

Submission for the Gender Prize 2016 on behalf of COMPACI **(Competitive African Cotton Initiative)**

Background:

The Competitive African Cotton Initiative (hereinafter referred to as “COMPACI”) is expected to strengthen the capacity of 680,000 targeted African cotton farmers in Benin, Burkina Faso, Ivory Coast, Malawi, Mozambique, Tanzania, Ghana, Ethiopia, Uganda and Zambia by:

- i. Increasing productivity and product quality through the introduction and intensification of good agricultural practices
- ii. Diversifying crop production and promoting complementary cash crops
- iii. Facilitating access to and use of micro credits and
- iv. Establishing sustainable business linkages to improve the cotton value chain.

The program will facilitate market access of cotton farmers by helping them brand their cotton according to quality labels (such as “Cotton made in Africa” or organic) and by creating a direct link to textile retailers. Cotton made in Africa” (CmiA)¹ is one of the most advanced initiatives worldwide to promote branded conventional SSA cotton.

Improving the living conditions of small-scale farmers in Sub-Saharan Africa, is directly associated with the advancement of women. Female farmers do most of the fieldwork and additionally all work at home as well as taking care of the entire family's welfare. Thus COMPACI and CmiA have joined forces with local cotton companies to strengthen the rights and position of women in the program.

Our approach:

Objectives and activities with regard to gender in COMPACI are based on the results of an intensive gender analysis conducted in the different project regions. COMPACI took into consideration local realities in each country and consulted with partnering cotton companies as well as with local NGOs. A general conclusion was that women have critical roles in cotton production but are underrepresented as members of producer organizations. They have fewer contracts, less access to inputs, lower attendance at trainings and restricted access to returns from cotton production than men. Cotton payments are either made to the person holding the contract -which is usually the husband- or to a producer group -which consists mostly of men. Hence, women might not be fairly compensated for their work if their husbands withhold their returns. Therefore, the project focuses on the following gender objectives:

¹ Cotton made in Africa (CmiA) is an initiative founded in 2005 by the Aid by Trade Foundation (AbTF), promoting sustainable cotton cultivation in SSA in order to improve living conditions of cotton farmers and their families sustainably. The cotton produced according to the CmiA-standard is traded at world market prices. In order to produce textiles with the CmiA label, textile companies of the demand alliance pay a license fee to AbTF. The revenues are invested by AbTF and used to finance, among others, agricultural trainings of farmers, community projects within the project region as well as the verification of adherence to the sustainability criteria of the CmiA standard.

1. Increasing women's share in cotton production
2. Increasing women's participation/ leadership in producer organizations
3. Increasing women's access to credit
4. Increasing women's access to contracts and payments
5. Increasing gender capacity of cotton companies
6. Improving gender oriented M&E

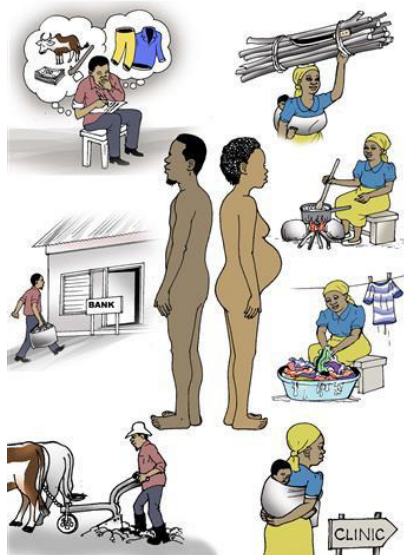
Activities:

Each COMPACI partner targets certain activities. These include the employment of a Gender Desk Officer in the cotton company who is in charge of planning, implementation, monitoring and evaluation of gender specific activities (e.g. the collection of sex-disaggregated data).

Another activity is the sensitization of management, field staff and communities on gender issues to create awareness and provide tools to improve equal access for women to extension activities. In this regard, the employment of female lead farmers responsible for heading and managing demo-plots increases the accessibility for women to training sessions. A core activity to promote female farmers is the support of existing or forming of new women groups and organizations. These groups share fields and receive inputs as well as training from the cotton companies. Improved access to credits and inputs is also facilitated for group members.

Submission for the Gender price Competition:

COMPACI developed a **training picture block** for Eastern and Southern Africa² on “**Good practices of gender in agriculture**” which touches all major gender-related topics our farmers come across during their daily lives. Issues are: decision making on household level (plan-



ning together), financial planning (investments and mechanization), workload / division of labor, gendered roles / responsibilities, nutrition (food production), HIV/health, literacy (importance of sending kids to school), child labor, marketing, micro finance and equal participation in trainings.

The main objective is to sensitize extension staff and farmers on gender related issues and to promote gender equality along the cotton value chain and the agricultural sector in general.

The material was developed by Malawian artist **James Kazembe** in cooperation with gender officers from Malawi and Zambia, who also train farmers in their daily extension work and therefore know about the common issues.

² A version for Western Africa is currently in planning. Topics, as well as content of the pictures will vary and show a different focus and style of drawing. The different religious and cultural backgrounds are going to be considered and the text translated to local languages. This version is currently used in Zambia, Malawi and Mozambique.

The picture block illustrates best practices- therefore no negative scenes are visualized³. The images are meant to initiate discussions as they also show situations which are not necessarily common in all areas, yet. For example the picture below lead to very different reactions in trials with farmers depending on their tribe. Some perceived it as a common situation, whereas others sensed the man was overburdened. A lot of laughs and vivid discussions arose around the possibility that the husband was charmed by his wife to help her carrying the baby.



The issues of group pressure and stigmatization as well as negative effects of gossiping can be analyzed with this picture. Sad but true: no one –not even the women- thought the woman would be overburdened if she was carrying everything. Still some way to go to reach equity!

Target groups/context:

The material shall supplement the canon of

extension materials⁴ already used by extension staff to train farmers during the season. Most of the targeted farmers are small-scale cotton and maize farmers in rural and remote areas in Zambia, Malawi and Mozambique. But sensitization already starts with the training of extension staff of the cotton companies, who are mostly male. They are responsible for recruiting lead farmers and buyers for the companies and are the ones making sure that women are involved in all activities. They call for meetings and trainings and also check that no worst practices of child labor is performed in the fields and that women actively participate in trainings.

First achievements have been to convince the management of the partners (cotton companies) and extension staff about the necessity of involving women in all steps along the value chain. They even admit that women do most the work and are often more reliable in terms of paying back loans and sticking to their contracts, while still benefiting less. Our local partners want to contribute to change that in-balance in opportunities. They are targeting more women to get individual contracts and not only together with their husbands and agreed to give more demo-plots to women groups. Female participation is monitored in trainings which don't start unless

³ Only the front page shows typical gender stereotypes. All the other pages show the ideal version of best practices. As visual tools reinforce important concepts, we did not want to take the approach where to show the wrong way (which is crossed out in red) and the right one (with a green check mark) next to each other. After discussing the whole block, the facilitator can go back to the front page to stress the differences between "sex" and "gender" ones more and will hopefully get different opinions about stereotyped work as in the beginning of the training. It is a way of checking how much the audience remembered and internalized and if they can recognize gender- based discrimination.

⁴ Training materials cover for instance: farmer business schools, integrated pest management and child labor.

20% women are present. Moreover, the growing number of women who hold their own contracts, individually from their husbands, is an indicator for their financial empowerment and shows the progress towards gender equality. As most of the women don't own the land they farm on, it is vital to keep on sensitizing their husbands and male chiefs in the villages to allocate land to them. For this reason, key messages in the training material show increased benefits for families who work together and who let the wife participate in decision making. The aim is **not** to create competition between the spouses, but to show positive outcomes if the wife contributes to the family income which she can use for school fees, household items etc. We are aiming at actively involving men **and** women in working towards gender equality.

In order to reinforce the key messages from the training material, our partner, "Aid by trade foundation", recently introduced a community fund where our local partners can submit proposals for small-scale projects which support income-generating activities for women groups. The implementation of the first projects is due to start in January 2016. With united efforts these projects will further enhance gender equality and bring development and progress to the villages.

After six months of evaluating the effectiveness of the material through collecting feedback from trainers and farmers, a revised and final version will be published in early 2016.

How to use/train the material:

The picture block is an instructive tool, which can be used during a training session by displaying the included set of images. Its structure, with an image on the front and text on the back, allows the facilitator to pass key messages on the subject in an interactive, participatory way. The facilitator stimulates reflection and discussions amongst participants. The interaction is based on real concerns of the participants and happens in form of a continuous dialogue of questions (Q:) and answers (A:) between the facilitator and the participants. Additionally, key messages (M:) and additional background comments (C:) are listed in the over-leaf. During a session, the images on the front side will be shown (one after the other) to the audience and the participants should interpret and discuss the illustrated activities, with the aim to make the participants understand the importance of the addressed topic⁵.

The trainer should be the only one seeing the back of the picture block with the proposed questions and answers. The audience should have enough time to look at a picture and think about the message. Quiet participants should be encouraged to get actively involved. Questions and answers serve as a guide for the trainer and should not be read continuously during the session with the participants. If the answers of the participants do not instantly bring the key message across, further leading questions should be asked by the trainer. These should start with: Who/What/When/Where/Why/How to gather relevant information. After discussing a specific image in the whole group, the facilitator should ask one participant to summarize to assure that the message was understood before proceeding to the next image.

⁵ Rational: The story shown in the pictures revolves around a cotton farmer family with three kids. The facilitator should name the characters based on the common names used in the country/area to create a familiar atmosphere and enable the participants to relate to/identify with the characters.

Annex

- Pictures of planning and developing workshop April 2015
- Pictures of classroom training of extension staff August 2015
- Pictures of field training with farmers October 2015
- Gender training picture block

Picture-block planning and drawing workshop in Lusaka, Zambia April 2015:



Illustrator: James Kazembe from Lilongwe, Malawi





Discussions did not only include which topics to attend to and how to translate them into pictures, but also how to edit the text for the facilitators to best deliver the wanted messages.



Introduction of the gender picture block as a training tool: classroom training of **extension staff** conducted by gender officer **Nyambe Mununka** from Parrogate Ginneries in Kabwe, Central Province, Zambia August 2015





Vivid discussions arose around the topic of involving women in the marketing/selling of cotton.

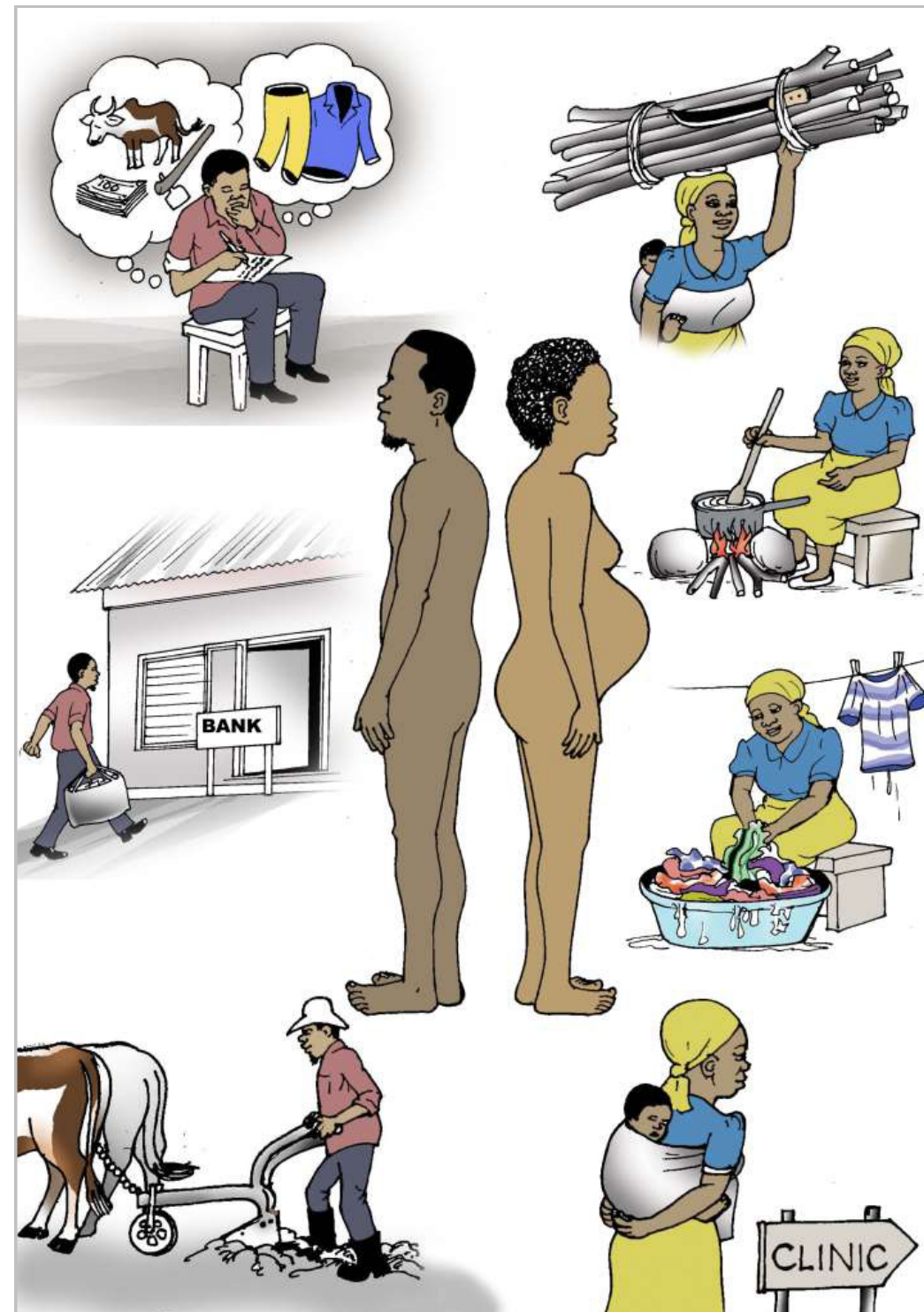


Gender picture-block field trainings with two women clubs in Nymba and Petauke, Eastern Province, Zambia, conducted by gender officer Merit Tembo from Alliance Gineries.



Competitive African Cotton Initiative (COMPACI)

Good Practices of Gender in Agriculture



Eastern and Southern Africa Edition

Foreword

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

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

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

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

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

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

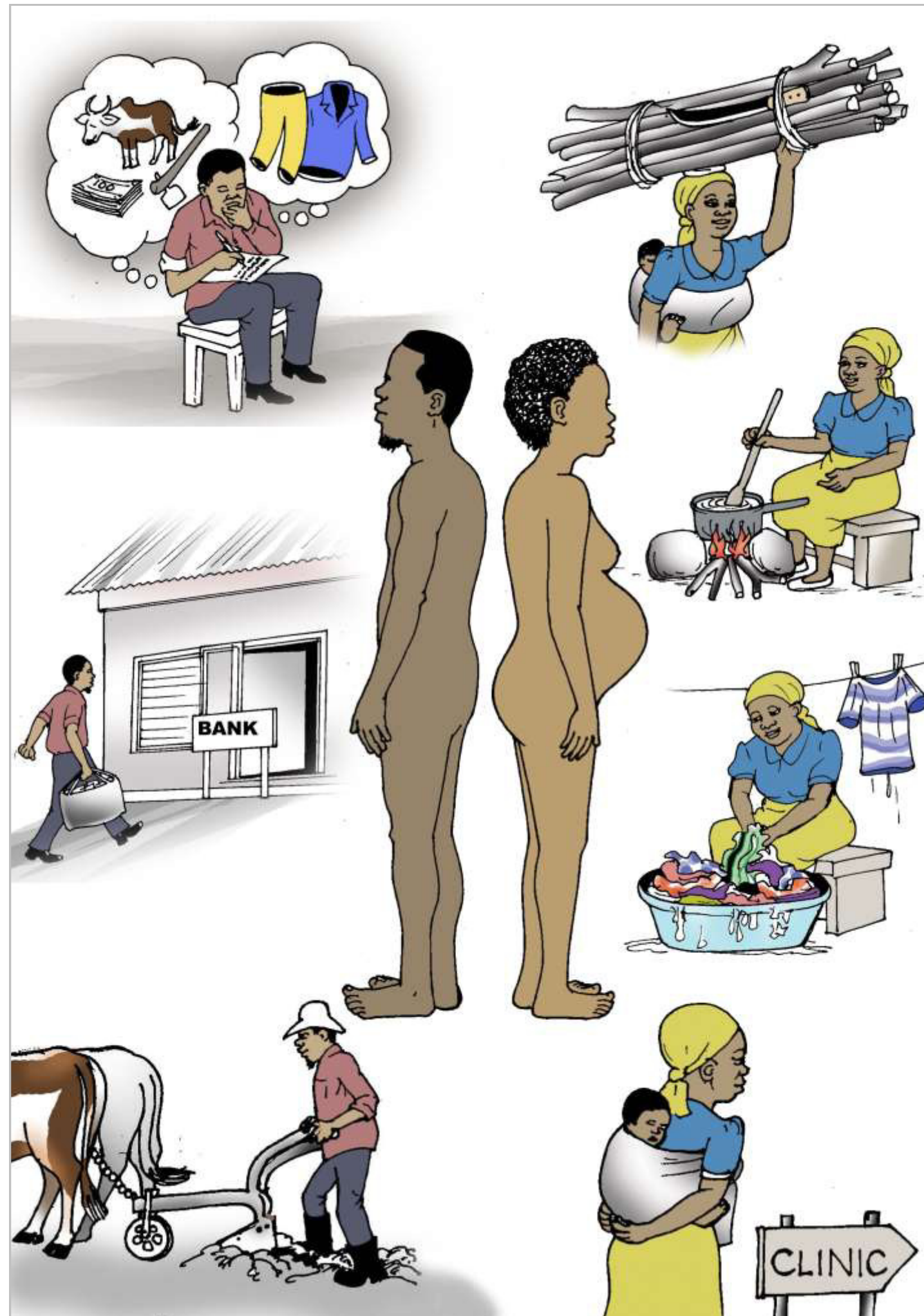
How to use this picture block?

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

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

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

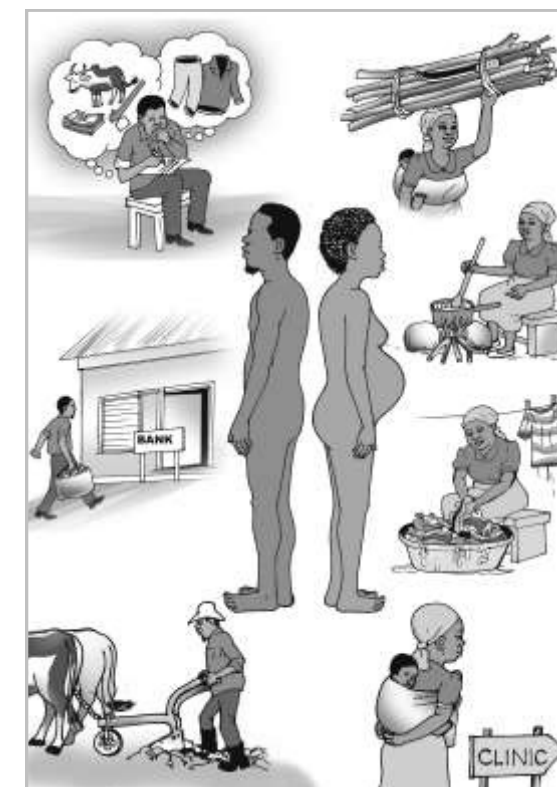
The story shown in the pictures revolves around a cotton farmer family with three kids. The facilitator should name the characters based on the common names used in the country/area to create a familiar atmosphere and enable the participants to relate to/identify with the characters. Suggestions or modifications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



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

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

M: Sex refers exclusively to **biological** differences between men and women which are **inborn** and **cannot** be **changed**. **Gender** refers to the **social** differences and relations between men and women which are learned, **vary** widely among societies and cultures, and **change** over time. **Factors that can change the social differences:** role of parents/family, peer group, religious leaders, teachers. **Gender equality:** Women and men have the **same human rights**. But they **face different opportunities** (access and control of resources) and burdens (responsibilities/ workload) due to their gender **not** sex.



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

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





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

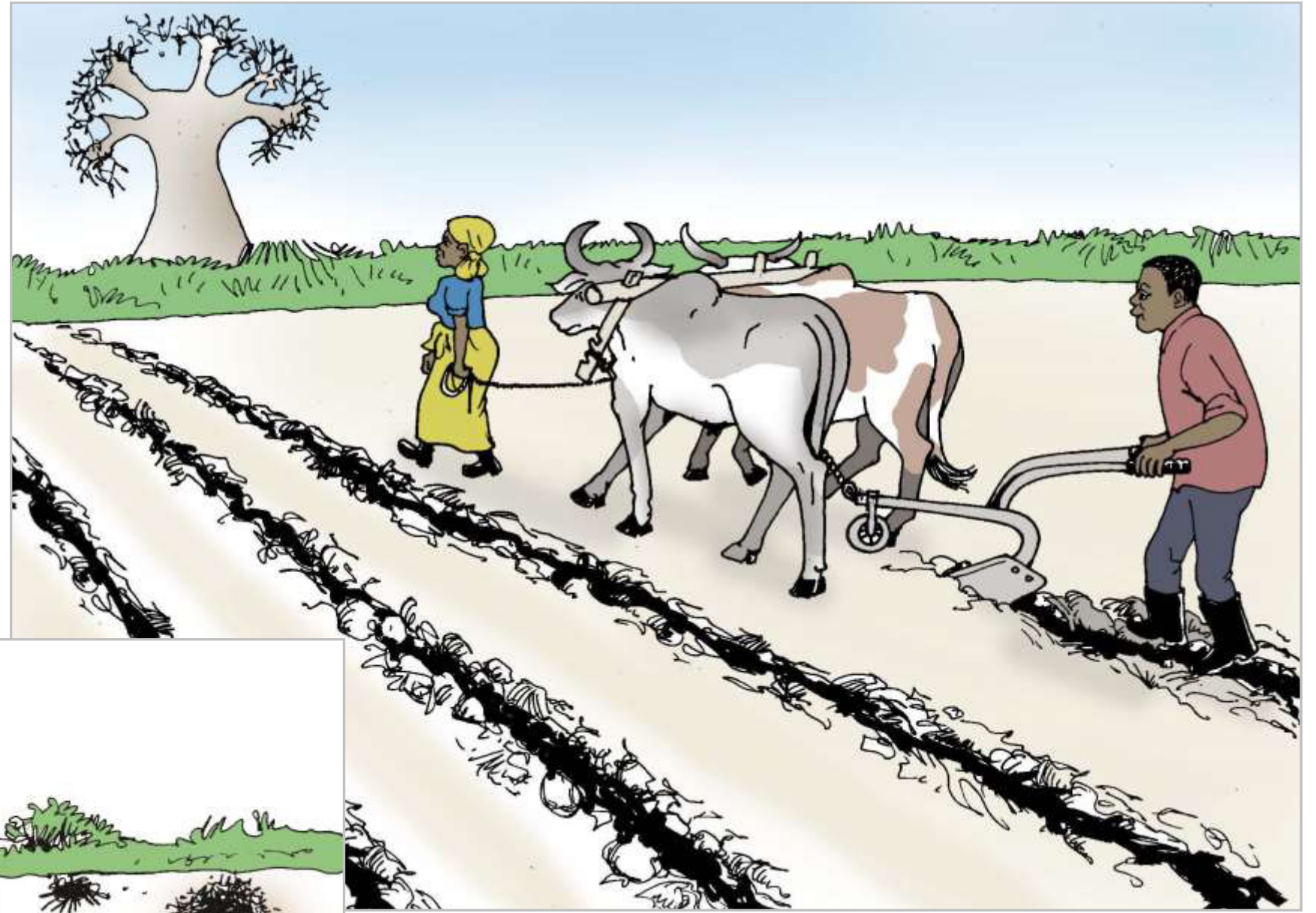
A: The **kids** are going **to school** and the **parents** are going to the **field together**.

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

Q: Who is carrying what?

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

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





Q: What do you see in the pictures?

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

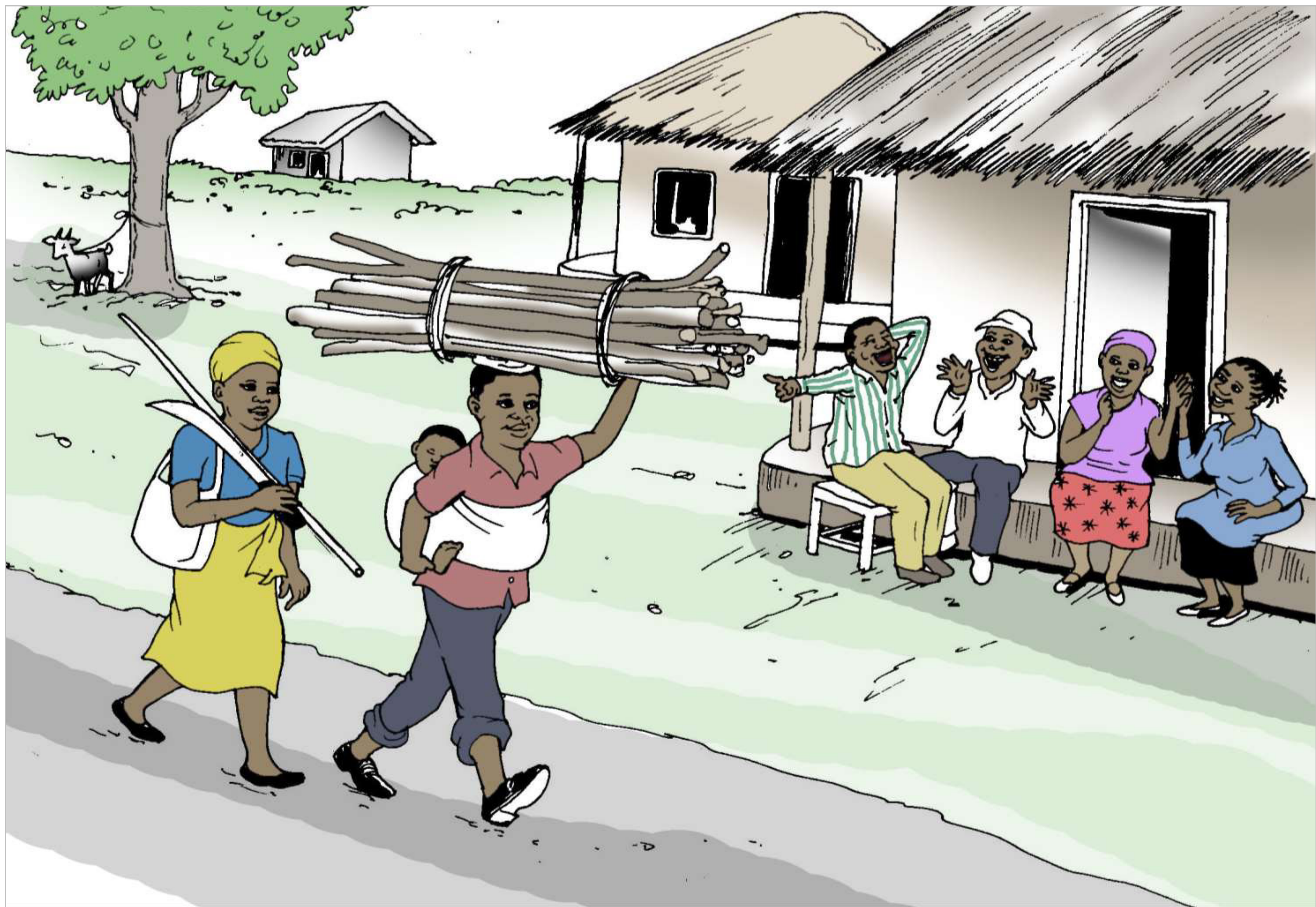
C: No kids are in the field as they are in school.

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

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

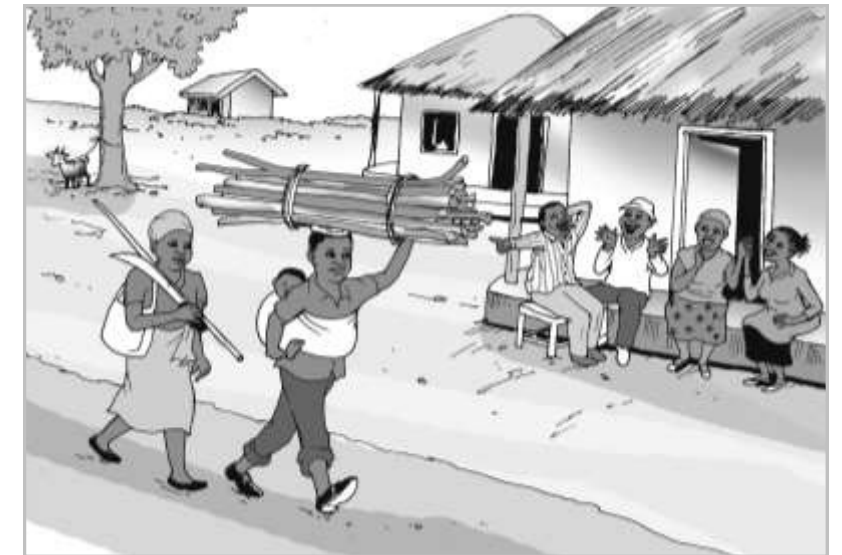
C: The **ripping** can also be done by women.

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



Q: What do you see in the picture?

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



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

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

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

A: Probably not.

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

A: Not to overburden one person.

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

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





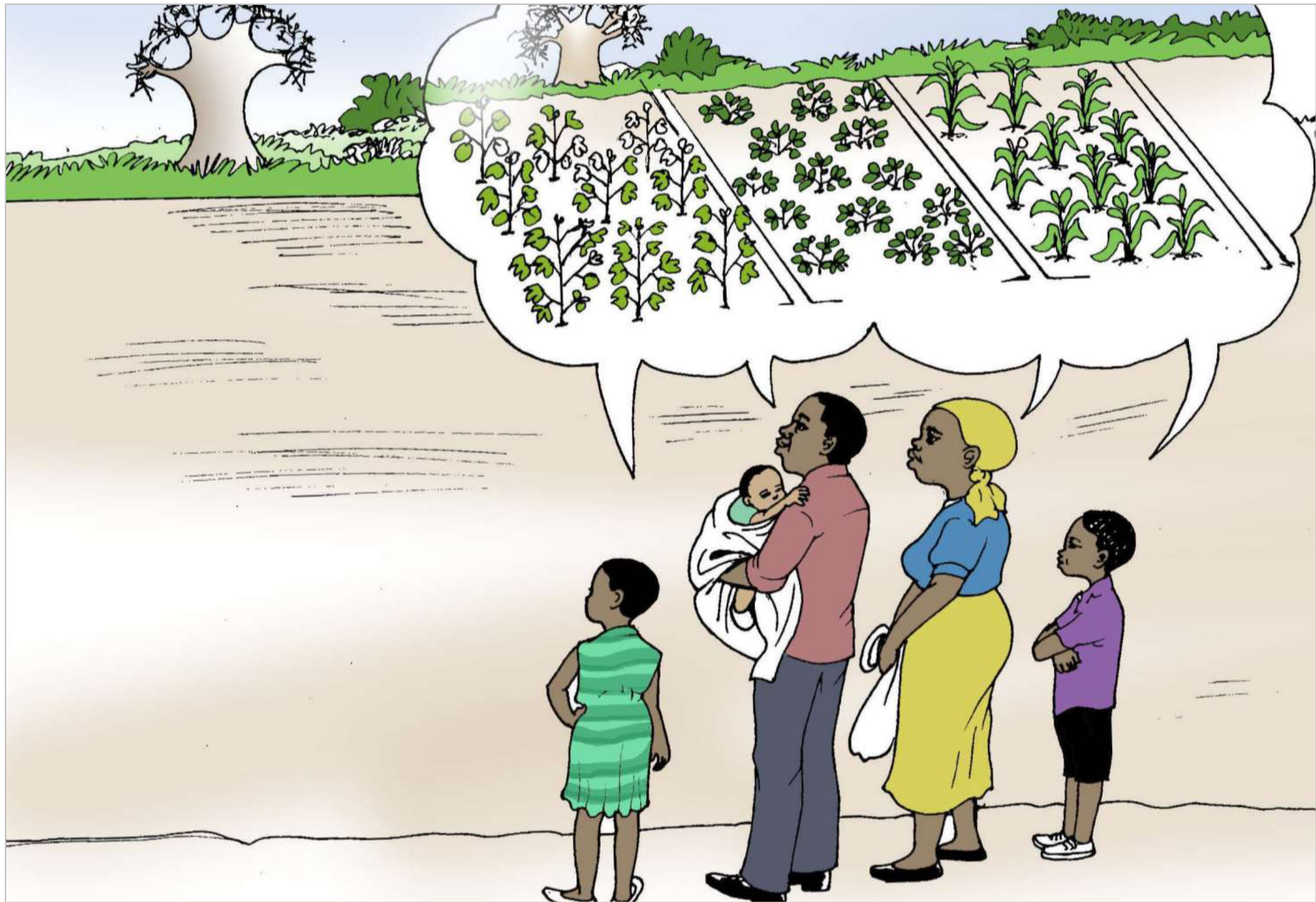
Q: What do you see in the picture?

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

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

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

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



Q: What do you see in the picture?

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



Q: What do they plan to grow?

A: Cotton, groundnuts and maize.

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

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

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

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





Q: What do you see in the picture?

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

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

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

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



Q: What do you see in the picture?

A: The man and the woman are harvesting their vegetables together.



Q: What do they pick?

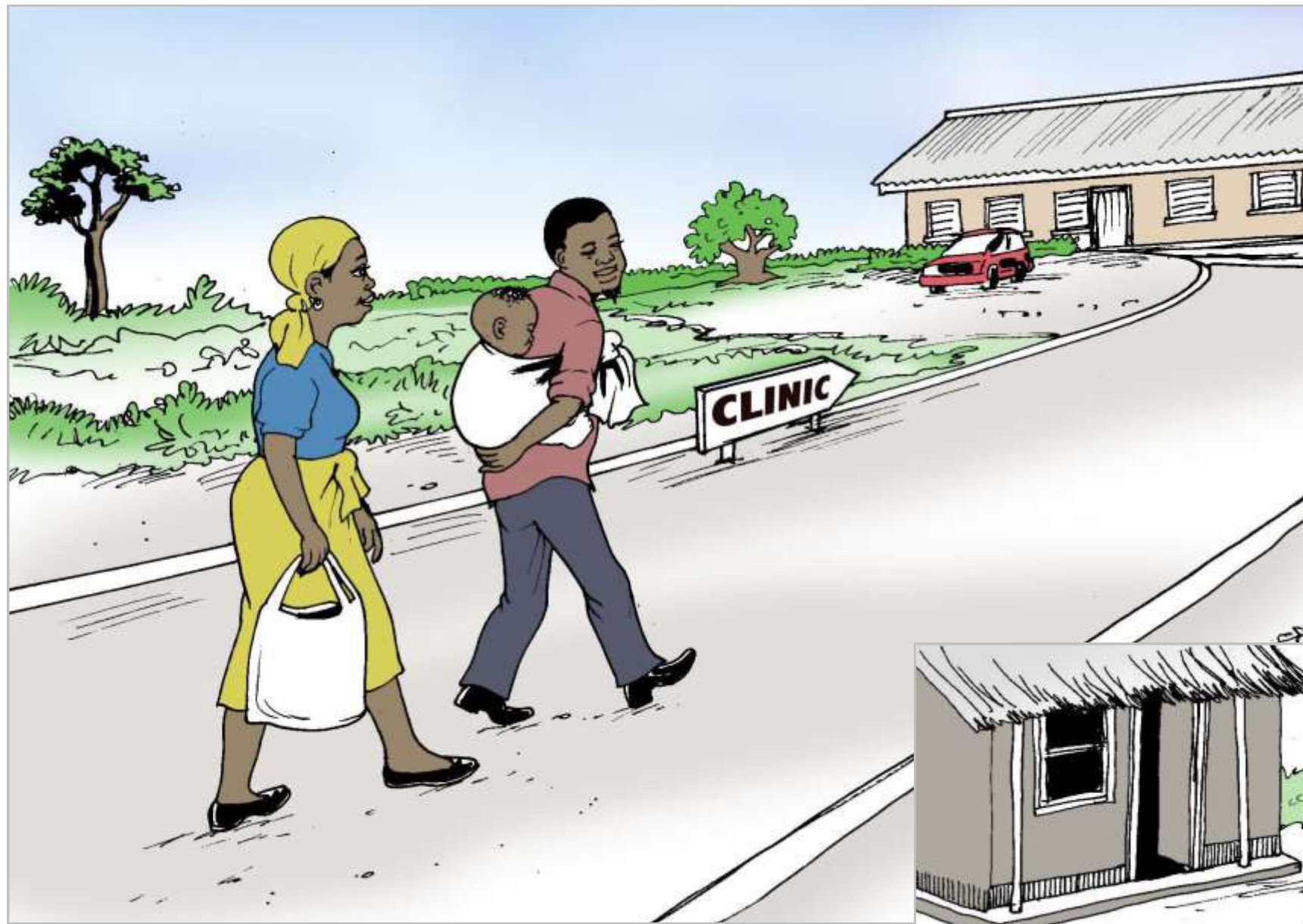
A: Corn, pumpkin leaves, okra.

Q: What other nutritious food can they provide?

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

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

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

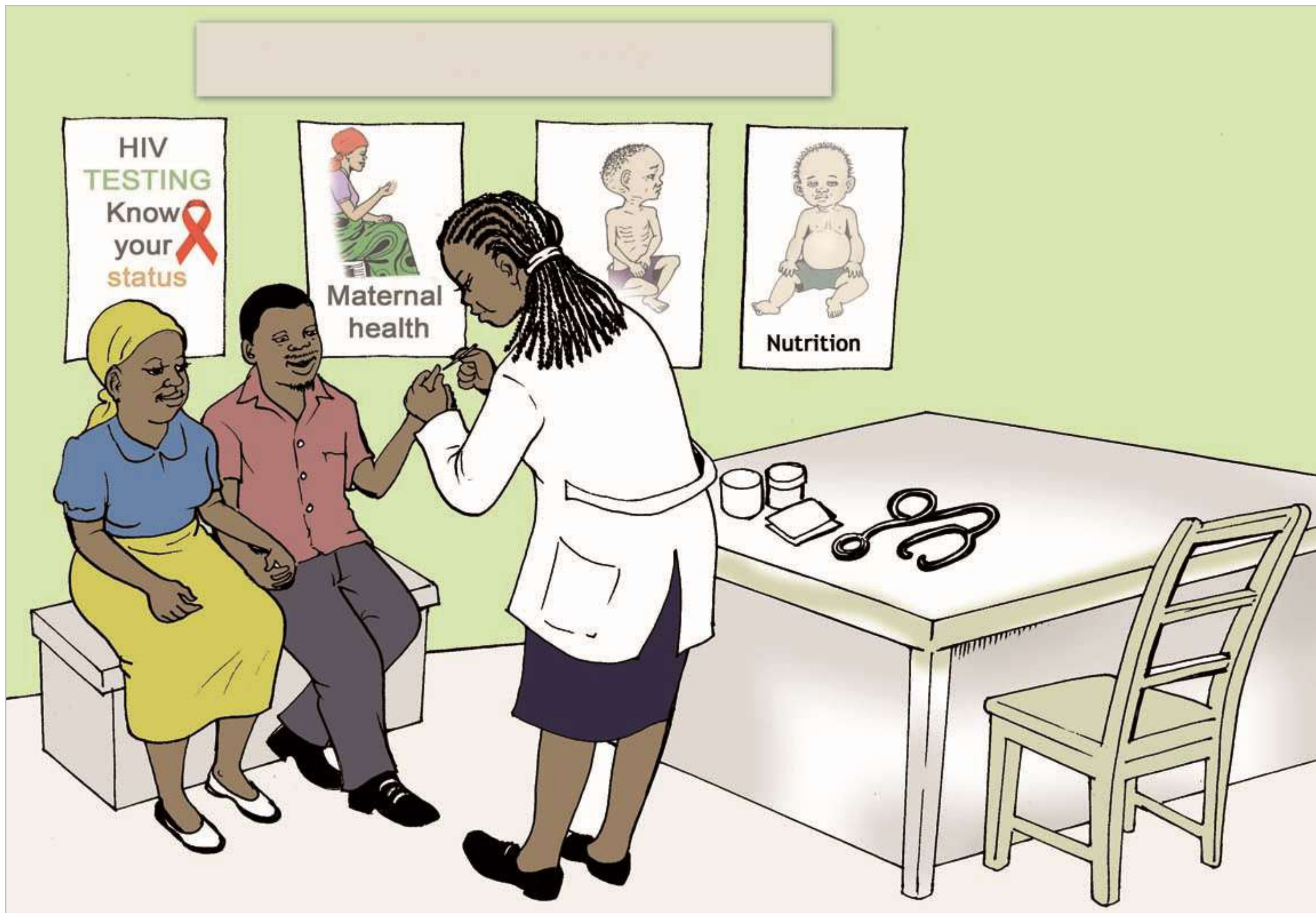




Q: What do you see in the pictures?

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

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



Q: What do you see in the picture?

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

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

M: It is important to know your status to **not further spread HIV** and also to be able to **get treatment**. You should **use condoms** to protect your spouse. (This is even more important in polygamous families). It is **both their responsibility** to make sure the **family is healthy**. You can also get **information on family planning** at the hospital.

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

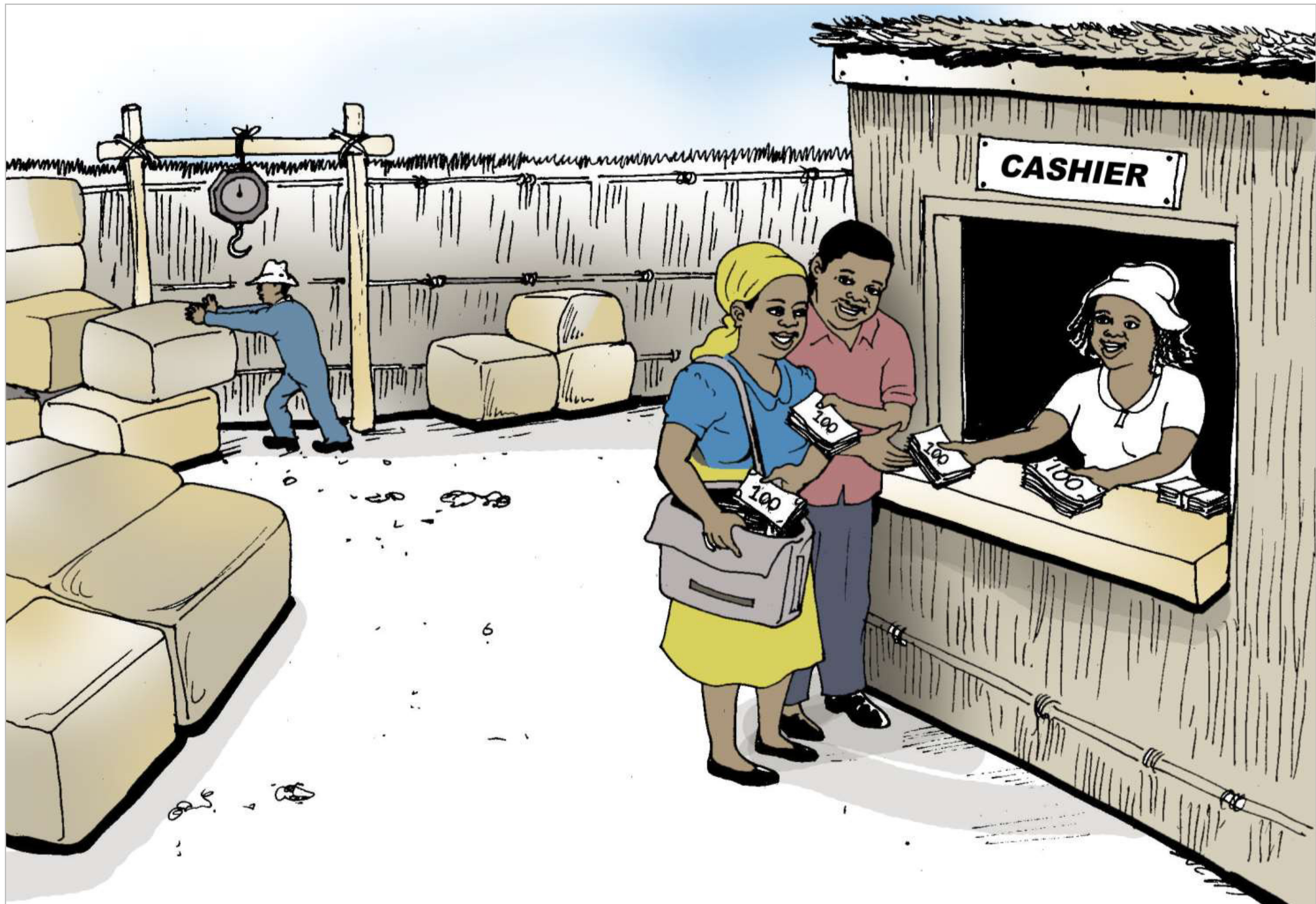
A: To ensure **maternal health, child health and development of the children and the ability to provide for all the children and take care of them**. One should also be aware of the **limited workforce of pregnant women**.

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

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

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







Q: What do you see in the picture?

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

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

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





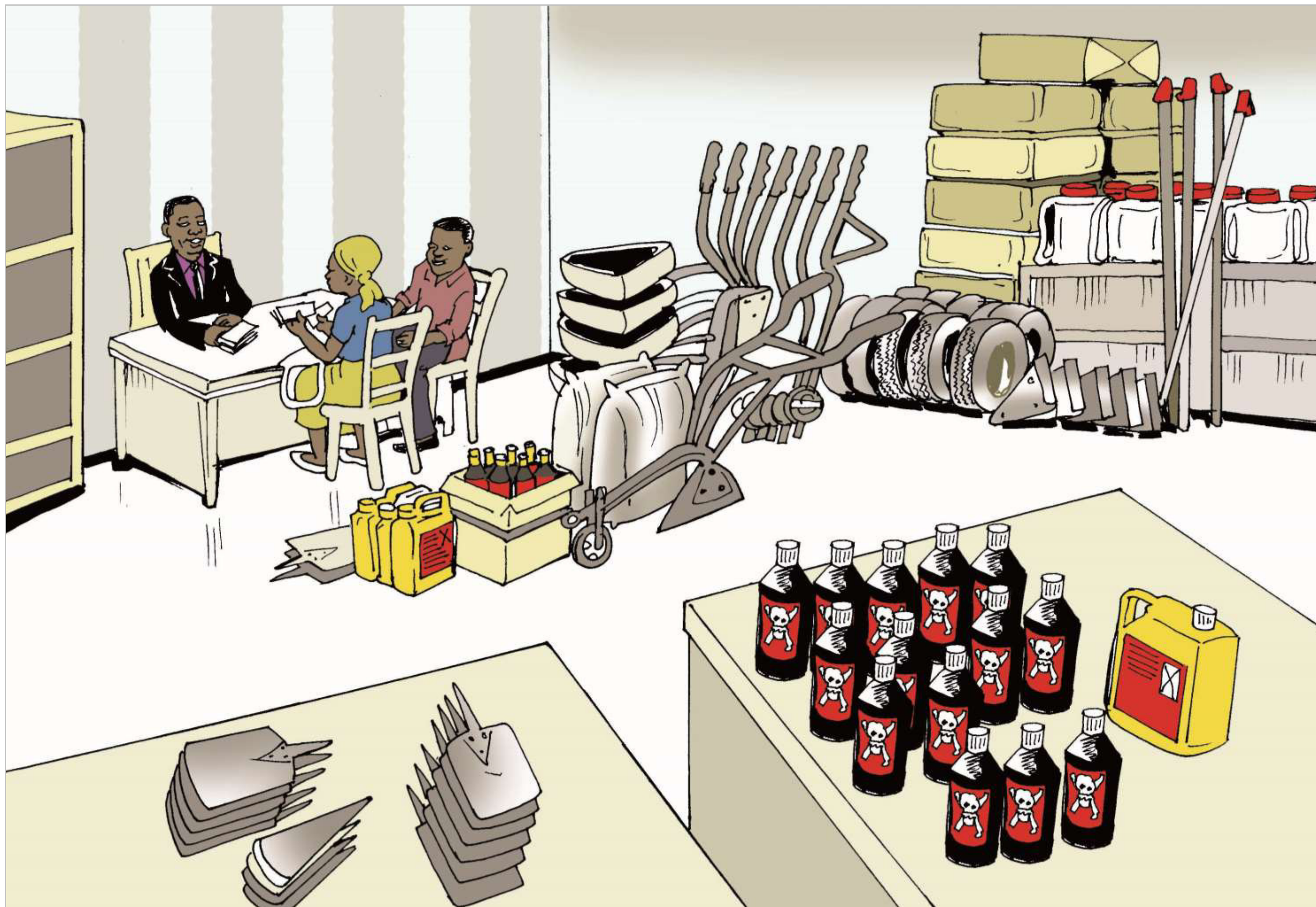
Q: What do you **see in the picture**?

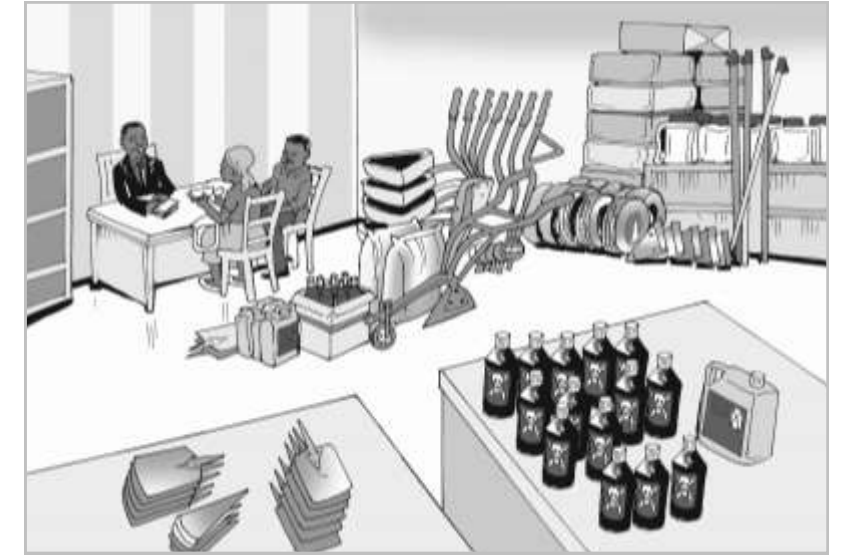
A: The family **plans together** on what to **spend the money** on.

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

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

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





Q: What do you see in the picture?

A: After agreeing on how to spend the money, the couple **invests part of their income in farming equipment and inputs** for the next season.

M: **Investments** affect the family business and **should therefore be made together**.



Q: What do you see in the picture?

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



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

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

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

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

Please go back to the first picture (gender and sex) and go through the text again, as repeating the most important findings helps the target group to remember them.

Background of Gender in COMPACI

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

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

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