

A gender guide to families working together for sustainable livelihoods

A Training Material



Vi Agroforestry

VI AGROFORESTRY

Vi Agroforestry is a Swedish development organisation, fighting poverty and improving the environment through agroforestry. We do this together with small-holder farming families and farmers' organisations in the Lake Victoria basin in East Africa. The foundation of Vi Agroforestry's work is sustainable agriculture and agroforestry – growing trees alongside crops and livestock. It provides increased access to food, access to sustainable energy sources, more income. Sustainable agriculture contributes to the mitigation of climate change and protects against the negative effects of climate change. Since its inception in 1983, the organisation has helped planting over 100 million trees and improved the livelihoods for 1, 8 million people.

DISCLAIMER

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Project coordinator: Elizabeth Mwiyeria (Vi Agroforestry).

Illustrations by: Elijah Njoroge

Design and layout by: Noel Creative Media Ltd.

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Foreword

SOCIAL AND ECONOMIC INEQUALITIES between women and men restrain economic and agricultural growth. Ensuring equal access of women and men to agricultural resources, services and opportunities for employment has been projected to boost agricultural production, food security, economic growth and well-being of families and communities. It is therefore not possible to eradicate poverty without creating equitable relations between women and men.

Gender perspective is a fundamental tool that creates new ways of seeing the same reality; it identifies gender biased power relations. These relations are questioned in an attempt to create just and equitable relations between women and men.

This training material includes tools that will help the farming families take realistic steps to challenge the power relations in view of development and adopt progressive attitudes and relations between women and men, girls and boys and within the family. It includes topics and tools that will better help them understand gender and other gender terms as they relate to the development and sustainability of their livelihoods. It engages the user with tools that will promote household analysis, planning and visioning and thereby promoting joint decision making.

This gender training manual has been developed by Vi Agroforestry. Elizabeth Mwiyeria is appreciated for putting together this guide. The contributions by and support of Victoria Nakajumo, Rose Kyundo, Mathias Masiga and Theophile Kwiringirimana is also acknowledged and appreciated. We would also like to thank Linda Anderson and Wangu Mutua for their work on this publication. We hope that the manual will improve the farming families work cohesively and ultimately achieve “A sustainable environment that enables people in poverty to improve their lives”.

This manual is developed for use by Vi Agroforestry’s partner organisations with the objective to reach their members at the group and household – family level. It seeks to challenge existing typical gender relations between girls and boys, women and men with and further nurture positive and collaborative relations that enhance joint/equal decision making particularly at the household level; for improved and sustainable livelihoods.

Arne Andersson
Regional Director Vi Agroforestry,
Regional Office, East Africa

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1. Facilitation of the manual

This manual is designed to be used by participants organised in groups for self-learning. As participants, you should:

1. Feel motivated to learn within your groups
2. Understand the importance of learning in a group
3. Develop a study plan

1.1 Why study in a group?

Gender relationships due to culture determine to a great extent the way women and men participate in any development process. Therefore, in this manual, it is the participatory process that will make it easier for women and men to participate in the training/discussion sessions.

Studying in a group gives you an opportunity to learn new things, share experiences, improve and strengthen your personal development. As study group members, you decide how often you want to meet, and discuss the topic you would like to discuss.



Circle meeting

For each study session, identify a facilitator who will guide the discussion in your group and makes sure you all participate actively. Observing the following will enhance the learning atmosphere in your group:

1. Individual desire to learn more about the subject
2. Having mutual respect among members
3. Embracing democratic values that ensure equality – gender, tribe, and religion

4. Effective communication
5. Sharing and analysing individual experiences
6. Making reference to study material that provides factual information that is relevant to your life
7. Individuals' participation in the planning and implementation of the work in this study guide
8. What are the available platforms for receiving communication in your community? Which one do you prefer the most?

1.2 Role of a facilitator

To facilitate means to make easier. It is the task of the facilitator to make the learning flow and to enable the participants learn from each other. Her/his role is of assistance and guidance and not of control and getting feedback from the participants. She/he stimulates discussion through:

- Active listening and asking open questions to encourage participants expand on their theme
- Rephrasing the participants comments
- Redirecting discussion
- Summarizing the discussion – she/he reviews the main point, restates decisions that have been reached or an issue(s) yet to be clarified
- Assuming a friendly manner
- Managing conflicts – disagreement is a natural part of the group process. If disagreements are focused on ideas and issues, they can become a part of the creative process of group interaction. However, if criticisms are levelled at individuals personally, they can be destructive and should be avoided.

1.2.1 As a good facilitator:

1. Keep the group focused on task, process and discussion
2. Establish a good rapport among the participants and the facilitator
3. Create a friendly training atmosphere
4. Listen more and talk less
5. Remain neutral
6. Encourage everyone to participate and express their views in a free manner
7. Keep the discussion going by asking questions or introducing new ideas
8. Acknowledge differing view points
9. Speak clearly maintain eye contact
10. Summarize the main points and decisions made or issues resolved at the close of the session.

FACILITATOR'S NOTES

As a good facilitator, have a keen observation on the participation and contribution of the group members – be very aware of who is speaking and who is not. For those people who find it difficult to speak in groups, as a facilitator you can:

- Build trust and confidence within the group by working in small groups
- Draw people out by using specific questions or rounds
- Divide into separate-sex groups, if the women are quieter than men
- Encourage the contribution of both women and men
- Do not show preference to feedback provided by either male or female participants
- Be alive to the body language including voice intonation of the participants
- Always focus discussions around issues and not personalities
- However, people should not be forced to participate in certain activities if they really do not want to.

1.3 How adults learn

Group Activity

In groups of 3-5 discuss the following:

1. What do you consider learning to be?
2. How do you learn best – what are the learning methods that help you best understand things, concepts, provoke active thought and self-reflection and therefore lead to practising what you learn?
3. What are the learning opportunities available in your family/ community?
4. What are some of the challenges you experience in accessing relevant and factual information?
5. What learning resources do you think you will require for your sessions?

As a learning group, identify all the learning approaches you have identified and adopt the most preferred. As you agree on this as a group, take note of the following:

- Agree on the topic that you want to study
- In identifying the time for the group learning classes/sessions, remember women's and men's different time opportunities and constraints such as family responsibilities, busy schedules, seasons
- Consider the convenience of the venue – safety, access for people

with disability, access by public transport and the cost of getting to the learning venue

- Discuss on the materials you will require – where will you get them? Who will be responsible for getting these material?
- Do you require an external facilitator/resource person to support you on a particular topic?
- After every training session, it is recommended that each participants shares his/her key learnings for the day
- Discuss and agree the next topic you will discuss, identifying the kind of materials and resources you will require.

Note: Confidentiality is key within the group – sensitive issues raised within the group should not be discussed outside the study group.

FACILITATOR'S NOTES

- **As you summarise the learning approaches preferred by the participants, put the following into consideration - are there differences in learning preferences**
 - **between the female and male participants**
 - **across the different age sets/groups**
 - **Among persons living with disability?**
- **Guide the participants in taking note of such differences and identifying the best learning approaches that promote gender, age and disability inclusiveness**
- **Adults become motivated to learn when the information they are provided with/discuss is seen as important and relevant. When they get information that relates to their experience or background, it increases their understanding and motivation to move forward.**

2. What is gender?

By the end of this session, you should be able to:

- Recognise and describe the differences between sex and gender
- Distinguish between 'natural' and 'social' attributes of women and men
- Distinguish between sex roles and gender roles
- Appreciate the importance of discussing and learning about gender.

EXERCISE

In pairs discuss

1. **What comes to your mind when you hear the word gender?**
2. **Your understanding of the term sex.**

Summarize your responses in the respective columns in the table below. The facilitator will then collect and consolidate the entire group's feedback on a separate but similar table.

SEX	GENDER

GUIDING QUESTIONS

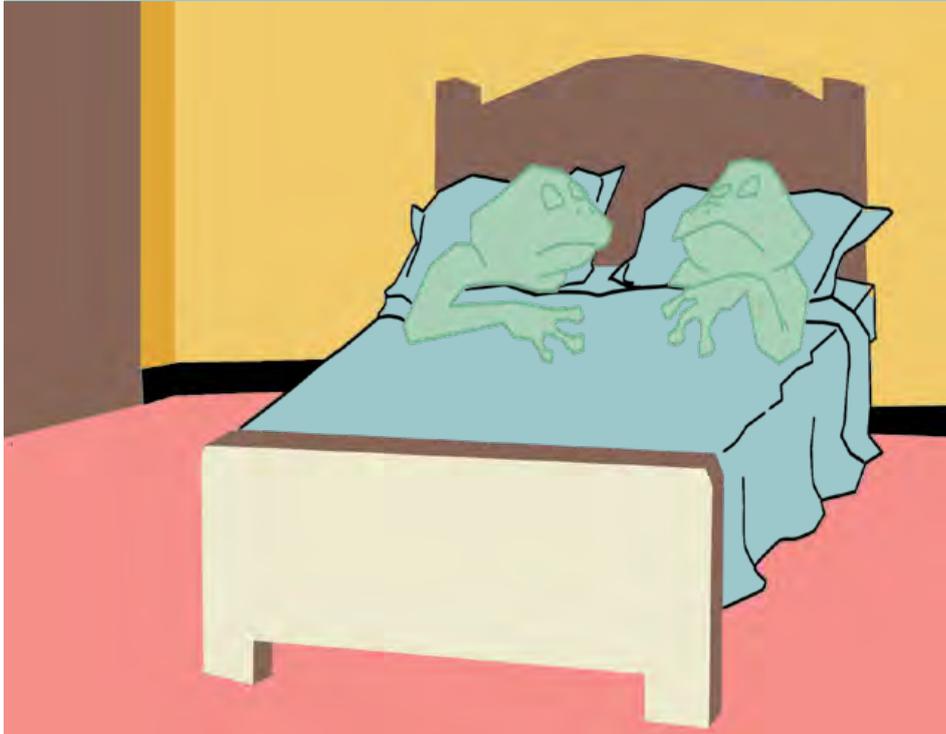
1. **In the paired discussions, how easy was it to define your understanding of the respective terms?**
2. **Are there points of differing in the definitions/statements provided under each? Which ones? Why do you think your understanding of the terms differs?**

FACILITATOR'S NOTES

Note the disparities in the definitions/understanding of the two terms.

If there are clear disparities or where definitions cut across the two terms, assure the participants on the need therefore to undertake the study and most importantly to see how then it relates to the development and sustainability of their livelihoods.

EXERCISE



Scene A



Scene B

GUIDING QUESTIONS

1. Which is the female/male from the scene A of the picture?
2. Which one is the female/male from in scene B of the picture?
Provide explanations for your answers.



GUIDING QUESTION

Which is the boy/girl and why?

Summarise your feedback in the table below

Scene A. The female frog is	
Answer	Reason
	It is
Scene B	

FACILITATORS NOTES

As the participants share their views, probe on the reason why they say which is either female or male. Note down all responses. Note those responses that stir a debate/discussion.

For the frog illustration, bring it to the attention of the participants how they analysed frogs based on what women and girls, boy and men are expected to behave/attributes they are expected to have.

If there is a participant who highlights that it is difficult to tell the female and male frog apart, get her/his reason for that.

Sex

Sex is the biological, physiological and natural differences between males and females. Sex differences are concerned with males' and females' physiology.

It is the natural state of being female or male - it is what we are born and it does not change.

Gender

Gender refers to the social roles and the relations between women and men which are *learned* and can be *transformed*.

Gender are the socially given attributes, roles and activities connected to being female or male in a given society. It is related to how we are perceived and expected to be/think as girls/women or boys/men because of the way society is organised.

People are born female and male but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity and determines gender roles.

Different roles and characteristics are assigned to people not only on the basis of gender but of their caste, class, ethnic background, religion, tribe and age. Neither women nor men form a homogenous group in any society.

Think
about

QUESTION FOR REFLECTION TO THE GROUP

With the above understanding, look at the illustrations again; and do the exercise again. Are your responses the same? How different are they?

The differences between sex and gender are summarised in the table below

SEX	GENDER
Female/male	Girl/woman/boy/man
Sex differences are fully determined by biological factors (such as chromosomes and hormonal influences at puberty)	It's a social construct – gender roles/differences are learned through observation, instruction, imitation
Sexual differences are universal – women and men have the same biological features regardless of culture, ethnicity and location	Geographical/differences between and within cultures. They may appear contradictory across cultures, ethnicities and localities
Innate/natural/inborn <ul style="list-style-type: none"> ▪ External and internal body differences such as women and men having different sexual organs ▪ Girls and boys developing different secondary sexual features at puberty. For instance, girls develop breasts and ovulate whereas boys produce sperm 	Learned – social roles, attitudes and behaviors
Constant/Static/never changes	Dynamic and changes across cultures and even within cultures in line with other socio-economic factors

Topic Summary:

In pairs, share the two main things you have learnt in this lesson

1. _____

2. _____

3. The construction of gender

By the end of this session, you should be able to:

- Understand how gender is constructed
- Know and understand how the institutions around us contribute to the construction of gender and how they can be used to positively influence gender relations
- Know how the construction of gender affects you as agroforestry farmers.

In the last chapter, you learnt that gender is socially constructed; a product of conscious socio-cultural action rather than nature. So, how does this happen? How do girls and boys learn their responsibilities and which institutions are responsible for this learning process?

From birth to death there is deliberate 'construction' through instruction, observation and imitation of peers and seniors of women/girls and men/boys in all aspects of culture, school and religion.

More often than not, instructions for women/men, girls/boys are contradictory because they are being prepared for different roles and functions in society.

The following are some of the institutions that contribute to the shaping of gender roles in our society.

1. The Family



Gender roles

- The family is the basic unit of socialisation. Parents play a critical role-modeling the society's values to the children

- These are actions by parents, siblings, members of the extended family including attitudes, practices, norms and behavior expectations according to the prevailing system
- Women everywhere are generally expected to fulfil gender roles related to raising children, caring for other family members and managing the household. On the other hand, men are generally associated with productive roles, especially paid work and market production.

Examples include

- a. Preference of boy child because they are perceived as a means of continuing family lineage, permanent residents of the homes, property managers and is often preferred in inheritance
- b. The material culture introduced to children, e.g. toys and clothing are different. Often, the toys for boys show strength, power and industry whereas those for girls show tenderness, beauty and care.

EXERCISE

In pairs, discuss on how roles and responsibilities are shared in your family? What are the roles that are given to girls, what are the roles that are given to boys? On the farm, what do the male adults do and what do the female adults do? What does it mean to either of the sexes? What can you do differently including you as parents who serve as roles models to the children?

ROLES GIVEN TO GIRLS/WOMEN	IMPACT (AT FAMILY/ COMMUNITY LEVEL)	BOYS/MEN	IMPACT(AT FAMILY/ COMMUNITY LEVEL)

What we could do differently as parents?

- i. _____
- ii. _____
- iii. _____
- iv. _____

2. The media

The media has a very powerful effect on culture. Advertising and mass media forms display codes that are associated with representing female and male attributes. It becomes a tool that introduces and encourages individuals to participate in gendered work.

EXERCISE

The voice behind most advertisements for farming input and machinery is often of a male. In most of these adverts, roles related to agriculture such as the extension service provider, the veterinary doctor is also often a male one. What do you think this communicates?

However, media, can also be used to constructively introduce new concepts. Consider the picture below.



A woman driving a tractor

GUIDING QUESTIONS

- What is your first impression about the picture?
- Is there anything surprising about it? Which one and why?

3. Religion

Religious principles are considered inviolable hence religion becomes one of the most rigid systems of perpetuating gender disparities as its often used to justify status quo.

Examples: Leadership of institutions by men – much as majority of the adherents are women reinforced the notion that men are superior and closer to divinity.

In some religions, women are considered unclean during menses and excluded from certain activities.

In others, women are not allowed to preach or lead prayers hence implying that men are recognised by the Supreme Being.

4. Work place

Traditional roles of women and men in a society often influence the job types to be performed by a particular sex. For example, front office, office assistance, grounds maintenance.

EXERCISE

In pairs discuss: In an office you have attended recently, who was doing what? How can organisations/community address this? Share your findings and proposals in the wider group

5. Schools/institutions of learning

Children spend most of their time in school. Teachers act as role models and often offer career guidance to the students. Illustrations in books can perpetuate existing retrogressive gender roles for example – the farmer with a hoe being female, on the tractor man, a farmer selling by the roadside female, a farmer transporting his produce to the market in a pickup truck.



EXERCISE

In groups of three, look at the picture above. As a front cover of a business text book, what does it communicate:

1. About the nature and volume of business for women and for men?
2. What do you think would contribute to the variation in size and nature of the businesses as depicted in the picture?
3. What is it likely to instill in the minds of the learners?
4. Who among the female and male learners do you think would be most inspired to take up business and why?
5. If you were the editor for the publishing house, what difference would you want to see in the illustration, why?

6. Peers

GUIDING QUESTIONS

How do you think peers influence/contribute to the construction of gender?

7. Rites of passage

EXERCISE

In groups of 3-6, discuss the stages of life people go through from birth to death.

What rituals activities accompany the birth of girls and boys?
What is the significance of these rituals/activities to the development of our communities?

Rites of passage include initiation and marriage. Most of these enhance female and male roles. Girls are seen as wives and mothers whereas boys as leaders, decision makers and participants in power.

8. Folklore and language

The folklore of a people represents their ideology and define their status, attitudes and opinions about women, men, girls and boys. They perpetuate and justify existing gender power relations.

EXERCISE

In pairs, think of two well-known saying/proverb/riddles from your community that concerns the way women and men relate or are expected to behave. What is the proverb/riddle? What is its deeper meaning? What is its effect/impact on women and men in the society?

SAYING/PROVERB/STORY/RIDDLE	DEEPER MEANING & IMPACT

Examples – Proverbs/sayings:

Ethiopia: Where a woman rules, streams run upstream (applies to women's hidden potential both at the household and the community level; nothing is impossible with them)

Zimbabwe: Every woman is beautiful until she speaks

African Proverb: When sleeping woman wakes, mountains move

Mozambique: Never marry a woman who has bigger feet than you (the big feet refer to female talents. The proverb warns men against marrying women with more talents or education than they have themselves)

EXERCISE

Among the beliefs you have listed and among the examples given, discuss the following in pairs:

- Identify some that you consider retrogressive and negatively affect your group, family members in terms of assigned/denied opportunities, roles and responsibilities? What can you do to address these?
- Identify some that you consider progressive, how can they be used to counter the retrogressive ones/to nurture positive relations of women and men?

Topic summary:

Through the facilitator, share with the group members two key things you have learned in this topic.

4. Gender and sex roles

By the end of this session, you should be able to know

- The difference between sex roles and gender roles
- How/why gender roles change
- How gender roles affect development of families/communities and the nation.



Odhiambo's family working in their garden (Photo: Amunga Eschuchi)

GUIDING QUESTION

What do you think is likely to happen should the baby cry and why?

EXERCISE

In pairs, in the table below, list the most important attributes of women and men in the respective columns. These attributes may be activities or expectations that you hold about women and men. You can use simple descriptive words or statements. Read the attributes to the facilitator who writes them up.

FACILITATOR'S NOTES

- For the pairs, let some participants pair up male only, female only and both female and male.
- In case childbearing and breastfeeding are not included in the women column, they should be drawn out from the participants.
- Note cases where the participants do not easily agree on the 'proper' column for an attribute and note the reasons for the differing opinion.

WOMEN	MEN
e.g. homemaker	Strong
Give birth	Providers
Providers	Protectors

Switch the column headings or labels by writing 'men' above the attributes meant for 'women' and writing women above the attributes meant for men.

GUIDING QUESTION

What is your reaction to the new list?

Is there anything surprising for you – which one and why?

FACILITATOR'S NOTES

- Do all the participants agree that the attributes are listed in the 'correct' or 'proper' columns?
- Monitor the reactions of the participants with the switch. Have participants share their feelings/views with this shift of attributes asking why.
- It is important that the participants decide unanimously about each attribute; if a unanimous decision is not immediate, give reasonable time for discussion until everyone agrees.
- This activity should result in the encircling or underlining of 'child bearing' and 'breast feeding' in the men column.

GUIDING QUESTION

From the above list, examine each attribute again.

Which attributes come from culture and which come from nature?

If it comes from nature, write 'N' after it; if it comes from culture, write 'C' if it comes from both nature and culture, write 'C/N'.

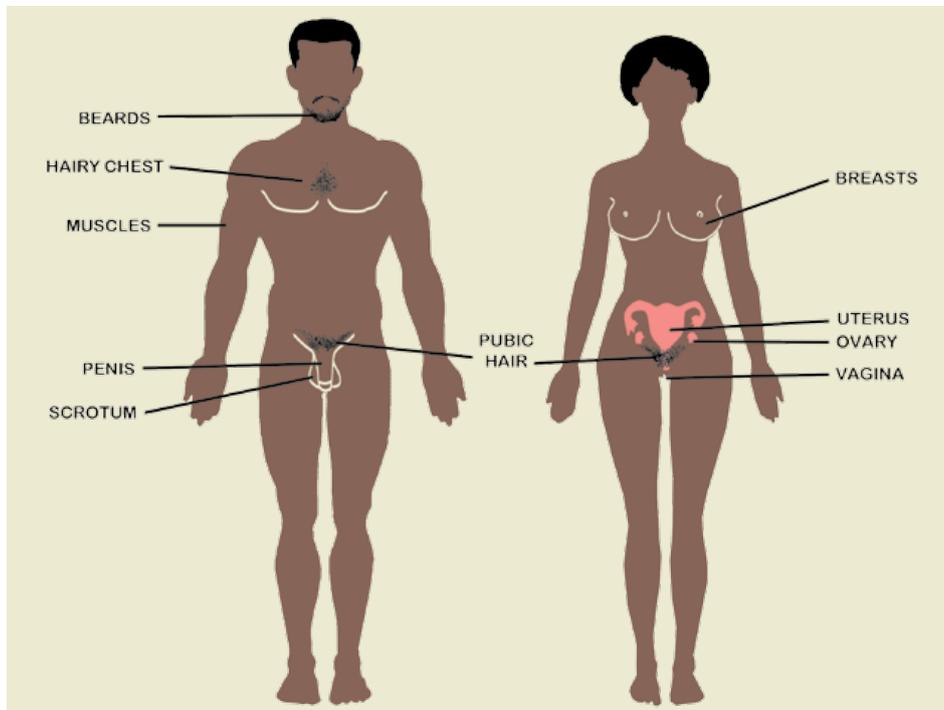
Example

WOMEN	MEN
Strong- C/N	Muscular- C/N
Home maker - C	Bread winner - C
Breastfeed - N	Father - N

Sex Roles

Sex roles is a role that a female or male performs by virtue of their biological make up. A sex role can be performed by only one of the sexes.

For example: females receive their monthly menstruation, conceive (produce ova) give birth, breast fed whereas the males sire children (produce sperm).



Physiology of men and women

Gender Roles

These are the roles assigned to women and men according to cultural norms and traditions. They define what is considered appropriate for women and men within the society, the social roles and division of labour.

They vary greatly from one culture to another and change over time. They vary from one social group to another within the same culture.

Class, religion, ethnicity, economic circumstances and age influence gender roles.

Most often, gender roles are not based on biological or physical imperatives, but rather result from stereotypes and presumptions about what women and men can do and should do. Gender roles become

problematic when a society assigns a greater value to the roles of one gender. These roles can result into one sex having an unequal role in decision making or being denied the benefits from development.



Gender roles

GROUP EXERCISE

List all activities right from land preparation to Marketing of the produce. Who does what – wife, husband, girls and boys?
List all activities right from land preparation to marketing of the produce. Why is that activity performed by that sex?
How does this relate to the effectiveness of Sustainable Agriculture Land Management (SALM) practices at your home/community? What do you think you can start doing differently?

FACILITATOR'S NOTES

1. In developing the groups, have: Female only groups, male only groups and mixed groups
2. Observe and highlight to the group and differences in the completed task. For example, are there activities listed by women that are not listed by men and vice versa?
3. If there are any differences, let the participants discuss why they think that is the case

ACTIVITY	WHO PERFORMS IT	WHY IS IT THAT IT IS THAT PERSON THAT DOES IT
e.g. farm clearing	Both	Available labor
Seed/seeding sourcing	Husband /Male	The person trained/with the money
Attending training	Husband	Available, land owner
Tree planting		
Watering		

What are some of the things you can do differently at your household?

1. _____

2. _____

3. _____

How do gender roles change?

Gender roles and relations are subject to change and stress.

EXERCISE

In groups of 3-5 discuss the following?

- What are some of the taboos related to agroforestry in your community for example, are there trees that women/ men should not farm and why. How does this affect the adoption of best agroforestry practices?
- Are there any roles/duties that you could not do sometimes back that you now do? What are some of the things that in your community were a reserve for women/ men that are not the case now?
- What has contributed to these changes?

FACILITATOR'S NOTES

Note down the changes that have happened as listed by the participants. Probe the factors that have contributed to the change in roles/relations/expectations of women and men. The changes could be at both personal and community level.

Factors that contribute to change in gender roles include:

Death/illness of a partner and the other has to take up the roles of the demised spouse – female/male headed households. For example the wife provides and protects or the husband nurtures, cleans and cooks.

Commercialization of a role: For example, in some communities it is an omen for men to be found in the kitchen, on the other hand, most hotels prefer employing male chefs.

Education and exposure: People's attitude is changed and they choose to do roles they would not have otherwise done given their sex. For example, traditionally, the front office, secretarial and office assistant jobs were mainly women's whereas in the current we have more men taking up these roles – equal opportunity of employment.

Religion: Where religion looks at two in a union as equal partners and encourages couples to support each other as a sign of unconditional love and commitment to each other.

Policy: These are institutional guidelines that seek to address structural and socio-cultural causes of inequalities.

Sudden crisis like war or famine: Women become providers, source of protection in the family or men take up the roles of bringing up children.

Topic Summary

In pairs, share the two key things you have learned in this topic. Highlight one additional thing you will do that you were previously not doing that will support the entire family.

- _____
- _____
- _____
- _____

5. Gender relations

By the end of this session, you will have:

- Raised your awareness on how women and men relate in private and in public.
- Tools to analyse the effects of these relations and how they affect the participation of women and men in development.



In a meeting/training, men are seated at the front whereas women are seated behind the men with a big gap between them

Gender relations are socially determined and are influenced by the same social, cultural and political expectations.

These relations exist both within households (private sphere) as well as within the community and workplace (public space).

They are the social and power distribution between women and men in both the private and personal spheres.

Existing power relations determine to a large extent how resources are distributed, who obtains access to what and control over resources.

EXERCISE

1. Which are some of the gender relations within your community? How do they affect the development and sustainability of household livelihoods?
2. How about in your home?

Examples

RELATION	IMPACT	WHAT WOULD YOU NEED TO CHANGE TO ADDRESS THIS
Attendance of trainings and meetings – men (they are the land owners)		
Women sitting in the same forum as men, but not contributing – women should not talk or stand in the presence of men		

Topic summary:

In pairs, share the two main things you have learned in this lesson.

- _____
- _____

6. Understanding gender equity and gender equality

By the end of this session, you will have learnt the following:

- Understand gender equity
- Understand gender equality
- Understand the relationship between gender equity, gender equality
- Appreciated the connection between gender equality and development

EXERCISE

In pairs, share with your partner what you understand by either of the terms. Share your responses with the wider group. Let the facilitator summarise your views the two terms.

6.1 Gender equity

Gender equity is being fair to women and men, girls and boys in the sharing of resources, opportunities and benefits depending on the prevailing situation in order to attain justice. To ensure fairness, gender equity employs/avails measures that compensate for historical and social disadvantages that prevent one group from operating on a level playing ground with the other.

To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent one group from operating on a level playing ground with the other.



Gender inequality



Gender equity

GUIDING QUESTIONS

What are some of the traditional gender roles and gender relations in your community that could have contributed to one of the sexes being disadvantaged? How has these affected the livelihoods of your family/community. What are some of the corrective measures you think can be done to bring the affected sex to the same level as the others.

List in the table below:

GENDER ISSUE	EFFECT/IMPACT IN DEVELOPMENT	EXAMPLES OF CORRECTIVE/COMPENSATORY MEASURE
E.g. Land ownership by male members of the family	Low farm production low, limited access to credit due to collateral	Policy – joint registration for land
E.g. Leadership was traditionally a men's affair	Few women participation in leadership both at local and national level; lack/limited articulation of women's challenges/ aspirations in development of policies, projects	Affirmative action for women for leadership platforms, training and mentorship sessions for women, engagement of men in the women and leadership dialogues

6.2 Gender equality

Gender equality means that women/girls and men/boys have equal conditions to realise their full human rights and potential to contribute to national, economic, social and cultural development and benefit equally from the results.

It's not a women's issue but a societal one.

Women's access may be limited by their work load and lack of extra hours or energy to take advantage of so called opportunities.

Access to resources and benefits and control over them is allocated to gender in both subtle and obvious ways. In some societies, for example, women may not own land, and their access to it for growing food may depend on a male relative or husband.



Gender Equality means providing equal opportunity

Gender equity is a step for achieving gender equality.

Topic Summary:

Through the facilitator, share with the rest of the group members one important thing you have learned in this lesson.

7. Triple roles of women and men in society

By the end of this session, you will have:

- Learnt on the three roles of women and men
- Appreciated the role of women and men at household, community and national level.
- Reflected on how these roles affect the participation of women and men in development activities.

7.1 Reproductive role



Through the facilitator, share what you see in the picture.

GUIDING QUESTIONS

Do you agree/disagree with the words spoken in the picture?

What are your views of the work that is undertaken by the housewife?

How simple and/or important is it? Give reasons for your answer.

Supposing the roles changed and it was the man performing the tasks? Does your opinion of the work done remain the same? Why do you think so?

FACILITATORS NOTES

Be keen to receive feedback and opinion from both female and male participants.

When the role changes, be keen to particularly get the feedback from the male participants? How do their views of the housework change?

Reproductive role is also referred to as household role. It refers to all work/tasks within the household that is not paid or attached to monetary value. It includes the work required to run a household, such as taking care of children, preparing meals, fetching water and firewood and healthcare. Although this work is necessary for human survival, it is often undervalued/ less recognised as real work. Women and children complete most of this work.

7.2 Productive role

Productive role includes activities that generate direct income. It involves the production of goods and services for consumption and trade (farming, fishing, employment, and self-employment). Both women and men can be involved in productive activities. Functions and responsibilities will differ according to the gender division of labor. Often, women's work is often less visible and less valued than men's. In most rural and poor communities, this work is often manual, labor intensive and time consuming.

7.3 Community role

The community role is a very important role for community and group development. It includes participation in meetings, community development work and local political activities. It is usually through these roles that individuals are recognised as valuable to the community and receive respect of the community members. In many households and communities, women may have little or no time to participate in this role due to their reproductive roles; gender relations could also be a deterring factor to their participation. This leads to a lower status for women within the society/ community. Sometimes the manner in which women participate may not earn them the recognition.

GROUP EXERCISE

In groups of 5, discuss which of the tasks is most important and why?

There is an earmarked community tree planting session that has been planned. Men have been tasked with the clearing and planting of trees whereas women will provide water and food to the men.

EXERCISE

Divide yourselves into three groups. Each group takes up one of the roles discussed above. For each of the roles, list as many activities as possible and fill out as per the table below.

ROLE	WHO -SEX	WHERE	WHEN (TIME OF DAY)	FREQUENCY (HOW OFTEN)	HOW	WHY
Reproductive (Child care, food preparation, water, fuel health related, market)						
Productive (animal care, farming, employment, income generating)						
Community (politics, meetings, security)						

GUIDING QUESTIONS

1. **Reproductive:** What are the roles mainly played here, where do they happen, who mainly does them? How often do they happen?
2. **Productive:** Who are performing these roles? What is the difference between those played by the women and those played by men?
3. **Community:** Where do those roles mainly happen? Who participates in them? How does participation here relate to the reproductive roles? What does it mean for women and men aspiring to be leaders?
4. How does your assessment relate to gender equity, gender practical and strategic needs?
5. How do these three roles limit women's participation in agroforestry and adoption of best practices at the household level, access to trainings, attendance of Annual General Meetings, election as cooperative leaders?

Topic Summary:

Through the facilitator, share with the other group members two important things you have learned from this lesson.

8. Gender analysis

By the end of this session, you will have::

- Been introduced to the concept of gender analysis as a tool for development.
- Interacted and equipped yourselves with tools that will help you.



Do we all have the same needs, challenges and opportunities

GUIDING QUESTIONS

- Which animal do think will win the race?
- Is there also a possibility of there being no winner or race? Why?
- Will the race be fair – why/why not?
- How does this relate to our everyday lives?

FACILITATORS NOTES

For this exercise:

- Participants identify all the animals in the picture.
- Look at the different abilities and limitations that could be exploited/suffered by the different animals.
- Facilitate the participants to reflect and discuss how their community is similar to the animals in question.

From the illustration, some of the things we learn are:

- People in the community have different abilities and experience different constraints that would enhance or hinder their effective participation in development initiatives. These differences could be as a result of diversity in gender, tribe, religion, disability and age.

- Subjecting the community to the same things does not equate to fairness.
- For any development initiative, it is important to consider how the different groups in the society would be affected by their projects based on their needs, abilities and limitations.



GUIDING QUESTIONS

- What lesson do you get from the illustration?

8.1 Gender analysis

Gender analysis is the identifying and analysing the different roles and needs of women and men in order to understand who is positioned where, who does what, who has access to what resources and opportunities, who benefits from what resources and opportunities, who needs what resources and opportunities and what factors limit the equal participation and benefit by women and men.

Gender analysis helps us to make visible and disparities between genders. It also helps in understanding the different capacities of women and men to participate, contribute and benefit from development resources and processes.

In the following session, you will be introduced to tools that you will interact with that can help you realise the relations between women and men, identify where the inequalities are, understand the causes of inequality in society so that you can discuss the appropriate steps for ensuring equal participation of women and men in development in your homes and your community.

8.1.1 The 24 Hour Clock/Calendar

The 24 hour clock tool can be filled up by couples, members of the same household or in groups.

GROUP EXERCISE

For the groups:

Divide yourselves into three groups – women only, men only and mixed women and men. There could be variation – rural families (where both husband and wife work on the farm, none is employed and urban families (where either or both of the spouses is employed).

WOMEN/GIRLS		MEN/BOYS	
Time	Activity	Time	Activity
XXX	Wake up	XXX	Wake up
XXX	Sleep	XXX	Sleep

FOLLOW UP QUESTIONS

1. How do the day's compare among the different groups? How do they differ and why?
2. How is the day for women and that for men?
3. Who attends trainings and who gets to actually gets to implement?
4. What is the division of roles like? Who has time to rest?
5. Who do you think does more important work and why? – How does this relate to the triple roles of women and men in the society as learnt in topic 7?
6. Supposing the columns were re-labelled, what is the reaction of female and male participants?
7. What different as a participant can you do in your own home to ease the burden of time and tasks as exhibited in the analysis?

DAILY ACTIVITY

WOMEN / GIRLS		MEN / BOYS	
TIME	ACTIVITY	TIME	ACTIVITY
5.00-5.30 A.M	- PRAYER, LIGHTING FIRE AND MILKING	6.01-7.00 A.M	- waking-up. - supervision. - Breakfast.
5.31-6.00 A.M	- BREAKFAST (PREPARING) - PREPARE CHILDREN TO SCHOOL. - WASHING FOR THE HUSBAND.	7.01-8.00 ^{AM}	→ Taking to dairy. → Taking children to school.
6.01-7.00 A.M	- TAKING BREAKFAST - WASHING UTENSILS. - SWEEPING.	8.01-12.00 ^{PM}	- preparation of feeds to animals. - Farming activities
7.01-8.00 A.M	- FEEDING THE LIVESTOCK AND SEPARATION.	12.01-2.00 ^{PM}	- Lunch. - cleanliness. - rest.
8.01-11.00 A.M	- FARMING ACTIVITIES. ie weeding, plucking, planting, watering - washing clothes. - Firewood. - fetching water to animals.	2.00 ^{PM} -4.00 ^{PM}	- supervision - checking / supervision of animals.
11.01 ^{AM} -2.00 ^{PM}	- preparation of lunch. → serving & taking lunch. - washing utensils. - fetching water for domestic use.	4.01-6.00 ^{PM}	- Leisure
2.01-3.00 ^{PM}	- milking. - Feeding of animals. - Sorting of calves.	6.01-7.30 ^{PM}	- supervision of closure of animals.
3.01-4.00 ^{PM}	- preparation for supper	7.31-9.00 ^{PM}	- supper. - news - sleep.
4.01-6.00 ^{PM}	- cleanliness		

WOMEN / GIRLS

Sample of a 24 hour calendar¹

8.1.2 Gender activity profile

In the table below, list down all activities carried out in Sustainable Agriculture Land Management (SALM) practices – from purchase of input to marketing of produce. (Include also reproductive activities such as fetching water & firewood, taking care of the sick and elderly).

ACTIVITY	TIME (IN HOURS OR DAYS)	MEN	WOMEN	BOYS	GIRLS

GUIDING QUESTIONS

1. What daily activities are undertaken by women and men at each level of the SALM practices? How much time do they invest?
2. What kind of activities are conducted by boys and what by girls?
3. Is there a different in the type of produce/trees that women and men cultivate/produce/market? If there is a difference, what is the reason for this?

8.1.3 Access to and Control of Resources matrix

Women and men do not have the same access or control over productive resources or benefits accruing from them.

The Access to and Control of Resources matrix identifies the resources used to carry out the work identified in the activity profile, and access to and control over their use, by gender.

RESOURCES	WHO OWNS THE RESOURCE	HOW IS IT USED	WHO DECIDES OVER ITS USE	HOW IS THE INCOME UTILIZED	WHO DECIDES ON THE USE OF INCOME

GUIDING QUESTIONS

For the discussion on access to and control over resources

1. Who owns what resources? Do women possess land, house or other resources? Are these legalized in their homes/can they sell them?
2. Who decides what crops/trees to grow?
3. Who owns livestock? What is the type of livestock owned by women/men?
4. Which working tools do women and men possess for cultivating, harvesting, processing and transporting activities?
5. What skills and technology do women and men have access to?
6. How does think link up with gender equity and gender equality?
7. List at least five things that your group (at group and individual level) that can embrace to address the inequalities in resource access and control for equal and effective participation of women and men in agroforestry and other development initiatives

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

8.1.4 Decision Making Matrix

DECISION ACTIVITY	HOW MEN PARTICIPATE	HOW WOMEN PARTICIPATE

GUIDING QUESTIONS

1. How is income distributed within the family?
2. Who in the family is a member of the farmer/producer organisation/cooperative?
3. How is the money used that is generated with the sales of farm produce?
4. Who decides what is consumed/what is sold and amount sold and on the market where the produce is sold?
5. How does the decision making patterns affect the development and sustainability of livelihoods at your households?
6. Identify at least three strategies that you would employ to address the impacts as a result of the current decision making practice.
 - i. _____
 - ii. _____
 - iii. _____

Topic summary

List five key things you have learnt from this topic.

- _____
- _____
- _____
- _____
- _____

9. Practical tools for promoting gender equality at the household level

By the end of this session you will:

1. Be introduced to tools for gender analysis at household level
2. Make practical steps to address gender issues at household level
3. Challenged to reach out to other community members within your circle of influence with the things you have learned by studying the different topics in this manual

The following tools are intended to be effective at the household level. They focus on working within the household, convening both husband and wife and other family members and working through gender change agents or champions.

Use of these tools leads to more harmony in households, which has a positive impact on food security, improved and sustainable livelihoods, sustainable environment as well as social and health issues. It contributes to reducing domestic violence and mitigating risks and impacts of HIV.

The tools non-confrontational ways of addressing gender inequalities within the households not intended to threaten or sideline men.

By inviting all household members for every training, it brings on board men to a dialogue with women on gender issues and stimulates them to support their wives, female relatives and women in the community.

They focus on promoting new gender dynamics in the family through implementing complementary strategies, they are focused on joint visioning, planning and benefit sharing from participation.

FACILITATOR'S NOTES

In the facilitation of the following tools; keep the following in mind:

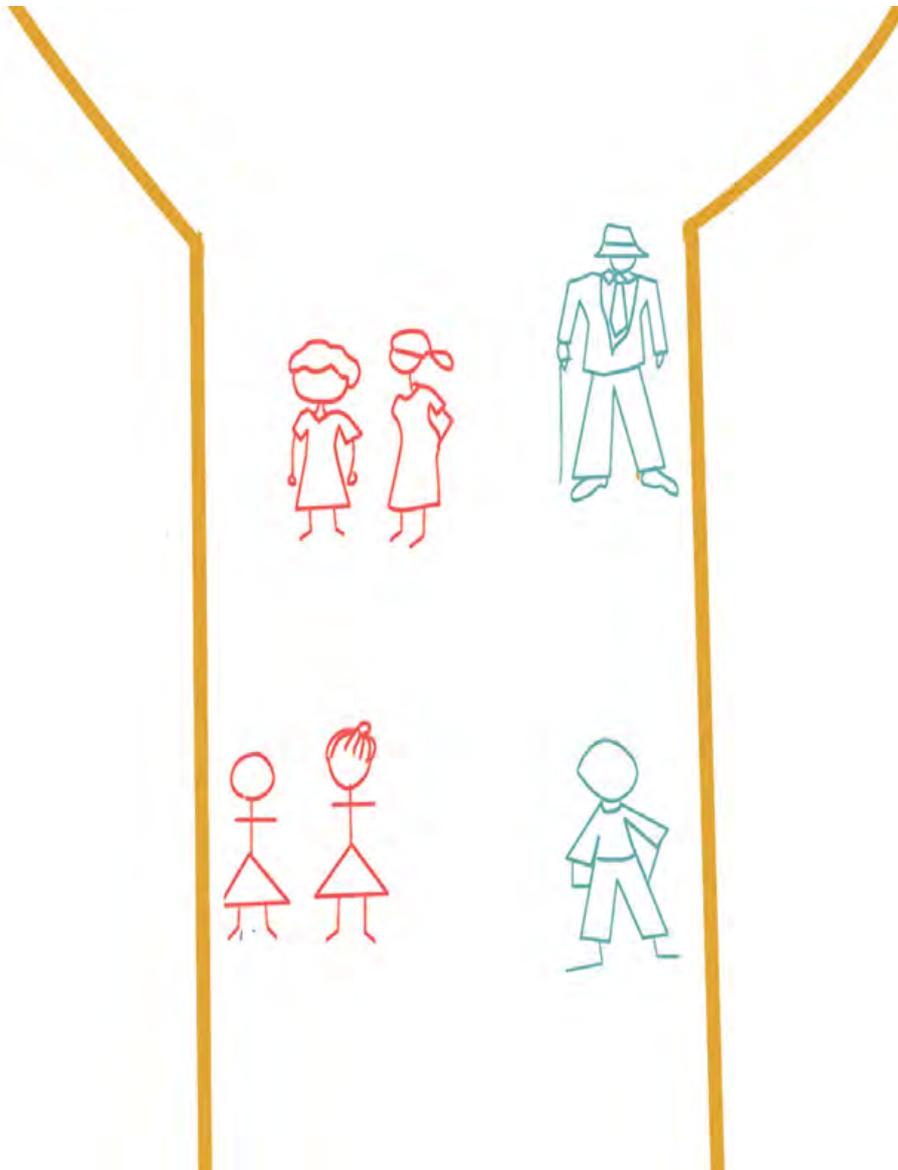
- **Discussions should steered at issues and not the persons/ personalities.**
- **Be sensitive to take note of conflict that may arise as a result.**
- **Where the households do not agree on an issue, let them take note of the issue, guide them to agree to think it over and agree on a later time when they can get back to it.**
- **Agreement has to be on consensus; not coercion.**

9.1 Tool 1: The gender balance tree

You will draw this Gender Balance Tree on a double page of a note book/ or diary. Use the book on its side with roots on one page and branches on the other. Start in pencil first and then add colour. Remember to put a date.

Step 1: Trunk: Who is in the household?

Draw two lines in the middle of the paper for the trunk. Then put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk in one colour (e.g. green), working men on the other in another colour (e.g. blue), with dependents in the middle to the side of their respective sex in the respective colour.



Who is in the household?

Step 2: Roots: who contributes what work?

- Draw two roots for women and two roots for men on the respective side of the trunk in their respective colour. The central root is for joint activities but the line is in the colour for women/men.
- On the outside root on each side put the activities which people of that sex performs alone for themselves. Ring those which take most time in black as something you may want to change. Ring those which earn most income with a blue ring, thickness indicating relative amount of income and something which you probably want to keep.
- On the inside roots put the activities which people of that sex perform alone for the family ie housework following the same size and ring convention.
- In the central root put those activities which both women and men do, putting the symbol on the side of the sex who does most. Again using the same size and ring convention.

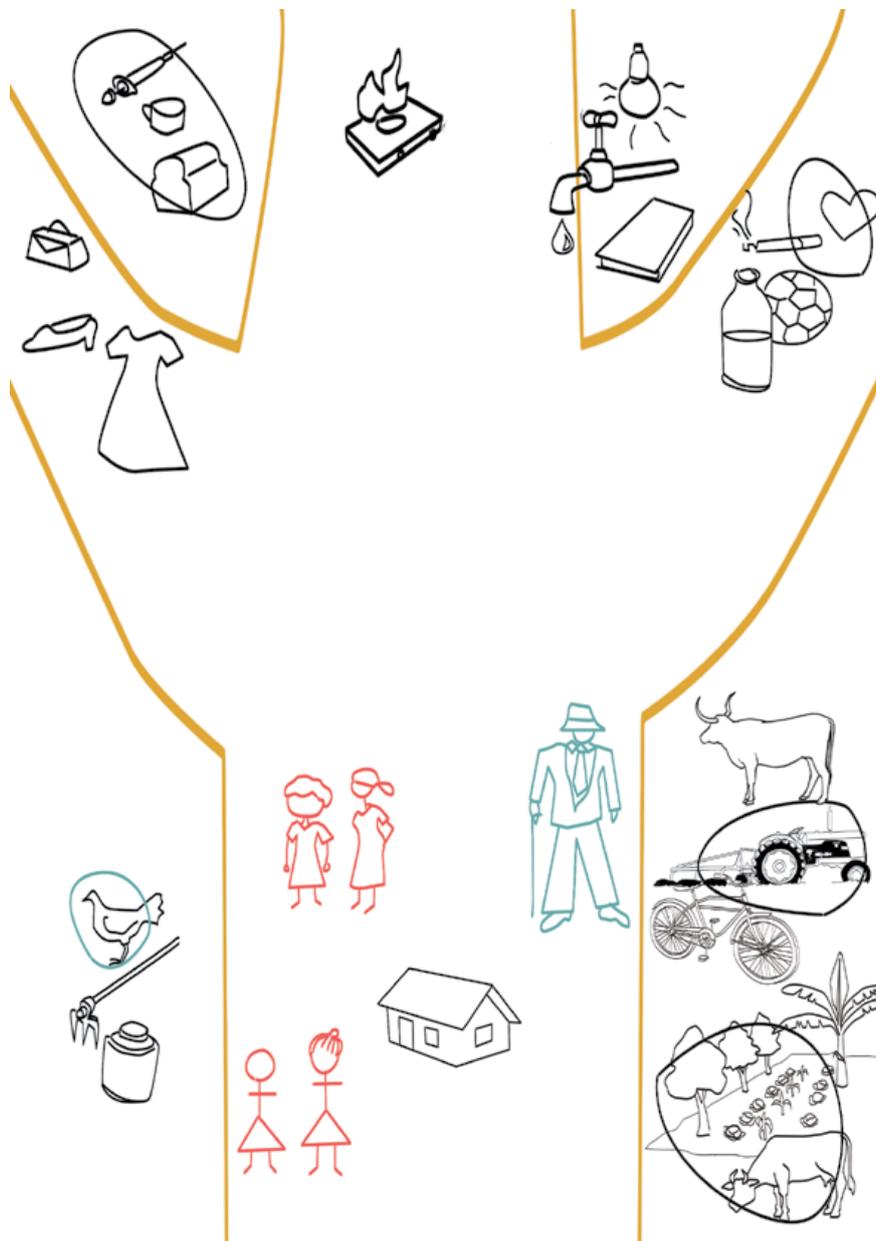


Who contributes what work?

Step 4: What is pushing the tree?

On their respective side of the trunk put symbols for:

- The property which women and men own - e.g. who owns the land? Who owns the livestock? Who owns the house? Who owns long term trees, who owns short term trees
- The types of decisions which women and men make:
 - Which decisions are made by women only?
 - Which by men only?
 - Which are made jointly?
 - Or is one person overall decision-maker or do they always sit down together?



Who is pushing the tree?

Step 5: Action: what do we want to change?

Does the tree balance? Are women doing most of the work with men owning most of the property, income and getting most expenditure? Put a symbol representing the degree of gender balance at the top of the trunk.

Ring in blue the things you like that help the tree to balance. These do not need to change.

How do you think you can make the tree balance better? For example, which tasks should be done jointly, which expenditures could be cut, what property should be shared?

Of the income earning activities can you increase income or decrease time? Identify 5 action commitments - things you want more of or less of to make the tree balance - tuber fruits on the roots, mango fruits on the branches or cocoa fruits on the stem. Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place - as unripe fruits which you want to change and turn red.



What do we want to change?

9.2 Tool 2: Household visioning and planning

The Household Visioning and Planning tool is an essential one for the household approach based on recognising family as a farming business. It focuses on assisting households in improving inter-household planning and collaboration, improving both gender equity within households as well as business performance at household level.

It will help you and your household to visualise the dreams you would like to realise by describing a vision of the kinds of households you aspire to have in future that unites all household members.

It will support your household to have a joint business action plan to achieve your household vision, and joint decision-making on the benefits of the farming household businesses.

During the facilitation of this topic, invite all the household members to participate – wives, husband and adult education.

Step 1: Identifying gender inequalities within households

Before you begin working on this, using the 24 Hour Calender/clock and Access to and Control of Resources Matrix tools, discuss with your respective household on the inequalities between women and men in workload, control over resources and benefits. Assess the impact of these inequalities in your lives and reflect on how the gender issues affect productivity and the quality of your family business.

Step 2. Visioning the household

Each of the household members to think of their household at its current status. As household members, share, agree and then draw the picture of the current household, using symbols to show resources such as building, land, developments on the farm, children.

Again, let each of the household members image the sort of household they would like to have in the next 5 years – draw the picture of the household you would like to have. These maps will serve as the vision of the future, which you can use as basis to make plans for improving your household livelihoods and against which you can monitor progress.



Sample of a household vision plan²

9.3 Tool 3: Visions

Visions give inspiration and direction to planning. Without a clear vision it is difficult to see where you will be going and easy to get discouraged by challenges that will arise on the way.

Soul mate visioning is a way of helping groups clarify your goals, share these with others and your group to work towards a consensus vision that brings everyone on board.

It will help you to develop a vision with SMART (Specific, Measurable, Achievable, Realistic and Time bound) milestones, analyse opportunities and constraints and track your progress over time as an action learning and change process.

Step 1: Individual drawing

Close your eyes and think of how things might be in a happy future. Draw a big sun as a symbol of the vision; draw what you have visualised.

Step 2: Finding soul mates

Mingle with each other in the group and share you vision drawing with the other participants. As you mingle, decide which participant you think has vision drawing similar to yours and form a group with them. At group should not be more than five people. If more you are more than five with similar vision, split the group.

Step 3: Collective drawing

In the respective groups you have just formed, draw collectively drawing on a large flipchart, bringing together all the elements from the different drawings. This collective drawing should be a participatory process, with everyone having held the pen and done some drawing, not a task given to the most 'artistic' participant



Vision circle

Step 4: Plenary sharing

Each group appoints two presenters. One shares their collective drawing and the other lists the elements of gender justice on a flipchart (1 column for each group). Each vision drawing is posted next to the others on the wall for future reference.

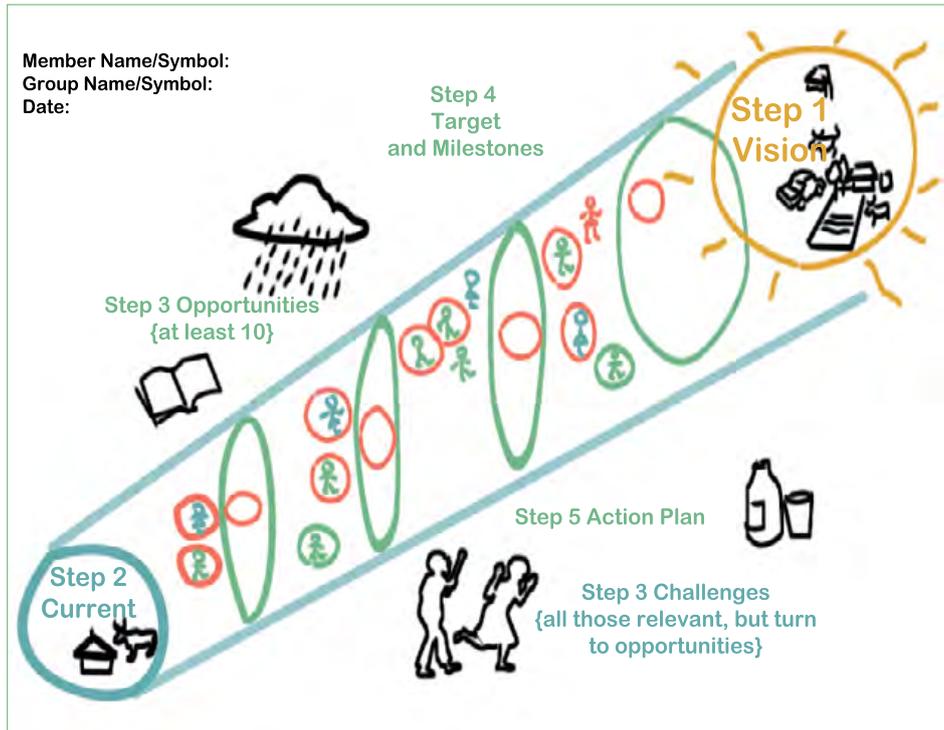
Step 5: Plenary discussion

How similar are the drawings? Which visions are most common? Are there differences between women and men? Or more individual differences as people?

9.4 Tool 4: Vision journey

Visionary Journey is the first stage of the individual multilane highway. It will help you to produce a plan that will help you to work towards the realization of your vision from the Soulmate Visioning exercise.

You will first draw it separately and then copy the key elements at the top of the individual multilane highway in agroforestry. It will provide the reference point and rationale for examining gender opportunities and constraints necessary to achieve the vision in the subsequent sessions.



Vision Journey

Step 1: First circle – future

Draw a large circle at the top right hand corner of your page. This represents the future. It is a large circle at the top because it is like a sun and you are reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.

Step 2: Second circle - present and drafting the road

Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation. Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach up to your vision. In the bottom circle draw how your current starting situation is for the different things in your vision.

Step 3: Opportunities and constraints

On either side outside the road you will draw:

- At least 10 opportunities at the top of the road - the things which will help you up if you fall down. The more opportunities you can think of, the easier it will be to advance.
- At least 10 constraints go under the road because these are the things which can drag you down. It is important to foresee and avoid them if possible.

The things which are most under your control nearest the road. The things which you cannot control go furthest from the road.

Step 4: Target and milestones

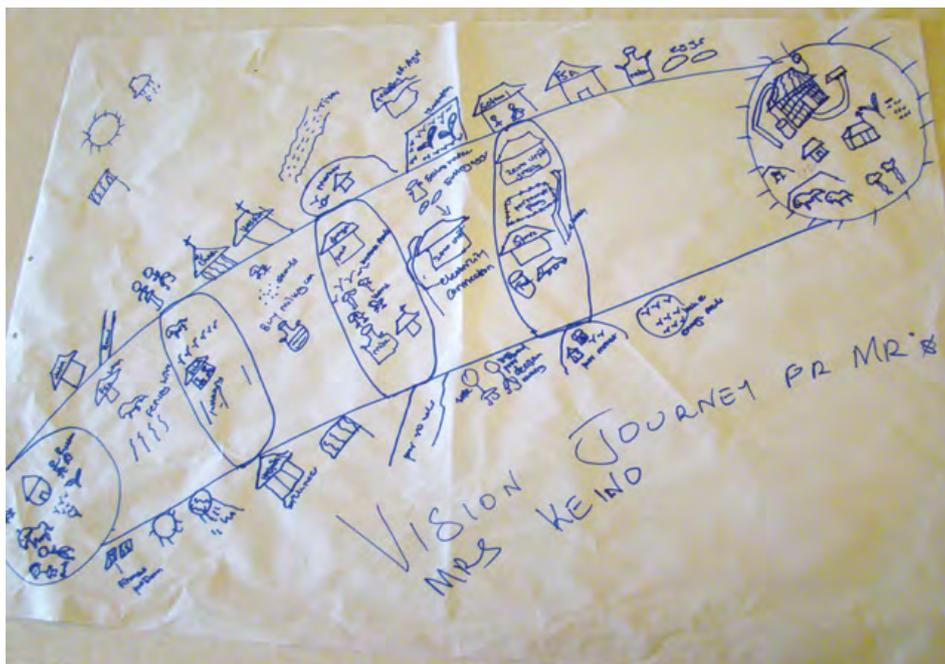
Every journey starts with small steps. Your vision is a long term dream. Now you need to plan how realistically, with the opportunities and challenges, you can start to move.

Draw a circle next to the vision where you will fill in how far you think you can get in 1 year for the different elements in your vision. Then put 3 circles at equal distance along the road as milestones for each 3 months. Leave enough space in between - that is where you will put the actions.

Step 5: SMART milestones and action plan

Now you are ready to fill in your milestones - in each circle you put in how far you need to get each time.

Then between each milestone you put in the actions needed to move from one to the next - revising the milestones and target if necessary. You will then track your progress over time, and adjust your drawing as needed to get as far as you can towards your vision.



Examples of vision journey⁴

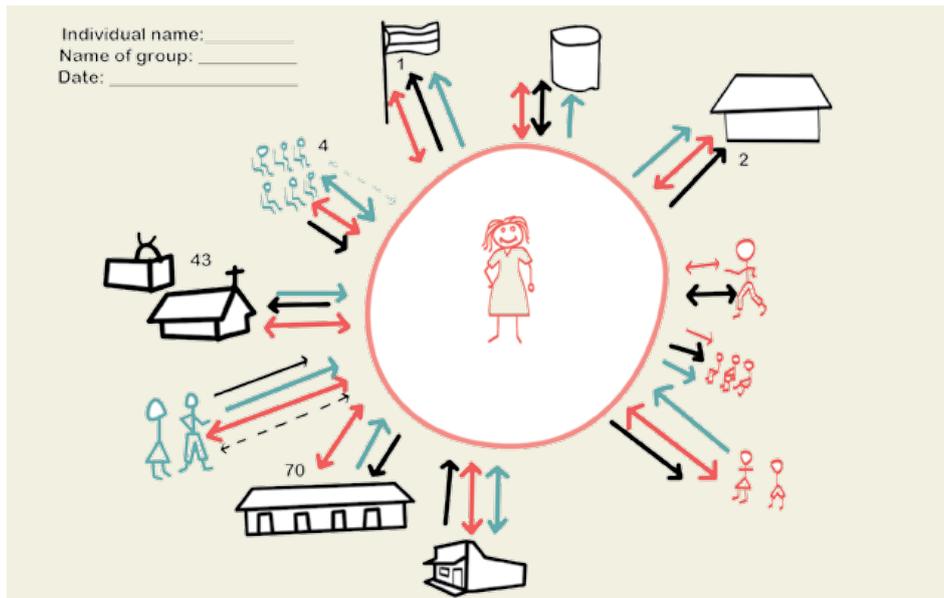
9.5 Tool 5: Empowerment leadership map

The empowerment leadership map is the link between the individual and collective change process. The aim is not only so that you can share with others but that those with whom you share will also in turn share with yet other people so that the messages and the methodologies you have learnt are disseminated exponentially to form a movement.

How does it help you?

- To analyse personal and institutional relationships that present opportunities for change including relations between co-wives, within joint families, relations with natal families and power relations between men within families and sources of peer pressure.
- Identify challenges in personal and institutional relationships that need to be addressed in order to achieve their vision. Highlight the importance of pyramid peer sharing of the GALS learnings and methodology in helping people to move forward.
- Establish a culture and strategies for leadership, peer sharing and upscaling of the gender messages and methodologies.

How does it work?



Empowerment Circle

Step 1: Who am I?

First draw yourself in the centre of the sheet of paper. Are you happy or sad, confident or frightened, healthy or sick, educated or not.

Step 2: Who is important in my life?

Then draw around you the different people and institutions who are 'important' in your life; working outwards from the centre, putting those who are most important closest to you. 'Important people' are not necessarily only your immediate household or even the wider family. It could include e.g. banks, or even the president.

Step 3: Why are they important?

Now map the social/emotional relationships, economic and power relationships as arrows radiating from or to yourself, or between other people on you map. Use different colour lines and symbols for:

- Social/emotional relationships (red): Who do I feel closest to? Who do I love most, and who loves me?
- Economic relationships (green): Who has money and resources - and do they give them to me? Or do I give to them?
- Power relationships (blue or black): Who has most power? Am I frightened of them? Think about direction of the arrow and strength of the relationship - stronger relationships should be a thicker line. Weak relationships a thin or dotted line.

Step 4: How can I change it?

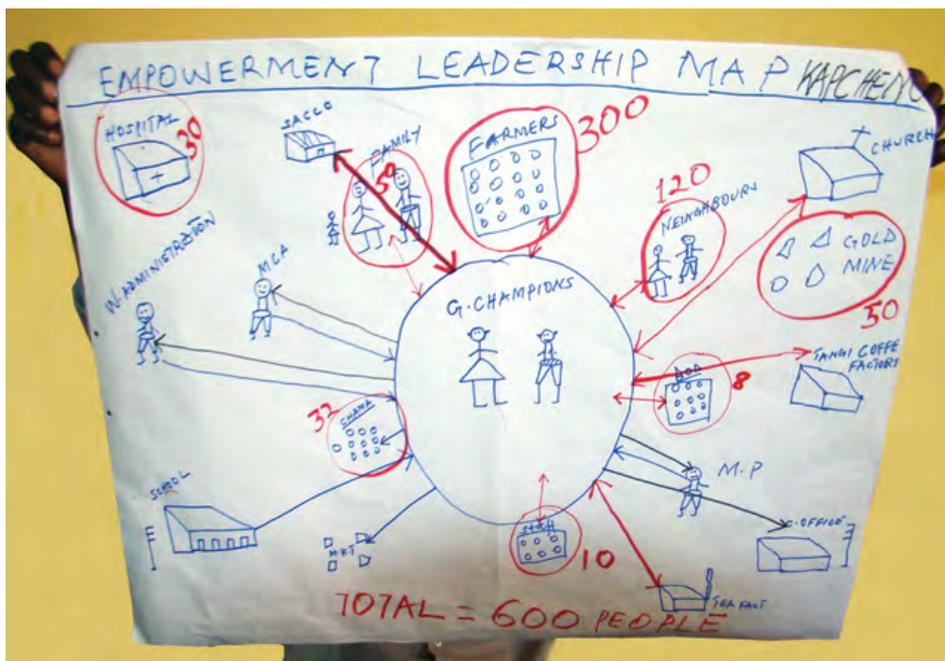
- Who do I want to help?
- Who do I need to change?

Put a sign for teaching/or a particular tool next to 3-5 people you want to help and 3-5 people you want to change in the next 3 months, and select at least 2 of these to share with immediately on your return home from this training session, or at least within 1 week.

Then do sum total at the bottom of the number of people to be reached personally after the training.

Step 5: Sharing

Share your empowerment leadership map with your colleagues and combine your plans in your groups. If you come from the same cooperative, you can also combine in order to see the wider outreach capacity as a cooperative.



Examples of filled leadership empowerment map⁵

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Vi Agroforestry – Head Office

105 33 Stockholm
Tel: +46 (0)8 120 371 00
E-mail: info@viskogen.se
Web: www.viskogen.se

Vi Agroforestry Regional Office East Africa

Postal address: P.O. Box 45767, 00100 Nairobi, Kenya
Visiting address: Lower Kabete/Ngecha Road, Nairobi
Tel: +254 20 418 4480/1383
E-mail: info@viagroforestry.org
Web: www.viagroforestry.org

Vi Agroforestry – Kitale

Postal address: P.O. Box 2006, Kitale 30200, Kenya
Visiting address: Along Kitale-Eldoret Road, next to Kitale Museum
Tel: +254 54 314 98
E-mail: kenya@viagroforestry.org

Vi Agroforestry – Kisumu

Postal address: P.O. Box 3160, Kisumu 40100, Kenya
Visiting address: Aga Khan Rd, Milimani Estate
Tel: +254 57 202 204
E-mail: kenya@viagroforestry.org

Vi Agroforestry – Uganda

Postal address: P.O. Box 1732, Masaka, Uganda
Visiting address: Plot 21, Birch Avenue
Tel: +256 481 420 946
E-mail: uganda@viagroforestry.org

Vi Agroforestry – Rwanda

Postal Address: P.O Box 2911 Kigali, Rwanda
Visiting Address: Nyarutarama Road, KG 9 Av, House 11
Tel: +250 788 304 868
Email: rwanda@viagroforestry.org

Vi Agroforestry – Tanzania

Postal address: P.O. Box 1315, Musoma, Tanzania
Visiting address: Lakeside Area, Musoma
Tel: +255 28 262 22 93
E-mail: tanzania@viagroforestry.org

