Training
Gender mainstreaming to higher and sustainable income and well-being in Fergana valley through CRP DS approaches.
December 08, 2014
Bishkek, Kyrgyzstan

Trainers: Aizhamal Bakashova, Asel Dunganaeva

Training was conducted within the Innovation Platform component of "CGIAR[1] Research Program on Dryland Systems" in Central Asia. Aim of the training was deeper and integrated understanding of gender by participants in order to be able to use gender as a tool for further work in rural communities on improving of well-being and increasing of income of rural families in the Fergana Valley of Kyrgyzstan. All training participants were from Kyrgyzstan.

There were 17 training participants, 9 of them women and 8 men. All participants had high or technical education background; all of them are involved in agriculture as they work as consultants, or in farmers' organizations. Only five people in auditorium live in cities (Bishkek and Osh) and do not have lands in ownership, rest 13 participants were from rural areas, i.e. practicing farmers as they have their land, cattle or poultry at households. It should be pointed out that all participants from rural areas were from dry land districts of Kyrgyzstan. For 98% of training participants this training on gender was the first experience of education on gender.

Conducted training on gender was developed according to CRPDS program and Gender Strategy of the Program. It was pointed out by organizers that majority of participants will be invited to conduct research; the task for trainers was to train them to distinguish gender in daily life, to see gender in relations. At the training participants got basic concepts of gender, understanding of the relationships between gender and food security, gender and agriculture, gender and well-being. The first part of the training was pure gender part, along with an understanding of gender, second part was practical, participants received detailed information about the Innovation Platform and Gender Strategy, identified main gender gaps in agriculture and developed further gender-mainstreamed steps and activities for research program realization in their communities.

Training reached its aim, which was proved by short quiz which was done at the beginning and at the end of training.

At the beginning, every participant answered 3 questions individually. Rate of the answers were next (quantity of answers out of 17):
I know exactly what gender - 2 persons be
I have heard something, but do not know exactly - 7 people
I do not know - 8 participants
After training rate of answers were changed:
I know exactly what gender - 16 persons
I have heard something, but do not know exactly - 1 people
I do not know - 0 participants

At the evaluation forms participants noted that training met their expectations (17 answers), used training method was evaluated as excellent (14 answers) and good (3 answers). All participants evaluated training facilities as training room, equipment and other logistics matters as excellent. Recommendations for improvement proposed by participants:
Need further training education for myself as I need more knowledge, it is just of beginning of my understanding of gender - 7 people
You should conduct such trainings for rural communities as for families and also stakeholders or village government - 3 people
More such trainings for women themselves, especially for women who live in dry lands - 5 people

[1] Consultative Group on International Agricultural Research (CGIAR) Research Program on Dryland Systems.

No recommendations, everything was good - 2 people

Detailed report on training:

Training started with introduction session. CRPDS partners greet participants and explained participants aim and objectives of the training.

Trainer explained that participants will get integrated understanding of gender, which will help them to use gender as a tool in their work in communities to improve well-being of rural families in the Fergana Valley.

After introduction session, trainers suggested participants to introduce themselves telling their names, the meaning of their names and hobbies. This exercise helped to create atmosphere of trust among training participants.

In order to identify expectations from training and to develop training rules participants develop list of "what we want to know at the training" "what we can share during training" and "follow up activities after training" during group work.

"What we want to know at the training":

- Information on support to women by governments;
- Research methods (mentioned twice);
- Possible ways for women groups to address gender issues;
- More knowledge on gender issues to disseminate in rural areas;
- Understanding of the role of women in innovation;
- Understanding of the role of women in agriculture;
- Information on the role of women in other countries and compare with women's position in Kyrgyzstan (f.e. Kazakhstan, Tajikistan and Uzbekistan).

"What we can share during the training":

- Experience on agricultural trainings conducted for women;
- Video clips on innovative technologies;
- Experience on different income generating activities, for example canning of vegetables;
- Experience of women's groups creation;
- Experience on involvement of women in agriculture through widening access to women as vegetables growing, greenhouses, and development of family businesses.

"Follow up activities after training":

- Sharing obtained knowledge with others, not just at working places, but also within families, friends and especially with younger generation;
- Use obtained knowledge in practice, especially in working with women's groups;
- Involvement of women in Community Seeds Funds;
- Increased self-esteem in gender questions.

This exercise proved that participants were quite open for training and training was started with the session of introduction to gender, understanding of gender. Exercise called "Find differences" was chosen as well as introductory and meter of participants understanding. Trainers prepared in advance list of wide spread statements. Trainer read out loudly statements and asked participants to answer whether statement refer to gender or sex. Trainer wrote down number of votes.

Final voting list:

Statement	Gender	Sex	No answer
Women can give birth to child, men cannot	2	12	3
Men are strong, women are weak	0	16	1
Men are good constructors, women are not	4	12	1
Girls are tender	6	6	5
Boy is inheritor	5	11	1
Men are reproductive since puberty ages	0	16	1

Women care for someone better than men	11	5	1

After this trainer shared with participants' story of one couple and asked participants, give their advice for them. The story was that couple lived together for almost 15 years and they did not have children. Once when they asked for child with great sorrow they heard a voice telling them "You cannot have child because you are not together in your dreams. One of you ask for a daughter and one of you for son. Both of you do not want accept nothing except your own wish. You should agree on the sex of the child first, and you will have child." Trainer asked participants to advice couple sex of the child and explain choice. At the flip chart trainer, draw two columns "Boy" and "Girl". Opinion of every participant were wrote down. Meaning of this exercise to identify gender stereotypes and shake used way of thinking stereotypically.

Chart for boy and girl developed by participants:

Boy	**Girl**
Generation	Help to mother
Support for parents	Careful
Father	Mother
Entrepreneur	Can join families (marriage)
Good income generating	Emotional
Official	Tenderness
State actor	Close to parents
Inheritor for family	Comfort at homes
Inheritor for business	Family relations
Bread winner	Adviser for husband
Soldier, police	Sewing, cooking abilities
Good profession	Care for younger bothers/sisters
Agriculture	Teachers, medical workers, etc

Then participants went through every point of the chart and discussed whether pointed characteristics of boy can be applicable for boys. so participants came to conclusion that each characteristic can be owned by both gender, by boys and girls. It can be like this:

Girl	**Boy**
Generation	Help to mother
Support for parents	Careful
Entrepreneur	Can join families (marriage)
Good income generating	Emotional
Official	Tenderness
State actor	Close to parents
Inheritor for family	Comfort at homes
Inheritor for business	Family relations
Bread winner	Adviser for husband
Soldier, police	Sewing, cooking abilities
Good profession	Care for younger bothers/sisters
Agriculture	Teachers, medical workers, etc

Session end with the conclusion that both sexes are equal, both sexes can have equal and same characteristics, except physical abilities of being farther or mother. Rest expectations, as roles, responsibilities, etc., are socially constructed, and can be changed by societies, cultures, time and politics.

Next session was on gender roles and labor division. Understanding of these points were crucially important for the whole Innovation Program as during research interviewers should have clear idea about the different expectation levels from men and women in families and in communities. Before the research and generally in working with communities, it is important for leaders to recognize equal contribution of women and men in the family well-being and income development.

Participants were divided into four groups by gender and living areas: rural women, rural men, men living in cities and city women. The task for the groups was to describe any 24 hours from the daily life of ordinary representative of each group. Participants suggested describing summer day, as it is more busy time for rural people, for people living in cities it was not so important. Trainer noted that 24 hours should have time schedule, every activity should be clearly described and time spend for this activity should be identified. Presentations of the groups were interesting (paid labor/work is the activity in the result of which men and women can get some income, unpaid work for activities at homes for families or any other public/community activity, personal time is time people spent for own leisure time):

Men living in cities called their group "City gentlemen", after presentation it was counted that during summer day city men make 12 activities in general (washing up, walking to office, e-mail, communication with colleagues, etc.). From 24 hours, city men have, eight full hours of paid labor, 3 hours for underpaid labor and 13 hours of personal time (lunch, meeting with friends, leisure time, etc.). Usually day starts

City women have 15 activities in summer day, 7 hours of which is paid labor (office or other places); 7 hours are underpaid labor (care for children and family) and 10 hours of personal time. Usually day starts

Rural men turned to be the most busy people in summer time as they have 27 operations, from which 11 hours 30 minutes is paid labor (agricultural activities in majority), underpaid labor for 4 hours and personal time 8 hours 30 minutes. Usually day starts

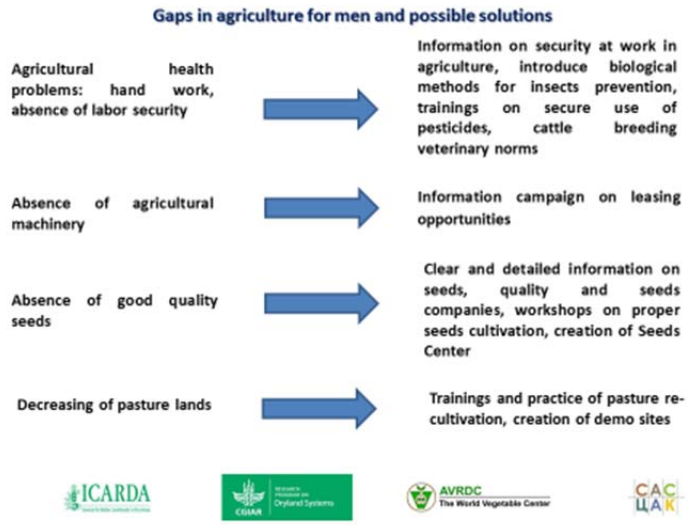
Rural women have 26 activities during summer day, only 5 hours of which is paid work, 14 hours of unpaid work (caring for cattle, kitchen gardens, homework, etc.) and for personal time rural women have just 4 hours. Usually day starts

Participants had very rich discussion on this exercise, almost everyone was surprised with outcomes, and especially daily work of rural women raised many questions. At the end, participants came to conclusion that unpaid work of rural women for 14 hours and unpaid work of city women of 7 hours provide rural men and city men 11 hours, 30 minutes and 8 hours of paid work.

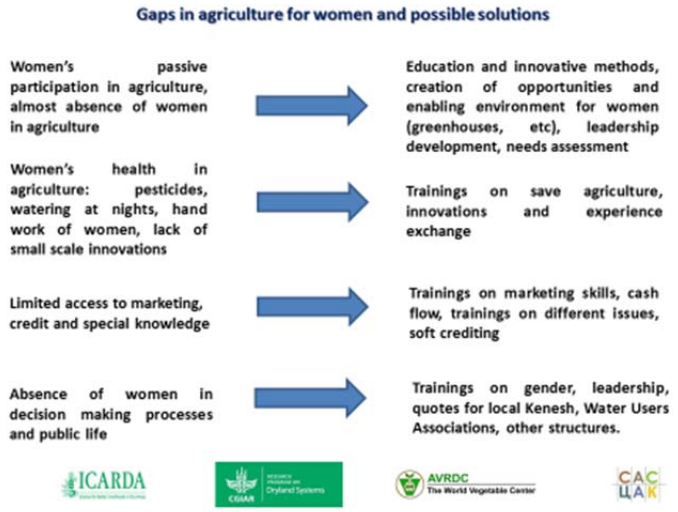
Trainer asked question: Can we change this situation? Is it possible to give women more opportunities to realize their potential? It was question to open discussion for experience exchange to see for how much participants involve gender in their activities without realization it. In addition, question was given to lead participants for ideas on Innovative Platform Program.

Next session was introduction of Innovative Platform and Gender Strategy. After which with the brainstorm method participants identified main gaps in agriculture. Individually every participant wrote down one gap on one meta card. Trainer collected it and together with the group, gaps were grouped by gender. Participants divided into three groups: women's, men's and youth to develop recommendations to address these gaps.

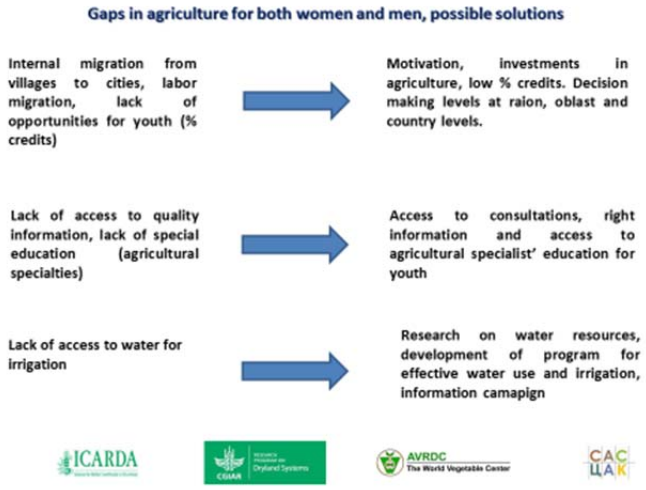
Gender gaps for women in agriculture and ways of solution:



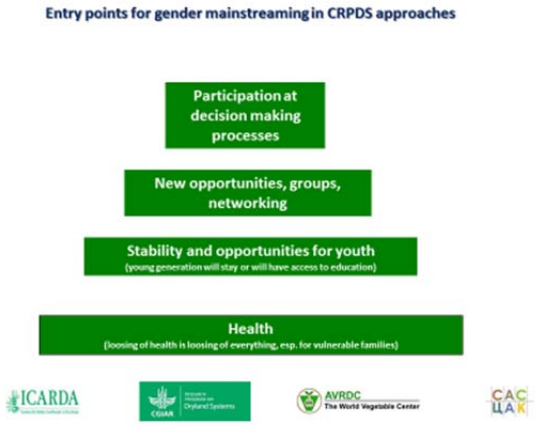
Gender gaps for men in agriculture and ways of solution:



General gender gaps in agriculture and ways of solution:



Entry points for raising sensitivity on gender issues in communities living in dry lands in Kyrgyzstan (priority from the down to the top level):



Training ended up with general discussion and feedbacks. Participants looked back at the voting results of "Find differences" exercise and changed their voting chart.

Statement	Gender	Sex	No answer
Women can give birth to child, men cannot	0	17	0
Men are strong, women are weak	17	0	0
Men are good constructors, women are not	17	0	0
Girls are tender	17	0	0
Boy is inheritor	17	0	0
Men are reproductive since puberty ages	0	17	0
Women care for someone better than men	17	0	0