highlight the gender constraints for women in agriculture value chain and its consequences
- Raise awareness of women and men leaders and members of FPOs on the manifestations of gender bias and the need for engendering FPOs
- Support participants with the knowledge and skills needed to promote gender equality in their work with FPOs

Training Methodology

This manual has been designed based on the "Participatory Training Methodology" with the following principles:

- This training fills an immediate need - staff are equipped with cascading gender trainings to the FPOs
- Sessions balance the importance of delivering technical content with the benefits of participatory learning, using various methods, techniques and aids
- Learning is two way: participants and facilitators learn from each other through interaction and group activities
- Time is allowed for discussion, reflection, and feedback
- A mutually respectful environment is created between facilitator(s) and participants
- A safe and comfortable environment is provided for learning
- The entire process of learning should be fun for the facilitators and the participants

The training hall should be set up for participants to sit in small groups on the floor to ensure maximum participation. This can be done with the round or square tables or no tables at all. A classroom style or theatre set-up is not recommended for this training.
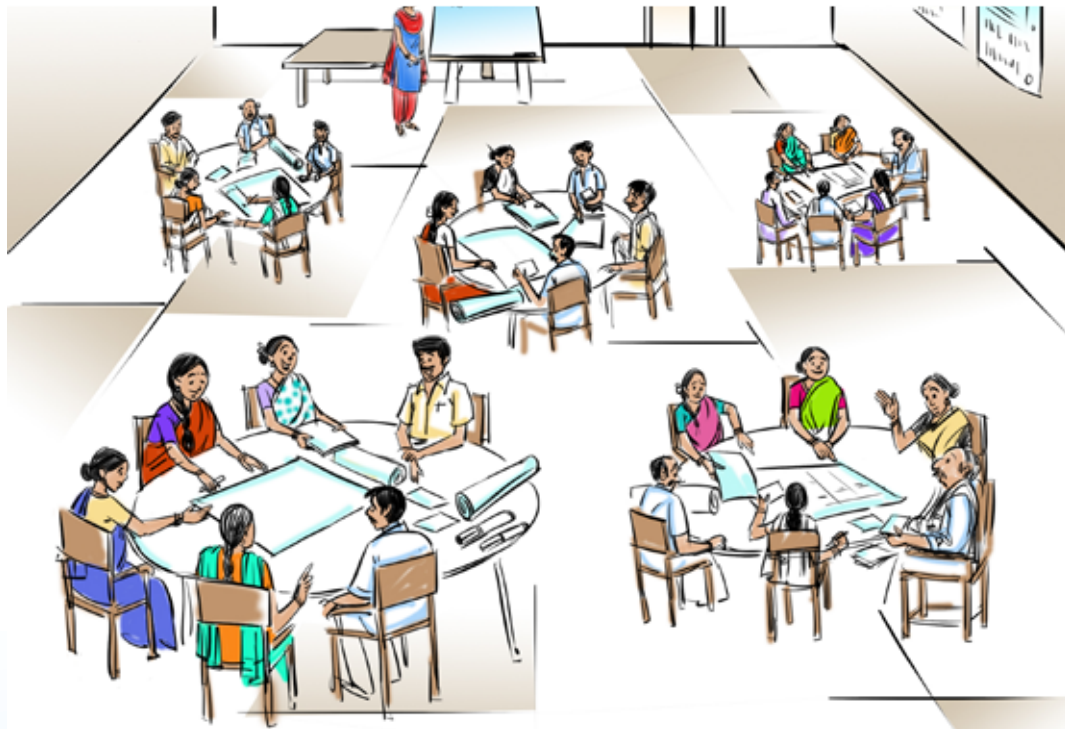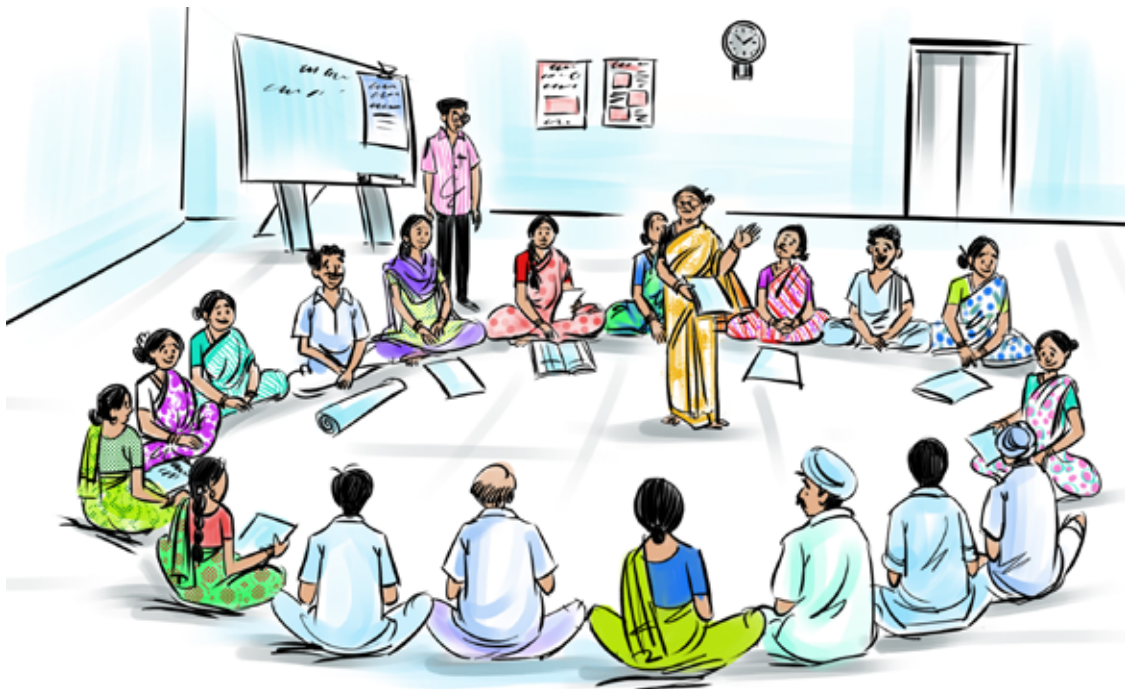
A range of participatory training methodologies shall be used to have maximum participation and enhance learning.

- **Interactive lectures:** Information presented by the facilitator or a guest speaker
- **Case studies:** Participants apply new learning to "real-life" examples

- **Role plays:** Two or more participants enact scenarios in drama format. Role plays are always fully debriefed so that learning can be extracted afterwards.
- **Small group works:** Participants share experiences and ideas, jointly develop tools, or solve a problem together. Small groups should not exceed seven people.
- **Large group works:** Participants are broadly divided into 2-3 groups to work together on a bigger task or solve a problem together
- **Sharing:** Participants share their opinion about a topic and give feedback

Training Team

Training requires more than one resource person to conduct effectively, and the team should be present throughout the training so that transition from one module to the next is smooth and effective. A successful training is a team effort and everyone's role and responsibilities need to be defined at the beginning of the training to ensure no task is forgotten or duplicated.

- **Lead Facilitator:** Has overall responsibility for the training and ensuring that the objectives are met, participants are engaged, and the training runs smoothly. S/he clearly delegates roles and responsibilities to co-facilitators and coordinates with guest speakers.
- **Co-Facilitator(s):** Supports the lead facilitator to deliver the training effectively
- **Lead Logistician:** Has overall responsibility for the smooth operation of the training - before, during and after. Duties may include arranging the venue; organizing food, accommodation, transportation, reimbursements, materials and supporting in all aspects for effective delivery of the training.
- **Support Logistician:** Supports the lead logistician, including photocopying, note taking, monitoring participants' requests, setting up the training room, arranging materials and ensuring cleanliness of the training venue and the accommodation for the participants
- **Debrief:** The team needs to meet at the end of every day to debrief and see if any change is required. Handle any disagreements quickly since participants can sense if the team has a conflict, which might have a negative impact on the training. The team needs to pay attention to logistics (food, accommodation, transportation, etc.) since poor logistics can ruin training and take attention away from important topics.

Facilitation Skills

Role of Facilitator(s)

It is the responsibility of the facilitator(s) to present background material and activities as clearly as possible for each session. The skills used include the following:

Non-Verbal Communication

- Maintain eye contact with everyone in the group when speaking. Try not to favour certain participants or certain areas of the room. Encourage women participants to actively engage in the discussions.
- Move around the room without distracting the group, avoid pacing and always stand where everyone can see you

- Use positive non-verbal body language (e.g., nodding and smiling).
- Determine whether it is best to sit or stand. Typically, it is better to stand in front of the group when training and facilitating, particularly when introducing content, giving instructions for a task, brainstorming, etc. However, if participants are working in small groups and/or sensitive topics are being discussed, sometimes sitting with the participants creates the air of greater trust and intimacy.
- Facilitators are different from teachers or lecturers. It is not the job of a facilitator to know answer for every question. Rather, it is the job of the facilitator to make everyone feel welcomed to share their opinions, to encourage wide participation, and to create a positive learning environment.
- The best facilitators are humble and they act professionally at all times

Verbal Communication
- Tone is important. Never sound harsh, mean, directive, or judgmental
- Always be respectful in an honest and natural way
- Speak slowly, clearly and avoid using slang
- Always use gender neutral language in developing resource materials, presentations and while talking to the participants

Questioning Techniques
- Ask open-ended questions that encourage responses. If a participant answers with a simple "yes" or "no," then follow up: tell me more about that, how did that make you feel, or what happened that led you to that decision?
- The facilitator does not have to answer every question. When a participant asks a question, the facilitator can turn the question to the group: what do others think about this issue?
- If the facilitator is not sure of something a participant has said, try paraphrasing: so, in other words or if I understand you correctly, you are saying … is that right? And then allow time to correct yourself if necessary.

Management Skills
- Help the group set norms at the beginning of the training. Such things as "show respect, everyone participates, mobile phones on mute, take risks" should be included as norms.
- Share personal experiences to build a bond with participants
- Encourage all participants to speak and participate. Encourage quiet people without embarrassing them. Gently tell talkative participants to give others a turn.
- Be aware of underlying tensions and brewing arguments between or among participants and work to have a respectful atmosphere. Participants can disagree as long as they remain calm and respectful to each other.
- Reinforce statements by sharing relevant personal experiences: "that reminds me of a past training when …"
- Summarize discussions and be sure that everyone understands the concept before moving forward.
- Encourage those who have lingering questions to ask for during breaks.

Time Management

- Maintain control at all times. If participants are excited about an issue or a discussion, it is fine to let the discussion continue for another 10 minutes, but try not to interfere too much with the timing of subsequent sessions.
- The facilitator is responsible for delivering the objectives in the allotted time
- Never blame the participants if you are running late and never tell them that you have to cut something out of the training due to time constraints
- If two to three participants are in a debate or focused on a concept that others clearly understand, suggest that they continue the conversation after the training or during the break, and gently bring everyone back to the topic at hand.
- If you find yourself running late, do not panic! This happens all the time to experienced facilitators. Participants take their cues from the facilitator; if you are nervous, they will be nervous. If you are relaxed, the participants will also be relaxed. Similarly, if you are running ahead of time, do not panic! You can take a longer time for lunch or end early or continue as planned.

Setting the Learning Climate

- Read the training design and review all materials and activities several times to become fully familiar and comfortable with the content
- It is always a good idea to write training session objectives on flipcharts and hang them in the training room for everyone to refer to during the training
- Prepare and organize all materials needed for each session (handouts, flipcharts, etc.) ahead of time, and keep them close at hand during sessions.
- Set up the room and your materials at least 20 minutes before the training begins each morning. This way you can greet participants as they arrive and be prepared should any last-minute problems arise.
- Start on time and establish the facilitator's role by calling the group together
- Gentle transition from one session to the next and making a link between the two is important. For example, "now that we know how gender plays a key role, let us see how we can develop strategies to have gender mainstreaming into the FPOs".
- Tell participants what they will do during each activity to achieve the session's objectives

Reflecting on Materials Presented

- Allow enough time for participants to absorb new material. Do not move too quickly. Encourage participants to share their reactions to new material; to share past experiences relevant to the new material.
- Ensure that participants receive feedback from the facilitators
- Ask participants to identify key points that emerged during the day and help them to draw general conclusions from the training.
- Encourage participants to discuss how new information and skills will be helpful in their own project activities.
- Help participants anticipate challenges that they might experience in the community, and brainstorm ways to overcome these challenges.
- Discuss what information is needed to enable participants to successfully achieve their project responsibilities

Overview of Modules

The training of trainers' manual on "Engendering FPOs' consists of four modules: Each module has several sessions and each session consists of topic, objective, duration, methodology and step by step process. It is necessary that the facilitator(s) reads each session and plans carefully in order to facilitate the training more effectively. The break times can be as per the decision of the participants and the facilitators.

Module	Theme	Duration
Module I	Understanding Key Gender Concepts	8 hours
Module II	Gender Mainstreaming in Agriculture Value Chains	6 hours
Module III	Building Women's Leadership and Learning from Women-led FPOs	16 hours
Module IV	Measuring Success	4 hours
	Total Hours (Days)	**34 hours (5 days)**

Module I	Gives the participants an in-depth understanding of basic concepts of gender including what is gender, difference between sex and gender and the ways in which gender operates in the society. It provides facts and figures with respect to the national and global status of women to have a clear understanding of why it is important to work towards addressing gender discrimination.
Module II	Focuses on understanding the current gender situation in agriculture value chain in the context in which the participants operate and familiarises them with the concept of gender mainstreaming. It introduces tools for gender analysis to understand gender norms and practices existing in their context. It also highlights the importance and the steps involved in building gender responsive agriculture value chains.
Module III	Enables the participants to understand the importance of social inclusion at all levels and activities of Farmer Producer Organisations. It discusses the importance of women leadership in FPOs and relevant strategies to create an enabling ecosystem for building strong women leadership in FPOs. The module also gives scope for the participants to learn from women-led FPOs and interact with them to understand their journey, challenges and experiences.
Module IV	Sums up the entire training and guides to build an action plan based on the learning, setting up gender indicators and gender audit tool for self-evaluation.

Module I

Understanding Key Gender Concepts

Objective

Participants understand the concept of gender, difference between gender and sex and the ways in which gender operates in the society

Module Overview

#	Session	Content	Methodology	Duration	Materials
1	Welcome and Introductions	• Importance of the ToT • Introductions • Training norms & responsibilities	Participatory interaction, group exercise and presentation	120 mins	Training schedule, session plan, pre-test questions, flashcards, white board, pin board, markers and pins
2	Understanding Development	• Understanding the major development issues in today's society • Role of gender in development	Interactive discussion and presentation	40 mins	White board, flip charts and markers
3	Gender Concepts	• What is gender? • Difference between sex & gender	Brainstorming, presentation and discussion	60 mins	Flip chart, markers, projector, screen, gender quiz and handouts
4	Socialisation of Gender	• Impact of socialisation on women and men • Gender constraints faced during life cycle	Presentation, exercise and videos	140 mins	Flip chart, white board, projector, screen and rope
5	Gender Division of Labour	• Reproductive, Productive and Community works • Work profile of women and men	Participatory interaction, group exercises and presentations	100 mins	Flip chart, chart papers and markers
6	Sustainable Development Goals and Status of Women	• Understanding SDG 5 and targets • Status of women at national level	Presentation and handouts	20 mins	Projector and screen
			Total time	**480 mins**	

Tips for Facilitator

- Be well versed with the objectives and content of the module
- Have a deep understanding on the gender concepts
- Encourage participants to interact and communicate better
- Take part in the participatory exercises and relate learning with practical examples

Session 1: Welcome and Introductions

Learning Objective:	Enable participants to know one another, develop trust and respect, and share their personal and professional backgrounds
Duration:	120 mins
Methodology:	Participatory interaction, group exercise and presentation
Materials:	Training schedule, session plan, pre-test questions, flash cards, white board, pin board, markers and pins

Step by Step Process

Step 01: Welcome to Participants (10 mins)

The facilitator invites the course organisers to welcome the participants and highlight the importance of gender training to promote women's membership, participation and leadership in FPOs.

Step 02: Introduction (45 mins)

Participants' introductions will be through an interactive exercise as given below. Facilitator can choose any one of the following exercises.

Exercise

- Request all the participants to stand in a circle and then to move around clapping
- Instruct 'stop clapping' and request the participants to form smaller groups (of three or four members who are not familiar with each other) and chat on any topic at random
- After five minutes, request the participants to shuffle and form into a large circle once again and move around clapping
- Instruct 'stop clapping' and request the participants to partner with one person they have not interacted with or not known them before or less known
- Request the pairs to discuss their personal and professional details, and their understanding on gender for about seven minutes
- After seven minutes all the pairs come back to their seats and introduce one another in the larger group and their understanding on gender
- The facilitator will note down the points shared by the participants on their understanding on gender on the White board or chart and will not elaborate

Alternate Exercise

- Request the participants to move around in the premises of the training venue and pick one object which they identify with and come back to share about their details and understanding on gender
- After five minutes, request the participants to come back to the larger group
- Request the participants to share their personal and professional details, reason for the object picked up and their understanding on gender
- The facilitator will note down the points shared by the participants on their understanding of gender on the board or chart and will not elaborate

Step 03: Levelling of Expectations (25 mins)

- Give each participant two flashcards of different colours (green and yellow)
- Give five minutes to participants for writing one expectation from the gender training on the green card and one fear/ anxiety/ curiosity about the training on the yellow card (one word or one simple sentence of a few words only).
- Collect all the cards and pin them on a board or a brown sheet. Put all green cards on one side and all yellow cards on the other side. Mark the pile of green cards as 'Expectations' and the yellow cards as 'Fears/ Anxiety/ Curiosity'.
- Discuss, cluster common ideas and summarize the outcomes

Step 04: Introduction to the Training (10 mins)

- Link the expectations of the participants to the objectives of the training
- Share an overview of the training schedule using a pre-prepared presentation

Step 05: Norms and Sharing of Responsibilities (15 mins)

- Generate suggestions from the participants on the norms that the group would follow during the training and list them on a flip chart. These could include agreements in terms of schedule, breaks, participation and respect for each other's opinions etc. Post the flip chart in the session hall so that the facilitator/s and the participants can refer to it at any time.
- Request the participants to form into sub committees (based on the need) who would help manage the training in a participatory way. The sub-committees could be 1) Reporting Committee 2) Cultural Committee; and 3) Management Committee for managing resources and time keeping. Explain the functions of each sub-committee to the participants.
- The Reporting Committee shall be for every day of the training and whereas the other two committees could be for the entire training period. The reporting committee shall make a presentation on the next day (in the form of report, or newsletter or dialogue form) and submit a written report to the organisers
- Display the list of members of sub committees on chart paper in the training hall for reference and ensure the sub committees fulfil their responsibilities.

Step 06: Pre-test (15 mins)

Pre-test will be conducted to assess the understanding of the participants on gender. Facilitator shall be ready with pre-test questions to be distributed or google sheet can also be used. Give ten minutes to the participants to fill up the answers. Questions for pre-test could consist of multiple choices and simple one or two line answers.

1) **Gender roles, status and relations vary according to time and place**
   a) True or False?

2) **What causes gender inequalities?**
   a) It arises from the different and unequal roles to men and women
   b) It arises because men and women have biological differences
   c) None of the above

3) **In the below activities which are reproductive works?**
   a) Cleaning the house
   b) Going to office
   c) Bathing children
   d) Washing cloths
   e) Taking care of sick people at home

4) **In the below activities which are productive works?**
   a) Feeding children
   b) Taking milk to cooperative society
   c) Cooking at home
   d) Cooking at hotel
   e) Manufacturing cars

5) **Gender sensitisation is required among?**
   a) Only females
   b) Only males
   c) Both

6) **Who is a farmer?**
   a) Male
   b) Female
   c) Both

7) **What is not biological in the list given below?**
   a) Giving birth
   b) Cooking
   c) Breast feeding
   d) Cleaning utensils
   e) Men have X and Y Chromosomes and women have two X Chromosomes

8) **Who can do below value chain activities? men (M), women (W) or both (B)?**
   a) Ploughing
   b) Weeding
   c) Purchasing inputs
   d) Operating rotavators/tractors
   e) Cleaning, sorting and grading
   f) Marketing

9) **Reducing gender gap in agriculture is possible when women have**
   a) Access to resources
   b) Access to technology
   c) Access to equipment and tools
   d) Access to training and learning business skills
   e) All the above

10) **Men cannot perform which of the activities listed below?**
   a) Folding clothes
   b) Teaching nursery kids
   c) Cleaning the toilet
   d) Giving birth
   e) Sweeping and mopping

11) **The Sustainable Development Goal 5 is on**
   a) Gender Equality
   b) Climate Action
   c) No Poverty
   d) Quality Education
   e) Reduced Inequalities

12) **Write down the acronym for CEDAW**

13) **What is a Help Line Number for Women?**

14) **When was the Centre Sector Scheme on Formation and Promotion of 10000 FPOs launched?**

15) **Which are the FPO promoting organisations in India?**

The facilitator is to give an overview of the process of pre-test and request the participants to give precise responses. The responses will be compiled during the break and screened during the first or second day and later will be compared to the post-test results.

Session 2: Understanding Development

Learning Objective:	Enable the participants to gain a deeper understanding of the development issues in today's society
Duration:	40 mins
Methodology:	Interactive discussion and presentation
Materials:	White board, flip chart and markers

Step by Step Process

Step 01: Interactive Discussion (15 mins)

Ask each participant to share one "major development issue in today's society" and write the same on the white board or flip chart. Then highlight the issues faced by women from the responses of the participants such as domestic violence, child marriage, dowry, female foeticide, infanticide, sexual harassment, rape, low wages etc. Initiate discussion on the reasons for the issues faced by women and why such issues are considered as development issues, which need greater attention.

Social justice	Poverty Alleviation
Every person, male or female has the same basic rights as a human being. Both men and women should benefit from development activities, but women are often discriminated against.	Women are important actors to achieve poverty alleviation through food security and access to basic needs such as water and sanitation
Business	**Impact**
Not recognizing women creates a missed business opportunity. Research shows that gender inequality has high economic costs, leads to wasted human resources and missed opportunities for innovation.	Impact created can be more if gender differences are identified and addressed. e.g. if women have the same access to resources as men, agriculture production would increase.

Step 02: Presentation on Gender and Development (15 mins)

The facilitator will make a short presentation on why it is important to discuss gender in the context of development highlighting the following arguments.

Step 03: Videos (10 mins)

https://www.youtube.com/watch?v=4viXOGvvu0Y (Gender equality now)

Session 3: Gender Concepts

Learning Objective:	The participants will be able to understand the meaning of gender, difference between gender and sex and related concepts of gender
Duration:	60 mins
Methodology:	Brainstorming, exercise, presentation and discussion
Materials:	Flip chart, markers, projector, screen, gender quiz and handouts

Step by Step Process

Step 01: Participants to Articulate on the Definition of Gender (40 mins)

Exercise

1. Take a chart paper and divide it into three columns. Write men in the extreme left column, women in the extreme right column and common in the middle. Do not tell beforehand as the differentiation between sex and gender is something the participants have to realize out of this exercise.

2. Ask participants to write identities / qualities exclusive to men in the left column (e.g. men grow beard or moustache) and exclusive to women in the extreme right column (e.g. only women give birth)

3. Ask participants to find out the identities / qualities of both men and women (e.g. sensitive, aggressive, short-tempered, soft-spoken etc) and list them in the middle.

4. Ask the participants to discuss the following:
   a. Which identities / qualities are natural and which ones change from person to person and society to society?
   b. Which of these are universal across societies and geographical locations and which are not?
   c. Ask participants to identify and differentiate biologically and sociologically determined identities and qualities from the above.

5. Write down all the responses on the white board or chart paper. Present the definition distinguishing gender and sex with the use of a pre-prepared presentation on PowerPoint or chart.

Alternate Exercise 1

Ask the participants to move around in the premises of the training venue and pick two objects - one object which according to them can be associated with women and the other object with men. After 10 minutes, ask the participants to assemble back in the training hall. Make two columns on the floor titled women and men. Ask the participants to place the objects picked for women and men under the respective columns and explain why they have picked that particular object.

The facilitator will write down all the qualities associated with men and women from the exercise. This can be used as the basis for participants' understanding of sex and gender. The facilitator can then present the definitions of gender and sex.

Alternate Exercise 2

The icons of male and female will be drawn on the ground. The participants will be asked if they would want to be born as male or female given a choice. They have to move to the icon of their choice. Further the facilitator asks each one of the participants to list out the reasons for choosing that particular sex.
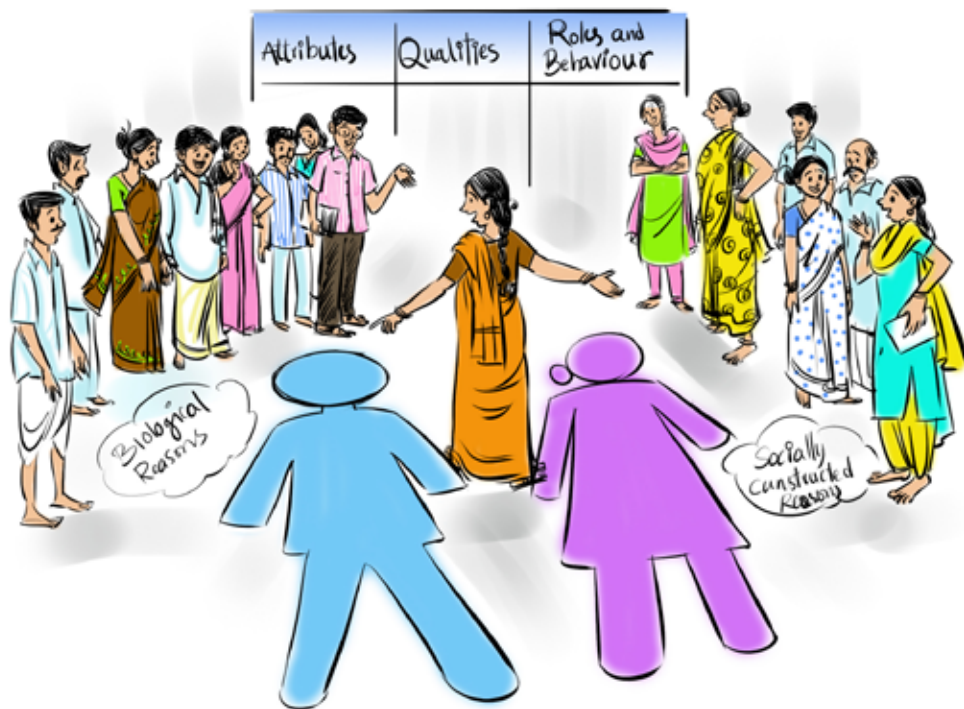
The facilitator records the main reasons (attributes, qualities, roles and behaviours) which led the participants to choose a particular sex. The facilitator can ask the participants whether each of the reasons mentioned is due to biological or socially constructed reasons. Using this exercise, the facilitator introduces the concept of "gender" and "sex".

Step 02: Presentation on Gender and Sex (10 mins)

The facilitator explains the difference between gender and sex.

Sex	Gender
Sex is natural	Gender is society made
Sex is biological or physical construction. It refers to visible differences in genitalia & related differences in procreative function.	Gender is socio-cultural. It refers to masculine and feminine qualities, behaviour patterns, roles and responsibilities, etc
Male and Female	Masculine and Feminine
Sex is constant. It remains the same everywhere.	Gender is variable. It changes from time to time, culture to culture, place to place, even family to family & person to person.
Sex is universal	Gender is not universal
Sex cannot be changed	Gender is subject to change whenever there is a change in socio-cultural perspective
Sex is for procreation	Gender refers to role and responsibilities of women and men
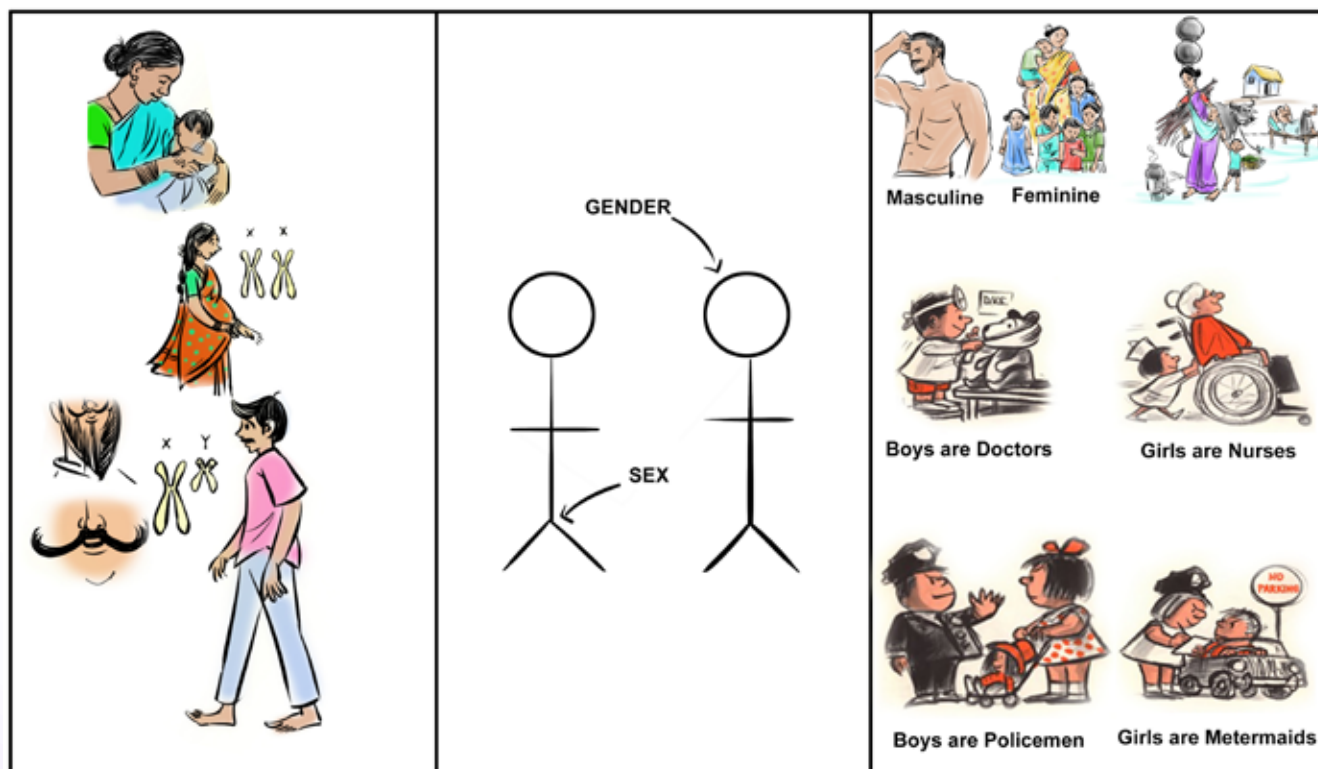
Gender refers to the socio-cultural definition and the way societies distinguish men and women and assign them different roles. It is a social construction and varies with class, caste, ethnicity, religion, age, education, time, place etc. Women are subordinated by men due to socially constructed power relationship. Gender is a matter of culture; it refers to the social classification of men and women into masculine and feminine as manifested in the households, labour markets, political structures etc.

Sex refers to the biological differences between men and women and it is natural, constant and cannot be changed.

Step 03: Gender Quiz (10 mins)

The facilitator asks the participants a set of questions on gender and sex.

1. Women get less wages for equal work when compared to men (G)
2. Women are not fit for politics (G)
3. Men have more body hair than women (S)
4. Women cannot manage agri business (G)
5. Women give birth to child (S)
6. Women breast feed the babies (S)
7. Men cannot teach for kindergarten kids (G)
8. Women cannot climb trees (G)
9. Men have moustache (S)
10. Boys voice break in adolescence (S)
11. Women should not get angry (G)
12. Men should not cry (G)
13. Females carry two X chromosomes; men carry one X and one Y chromosome (S)
14. Women shall be loving and caring (G)
15. Men shall be strong and tough (G)
16. Males and females do not differ in the number of ribs (S)
17. Men take decision in a rational manner whereas women cannot (G)
18. Women can earn only 70% of what men earn (G)
19. Women menstruate every month (S)
20. Men are breadwinners and head of the family (G)
21. Women do not have beard (S)
22. Men should be always courageous and responsible (G)
23. Women and men have different reproductive organs (S)
24. Men do not have uterus (S)
25. God created women for men to enjoy and control (G)
26. Men will not give birth (S)

27. Women are always beauty conscious (G)
28. Men are the reason for the birth of the girl child (S)
29. Women are the reason for the birth of the girl child (G)
30. Women cannot do outside work and fit to do house work (G)
31. Men have a higher concentration of androgens while women have a higher concentration of estrogen (S)
32. Men are first citizens and the women are the secondary citizens (G)
33. Child care is the responsibility of mothers (G)
34. Men's brain on the left side is significantly larger than women's (S)
35. Women are always emotional (G)
36. Male skulls & head bones have a different shape than female's (S)
37. Women cannot lift crates (G)
38. Women shall not plough the land (G)
39. Men cannot do reproductive works (G)
40. Women can do only transplantation and weeding (G)
41. Men will successfully handle the input and output marketing (G)
42. Women need not own land and other productive resources (G)
43. Women are suitable to take up only micro enterprises (G)
44. Men tend to process better in the left hemisphere of the brain while women tend to process equally well between two hemispheres (S)
45. Women cannot absorb quickly the agricultural technologies (G)
46. Post production activities can only be done by men (G)
47. Women cannot negotiate with the market players (G)
48. Dairy and poultry are best suited for women (G)
49. Vegetable nurseries can be best managed by men (G)
50. Kitchen gardens are best managed only by women (G)
51. Farmers mean men since they own land (G)
52. Leadership in FPOs is well managed by men and not women (G)
53. Give only 33% of position to women in institutions such as FPOs (G)
54. Women cannot use digital technology for updating themselves on crop & weather advisory services (G)
55. Women shall be accompanied by men for outside trainings (G)
56. Men negotiate well with the market players (G)
57. Women do not require tools and implements in agriculture (G)
58. Custom hiring centre cannot be managed by women at all (G)
59. Women are only supporters in agricultural activities (G)
60. Women do not need access, control & ownership over resources (G)

Step 04: Handout on Gender Concepts

The facilitator provides the following handout to the participants for their reference.

Gender Roles are learned behaviours in a given society that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment. Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts. Both men and women play multiple roles in society. The gender role of women is generally identified with reproductive works whereas that of men is identified with productive works.

Gender Mainstreaming is the process of ensuring that women and men have equal access to and control over resources, development benefits and decision-making, at all stages of the development process.

Gender Equality is the result of the absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.

Gender Equity entails the provision of fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognises that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes.

Gender Blindness is the failure to recognise that gender is an essential determinant of social outcomes impacting projects and policies.

Gender Awareness is an understanding that there are socially determined differences between women & men based on learned behaviour, which affect their ability to access and control resources and benefits accruing from. This awareness needs to be applied through gender analysis into projects, programmes and policies.

Gender Sensitivity encompasses the ability to acknowledge, highlight existing gender differences, issues, inequalities and incorporate these into strategies and actions.

Practical Gender Needs are which women identify in their socially accepted roles in society. These do not challenge, as they arise out of gender division of labour.

Strategic Gender Needs are which women identify because of their subordinate position in society. They vary according to particular context, legal rights, domestic violence, equal wages and women's control over their bodies. They are more long term and less visible than practical gender needs.

Gender Analysis is the methodology for collecting and processing information about gender. It provides disaggregated data by sex, and an understanding of the social construction of gender roles, how labour is divided and valued. Gender analysis is the process of analysing information in order to ensure development benefits and resources are effectively and equitably targeted to both women and men, and to avoid any negative impacts development may have on women or on gender relations. For a gender analysis, all data should be separated by sex in order to allow differential impacts on men and women to be measured.

Gender Planning is the process of planning developmental programmes and projects that are gender sensitive, which takes into account the impact of differing gender roles and gender needs of women and men in the target community or sector. It involves the selection of appropriate approaches to address not only women and men's practical needs, but also identifies entry points for challenging unequal relations (i.e., strategic needs).

Session 4: Socialisation of Gender	
Learning Objective:	Bring awareness on the ways in which socialisation of gender takes place in the family and society and its implications
Duration:	140 mins
Methodology:	Presentation, exercise and videos
Materials:	Flip chart, white board, projector, screen and rope

Step by Step Process

Step 01: Explaining the Term Socialisation (20 mins)

Ask the participants to share what they understand by the term "socialisation". After receiving 4-5 responses the facilitator explains what socialisation means.

"Socialisation is the process through which individuals' behaviour, attitudes, beliefs and values are shaped by societal norms. Socialisation takes place through different agents such as family, school, peers, media and community".

The facilitator will explain further on how socialisation takes place through different agents using some examples from our daily experiences.

Examples

- Girl children are asked to help their mothers with cooking and cleaning
- Boys are asked to help with heavy lifting and outdoor activities
- Schoolmates, teachers and classmates make fun of boys who are sensitive
- Women are shown to be fair and beautiful in advertisements and movies
- Women should always be accompanied by boys in the families when they go out

Ask the participants to give similar examples. The facilitator can then highlight the fact that the qualities which are exhibited by men and women are categorised as masculine and feminine. However, these qualities are not inbuilt into our biological systems but acquired due to societal norms.

Step 02: Understanding Socialisation (60 mins)

Ask participants to discuss the characteristics of male and female which will be written down on a white board (the terms discussed in the previous session can be used). The facilitator will go through each of the characteristics of male/ female and ask the participants if it is ok for the other sex to exhibit those characteristics.

Additional Exercise

- Request for one female and male volunteer from the participants
- Ask the female volunteer to stand in the centre facing the other participants
- Tie a rope around the volunteer and make one stereotypical statement which would restrict her from doing or not doing something. E.g. "do not laugh out loud, we will get you married soon, etc."
- Ask the other participants to mention such similar statements restricting women in the society and tie the rope around the volunteer
- Ask the participants to repeat the exercise with the male volunteer, this time with statements which are used for restricting men in the society
- After the exercise ask the participants to share their observations
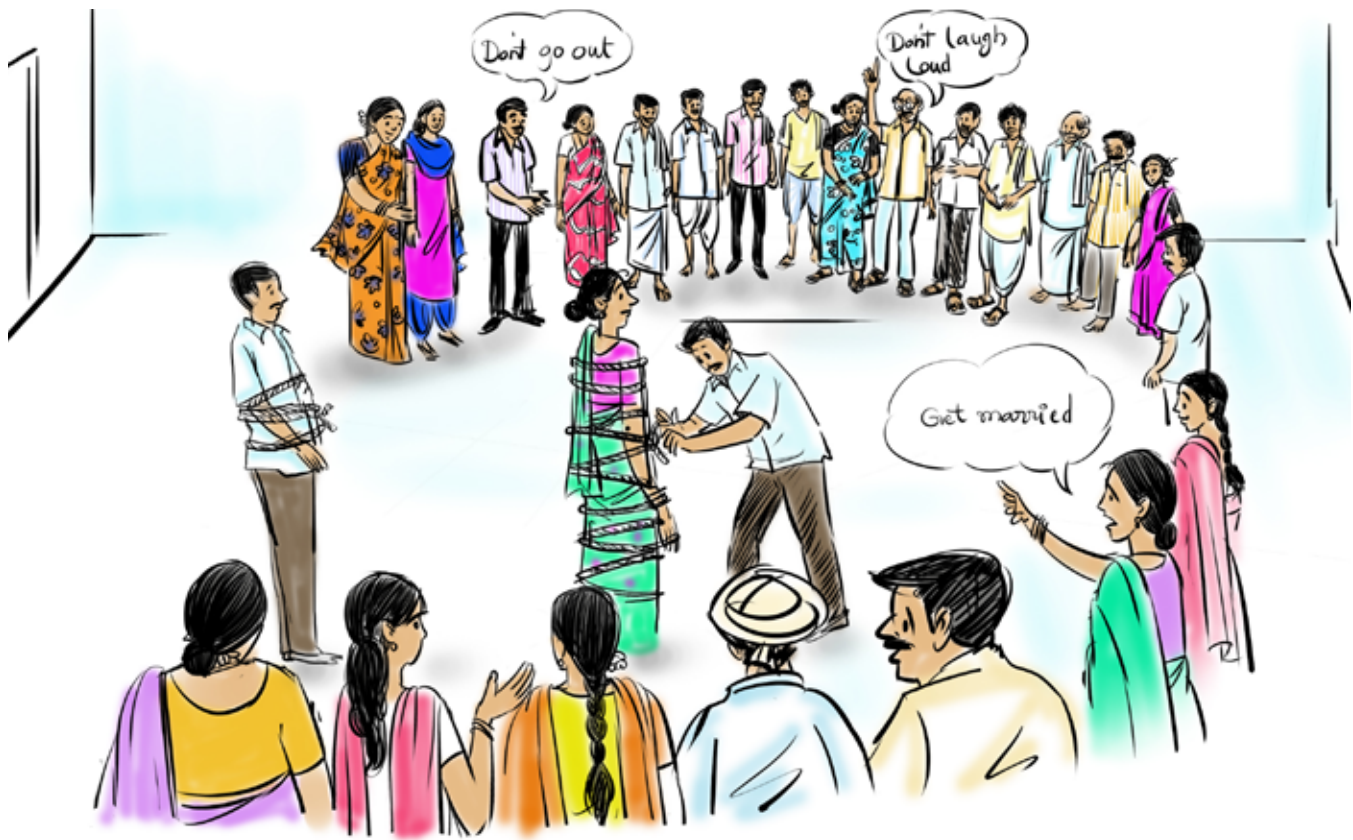
> **Summary of Observations:** Women have more societal restrictions compared to men. With all the restrictions (represented by the rope tied around her), she is not in a position to move forward. This reflects in her education, career, household and in every walk of her life whereas the situation is different for a man.

Step 03: Impact of Socialisation on Men and Women (45 mins)

The facilitator presents the following to discuss the impact of socialisation. It is gender which creates inequalities between girls and boys, women and men, it is society which decides that man is superior, woman is inferior, that the wages paid for men's work are higher, for women's work lower, that man is powerful, woman is powerless. Nature does not create inequalities; it only provides different organs for reproduction. Inequalities, hierarchies and customs are created by society, by all of us. The discrimination between rich and poor, Brahmins and Shudras, Blacks and Whites, men and women has been created by society and not by nature or God.

Actually, each one has both masculine and feminine qualities, but society does not allow the feminine qualities in men and masculine qualities in women. Instead of encouraging similarities, societies and cultures have been emphasizing the differences. That is why girls and boys grow up so differently. It is these inequalities that have caused so many tensions and conflicts between men and women.

All over the world, gender differences are patriarchal and favour men. Gender differences are anti-women and hence girls face many obstacles and experience discrimination and violence. This is the reason why girls cannot progress or develop their talents the way boys can. Within the same family we can see boys flowering and girls withering. Such gender differences do not harm only girls; but the entire family, community and country. Several rigid roles, qualities and responsibilities are imposed upon boys and they also become victims of gender.

The impact of gender socialisation on our lives is huge. It shapes every decision and behaviour of individuals at different stages of life. It impacts our self-esteem, confidence, choices, decisions, qualities etc. It is due to the socialisation that women have to perform the stereotypical roles of home management and jobs that are an extension of reproductive roles. In agriculture, women do not have either control over the resources or decision-making power. In FPOs we hardly see women participating in leadership roles. Their participation is limited in trainings, exposure, meetings and activities. It is important to recognise and understand the deeprooted reasons.

Because gender is social, created by all of us, we can change it by creating new definitions of girls and boys, women and men. Being a girl does not mean inferior and weak, and being a boy does not mean harsh, dominating or violent. The truth is that boys and girls can dress, play, study any way they want, and grow up as they choose. Having a girl's body does not teach household work or caring for others; a boy's body does not ensure fearlessness, intelligence and strength. All these qualities are learnt. It is one's upbringing that determines how one grows, what one becomes. We can create a society where roles, responsibilities, qualities and behaviours are not determined and imposed by gender, caste, class or race, where everyone has the right and freedom to choose roles, develop talents and to have a life of one's choice.

Exercise: Divide the participants into five groups and ask them to work and present on gender constraints faced by men and women during different stages of life cycle. The facilitator will then conclude the exercise by highlighting the major gender-based constraints faced by men and women at different stages of life.

Life Stages	Constraints faced by women	Constraints faced by men
Children		
Adolescents		
Youth		
Middle aged		
Elderly		

Step 04: Videos (15 mins)

Play short videos on gender roles and stereotypes in society.
https://www.youtube.com/watch?v=LdEAz3mjaSw(Gender roles in society)
https://www.youtube.com/watch?v=FigeKLGSsRk (Gender stereotypes)
https://www.youtube.com/watch?v=Ulh0DnFUGsk (Gender roles and stereotypes)

Session 5: Gender Division of Labour

Learning Objective:	Understand the gender division of role and responsibilities and interventions required
Duration:	100 mins
Methodology:	Participatory interaction, group exercises and presentations
Materials:	Flip charts, chart papers and markers

Step by Step Process

Step 01: Reproductive, Productive and Community Works (30 mins)

Division of Labour

It refers to the allocation of different roles and responsibilities to women and men based on societal ideas of what men and women should do and are capable of doing. Gender division of labour leads to hierarchies and inequalities because men and women's labour is not equally valued and rewarded. The allocation of certain roles to men and women in productive processes leads to issues of command and control over resources and the products of labour. Man's employment is regarded as essential to the household and he is designated as sole breadwinner. Women are delegated with menial jobs which have less or no economic value. Women are supposedly employed in generating only supplementary incomes. The state also shares the same views which are reflected in development programs.

Reproductive Work

Involves the care and maintenance of the household and its members including food preparation, caring for children, water and fuel collection, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for most part manual, labour intensive, and time consuming, it is almost always the responsibility of women and girls.

Productive Work

Involves the production of goods and services for consumption and trade (farming, fishing, manufacturing, employment and self-employment etc) and especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible, less valued and less paid than men.

Community Work

Involves the collective organizing of social events and services, ceremonies and celebrations, community improvement activities, participation in groups and organizations, local political activities, and so on. This type of work is seldom considered in economic analysis of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development of communities. Both women and men engage in community activities and gender division of labour prevails here as well. However, men get visibility in community work whereas women become invisible.

In all the above three functions, gender division of labour is kept intact. Least skilled and least paid jobs like sweeper, typist, teacher, caretaker etc are given to women. Jobs like receptionists and air hostesses are usually given to women and are advertised as requiring good physique and beauty apart from job skills. Since 90% of the travellers are men, it is for men's pleasure that women are employed in these jobs. Jobs like nursing and teaching are nothing but extensions of reproductive roles.

Women's Occupations	Men's Occupations
Actor, Anganwadi Teacher, Air Hostess, Beautician, Caretaker, Construction Worker, Dancer, Field Worker, Gynaecologist, Housemaid, Model, Nurse, Quarry Worker, Receptionist, Sales Girl, Secretary, Singer, Steno, Sweeper, Teacher, Typist, Street Vendor (Vegetable/ Flower/ Fish)	Actor, Barber, Businessman, Carpenter, Captain, Cashier, Chef, Collector, Dhobi, Director, Doctor, Driver, Drummer, Editor, Electrician, Farmer, Fisherman, Goldsmith, Headmaster, Judge, Lawyer, Lineman, Manager, Mason, Military Man, Minister, Musician, Plumber, Pilot, Priest, Principal, Politician, Porter, Postman, Professor, Photographer, Watchman, Salesman, Scavenger, Scientist, Security, Tailor, Weaver, Wireman

$(a+b)^2 = a^2+b^2+2ab$

Anganwadi

Step 02: Exercise on Gender Division of Labour in 24 Hours (70 mins)

The following exercise will help participants in understanding the engagement of men and women in productive, reproductive and community works and if they are paid for the work or not.

Exercise: The participants will be divided into four groups. Two groups will be asked to list out all the works done by women in rural areas in a day (24 hrs) and the other two groups will be asked to list out the works done by men in rural areas (sleeping, watching TV, resting, meeting friends, taking bath, eating are not works). Each group will also come up with how many activities women and men are doing in a day and out of which how many are reproductive, productive and community works and how many are paid or unpaid works.

Template for the Exercise

#	Women's Activity in 24 hours in rural areas	Hrs	Productive / reproductive or community work	Paid /unpaid work
1				
2				
3				
4				
5				

#	Men's activity in 24 hours in rural areas	Hrs	Productive / reproductive or community work	Paid or unpaid work
1				
2				
3				
4				
5				

Each group will present their work and analysis to the larger group. The facilitator will point out that women are pushed to do the low-grade work, which has less or no economic value. Whereas the works done by men are considered as powerful and more paid. Based on certain norms set by society, women have been allotted to do certain jobs, which are considered menial and which do not fetch much income. On the other hand, men have been given jobs which fetch them respect, recognition and income. While analysing the work done by men and women in a village in 24 hours, it would be indicated that women work for nearly significantly longer hours in a day than men. When men do certain jobs, which are traditionally done by women, they are respected and paid for it. For example, cooking is considered to be a woman's job in the family and men are looked down if they do it at home. However, men do cook in hotels and restaurants and they are paid for it. Women perform 'puja' at home. Men do it at temples and get respect and paid for it. In agriculture, women do 80% of the work but the final produce is taken to the market and sold by men and they enjoy the profits. For the same work done, there is no equal wages paid to women. The caste also plays a major role and the low paid jobs are mostly done by Dalit women and men in the society.
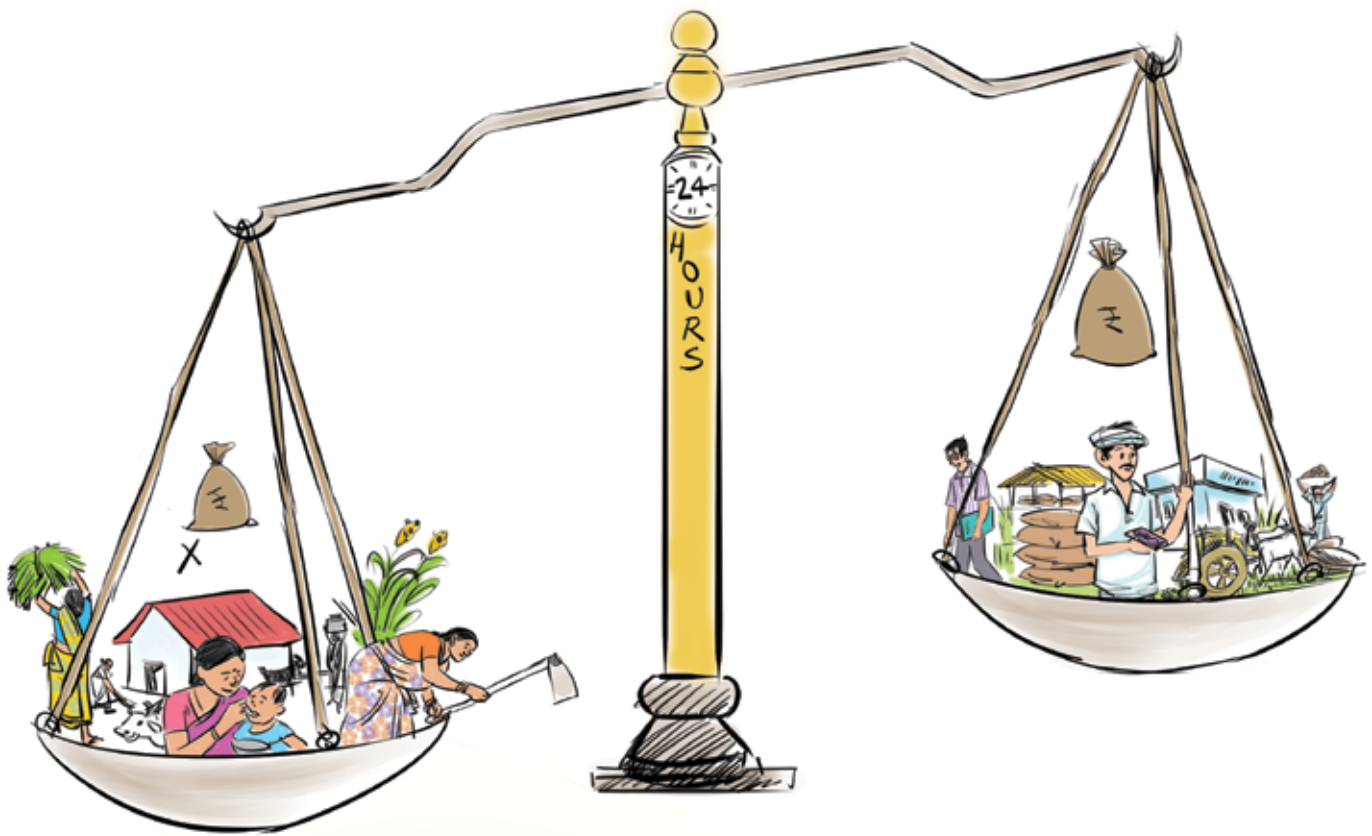
Alternate Exercise: The facilitator can do the following exercise to build further clarity on how gender roles are assigned to women and men and impact.

1. Begin the exercise by distributing two flashcards of two different colours (pink and blue) to each of the participants.

2. The facilitator will read out some words and ask the participants to respond with the first image that comes to their mind without much analysis and thinking. For example, on reading the word 'police', if the image of a man comes to their mind they should lift a pink card and if it is a woman, they should lift a blue card.

3. In case there is any confusion regarding a word and it seems both men and women come to their mind, they can pick the one who is more visible in doing this work.

4. After the exercise, have a discussion on the responses.

Gender Roles and Responsibilities

Roles	Woman / Man	Activities	Woman / Man
Anganwadi Worker		Basket Weaving	
Ayah		Bike Riding	
Air Hostess		Budgeting	
Bus Driver		Car Cleaning	
Cab Driver		Car Driving	
Cardiologist		Carrying Heavy Load	
Chef		Cleaning Utensils	
Domestic Maid		Cooking at Home	
Doctor		Dancing	
Director		Denting	
Dhobi		Diaper Changing	
Entrepreneur		Drawing a Sketch	
Lawyer		Dusting House	
Lead Farmer		Driving Tractor	
Gynaecologist		Fetching Fuelwood	
Judge		Fetching Water	
Manager		Fighting	
Mechanic		Film Direction	
Neurologist		Fishing	
Nursery Teacher		Going to Market	
Nursery Owner		Harvesting Tomato	
Peon		Loading Things	
Photographer		Marketing Vegetables	
Pilot		Operating Machinery	
Police		Planning	
Producer		Playing Cricket	
Professor		Procuring Seeds	
Priest		Ploughing	
Prime Minister		Scotty Riding	
Principal		Sewing	
Public Prosecutor		Skating	
Receptionist		Taking Care of Guests	
Tailor		Taking Care of Sick People	
Technician		Toilet Cleaning	
TV Anchor		Watering Plants	
TV Mechanic		Weeding	

Session 6: Sustainable Development Goals & Status of Women

Learning Objective:	Understand the SDG 5 and targets to achieving gender equality and the status of women in India
Duration:	20 mins
Methodology:	Presentation and handouts
Materials:	Projector and screen

Step by Step Process

Sustainable Development Goals: The facilitator makes the presentation on SDGs 2030 and the Goal 5 on Gender. A collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the UN General Assembly and are intended to be achieved by 2030. The 17 SDGs are integrated and they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritize progress for those who are furthest behind.

SDG 5: Achieve gender equality and empower all women and girls

Targets

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- Enhance the use of technology, in particular information and communications technology to promote the empowerment of women

Initiate discussion that the development programmes shall contribute towards achieving SDGs and we need to adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Status of Women in India (handouts)

- As per Census 2011, the gender ratio in India is 943 for every 1,000 males
- As per the Global Gender Gap Index 2023, India ranked 127 out of 146 countries. The index looks at the gap between women and men in four areas: health, education, economy and politics.
- In the financial year 2022, about 57 central and 23 state-level ministries across India possessed gender budget cells. Over the last five fiscal years, this figure did not go through any change.
- Women owned a little over 20% of all micro, small and medium businesses across India compared to nearly 80% among men in the financial year 2021
- As of December 2023, only 14.5% of seats in parliament were held by women

- In 2022, the share of men in work participation is 67% while the share of women is 33% across India.
- In rural India the percentage of women who depend on agriculture is as high as 84%; women make up about 33% of cultivators and 47% of agricultural labourers
- An estimated 52-75% of women engaged in agriculture are unschooled, a barrier that prevents women from participating in more skilled labour sectors
- As per the agri-census 2015-16, close to 90% of women-owned landholdings fall in the category of small and marginal. Due to the small landholding size, these women farmers are also not able to harness benefits of economies of scale.
- An Oxfam report ('Time to Care' along with India focussed supplement) shows that Indian women and girls put in 3.26 billion hours of unpaid care work every day - a contribution of at least ₹19 trillion a year to the Indian economy
- India's First Time Use Survey states that while Indian men spend 80% of their working hours on paid work, women spend nearly 84% of their working hours on unpaid work
- When Indian women do participate in paid employment, they spend nearly two hours less on paid work. On the other hand, when it comes to housework, on average Indian women spent 243 minutes a day on household work, almost 10 times more than the average Indian men did in 2019.
- Globally, while unpaid domestic work by women is valued at nearly 13% of the total economy, in India, women's unpaid domestic work is estimated to be valued at almost 40% of its current GDP
- Women seldom enjoy property ownership rights in their names. 12.9% of Indian women own land. In southern states it is 15.4% & in northeast 14.1%, in northern states 9.8% and in eastern states it is 9.2%.
- Forty-nine percent of property less women experience physical violence and 84% experience psychological abuse. Among women who owned both land and house there was only 7% physical violence and 16% psychological abuse.
- Every 1 in 3 women in India are victims of domestic violence. About 86% of women who experienced violence never sought help, 77% did not even mention the incidents to anyone.
- The average nutritional intake of women is 1400 calories daily whereas the necessary requirement is approximately 2200 calories
- IMR was 27.7 per 1000 live births by 2022 and 26.6 by 2023 (inadequate antenatal care, the low proportion of institutional deliveries, and the non-availability of skilled birth attendants in two-thirds of cases)
- The estimated earned income of women in India is only one-fifth of men's, which puts the country among the bottom 10 globally on this indicator
- The share of women in senior and managerial positions is only 14.6% and there are only 8.9% firms with female top managers

(update this data as authentic and relevant from time to time)

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[1] https://www.oxfamindia.org/sites/default/files/2020-01/India%20supplement.pdf
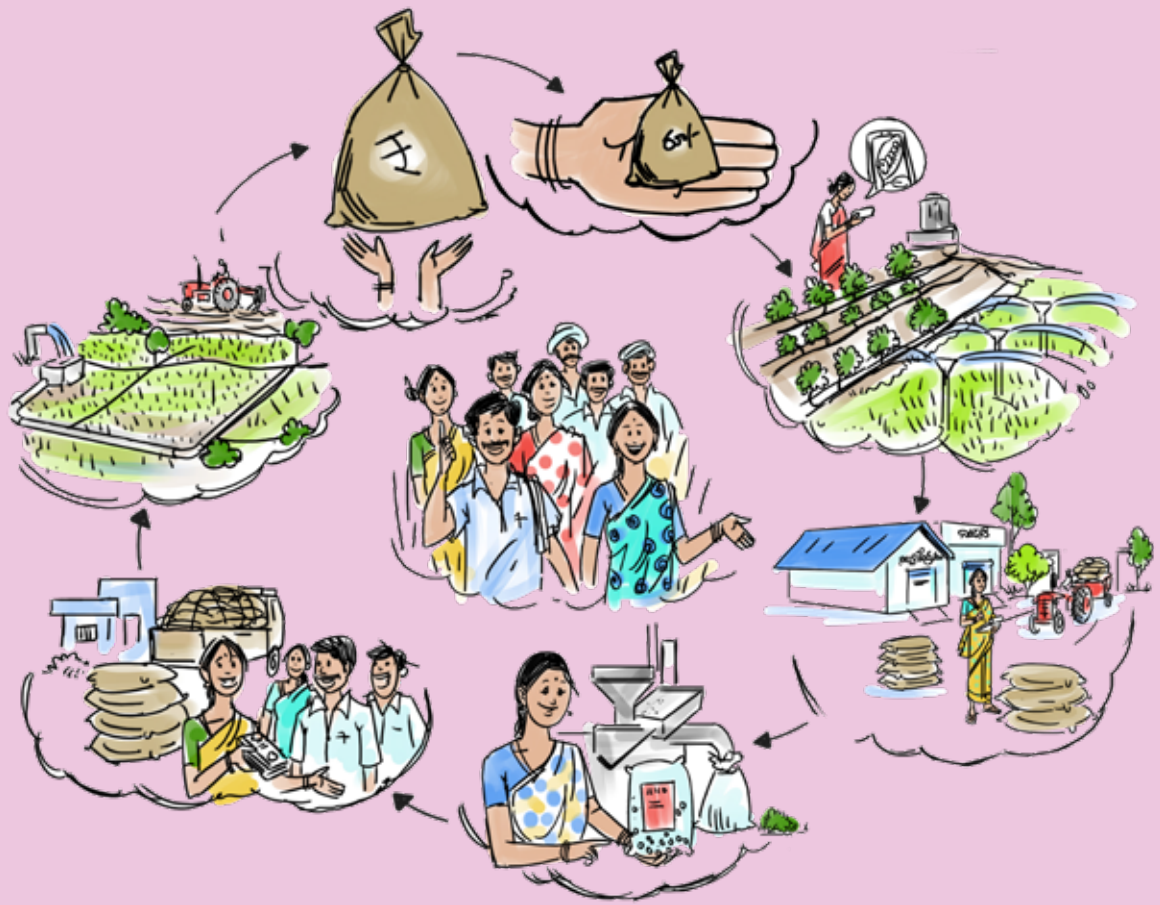
Module II

Gender Mainstreaming in Agriculture Value Chains

Objective

Participants understand the role of women in agriculture value chain, constraints faced by women and the gender inclusion in value chain

Module Overview

#	Session	Content	Methodology	Duration	Materials
1	Role of Women in Agriculture	• Role of women in agriculture • Challenges faced by women in agriculture	Participatory interaction and presentation	30 mins	White board and markers
2	Understanding Gender in Value Chain	• Introduction to agriculture value chains • Understanding gender in the value chain • Analysis of value chain activities (pre-production, production and post-production) • Rationale for integrating gender in value chains	Interactive presentation, small group exercise and plenary discussion	100 mins	Flashcards, chart papers, white board and markers
3	Analysis of Gender-based Constraints in Value Chain	• Identifying and addressing gender-based constraints in value chains	Brainstorming, small group exercise and large group discussions	120 mins	White board, markers, charts, flashcards, projector and screen
4	Gender Mainstreaming: Concept and Approach	• Understanding the concept and need for gender mainstreaming • Five major principles of gender mainstreaming	Participatory interaction and presentation	30 mins	Projector, screen, flip charts and marker pens
5	Gender Analysis: Concept and Approach	• Understanding the concept, need and scope of gender analysis • Methods and tools for gender analysis	Participatory interaction, Presentation and group work	60 mins	Flip charts, markers, presentation, chalk powder and stones or vegetables
			Total time	**340 mins**	

Tips to the facilitator

- Have a complete understanding of gender and value chain concepts
- Have a complete understanding on concepts and approaches for gender mainstreaming and gender analysis
- Facilitate the group activities to ensure maximum participation
- Encourage participants to provide examples from their work experience

Session 1: Role of Women in Agriculture

Learning Objective:	The participants understand the important role played by women in agriculture and the overall scenario
Duration:	30 mins
Methodology:	Participatory interaction and presentation
Materials:	White board and markers

Step by Step Process

Step 01: Introduction to Women in Agriculture (5 mins)

The facilitator initiates the discussion by asking the participants what they understand about the role of women in agriculture. Building on the responses of the participants, the facilitator provides an introductory overview.

Step 02: Significance of Women in Agriculture (10 mins)

The facilitator elaborates on the significance of women's participation in agriculture, emphasizing that women are not just passive contributors but active agents in the sector. Key points include:

- **Economic Contribution:** Women make substantial economic contribution to agriculture through their involvement in various agricultural activities
- **Food Security:** Women play a vital role in household food security, as they are often responsible for food preparation, preservation, and nutrition
- **Resource Management:** Women are key agents for conservation of natural resources, including land, water, and biodiversity
- **Community Well-being:** Women's participation in agriculture is linked to the overall well-being of the families and the rural communities

Step 03: Recognizing Challenges and Inequalities (10 mins)

The facilitator guides a discussion on the challenges and inequalities faced by women in the agriculture value chain. Participants discuss issues such as:

- **Access to Resources:** Despite their pivotal role, women often face challenges in accessing land, credit, technology, and other resources on an equal basis with men
- **Recognition as Farmers:** In many cases, women are not even recognized as farmers, even though they perform a significant portion of agricultural work. Their contributions go unnoticed.
- **Decision making:** Women may have limited authority in making decisions related to farming practices, cropping patterns, and marketing within households
- **Capacity Building:** Access to training and capacity building programs for women in agriculture are limited
- **Market Access:** Women may encounter barriers that restrict their access to markets and market information

Step 04: Conclusion (5 mins)

The facilitator concludes the session by emphasizing the importance of recognizing women as farmers and their significant contribution to agriculture. Gender mainstreaming ensures that women's contributions and needs are integrated into every aspect of agricultural development. This understanding of the roles, challenges, and opportunities for women in agriculture serves as a foundation for the subsequent discussions on gender in agriculture value chains and FPOs.

Session 2: Understanding Gender in Value Chain

Learning Objective:	Participants understand the basic gender issues in the value chain
Duration:	100 mins
Methodology:	Interactive presentation, small group exercise and plenary discussion
Materials:	Flashcards, chart papers, white board and markers

Step by Step Process

Step 01: Introduction to Value Chains (5 mins)

The facilitator initiates the discussion by asking the participants what they understand by agriculture value chains. Building on the responses of the participants the facilitator explains 'agriculture value chains' to the participants.

The definition of 'agriculture value chain' is a set of activities and actors that bring a basic agricultural product from production to consumption and at each stage value is added".

Step 02: Analysis of Value Chain Activities (10 mins)

The facilitator explains the activities taken up across the value chain (pre-production, production and post-production) with the example of any one value chain from the participants' context. The facilitator will then ask the participants to list out all the activities for the value chain they are involved in on the white board.

Step 03: Small Group Exercise (40 mins)

The facilitator explains the group exercise to the participants:

- The participants will be divided into small groups depending on the size of the group. The facilitator can choose if s/he wants to have exclusive men and women groups or mixed groups.
- Each of the groups has to pick one crop they work with
- The group has to list down all the pre-production, production and post-production activities under their value chain (they may refer to the list prepared by the facilitator in the previous step)
- The participants first have to list down all the activities under pre-production, production and post-production and then mention high or medium or low level of involvement (template given below) as against each activity under three columns; decision making, participation and number of days spent in one crop cycle). All the participants need to be actively engaged in the discussions.

Template for Small Group Exercise

| Activities | Involvement of Women and Men in Value Chain Activities (High / Medium / Low) | | | | | |
| | Women | | | Men | | |
	Decision making	Participation	No. of days spent (in one crop cycle)	Decision making	Participation	No. of days spent (in one crop cycle)
Pre-production						
Production						
Post-production						

Step 04: Presentations and Summing Up (30 mins)

After 30 minutes of discussion, each group makes a presentation in the plenary. The facilitator will sum up and bring out the highlights from the group works.

Step 05: Rationale for Integrating Gender in Value Chains (15 mins)

The discussion may now be directed to whether the existing situation has to be changed. If yes, why? This can be done by highlighting the importance of addressing gender gaps in the value chain. The facilitator will put together a presentation with the following points.

Barriers like access to capital and technologies influence people, and especially women's participation and benefits from value chains. Often, women have lower access to capital and technologies than men, which decreases their participation in value chains with the highest economic returns and confines them to lower profit nodes. Moreover, the decision making at each step lies mostly with the men irrespective of the participation in the activity. The activities where women are engaged take longer time and are tedious tasks.

It is essential to take into account the gender perspective in each step of the value chain from pre-production to post-production and to the distribution of benefits. Engendering the value chain does not benefit only women, but enhances the contribution of the entire activity to livelihoods. An engendered value chain can also contribute to the ecological sustainability of the resources of production as it recognizes both women's and men's knowledge and skills in managing resources in a sustainable way.

As individuals working closely with farmers, we have the responsibility to ensure that the needs and requirements of "all" the farmers are met and the interventions we take up do not widen the existing gender gaps. For this, it is crucial to understand the current context in which we operate and further interventions which would address the gender inequalities across the value chain.

Session 3: Analysis of Gender-based Constraints in Value Chains

Learning Objective:	Participants get an overview of how to identify the gender-based constraints in the value chains and work towards making progress in promoting gender equality and value chain development in a synergistic manner
Duration:	120 mins
Methodology:	Brainstorming, small group exercises and large group discussions
Materials:	White board, markers, charts, flashcards, projector and screen

The identification of gender-based constraints represents the core of a gender-responsive value chain analysis. These constraints play a key role in explaining why women are often unable to develop their full productive and entrepreneurial potential, and participate in agri-food value chains on an equal basis with men.

The activity mapping and the identification of gender-based constraints assists in systematizing information on the gender division of labour and the constraints that women and men face in performing their tasks. It helps to organize information on:

- The actors operating at each node of the chain
- The activities they perform at each node
- The level of engagement of both women and men in each of the node
- The constraints faced by women and men in performing their tasks
- The underlying causes of each constraint
- Their consequences on the value chain; and
- The potential actions to address them

Step by Step Process

Step 01: Understanding Constraints faced by Women & Men in Value Chain (60 mins)

Use the analysis done in the previous exercise to work on further and identify the constraints at each stage.

The participants work in the same small groups to;

1. Identify constraints faced per activity for male and female that limit women and men's participation and decision making in each of the activities
2. Discuss the underlying cause for the constraints
3. Discuss the actions which can be taken up to address the constraints

Activity	Gender-based Constraints	Reasons/ Root Causes	What Needs to be done?
Pre-production			
Production			
Post-production			

When identifying the constraints keep in mind the following challenges and inequalities faced by women at different levels:

At household level:

1. How is the distribution of tasks and workload happening?
2. What type of technology women are using to carry out their activities?
3. Who has access to and control over resources such as land, input, equipment, technologies etc.?
4. Who has access to services? Which services?
5. Who decides what to grow, how much and where?
6. Who decides how much to market and where?
7. What limitations hamper the quality and competitiveness of businesses by women?
8. Who decides on the use of benefits and incomes earned?

At organizational/ group level/ access to services:

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

At chain level/ overall environment:

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

When designing the specific actions to address gender-based constraints, practitioners should consider the scope and resources for their specific program. Where programs face limitations on their ability to act directly to remove particular factors, other actors in the value chain or donor-funded programs can be involved to collaborate on specific tasks.

Tips for identifying action

1. Be creative and think innovatively
2. Aim for strategic and market-driven solutions
3. Seek mutually supportive and transformative strategies
4. Engage both men and women

Step 02: Consolidation (60 mins)

Participants make presentations of the gender based constraints identified and the potential activities to address these constraints. The facilitator then concludes the session by generating responses on strategies and interventions required to ensure women's membership, leadership, access to resources, skill up gradation and equal participation across all the activities of the value chain undertaken by the FPOs.

Facilitator can share the following 'Checklist for gender responsive value chain':

- Carry out the gender analysis
- Select products and services in which women are involved
- Integrate gender while mapping all steps of the value chain
- Ensure appropriate representation of women & men in formal & informal institutions of value chain development
- Offer capacity building programmes that address the needs and interests of both men and women
- Promote technologies for value addition that are appropriate for women
- Support alliances of women producers
- Build the capacity of support organisations to address gender issues in value chain development
- Gender sensitization to the family members and the players in the ecosystem

Session 4: Gender Mainstreaming: Concept and Approach

Learning Objective:	The participants understand the concept and need of gender mainstreaming and its approach
Duration:	30 mins
Methodology:	Participatory interaction and presentation
Materials:	Projector, screen, flip charts and marker pens

Step by Step Process

Step 01: Presentation on Gender Mainstreaming (15 mins)

Facilitator makes a presentation on gender mainstreaming, its need and importance. Gender mainstreaming is "the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination". The following are the five major principles:

1. **Gender Sensitive Language** - means use of language which gives equal importance to all genders and does not discriminate against any particular sex or gender. For example, when talking about farmers, use 'she/he' instead of 'he'.
2. **Sex Disaggregated Data** - to facilitate gender analysis, it is important to gather the data separately for each of the sexes and for different social categories. For example, the number of women and men caste wise benefitted through the value chain activities.
3. **Equal Access** - women farmers holding assets and having access to resources will have improvement in their position in the family as well as in the society. The value chain development should have interventions which promote women's access to and control over assets and resources.
4. **Equal Decision Making** - it has to be ensured that women participate actively in making crucial decisions in all activities across the value chain. For this, women need to be trained on leadership and communication skills.
5. **Specific Interventions** - consciously steering the systems, strategies and measures towards achieving gender mainstreaming; for example, setting aside necessary budget for gender specific interventions.

Step 02: Experience Sharing (10 mins)

The facilitator asks the participants to give examples from their projects on how they have used one or more of the five principles of gender mainstreaming in their planning, implementation, and monitoring of their projects.

Step 03: Videos (5 mins)

The facilitator plays the following video after the interactive presentation is done.
https://www.youtube.com/watch?v=udSjBbGwJEg

Session 5: Gender Analysis: Concept and Approach

Learning Objective:	Participants understand the concept of gender analysis
Duration:	60 mins
Methodology:	Participatory interaction, presentation and group work
Materials:	Flip charts, markers, presentation, chalk powder and stones or vegetables

Step by Step Process

Step 01: Presentation on Gender Analysis (15 mins)

Gender Analysis provides information on roles and responsibilities of women and men, their specific needs, access-control over resources, priorities etc. In a development context it is important to conduct gender analysis as this will provide an understanding as to how the existing gender norms and stereotypes affect the interventions and help in designing and implementing strategies and interventions. The facilitator explains some of the methods and tools available for gender analysis.

1. **Activity** Profile in 24 Hours (covered in module 1) - the facilitator will ask a few participants to briefly summarise the activity held from module 1.
2. **Access, Control and Ownership** - to analyse who has access to, control over and ownership over resources required for agriculture across the value chains
3. **Participation of Women and Men across Value Chain** - these three tools are to be briefly discussed and the facilitator will do the activity "access, control and ownership" over resources with the participants.

Step 02: Small Group Activity (45 mins)

1. The participants will be divided into three groups: access, control and ownership
2. The facilitator will draw a table on the ground with chalk as in the table below
3. All the participants will be asked to list out the resources required for agriculture (example: land, water, knowledge etc.). The facilitator can give examples to trigger the discussion and note down each resource on flashcards
4. Place the flashcards with resources in the left column
5. Each group will now discuss on who has access/ control/ ownership (based on their topic) over the resources – women or men or both
6. Group places either a vegetable or stone if only women/ men have access/ control/ ownership in the respective box against each resource

Access to Resources refers to the ability to use and benefit from specific resources (material, financial, human, social, political, etc.)

Control Over Resources entails being able to make decisions over the use of that resource

Ownership refers to who is (legally) owning the resource or assets

Resources	Access		Control		Ownership	
	Women	Men	Women	Men	Women	Men

After completing the exercise each group has to summarise their discussions and present to other groups. If other groups have any questions or clarifications needed, they have to be addressed. At the end, the facilitator will conclude by highlighting the major patterns emerging from the exercise: For example, who has more access to resources? Who has more ownership and control? What are the stark differences which can be seen from the table? What are the reasons which lead to these differences? How do these differences affect the women's potential in equal participation and decision making? And what needs to be done to address the differences?

Module III

Building Women's Leadership and Learning from Women-led FPOs

Objective

Participants understand the importance of building women's leadership and social inclusion and strategies to enhance women's membership, leadership and participation across all activities of FPOs

Module Overview

#	Session	Content	Methodology	Duration	Materials
1	Gender in FPOs	• Gender and social inclusion in FPOs • Inclusion status in FPOs	Exercise, participatory interaction, presentation and group work	120 mins	Chits with characters and statements for power walk, charts, brown sheets, white board and markers
2	Importance of Women Leadership in FPOs	• Building women leadership • Interaction with women leaders and practitioners working with women leaders	Interactive discussion and experience sharing	90 mins	White board, markers, projector and screen
3	Building Strong Women Leadership in FPOs	• Qualities of a leader • Enabling ecosystem to nurture women leadership	Interactive discussion, small group discussion and presentation	90 mins	White board, markers and chart papers
4	Gender Practices in FPOs	• Examining gender practices in FPOs • Identifying gender concerns and implications	Buzz group and large group discussion	45 mins	Flashcards, markers, charts, white board, pins and case study handouts
5	Learning from Women-led FPOs	• Field visit to one or two women led FPOs	Interactions, group work and presentation	600 mins	Guiding questions for discussions, charts, white board and markers
			Total time	**945 mins**	

Tips for Facilitator

- Give examples of gender analysis from the work experiences of participants
- Share the templates for data collection with the participants well-in-advance
- On previous day, provide basic details of the women-led FPOs to be visited and the guiding questions to the participants
- Encourage participants to interact and communicate during the field visits
- Explain the cultural context of the field visit areas to all the participants
- Summarise the presentations made by the participants highlighting the general and specific observations and link them to the learning and action plan to be prepared towards the end of the training

Session 1: Gender in FPOs

Learning Objective:	Participants to have increased awareness on the importance of gender and social inclusion in FPOs
Duration:	120 mins
Methodology:	Exercise, participatory interaction, presentation and group work
Materials:	Chits with characters and statements for power walk, charts, brown sheets, white board and markers

Step by Step Process

Step 01: Exercise: Power Walk (30 mins)

On small pieces of paper write down any one of the social identifiers clubbing caste, education level, class, gender etc. (as given in the box). Give one paper to each of the participants. The participants have to assume the role written on their piece of paper. They should not reveal their identity to the fellow participants or the facilitator until the end of the exercise.

Now ask all the participants to stand in a straight line or a circle. The facilitator will read out the statement (as given in the box) to the participants. Based on the identity, the participants have to move one step forward if they think the statement is relevant to them and take a step backward if it is not relevant to them.

> Literate Male farmer; Literate Female Farmer; Unschooled Male Farmer; Unschooled Female Farmer; Forward Caste Male Farmer; Forward Caste Female Farmer; SC Male Farmer; SC Female Farmer; ST Male Farmer; ST Female Farmer; Single Woman Farmer; Single Men Farmer; Male Youth Famer; Female Youth Farmer; Big Farmer; Small Farmer; Farmer Closer to Urban; Farmer in Interior Village etc.
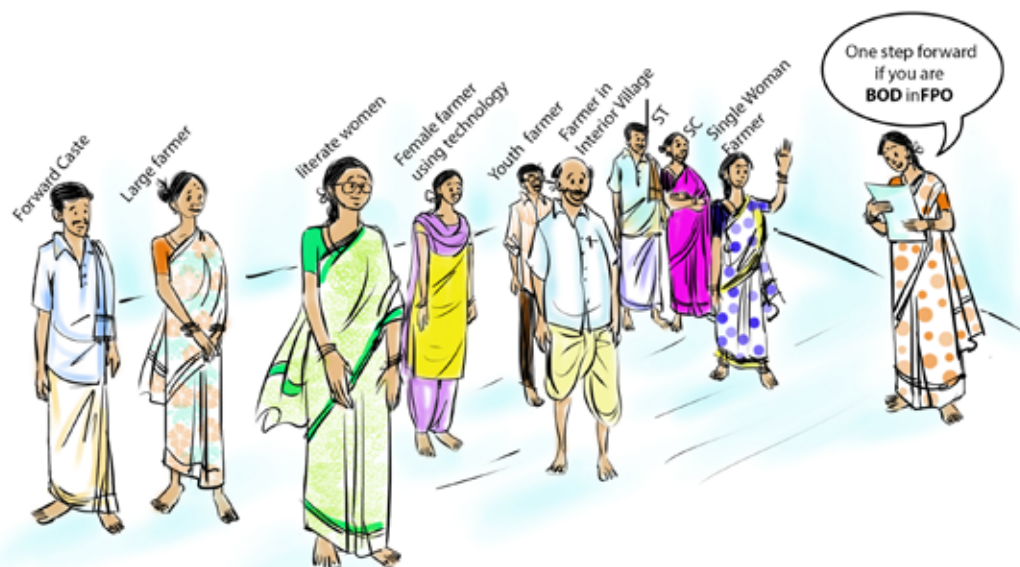
After reading out all the statements there will be a clear division between the participants' physical position. The facilitator will ask the participants in the inner circle / standing in front to read out their identities. The same will be done for the participants who have moved backward and in the middle positions.

Statements for Power Walk Exercise

1. Member of FPO
2. EC member of FPO
3. Office bearer of FPO
4. Member of a Purchase Committee
5. Cheque Signatory
6. Speaker on the environment day
7. Speaker on the Farmers Day
8. Nursery Owner
9. Hired harvesting machine from CHC
10. Hired tractor for ploughing from CHC
11. Lead /progressive farmer
12. Selected for adopting package of practices
13. Full participation in Business Plan
14. Supplying vegetables to retailers through FPO
15. Regular attendance in FPO meetings
16. Visited the Minister to submit memorandum
17. Using micro irrigation techniques
18. My farm has become a site for exposure
19. Received schemes from horticulture department
20. Went to KVK to learn new technology
21. I read materials on PoP
22. I know the functioning of market yard
23. Receive updated information on weather and crop advisory in my mobile
24. Participated in the training on new technology
25. Visited the Collector to share our work
26. FFS conducted in my farm regularly
27. I am a demo farmer
28. Soil testing done in my land regularly
29. Every month I buy cattle feed from the FPO
30. I receive quality seeds for Kharif and Rabi from FPO
31. Case study is written about my farm
32. I always get the opportunity to participate in trainings
33. I have indigenous cows to adopt natural farming practices
34. Sheep penning is done in my land
35. Soil and water conservations are carried out in my land
36. I have vermin and NADEP units in my farm
37. I sell my red gram through FPO (MSP)
38. Soil health is enhanced in my land
39. Received award as the best farmer
40. Participated in Agri fare at Delhi

Usually, it is the most marginalised and vulnerable sections who are left behind in the exercise, e.g. "unschooled ST women", "single woman", "small male farmer", SC woman farmer etc. Through this exercise it can be realised that women belonging to oppressed caste, unschooled, low economic status and single are most marginalised and left behind in the society. It can also be seen that men belonging to marginalised sections are also victims to the existing inequalities in the society.

Step 02: Present Status of FPOs (90 mins)

The facilitator should provide a template to the participants one week prior to the training to gather data on FPOs. The participants are then asked to present the data to the large group. This helps in understanding the current status of the FPOs and pushes the participants towards thinking about the position of women in their FPOs.

#	Particulars	Women					Men					Grand Total
		SC	ST	BC	OC	Tot	SC	ST	BC	OC	Tot	
1	Total number of shareholders in FPOs											
2	Number of members in EC											
3	Number of members in OB											
4	Number of members in sub committees (mention the name of the committee)											
5	Number of cheque signatories											
6	Number of demo farmers											
7	Number of nurseries owned by											
8	Number of members trained last year											
9	No of members gone for exposure last year											
10	Value of schemes/ entitlements mobilized last year											
11	No of members procured input services last year											
12	No of members sold agri produce through FPO last year											
13	No of members used the CHC services last year											
14	No of members use technology in farming last year											
15	No of speakers during celebrations/ events so far											
16	No of lead or demo farmers so far											
17	Number of farmers awarded so far											
18	Gender trainings/sensitization organised last year											
19	What are the women focused activities taken up by your FPO till now?											
20	Is an additional budget allocated for women focused activities in your FPO?											
21	Does your FPO have any linkages with SHG institutions?											
22	What are the gender gaps according to the farmers and FPO staff?											

Following the presentations, the facilitator can summarise the major highlights from all the presentations to showcase the stark difference in participation of women and men in FPOs. The facilitator should link the current status of the FPOs with the output of power walk exercise. Highlight the similarities between the exercise and the presentation to see who are benefitting from the FPOs.

The facilitator will then ask the participants to think about why it is important to focus on gender mainstreaming and social inclusion in FPOs and what can be done to improve these aspects. These points will be discussed in the further sessions. Link can be made to *'Module I: Session 2 - Understanding Development'* where four arguments are given for why gender mainstreaming is important for development. The same can be applied to the development of FPOs.

Session 2: Importance of Women Leadership in FPOs

Learning Objective:	Participants understand the importance of having women leaders in FPOs and learn from the experience of women leaders and practitioners
Duration:	90 mins
Methodology:	Interactive discussion and experience sharing
Materials:	White board, markers, projector and screen

Step by Step Process

Step 01: Why Should FPOs Have Women Leaders? (10 mins)

The facilitator asks the participants to share their thoughts on whether it is important to have women leaders in FPOs and the reasons. Write down all the reasons for "YES" and "NO" on the white board. Further summarise the discussions highlighting the four important reasons why having women leaders in FPOs is crucial for its success:

- If women farmers do not become an integral part of the FPOs, their role will be restricted only towards the "lower end" of the value chain
- Women's presence in the enterprises will be limited
- Women are more committed to business and are skilled in financial management
- Women leaders bring diverse perspectives and experiences to decision-making processes
- Women make the business successful and sustainable

The facilitator has to give statistics on participation of women in FPOs, presence of exclusive women FPOs, women leaders and performance of FPOs led by women.

Step 02: Experience Sharing (80 mins)

Invite experienced women leaders from FPOs and let them share their leadership journeys, challenges faced, and achievements with the participants. Development practitioners working with women FPOs can also be invited to interact with the participants. The facilitator then facilitates a Q&A session for participants to ask questions and learn from the experiences.

Session 3: Building Strong Women Leadership in FPOs

Learning Objective:	Participant gain knowledge on strategies to nurture leadership qualities among women in FPOs
Duration:	90 mins
Methodology:	Interactive discussion, small group discussion and presentation
Materials:	White board, markers and chart papers

Step by Step Process

Step 01: Understanding Leadership Qualities (10 mins)

Linking to the previous session, the facilitator will continue with strategies to build strong women leadership in FPOs. The facilitator asks the participants to discuss the key leadership skills and qualities required for effective leadership in FPOs. All the responses from the participants are written on the white board. The facilitator will then summarise the qualities and also discuss the importance of having the right ecosystem to enable women leadership in addition to nurturing leadership qualities among women. The group will then come up with strategies through which they can build strong women leaders in their own FPOs.

Step 02: Empowering Women Leaders (80 mins)

The facilitator will divide the participants into four small groups. Two groups will work on strategies to build leadership qualities among women and two groups will work on challenges faced by women to lead FPOs (in all women FPOs and mixed FPOs). Each group will then present their ideas to the larger group for a collective brainstorming session.

The facilitator will then summarise the ideas of the groups by highlighting the challenges faced by women leaders and various strategies which can be adopted by fellow farmers, promoting organisations, government and other key stakeholders in creating the enabling ecosystem of the success of women leaders leading to the success of FPOs.

Session 4: Gender Practices in FPOs

Learning Objective:	Participants examine the gender practices in FPOs
Duration:	45 mins
Methodology:	Buzz group and large group discussion
Materials:	Flashcards, markers, charts, white board, pins and case study handouts

Step by Step Process

Step 01: (5 mins)

The facilitator forms small groups (2-3 participants each) based on the group size) and instructs them regarding the process of buzz-group exercise.

Step 02: (20 mins)

Facilitator prepares the following case studies on different pieces of paper and numbers them in sequence. The first case study is given to the first group, the second case study to the second group and so on.

The facilitator will provide five minutes to each group to discuss:

- Gender related concerns/ issues and its implications
- Action points to address the above issues

Each group will write the above two discussions on different flashcards of different colours. The facilitator needs to advise the participants to write precise responses and use different flashcards for the above two discussion points.

The facilitator will ring a bell after 5 minutes, and the second group will receive the case study 1 (from group 1), the third group will receive the case study 2 (from group 2) and so on in a circular manner. The facilitator will continue this process until all the groups have gone through all the case studies.

Step 03: (10 mins)

The facilitator will ask group 1 to explain their discussions related to case study 1 and then also ask the large group to share their inputs (if it is different or in addition to group 1 points). The facilitator will spend 5 minutes on each case study and will ask all the groups to pin their flashcards on the board.

Similarly, group 2 will be asked to address case study 2, group 3 for case study 3 and so on. For each discussion on case study (5 mins each), the inputs will be taken from the larger group.

Step 04: (10 mins)

The facilitator will consolidate all the flashcards on the board and will summarize the key learnings and present the best gender practices to be followed by FPOs (non-negotiable).

Case Studies

01. Atharva Krishak FPC Limited, Raipur, Chhattisgarh has 10 Directors (9 men and 1 woman). The female director has been appointed to fulfil the eligibility criteria of a woman Director in order to avail benefit from the SFAC Equity Grant Scheme. The attendance of the woman Director was very poor in Board meetings and Sub-Committee meetings, as she was not invited to meetings on a regular basis. After availing the equity grant, her presence in meetings and decision making became negligible.

02. Mahila Udyog FPO is an all-women FPO with over 500 members dealing in back-yard poultry. The FPO has some progressive and pro-active BoDs who have been leading the business activities and strengthening the FPO. Around 3-4 BoD members have been working as Directors for the last four years and the FPO is struggling with second-line leadership and the same Directors get re-elected again.

03. Ujjwala FPO in Alwar, Rajasthan has formed a Gender Committee which does gender audit, gender budgeting, good gender practices and carries out gender-awareness training / orientation activities. The Gender Committee was part of the innovative strategy by Vikas NGO (promoting institution) and also facilitated trainings to the members of the Committee on important aspects. After the promoting institution withdrew its hand-holding support, the Gender Committee slowly became inactive.

04. During procurement of maize in the operational areas of Maa Ganga Devi FPO, Purnia, Bihar, the FPO set up a collection centre. The members from 25 villages brought their produce to the centre where quality checking, sorting and grading was carried out by FPO staff. For the majority of the women members, their husbands or relatives visited the collection centre and signed on their behalf. The payment was done to the registered bank account but in this entire process the women members have not participated.

05. Jivan Kranti FPO, a registered Federation of around 200 FPOs in Madhya Pradesh primarily deals in marketing of wheat, soya bean, pulses and seeds. It engages with over 50% of its members and has been doing active business for the last 5 years. It has a staff strength of 15 - one CEO, two Marketing Officers (one male and one female), three Regional Supervisors (all male), two full-time Drivers (both male), one Accountant (female), six support staff for primary processing and other activities (4 female and 2 male). The Federation has a HR policy developed but doesn't have a gender policy to deal with gender issues and Internal Complaints Committee (ICC) to deal with workplace sexual harassment related issues.

06. The MIS database maintained by Vikas NGO for program and also at the FPO level, contains data on a) member details, b) Input marketing and output marketing details, c) FPO general details, d) BoD details, e) Crop data and so on. The Monitoring and Evaluation Officer at Vikas NGO started the assessment work and found out that the MIS didn't have gender disaggregated data.

07. Hariharpur FPO in Narsinghpur, M.P has recently started with setting up of Custom-Hiring Centre in two locations in its operational areas. This service is largely being used by men farmer members, for women farmer members the implements are not user-friendly and no further training is provided to them.

08. Dhruva FPO based out of Balasore District, Odisha has poor financial management and in order to meet its debt, it has instructed the SHGs (who are institutional members of the FPO) to extend financial support out of their corpus fund. The husbands of SHG members are also shareholders of the FPOs and they have been pressuring their wives to release the amount. The FPO has orally proposed to return the amount in next six months with some interest rate.

Gender gap in FPO
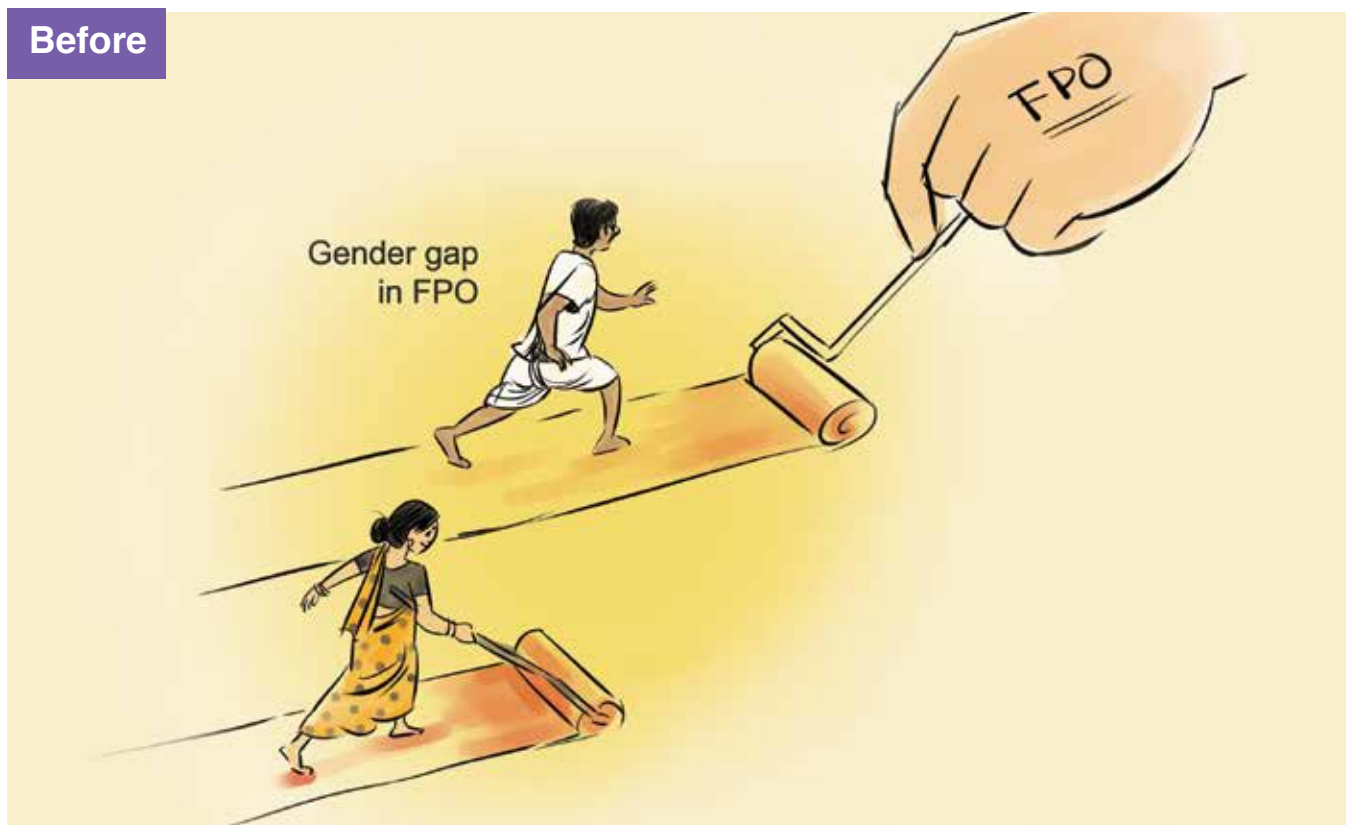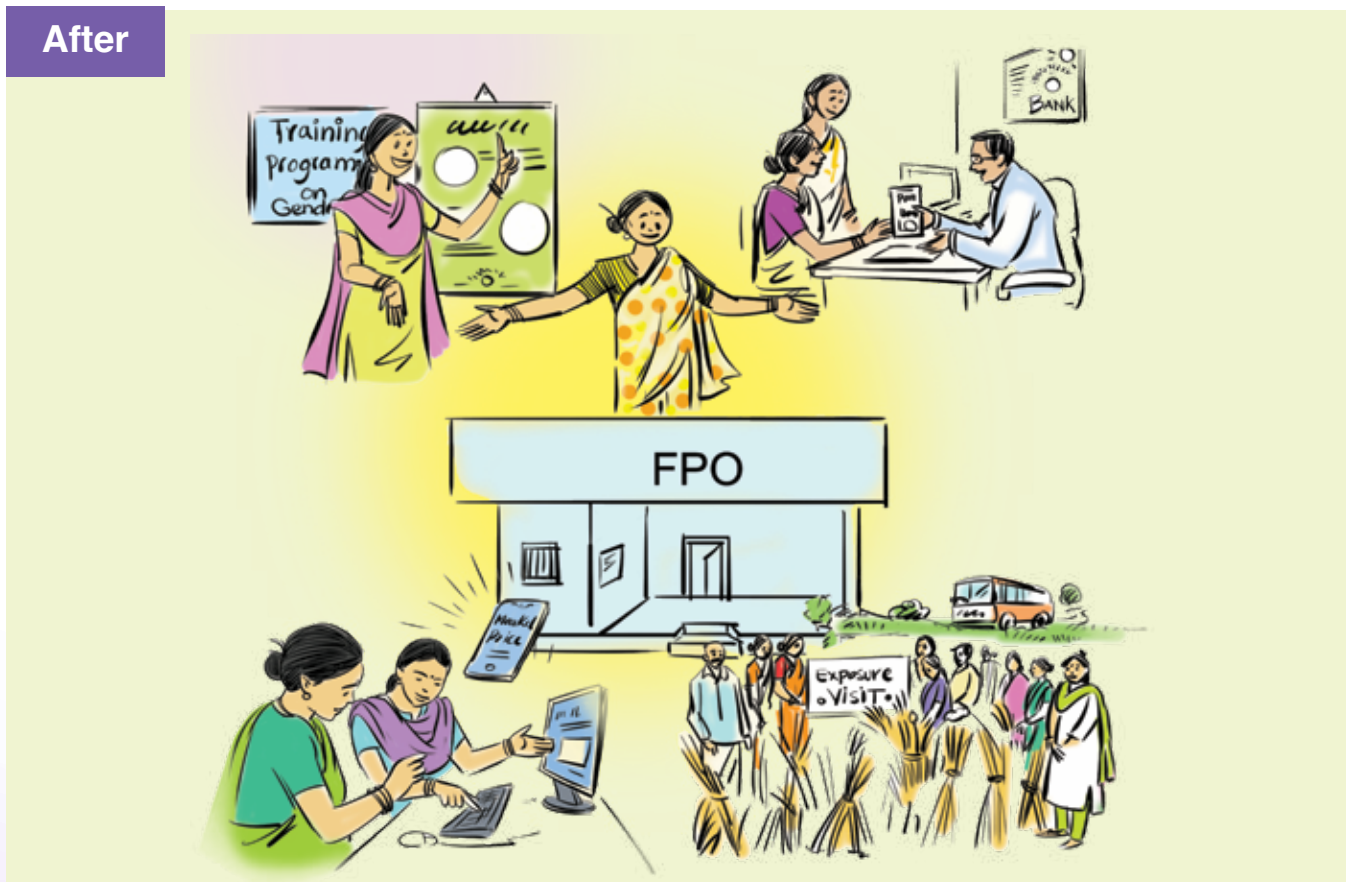
Session 5: Learning from the Experiences of Women-led FPOs	
Learning Objective:	Participants learn the key factors which contributed to the success of women-led FPOs
Duration:	600 mins
Methodology:	Interactions, group work and presentation
Materials:	Guiding questions for discussions, charts, white board and markers

Step by Step Process

The facilitator divides the participants into three groups. Each group will be given one topic such as "governance and management", "business development", "partnerships and networking" etc. on which that group will interact during the field visits and make observations.

The facilitator provides basic information of the institutions which will be visited and guiding questions to the participants which will be useful to make the learning more effective. Be sure to tell the participants to explore as much as possible and go beyond the questions provided.

After the field visit, each group will make a presentation for 30 minutes followed by a facilitated Q&A. The groups will make presentations on their respective topics covering the guiding questions by incorporating the following points:

1. Leadership and participation of women in governance and business
2. Strategies adopted for engendering the FPOs
3. Challenges faced and how did the FPOs faced such challenges
4. Lessons learned and Key Take Away

At the end the facilitator summarises the presentations by highlighting the key points and by asking the participants to think about how the participants can apply the learning in their respective FPOs.

Module IV

Measuring Success

Objective

Support the participants to develop their own vision and action plan of a gender transformative FPO, as a way of summing-up and integrating the lessons they acquired from all the sessions

Module Overview

#	Session	Content	Methodology	Duration	Materials
1	Gender Indicators and Gender Audit Tool	• Indicators for engendering FPOs • Gender audit tool	Presentation and discussion	70 mins	Projector and screen
2	Vision and Action Plan	Preparing action plan for engendering FPOs	Small group discussion and presentation	120 mins	Chart paper, markers
3	Training Closure	Feedback on training	Post-test and submission of written forms	40 mins	Questionnaire, feedback forms and certificates
			Total time	**230 mins**	

Tips for Facilitator

- Have all the handouts ready for the sessions
- Encourage participants to interact and communicate better
- Support participants to come up with the realistic action plans

Session 1: Gender Indicators and Gender Audit Tool

Learning Objective:	Introduce gender indicators and gender audit tool for FPOs and enable the participants on how to use the tool
Duration:	70 mins
Methodology:	Presentation and discussion
Materials:	Projector and screen

Step by Step Process

Step 01: Introduction to the Session (10 mins)

The facilitator explains the objectives and process of the session to the participants

Step 02: Presentation on Gender Indicators (30 mins)

The facilitator will ask the participants to list out some of the gender indicators which they think are important in the governance and functioning of FPOs. The facilitator will note down all the responses of the participants. Further if any of the indicators mentioned below, the facilitator will add those and present to the group.

Gender Indicators

1. **Women Membership and Leadership**
   1.1. Participation of women as members in FPOs
   1.2. Level of women members' awareness on FPOs
   1.3. Number of women in BoD and OBs
   1.4. Number of women in sub-committees
   1.5. Attendance of women in BoD
   1.6. Attendance of women in sub-committee meetings
   1.7. Women Directors as cheque signatories
   1.8. Gender as agenda in the review meetings
   1.9. Attendance and participation of women members in the AGM

2. **Capacity Building and Skill Up-gradation**
   2.1. Participation of women BoD members in trainings
   2.2. Participation of women in exposure visits
   2.3. Participation of women in late evening or night meetings or as per women's convenient time
   2.4. Number of women members in the community resource pool developed (Rythu Mithra, resource persons, progressive or lead farmers, demo farmers etc)
   2.5. Gender sensitive resource materials (posters, modules, pamphlets etc)
   2.6. Women members availed skill up gradation trainings
   2.7. Number of capacity building programs attended by women
   2.8. Women friendly amenities in capacity building programs
   2.9. Women farmers participation in FFS

3. **Input and Output Marketing**
   3.1. Women participation in crop planning & business planning
   3.2. Direct participation of women farmers in availing input marketing services
   3.3. Direct participation of women farmers in availing output marketing services
   3.4. Women farmers receiving money from output marketing in their personal accounts
   3.5. Negotiation done by women with the market players
   3.6. Women aware of functioning of different market opportunities
   3.7. Women involved in grading, sorting, packaging done manually
   3.8. Women involved in grading, sorting and packaging using machines
   3.9. Women involved in aggregation of produce
   3.10. Women involved in branding of the product
   3.11. Turnover per women member vs men member
   3.12. Women having access to local, regional, national and international markets

4. **Use of Tools and Technology**
   4.1. Women Farmers operating women friendly tools in cultivation
   4.2. Women farmers operating machineries (which is usually done by men)
   4.3. Women accessing and utilizing technology (ICT tools, UPI payments, participation in virtual trainings, Agri /weather related information through mobile phones)
   4.4. Women having knowledge about online marketing platforms
   4.5. Women doing business through online platforms
   4.6. Women using apps
   4.7. Women trained in any latest technology and women using such technologies

5. **Recognition and Awards**
   5.1. Women farmers recognized for their contribution to FPO and agriculture
   5.2. Men farmers recognized for their support to fellow women farmers
   5.3. Women are seen as equal contributors in agriculture and FPO business
   5.4. Recognition by the authorities and other stakeholders

6. **Knowledge Management**
   6.1. Gender and caste disaggregated data (membership, BoD, sub committees, cheque signatories, trainings, exposures, input and output marketing, etc.)
   6.2. Reports with gender and caste disaggregated data
   6.3. Case studies on women farmers /how gender issues are addressed by the FPOs
   6.4. Women farmers participation in outside workshops, trainings and conferences
   6.5. Farmers from other areas visiting the FPO to understand the women's participation and leadership
   6.6. Women's work load at home got reduced and constraints addressed

The facilitator will explain the concept of gender audit to the participants and then present the gender audit tool (given below).

Step 03: Presentation on Gender Audit Tool (30 mins)

Gender Audit: A gender audit is a tool to assess and check the institutionalisation of gender equality into organisations (FPOs), including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets.

Purpose: Gender audit allows the FPO to identify aspects of the FPOs' culture, policies and procedures which directly and indirectly discriminate against women members. It establishes a baseline against which progress can be measured over time, identifying critical gender gaps and challenges, and making recommendations on how they can be addressed through improvements and innovations. It also enables the FPO BoD and staff to plan their activities to encourage more women's participation in all the activities of the FPO.

Gender Audit Tool

#	Parameters	Criteria	Achievement	Score	Remarks
1	**Membership and Governance**				
1.1	Number of women members in FPO	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
1.2	Number of women members in BoD	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
1.3	Number of women members in OB	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
1.4	Number of women cheque signatories	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
1.5	Number of women BoD in sub-committees	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
1.6	Average attendance of women BoD in meetings	>75% - 3 35% - 75% - 2 <35% - 1 Nil – 0			
1.7	Average attendance of women in sub-committee meetings	>75% - 3 35% - 75% - 2 <35% - 1 Nil – 0			
1.8	Participation of women BoD in decision making	High – 3 Medium – 2 Low – 1 Nil – 0			
1.9	Is the gender aspect part of the BoD meeting agenda?	>75% meetings -3 50% - 75% meetings - 2 <50% meetings – 1 None – 0			

#	Parameters	Criteria	Achievement	Score	Remarks
2	**Capacity Building**				
2.1	Participation of women members in technical and institution building trainings and exposure visits	>50% - 3 35% - 50% - 2 <35% - 1 Nil – 0			
2.2	Participation of women BoD in trainings and exposure visits	>50% - 3 35% - 50% - 2 <35% - 1 Nil – 0			
2.3	Number of women farmers/entrepreneurs receiving advisory services	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
2.4	Number of women members in the resource pool developed	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
2.5	Availability of gender sensitive resource materials	Yes – 2 No – 0			
2.6	Did the staff and BoD receive gender sensitisation training?	All staff & BoD – 2 Some – 1 None – 0			
2.7	Did the family receive gender sensitisation orientation?	Yes – 2 No – 0			
3	**Business activities**				
3.1	Number of women farmers availing input services	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
3.2	Number of women farmers availing input services indirectly (through family members)	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			

#	Parameters	Criteria	Achievement	Score	Remarks
3.3	Number of women farmers availing output marketing services	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
3.4	Number of women farmers availing output marketing services indirectly (through family members)	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
3.5	Number of women farmers actively involved in preparing business plan	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
3.6	Number of women farmers actively involved in marketing activities	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
3.7	Money deposited in women's accounts for selling their produce	All – 2 Some – 1 None – 0			
4	**Other Components**				
4.1	Number of women owned enterprises in FPO business	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
4.2	Women friendly tools and equipment available at FPO/ CHC	Yes – 2 No – 0			
4.3	Women recognized and awarded for their contribution	Yes – 2 No – 0			
4.4	Men recognized and awarded for their contribution in promoting gender equality	Yes – 2 No – 0			
4.5	Number of women staff in FPOs	>50% - 3 35% - 50% - 2 <35% - 1 None – 0			
			Grand Total		
Grade (A Grade: >50 points; B Grade: 25-50 points; C Grade: <25 points)					

Session 2: Vision and Action Plan

Learning Objective:	Support the participants to develop their own vision and action plan for a gender transformative FPO
Duration:	120 mins
Methodology:	Small group discussion and presentation
Materials:	Chart paper and markers

Step by Step Process

Step 01: Introduction to the Session (10 mins)

The facilitator explains the objectives and process of this session to all the participants.

Step 02: Small Group Discussion (20 mins)

Divide the participants into small groups of six members. Ask each group to draw their vision of a gender transformative FPO. The drawing must reflect membership and leadership structure, how power is shared, division of roles and tasks among women, capability building programs and support systems for women and men, benefits of women and men derived from the FPO, etc. Check whether the issues discussed in session 1 are addressed in the vision.

Step 03: Preparation of Action Plan (40 mins)

Based on the vision, ask each group to prepare an action plan with specified time frame for their FPO.

Step 04: Presentation of Action Plan (40 mins)

Ask each small group to present their vision and action plan in the plenary.

Indicative Worksheet for Action Plan (add more rows as necessary)

Vision				
Indicator 1	**Women membership & Leadership**			
Goal 1.1				
Activity	**Estimated Timeframe**	**Desired Outcome**	**Resources Required**	**Constraints/ Challenges**
1.1.1				
1.1.2				
Goal 1.2				
Activity	**Estimated Timeframe**	**Desired Outcome**	**Resources Required**	**Constraints/ Challenges**
1.2.1				
1.2.2				

Indicator 2	Capacity building and skill up-gradation			
Goal 2.1				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
2.1.1				
2.1.2				
Goal 2.2				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
2.2.1				
2.2.2				
Indicator 3	Input and Output Marketing			
Goal 3.1				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
3.1.1				
3.1.2				
Goal 3.2				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
3.2.1				
3.2.2				
Indicator 4	Use of tools and technology			
Goal 4.1				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
4.1.1				
4.1.2				
Goal 4.2				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
4.2.1				
4.2.2				

Indicator 5	Recognition and awards			
Goal 5.1				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
5.1.1				
5.1.2				
Goal 5.2				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
5.2.1				
5.2.2				
Indicator 6	Knowledge Management			
Goal 6.1				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
6.1.1				
6.1.2				
Goal 6.2				
Activity	Estimated Timeframe	Desired Outcome	Resources Required	Constraints/ Challenges
6.2.1				
6.2.2				

Step 05: Conclusion (10 mins)

Synthesize the outputs of all the small groups and have this synthesis approved by the respective FPO as their collective "Vision for a Gender-Transformative FPO."

Session 3: Training Closure

Learning Objective:	Determine the effectiveness of the training and to receive feedback from the participants
Duration:	40 mins
Methodology:	Post-test, submission of written forms
Materials:	Questionnaire, feedback forms and certificates

Step by Step Process

Step 01: Post-test (10 mins)

Post-test will be conducted to assess the understanding of the participants on gender after receiving the training. Facilitator shall give the same set of questions (given for pre-test) to the participants. Give ten minutes to the participants to fill up the answers and collect the filled in sheets (or use the google sheet). The responses will be compiled by the facilitator, compared with the pre-test results and recorded in the training report which will be shared with the participants later.

Step 02: Obtaining Feedback (10 mins)

The facilitator distributes the training evaluation form and asks each participant to fill it. The evaluation can be anonymous and the participants can choose not to reveal their identity.

Step 03: General Feedback in Plenary (10 mins)

When all written evaluations have been completed, the facilitator asks the participants the following questions:
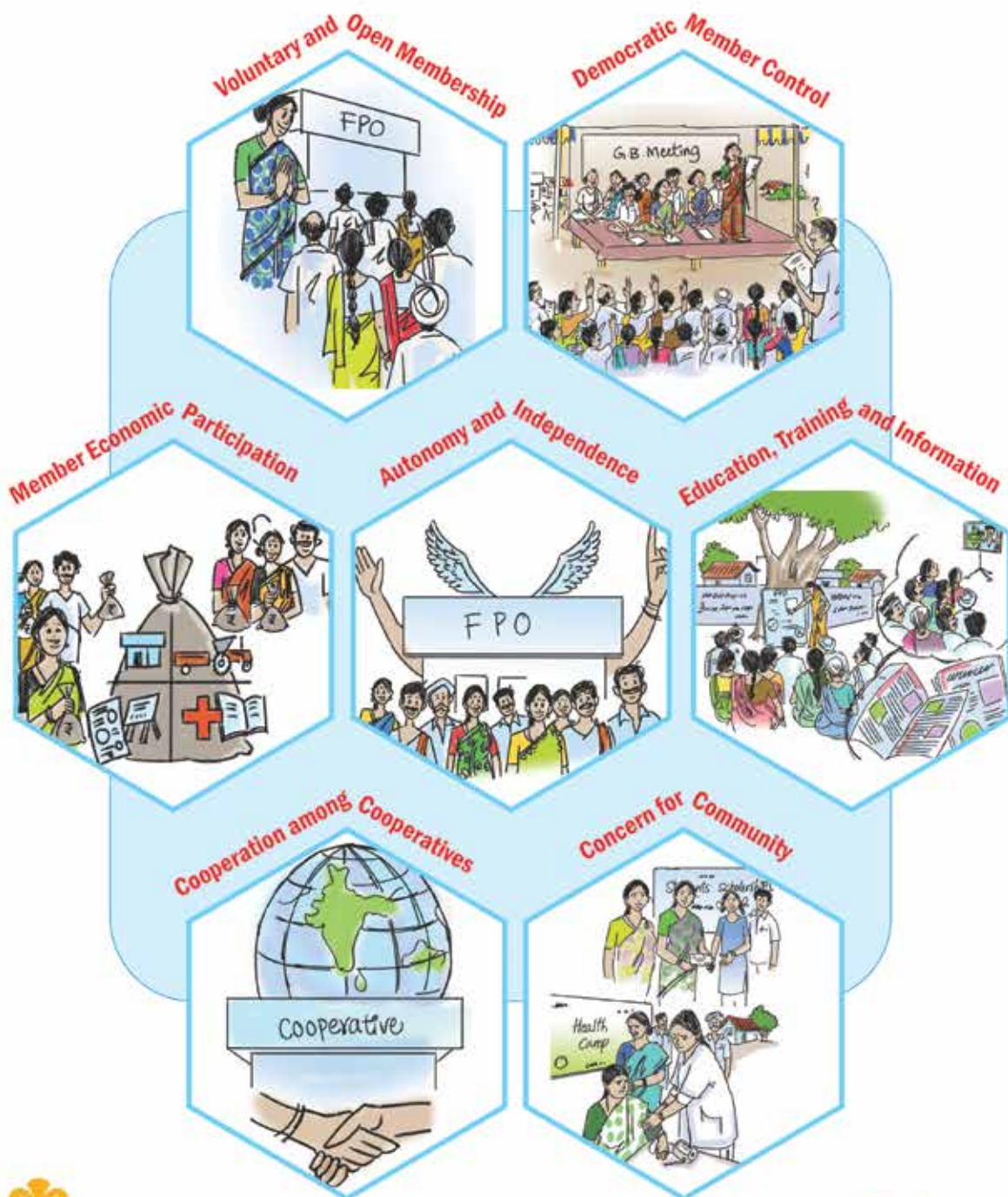
1. What was the best part of the training for you?
2. What is a key insight you will remember from the training?
3. What is one action you will commit to completing based on the training?

Review the participant expectations gathered on the first day of gender training. Discuss how their expectations were met or not and how to address any gaps in the training. Further the facilitator discusses any follow-up sessions or regarding additional handholding support required by the participants.
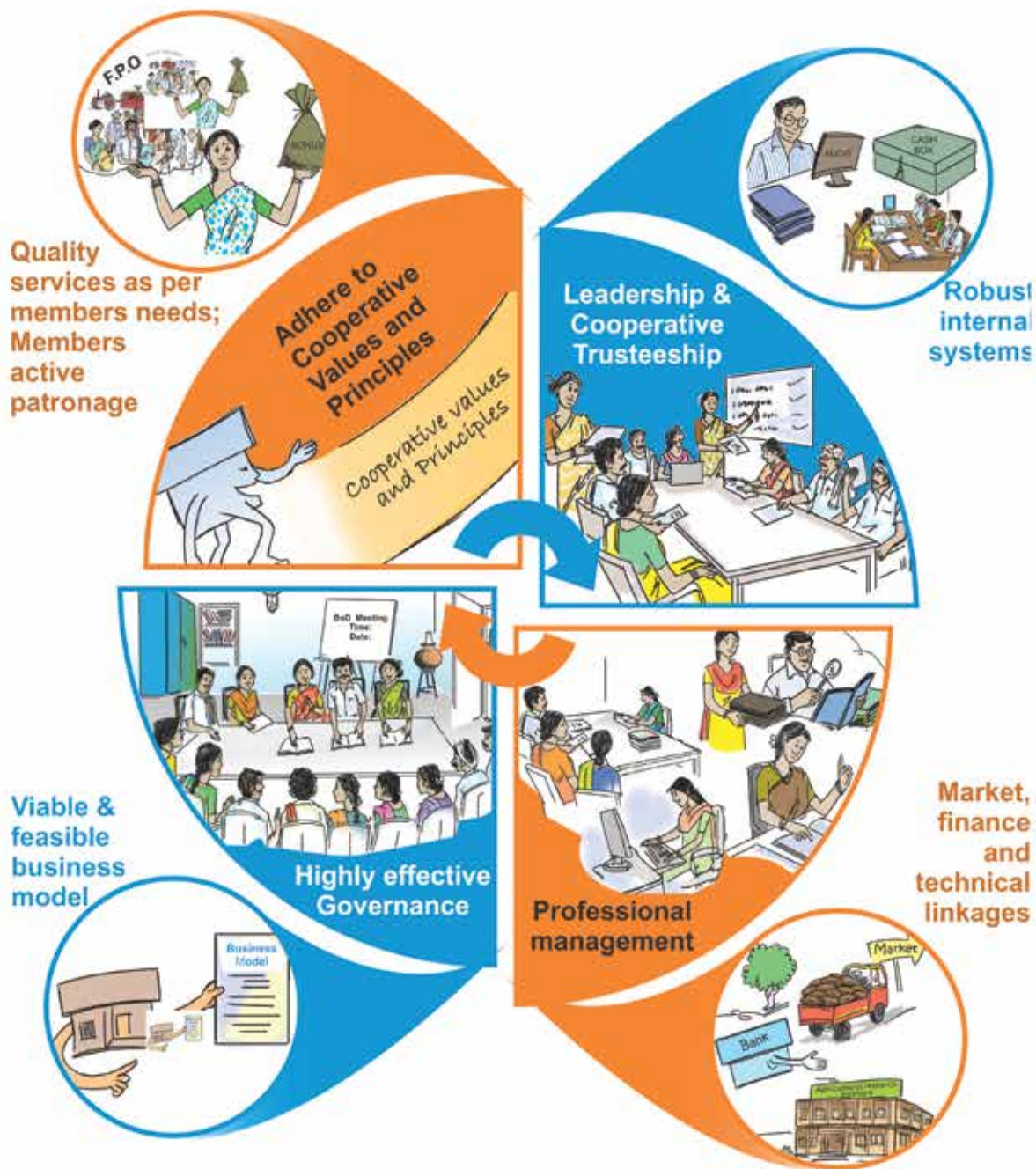
Step 04: Closing (10 mins)

The facilitator will hand out certificates to the participants and officially close the training.

Cooperative Principles

Voluntary and Open Membership

Democratic Member Control

Member Economic Participation

Autonomy and Independence

Education, Training and Information

Cooperation among Cooperatives

Concern for Community

Engendering Farmer Producer Organisations (FPOs): Strategies

1. Collectivisation of Women Farmers

To enhance the recognition, role, leadership and participation of women farmers in the FPOs and across the value chain activities the following interventions can be taken up:

- Gender sensitization of various stakeholders
- Promotion of all women FPOs and mixed-FPOs with at least 50% women membership with representation from all economic and social categories
- Networking with SHGs and SHG federations to mobilize women farmers into FPOs

2. Women's Leadership

For FPOs to grow into sustainable and viable business organisations, it is important to have equal and active participation and leadership of women farmers. This can be achieved through activities indicated below:

- Ensure at least 50% of women in FPO Board, sub-committees and as cheque signatories
- Skill development of potential women leaders
- Building leadership of women and men encouraging gender equality in FPOs
- Actively encourage women to participate in decision making and business activities

3. Capacity Building and Skill Up-gradation

To build knowledge and skills of women in leadership, governance and business management, ensure:

- Training and communication materials with gender perspective and sensitive language
- Ensuring participation of women farmers in meetings, trainings & exposure visits
- Building national and regional level resource pool on gender mainstreaming in FPOs through ToTs (Training of Trainers)
- Incubation of all women FPOs to provide handholding and mentoring support

4. Access to and Control over Resources

Women farmers holding assets and having access to resources will lead to improvement in their position in the family as well as in the society. FPOs, which work towards meeting their members needs, should promote women's access to resources and property through the following interventions:

- Awareness creation on women's right to property and resources
- Asset creation for women and ensure equal access to FPO services and subsidies from the government
- Promoting and supporting women-led and women-owned enterprises
- Ensuring women farmers to actively participate and benefit from input and output marketing

5. Technology, Tools and Implements

FPOs shall promote women-friendly tools and implements as part of its services; provide training to improve women's access to technology, techniques, tools and equipments, smart phones, social media and internet

6. Business Linkages

Women FPOs have the potential to excel in the market but are constrained due to various factors. To address these constraints, provide necessary handholding support to women FPOs by:

- Facilitating business linkages between FPOs and SHG Federations
- Prioritizing and supporting all women and women led FPOs in establishing market linkages
- Ensuring partnership and interaction with various service providers, agri business and financial institutions

7. Gender Audit

Gender audit serves as a key tool in self-assessment, review of policy and performance of FPOs. Following are the main steps in the process of gender audit:

- Development of Gender Policy for FPOs
- Monitoring and review of FPOs on significant gender indicators
- Development of Gender Audit Tool and annual auditing of FPOs
- Gender as a regular agenda in all the meetings, events and reports

8. Recognition and Awards

Recognizing women farmers significant contribution to agriculture & FPOs in the form of women leadership awards will motivate other women farmers to become members and take up leadership roles. Recognition of men who promote women leadership in FPOs also needs to be instituted.

9. Evidence based Policy Advocacy

For advocacy with policy makers and the authorities at various levels to influence policies which promote and strengthen women's role, leadership and participation in value chain activities and FPOs, following activities are proposed:

- Documentation and dissemination of success stories and experiences of women farmers and women led FPOs
- Evidence creation through action research and impact studies
- Networking at various levels for linking and mutual learning

APMAS Values, Vision 2030 & Mission

Values

- Self-reliance
- Concern for quality
- Continuous learning
- Transparency and accountability
- Gender equality and social inclusion
- Promotion of participation and democracy

Vision 2030

APMAS emerged as orchestrator of livelihoods ecosystem for resilient and diverse self-reliant institutions led by marginalized women, farming and indigenous communities resulting in social and economic transformation.

Mission

By 2030, APMAS, a cutting-edge resource organization, engaged in multi-stakeholder partnerships for systemic change; innovating and demonstrating sustainable livelihoods institutional models impacting one million households through:

- Co-creating and promoting quality standards and benchmarks
- Capacity and capabilities development
- Ecosystem services - Access to technology, finance, market, infrastructure
- Interface among women-led and diverse community institutions
- Integration of nutrition, health, education and WASH services
- Evidence based policy advocacy