

WHAT'S LURKING IN YOUR VALUE CHAIN? UNCOVERING THE HIDDEN COSTS OF GENDER-BASED VIOLENCE IN AGRICULTURE

QUESTION AND ANSWER AUDIO TRANSCRIPT

OCTOBER 30, 2019

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Krista: So, with that, I'll open to Q&A and please type your additional questions in the chat box. We've been collecting the ones that you have been typing so far, and the first that I want to open with is from Abdrahman Diallo asking, "In a nutshell, what are the common types of gender-based violence specific to your agriculture that research has found?"

Krista: I think all of the forms of gender-based violence are present in the agriculture sector. We've certainly seen economic violence who physically receives the income, who is even aware of what income exists and deciding how that income is spent. We've seen income taken away. We've seen, there are well-documented gaps in resources, lands, inputs. But we also do see physical and sexual violence. We see sexual harassment as well. We also see coercion.

Krista: So, I think it's all there, but I want to open to our presenters to talk about what any specific forms or surprises that they encountered in terms of the gender-based violence that they saw in their own settings.

Krista: Rodrigo and Winfridah, do you want to say anything? Do we need to unmute you?

Rodrigo: Go ahead. Thanks. Thank you. Yeah, I would agree with Krista and in our experience, and as I was mentioning in my presentation, we did encounter physical violence. I think that was happening. A more AMI thing. We've seen sexual harassment, certainly. We've also encountered several cases of economic violence. And I think this is coupled with more of a psychological sort of violence in terms of a diminishing the position of women in society, so I think that if we take a look, I mean we've worked a lot with, with social dynamics and we can discuss about social power at the village level and also personal power, which I think is two very different concepts. So what we have done in order to address DDD's, social power is basically a result of a group of people or a person getting a higher control over unlimited assets or resources comparing to two other people.

Rodrigo: So in this case, I think that, for the pocket example, the resource would be the social perception that there is in rural societies of women, and this always is against women, so men have leveraged in terms of activities that women shouldn't do and activities that women should be doing. What we have done to tackle these different forms of violence is to work more on the personal power side. First of all, power comes from the inner resources that a person has. It can be confident, it can be a set of skills, and also training through capacity-building

opportunities, so I think that we are trying to balance social power by increasing personal power.

Delene: Yeah, so for us, our region...can you hear me?

Krista: Yes, we can hear you. Please go ahead.

Delene: Okay. So help them the least is ultimate partner violence and that's quite an issue even in the country, the whole, then of course there's the attempted defilement or defilement, and by this I also mean when you have teenagers who are below the age of 18, some actually having transactional sex rather than just children, toddlers, or children below the age of 10 years, so that's also an issue, and just generally physical assault for man to woman without necessarily having any gender relations. So the domestic violence and the farmer.

Krista: Great. Thank you for that. We have another question from Mariama Ashcroft asking about addressing land ownership for women's empowerment and integrating GBV prevention approaches. I have a background in gender and land, so I'm always happy when people want to integrate gender property rights and gender land rights into program, and land ownership is a very foundational and potentially very impactful prevention strategy for gender-based violence and also good for economic empowerment in general. That doesn't mean it's right for every agriculture program to do, but certainly we've worked with a few agriculture programs who have done women and gendered land rights training with women and men and found people to be very, very interested and found that to be transformational, so it's something that we certainly love to see, but again, it's an undertaking in itself to do, and then I think Rodrigo, there were several questions about illiteracy. Did you want to address any of those and how about affected how you, you did your research and engaged?

Rodrigo: Yes, thanks Krista. It's a question that came up a lot and I think it's something that I did not have time to mention during the presentation. We were providing a direct to farmers in which they needed to read the information that was there and also input data, so they needed to know how to read and write. In this process, what we did is we worked with literate farmers for the quarterly activity, and two weeks before we went to the village and started working with the couples, we conducted literacy trainings at the village level, so we selected would be invited everyone in the PO to participate in the activity and we conducted a literacy test in which farmers would read a piece of text and then they would respond to a set of questions. So this was our first filter.

Rodrigo: We then went to review these documents and we realized that there were some farmers that couldn't respond to the questions, and the farmers that let's say passed were the ones who were included in the activity, but the journals or other diaries in itself, they perhaps need a higher level of comprehension than just reading and writing. As I was saying, farmers need to know how to protect rights, their activities into different categories. They need to know how to measure a time use in general. So when we've conducted two days trainings, and during the first training, we would provide, during the morning, we would explain to farmers all the concepts, what are the activities that into each of these categories, how should they go about to feel the journals? And after lunch we would do a set of exercises, so we would use one or two days and they would farm.

Rodrigo: It would have to go through the process or recording their activities as they would do once we provided the diaries, so this was also a way of ensuring that the farmers were understanding the concept in the situations we had farmers that just couldn't make it. There were some other farmers that in this discussion, we had discussions with the team leaders in which they would tell us, "Okay, I can work with this farmer between this afternoon and the whole day tomorrow training. I'm sure this person can get to the point that we intend them to get," so that first day of training was somehow a filter to us, and what are the implications of this? As you realized we just work with literacy departments, and we did a very thorough check to make sure that they had the abilities to complete data because we wanted them to meet the highest standards in terms of data quality, and through this process then we were not able to cover a population of people in the village, people that are illiterate.

Rodrigo: I also mentioned that we were working with couples because we wanted to understand the intra-household dynamics. So this means that people that were single or divorced or widowers could not participate in this activity, so what we're doing now, building on this time diary, the activities, we concluded the data collection in September, so we're now going to roll out or every intervention that the other conducts, no matter if it's a training an info army worm, or if we are in a demo plot showing farmers the yields of a specific variety. Then we were planning to do an activity similar to the time diary, but not with that level of complexity. We're just going to use pictorials and using, for example, grains have maize or rum, farmers are going to, based on those pictures, say, "Okay, I spend more or less time in this activity. I do more household chores or I do more social activities," so we have found a way to adapt the methodology in order to include the population that with this pilot we couldn't include because of the requirements that they needed to have.

Krista: Thank you Rodrigo, and I think your response also answers, to some degree, Kathy's theories, questions about quantifiable results in that you guys are working on additional research and hopefully in the coming months, we'll have more to share. I want to turn a question over to Jennifer and this is from Loretta Burns. "There seems to be an assumption that all agriculture projects have not been aware of gender issues or GBV, but very often, gender specialists do not understand agriculture production and this is not new. Jen, do you have a response?"

Jennifer: Yes. I think Loretta's raising an important issue that needs further clarification for us. So I think when we're talking about a learning agenda on gender-based violence and agriculture, one of the things that's important for recognizing about the drive for this learning agenda is because this is actually coming out of a demand from the agriculture sector, and it's not that agriculture projects have not been aware of GBV issues.

Jennifer: It's precisely because they are aware of GBV issues, so Loretta, you're raising a really important point and you're absolutely right about that. The question is not whether GBV is happening, but what do we do about it and how do we address it? And so the learning agenda is not just about identifying what to do, but identifying what some of that great learning is in the field and how we can scale it up. One of the reasons I mentioned reaching out to other sectors is because other sectors have been acknowledging and addressing this issue for a longer time, so some of them have scalable approaches, resources that we can learn from, but clearly we need to adapt it for the specific needs of the agriculture sector, but also combining that with a really important learning that's been happening in the field and on the ground.

Jennifer: One of the reasons we title this session the way we did is not just because of the holiday tomorrow, but also because our conversations with stakeholders and with implementers and donors have been that this is so scary. A lot of times, you're absolutely right. People are aware of this, but they don't know what to do about it. They're scared to talk about it, scared to address it, and so a lot of times gender advisors know about it, but may not actually get the air and space to address it, the resources they need to address it, or other technical specialists really don't know who to reach out to or how to get the support they need, so we're excited that there is so much energy and interest around this topic and what's new about it is actually the energy and the willingness to address it.

Jennifer: So what we want to do as a project and as our learning agenda is to help facilitate conversations to help surface existing learning and knowledge and help bring this together, so that we can identify those scalable approaches,

identify those promising practices, and bring those knowledgeable actors together so that they can share it in a space where they feel safe, so you've raised an important and correct issue, but also we don't want people to make assumptions about who knows what because there are many gender specialists that do know agriculture, but may not know gender-based violence, and we also want to empower agriculture and our market systems, and our learning specialists to address these issues in partnership with other practitioners, so thank you for raising that issue.

Krista: Thank you to both of you for raising the issue and for responding so well. I want to turn now to a question from Gina Alvarado for Rodrigo asking to know more about what elements of the project life cycle and the project management allowed some of the lessons and some of the things you were seeing in the research you were doing to be integrated so soon without having to go through project reviews and evaluations, but really to integrate them more in real time.

Rodrigo: Yeah, thanks. I think this is a very good question and although I'm not going to be able to go in depth to respond to it, I think there's a case study that has a lot of information step-by-step of this transition, but I think that the key edge where to push the concept of CLA at every stage of the project, so for the studies that we conducted, as I was saying, in most of them we engage in numerators. What we did for this study was a different approach. We used most of our staff or the most of the staff participated in not only the implementation, but also developing the concepts, developing the methodology, implementing and evaluating the results, having a staff understanding the importance of the thought process of the beginning, seeing firsthand what is happening in the field, and then being able to come up with a potential solution has been a key part in, in this process.

Rodrigo: So to get to this point, what the senior staff has done is...and I think it's been a very interesting process to really nurture a learning culture in the organization, so we, as I was taking my presentation, we included POS and reflect sessions, so these were spaces inside our regional meetings or monthly meetings where at each of the offices, not only at headquarters, where we're in a specific location, but we have offices in five regions, and each of these locations, junior staff were very engaged in providing their experiences in the field and hypothesizing on what could be the cost for a specific problem and what were the potential solutions that he or she believe we could implement, so I think we really need instituted a culture in which we tried our level best to make sure that no one was afraid to speak their mind in terms of failures or thinking that they would be wrong.

Rodrigo: So we also included this concept of collaboration, learning and adapting into each of our quarterly meetings. We have a two annual summit where we invite all the staff of the project and we generate or create a learning agenda for the upcoming year, and in order to implement these things, they need to be budgeted, and so we do have a specific amount of money budgeted to implement our learning agenda, so I think it's been a very integral process and something that...I think it's important to highlight is that our staff has really changed. I've been here in the project with them for about a year and a half now, and I've seen to the moment I arrived, and it is not because of me, but because of how the culture has impregnated into our team members, and you see that there is a more critical opinion at every step of the way.

Rodrigo: And we were able not to include this just as a part of our research targets, but you see that there is a learning culture in every process that we conduct as an organization, even internally, so for instance, we have a finance paying a certain amount of money to farmers for participating in this activity, so we did provide to farmers, something I was going to mention before, sort of a wage or a daily wage, and at the end of the week, so let me see, seven days of payment and not for participating in the activity, but because of the time they were investing in the journal, and this would ensure high data quality, so when we begun and because we had to bring the payment sheets from the field and some of the couples only own one phone number, and the phone number wasn't on the name of a person.

Rodrigo: It wasn't the name on another one. It was always very difficult to get these payments on time, so we initially started this process and paying farmers two weeks after they participated in the activity, and by the time we finished, we paid farmers in 48 hours, so we implemented this learning culture and this transition to every activity that we conduct internally, and just to close, I think that what also pushes us to be able to implement this decision as we go is that we have this sense of urgency for change. We have the evidence and not amending our interventions, we'd be harming ourselves in terms of the impact that we can achieve, so I think that being able to institute a sense of urgency throughout the whole project from senior staff to junior staff has been a key part in that in this transition.

Krista: Great, thank you so much, Rodrigo. I am mindful of time, so I want to quickly turn it over to Delene and then Winfridah to see if there's anything that they would like to add or to speak to.

Winfridah: Maybe just as an overall statement, I think you've asked us to join just to share a different perspective in terms of a global multinational...and our perspective on

issues. I think it's important for us that you need to be very strong on the journey of recognizing and come to the fact that there is an issue. It needs to be addressed. I don't think we've close to solving it, but it's a journey for us and certainly for us. We take it as a very serious commitment that we will put as many programs as we need behind it to make sure that we support our employees and communities around to have a better place to live, a better place to work, and that they are safe and healthy and supportive. Do you want to add something, Delene?

Delene: Yeah, I've just seen a lot of interaction around unpaid care work and maybe just to speak to that and I'm also looking at the time there is credit writing tool to use.

Delene: Maybe just two things that I thought would speak to that. We look at for example, caring for the child or nurturing the child, breastfeeding, some of the unpaid care work that we have a problem as a business. The time that men go to look for food or they go to cook, for us that is some of the unpaid care work that we find that keeps women away from doing other productive, proactive choice, so what we have done for example is we have a type of daycare center, the Cooktop Plantation, and also put in what we call breastfeeding centers to allow women also to breastfeed and also keep their children safe during the day, so then they don't have to be rushing back to their house and miss out on their wages and also give them the time during the day to go and breastfeed, which then is paid time for them when they go to breastfeed or it's part of our policy.

Delene: So that also ensures that our women end up not losing on their income because of what we consider the unpaid care work. Then the other thing that we do is we also do bulk cereals. We bring boxes to households every other month to ensure that women don't work long distances or don't have to travel outside the plantations all the time to go and look for, for example, Maine, which is really...I'm used to cook our staple food, which in our country, we call it the valley and the same happens in Tanzania, so we make sure that we also allow women to have time on their hands to do other productive things.

Krista: Great. Thank you so much Winfridah and Delene.

Krista: So I want to thank everyone for joining today and for being willing to talk about this topic. We were thrilled because for a topic that is so difficult and many don't want to talk about, we had a lot of interest and people willing to listen and I very much appreciate both the Masako 2 project and Unilever being willing to openly talk about what their processes and kind of reactions and how they've

been working against gender-based violence in their own work has been, so thank you very much. In about a week's time, there will be a recording of this webinar available as well as the transcript and have a wonderful morning, afternoon, and evening.