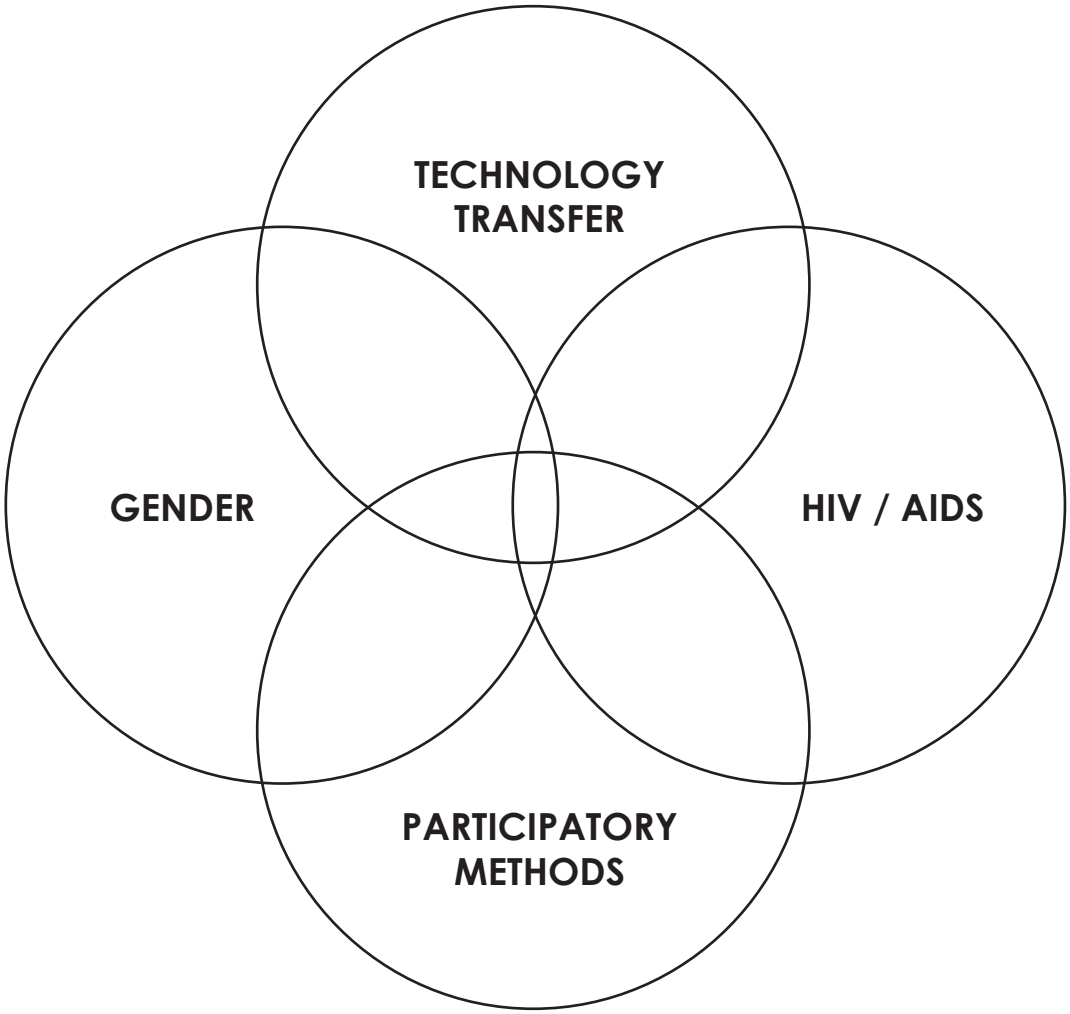
Integrating Gender, HIV/AIDS, Participatory Methods and Technology Transfer

A Toolkit for Development Agents in Ethiopia



Acknowledgments

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Welcome to the Toolkit for Development Agents!

INTRODUCTION : THE VITAL ROLE OF DEVELOPMENT AGENTS

This toolkit is geared towards both new and experienced Development Agents (DAs). The goal of this guide is to enrich your work in the field. By giving you tools and information about gender, HIV & AIDS and participatory methods, you will be able to work with farmers to find agricultural solutions that fit their situations.

As Development Agents, you have a very important role to play in the improvement of livelihoods in Ethiopia. Not only do you share your expertise about agriculture with farmers, but you can be the main source of information about many important issues. Your work with farmers is influenced by factors such as gender and HIV & AIDS. This toolkit can help you uncover and explore these factors, as well as equip you to share important information about gender and HIV & AIDS with the farmers with whom you work.

As one university agricultural lecturer noted:

"You cannot just go to someone in the rural areas and say 'I am here to do a demonstration on poultry' without taking into consideration their situation. They might need food; they may not know where to get medicine. A child may be struggling in school because they have missed so many days of schools. You have to deal with those issues first."

(Female lecturer, sub-Saharan university)[1]

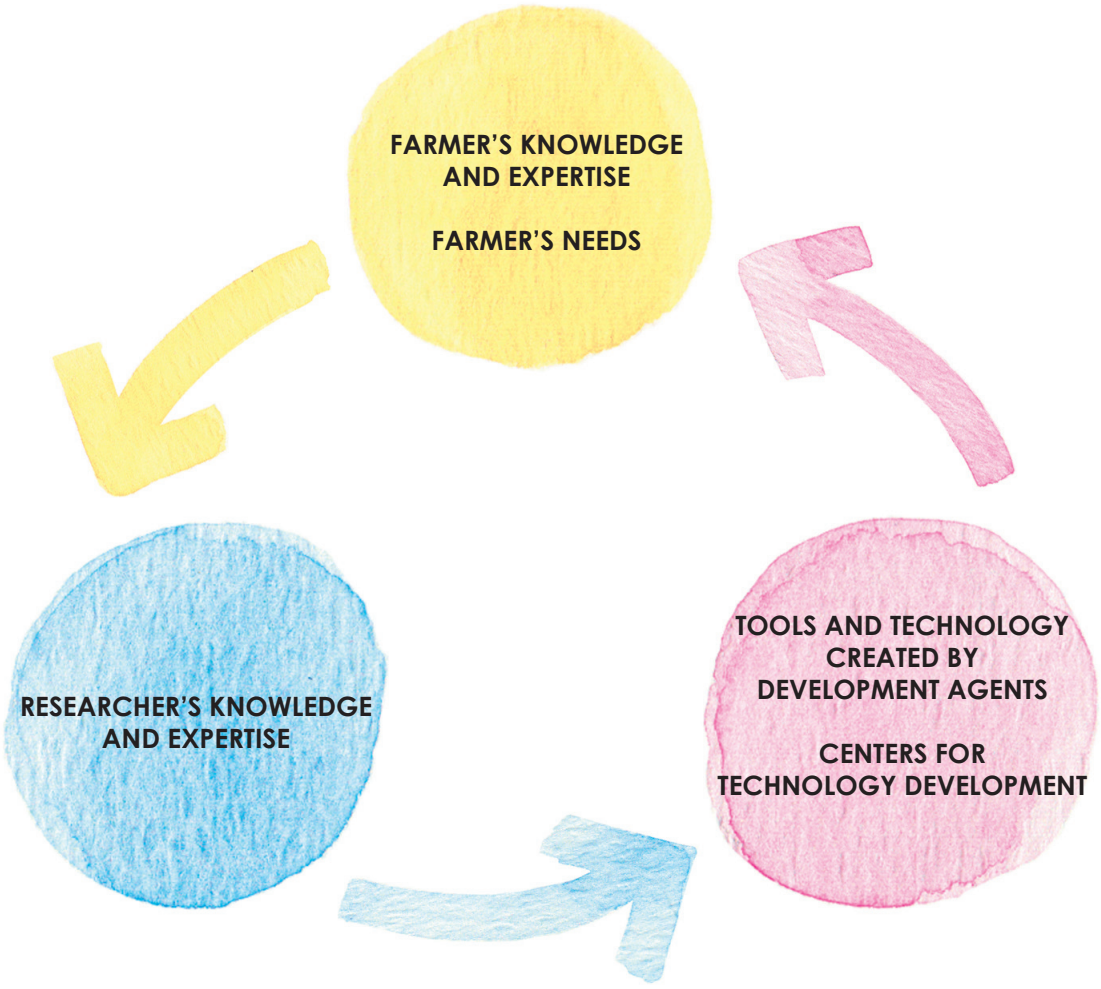
This lecturer noticed that working with rural farmers is more than just giving demonstrations or delivering new technology in a top-down way. Rural extension work has been shown to be most effective when you work with farmers as partners to discover solutions together – also known as using a participatory approach – rather than just "handing down" information from researchers[2].

Your work makes you a perfect person for collaborating with farmers on issues of empowerment and health, too.

AS DEVELOPMENT AGENTS:

- You are often the only bridge between researchers, technology development centers and farmers;
- You are in a position to transfer important expertise and ideas from farmers to researchers, from researchers to farmers, and between farmers;
- You are an important source of information about HIV/AIDS and gender for farmers.

This knowledge and transformation cycle might look like this:



Notice that farmers, researchers and development agents are interconnected and that farmer's knowledge, expertise and needs are placed at the top of the pyramid. You are collectors and distributors of the best agricultural information. This is important in relation to many issues but perhaps one of the most important relates to information about crop losses. In Ethiopia, 20-70% of crops are lost post-harvest, depending on the crop[3]. This loss can be mitigated—and we can work towards ending poverty and hunger—with the development and transfer of technologies that help with post-harvest management.

About the Toolkit

This toolkit highlights three topics that have a big impact on technology transfer: gender, HIV & AIDS, and participatory methods.

The toolkit discusses why each topic is important to consider when preparing to transfer technologies to farmers and to communities. One of the ways that you can help with post-harvest management is to develop various technologies based on the needs of farmers, and to then teach farmers how to use these and other technologies. In order to effectively transfer technologies to farmers, and in order to build technologies that can be easily used by the farmers, you must understand the specific situations—financial, time, soil types, access to water, gender-imposed constraints, health — of each farmer. This means talking to all farmers, both male and female. It might mean talking to someone who is sick or elderly, but who is still involved in farming. Understanding who is farming and what their needs are can help you do your job more effectively.

THIS TOOLKIT IS DIVIDED INTO FOUR SECTIONS:

A. Gender and Development

B. A Case Study of Gender, Participatory Methods, and Technology Transfer: *Gender and Enset: A Documentary Film*

C. HIV and AIDS and Development

D. Participatory Methods for Technology Transfer

While these topics are presented in different sections, it is important to remember that they are interconnected. Many research reports and studies have explored the links between gender, HIV & AIDS, agricultural systems and food security. These studies show that **food security approaches are much more effective when gender and HIV/AIDS are a focal point of the work**[4]. One study in Uganda showed that a 'multi-pronged' response to food security which included partnerships between women's, HIV & AIDS and agricultural organizations resulted in "reduced stigma associated with HIV & AIDS, a better understanding of nutrition and the need for dietary diversity, and improved food management within households".[5]

This toolkit draws on research about agricultural food security and poverty and how these are impacted by gender and HIV & AIDS. Through an exploration of participatory methods for technology transfer, this toolkit will help you develop your own multi-pronged approach to technology transfer and improvement of livelihoods.

Who Are You?
Positioning Yourself as a DA in the Context of Gender

Being aware of how being male or being female and traditional gender roles affect your work and how farmers relate to you will help you to reflect on your work and what aspects of your work you might have to change or develop. It will also help you to identify challenges that you will face so that you may overcome them.

Your position as a man or a woman will affect your work in the field. Studies of agricultural extension work in Tanzania have shown, for example, that male DAs do not frequently visit female farmers. Also, male and female farmers both prefer female DAs, even though they only make up one third of the DAs in Tanzania.[6]

Bingiwe Mkize Khangela Amankengane in South Africa reflects on her work as a former rural extension worker and as someone who now trains rural extension workers.

> **"Being an outsider (to the community) means that you can either be warmly welcomed or rejected in some communities. If members of the community reject you they do not always voice their feelings. Instead they talk about you behind your back (...) If the people are doubtful of your identity and your intentions of being in the area, you can be on the receiving end of very negative attitudes, while remaining unaware of these attitudes."** [7]

Mkize speaks in particular about the importance of dress and the ways in which males and females may or may not be accepted just because of how they look:

> **"In my experience as both an extension worker and a lecturer in the area of Extension, it is clear that extension workers have an important contribution to make towards sustainable rural development. However, their effectiveness can either be facilitated or limited by the way in which rural people perceive them. Dress remains a critical feature of everyday life, and also of professional life. While there are unacceptable clothes for both males and females, dress for female extension workers, not unlike dress for women teachers and women in other professions, is still a hotly contested issue."** [8]

Some questions to consider:

- Can you relate to Mkize? Have you ever felt like an outsider? How did you handle that challenge?
- How have you perceived female and male development agents in the past?
- Does your sex make a difference to how you interact with farmers? When? How?
- What are some cultural or religious barriers that you might face when trying to communicate with farmers of the opposite sex? For example, if you are a male DA, how might you communicate safely and openly with women farmers? Male farmers? If you are a female DA, how might you communicate safely and openly with male farmers? With women farmers?
- Have you faced challenges because of your age, culture or language?
- Participatory methods are very much about teamwork. How might you work with others in order to overcome, challenge or change barriers created by gender roles?

SECTION A: Gender and Development

WHAT IS GENDER? [9]

Gender refers to the social construction of femininity and masculinity that varies over time and is constructed through learned rather than innate behaviour. A gender aware perspective involves understanding the difference between gender roles and biological sex, and understanding that because gender roles are socially and historically constructed, they can be changed. Gender perspective and gender awareness are based on the principle of gender equality.

This chart shows the difference between sex and gender [10] :

SEX	GENDER
• Fact of human biology	• The result of social construction
• What we are born with	• Everything that happens after birth
• Born as male or female	• About the relationships between men and women
• Universal	• Differs from culture to culture and changes over time due to social, economic or political change
• Permanent (unless changed through surgery)	• Learned (result of socialization)
• Created or produced by nature	• Created or produced by parents, teachers, peers, culture and tradition

CONTEXTUALISING THE CONCEPT OF GENDER [9]

Think about how gender shapes your experiences, roles and responsibilities in different aspects of your life using the examples below.

Family: Mother/daughter or father/son or brother/sister or extended family relations;

Work: Positions, responsibilities, relationships, leadership/management styles;

Education: Expectations, qualifications, school experiences;

Community: Roles, responsibilities, and activities.

GENDER IN ETHIOPIA [11]

According to the Food and Agricultural Organization (FAO) "it is estimated that women contribute over 50% of agricultural labour in sub-Saharan Africa." [12] ActionAid International has found that "on the African continent, women occupy the role of producer in the agricultural value chain and are responsible for up to 80% of the continent's food production." [13] Despite women's deep involvement in agriculture they are rarely considered as farmers by policymakers or their own communities. We must begin thinking in terms of "the farmer and her husband" [14], a phrase that encourages us not to assume that the word "farmer" always means "male farmer" —and to recognize that farmer often means a woman farmer.

In addition to food production and income generation, women are also traditionally tasked with the domestic and reproductive duties within Ethiopian households. These multiple workloads mean that rural women tend to work on average 13 to 17 hours each day; in many cases more than twice the daily input than that of men.

Despite heavy workloads and many family responsibilities, women:

- Rarely receive a portion of the household income from their spouses or communities;
- Have unequal access and rights to land;
- Have less access to advanced technology for their farm work, with females often tilling the land by hand while men use oxen;
- Generally collect firewood and water by hand, without assistance from farm animals. This can take hours away from their other activities.

In terms of policy, Ethiopia is taking steps to promote gender equality. A key component of their current 5 year growth and transformation plan (GTP)[15] as well as the previous five year plan (PASDEP)[16] is to assist women through active and empowered participation in all development programs. Ethiopia is actively working towards achieving the Millennium Development Goals[17] related to gender and has taken measures to adopt gender responsive goals and targets to reduce the workload of women so as to enable them to participate in political and socio-economic decision-making. The government has also introduced extension services for female-linked agricultural activities, encouraged women-headed households to participate in programs, and facilitated the provision of credit and resources to rural women.

However, despite the appearance of policy support, data indicates that these national and regional level guidelines and provisions have not been adequately translated into real change at the individual level.

A study of agricultural universities in Ethiopia found that women were under-represented at all levels, both as students and as staff members.[18] However, one study of 330 female farmers in Tanzania found that 70% of them preferred female village extension workers![19] Another study in Tanzania found that women farmers preferred female extension workers because they felt freer to discuss their problems with them. However, the study also revealed that while both male and female farmers actually prefer female extension workers, it also showed that the extension worker's knowledge and sensitivity to gender issues was more important than their actual sex.[20] A good way to begin counteracting the fact that women are under-represented in agricultural universities and decision-making processes is to begin thinking of women as experienced farmers, who should have more control over all aspects of agriculture. This includes planting and crop choices, marketing decisions, land ownership, and technology development.

You can be a part of this process by making yourself more knowledgeable about gender issues.

Promoting gender equality and empowering women is central to achieving all other development goals, such as eliminating extreme hunger and poverty, reducing child mortality, and combating HIV & AIDS.[21] Women play an important role in agriculture and food security for their families and communities, and you can ensure that women are involved in decision-making.

It is important to have an understanding of what gender is, and the difference between gender and sex. This perspective can:

- Help you uncover issues that may affect agriculture in ways that you had not been expecting;
- Help you to create technology and tools that will more effectively help both male and female farmers with their work;
- Help you to overcome challenges that you face as a development agent due to gender roles.

GENDER AND AGRICULTURE – DIVISION OF LABOUR [23]

According to research by South African agricultural expert Joyce Thamaga-Chitja (2012), women's attempts to participate fully in agriculture, such as owning land – which is now a legal right in Ethiopia – or earning an income by participating in market activities, is "compromised by a high workload, lack of access to finances, information and markets, and cultural and societal constraints".[22] It seems that South African women and Ethiopian women face similar problems.

In order to think about how gender can shape agricultural production, you might use a chart to help analyse the different jobs done at the home or on the farm. Remember that gender roles can change. This type of analysis – called Gender-Based Analysis or GBA – can help you discover how challenges for male and female farmers might not be exactly the same. This could help you discover new technological solutions, or think of new ways of doing things.

Table 1: Mapping the Roles of Men and Women in Tea Production and Processing (on page 15) asks some very simple questions to start the process of GBA:

(1) What are the various activities in producing the specific crop?;

(2) Who is the person (male, female, youth, adults) responsible for that activity?;

(3) What special skill is required?;

(4) What (if any) are the special circumstances (tedious, time-consuming, physically demanding, dangerous—especially in relation to gender violence)?

Table 1 is an example using tea production in Ethiopia.

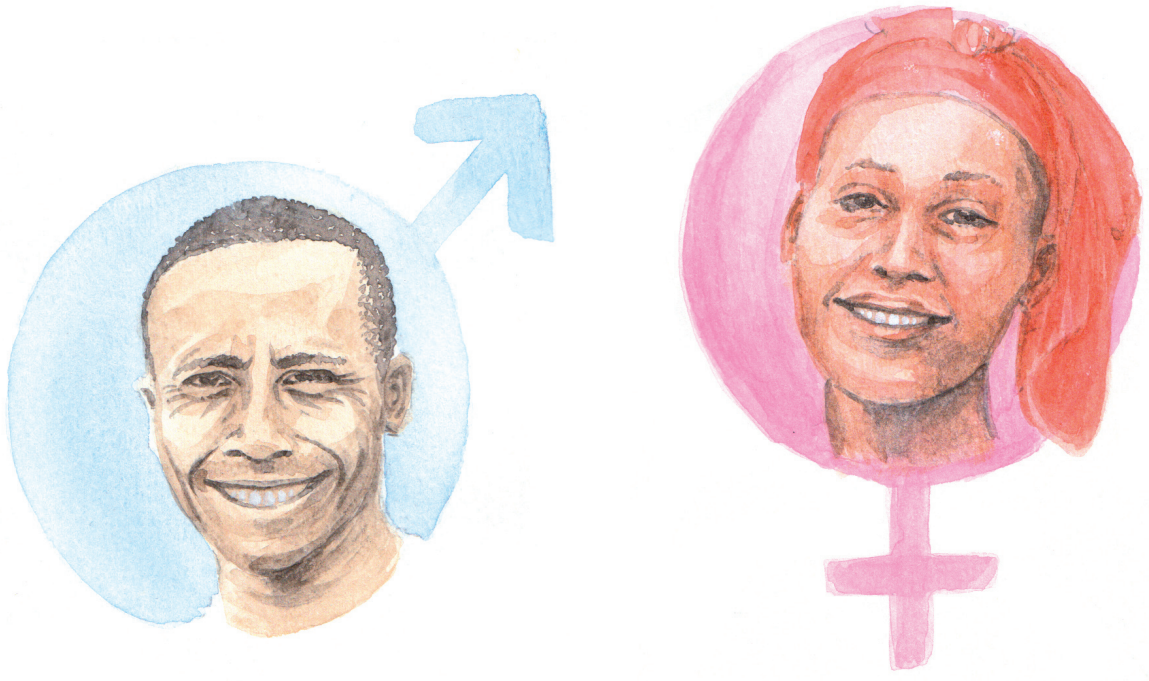


TABLE 1: MAPPING THE ROLES OF MEN AND WOMEN IN TEA PRODUCTION AND PROCESSING [23]				
ACTIVITY		**WHO IS RESPONSIBLE**	**SPECIAL SKILL REQUIRED**	**SPECIAL CIRCUMSTANCES**
Seedling raising	cutting preparation	female		
	media preparation	female	yes	
	planting	male/female		
	plastic covering	male/female		
	watering	female		1) Time and energy consuming 2) Women walk great distances to fetch water (exposes them to gender-based violence)
	shading	male/female		
Land preparation		male/female		
Transplanting		male/female		
Field management	plucking (harvesting)	female		Wounding by dried stubs
	processing	male/female	yes	
	cupping (quality evaluation)	male/female	yes	

The table helps us visualize the fact that most of the labour is carried out by women, and you might begin to ask questions about who has power and access to resources. We might ask questions like, What are the consequences of spending long hours doing back-breaking labour? Who plays double roles of crop production and household labour? Who controls decisions about markets and why? What would happen if farmers had access to technology to reduce labour-inputs, and thereby increase time available to find more lucrative markets?

This type of analysis could be done for any crop, and any planting or post-harvest activities. If we know that gender roles change all the time, and we observe something that seems unfair, for example, that women must walk to fetch water or that women do all of the chores at home plus back-breaking farm work, we can challenge these gender roles and change them.

Use the table on the next page to conduct your own gender analysis.

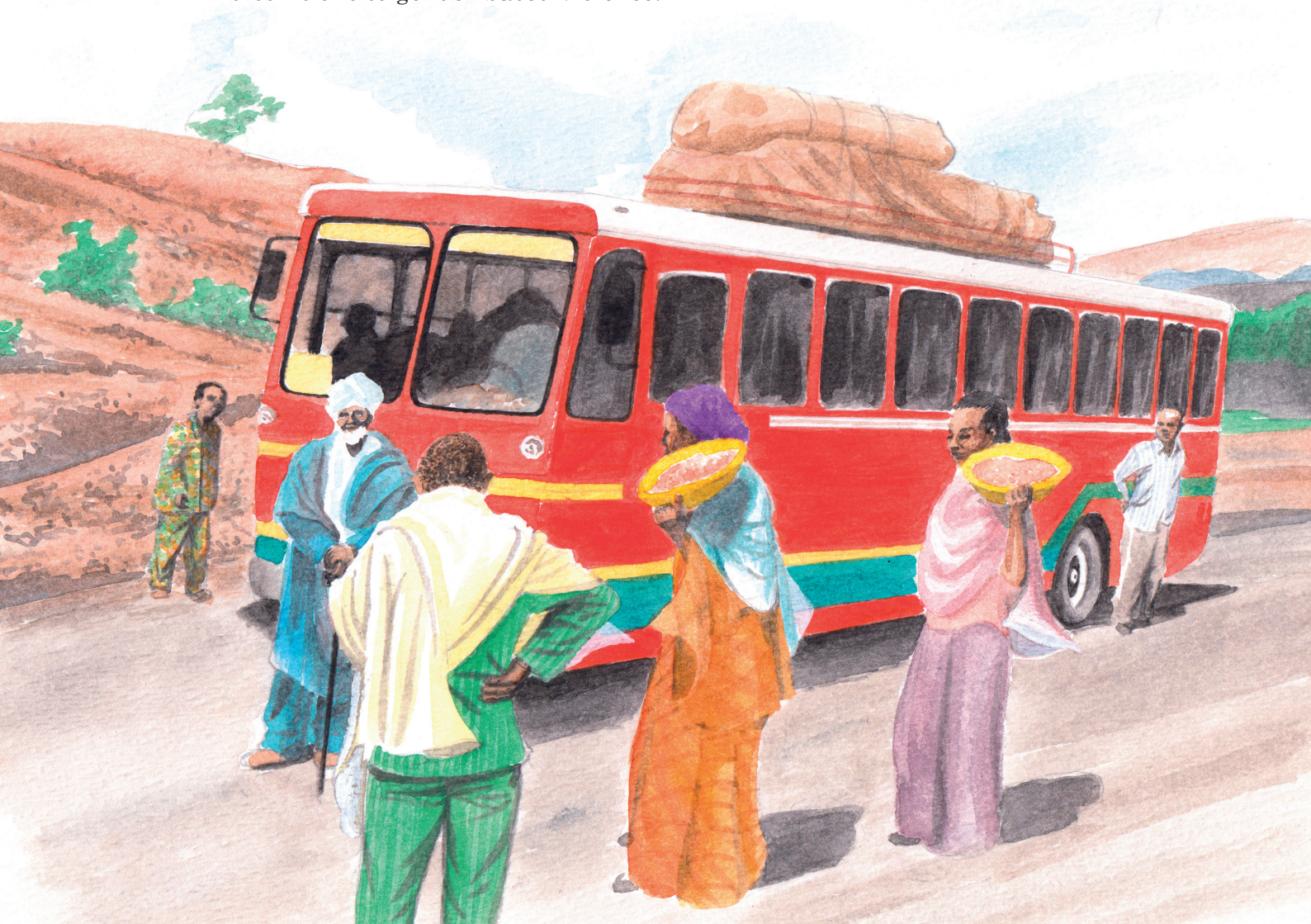
USE THIS TABLE TO CONDUCT YOUR OWN GENDER ANALYSIS.[24]

ACTIVITY	WHO IS RESPONSIBLE	SPECIAL SKILL REQUIRED	COMPENSATION (WILL THE WORKER BE PAID?)	SPECIAL CIRCUMSTANCES

TRAVEL, TRANSPORTATION AND SAFETY

Another aspect of technology transfer and post-harvest management of crops to consider is transporting the harvest to be sold at market, as well travelling to fetch water and supplies for crop maintenance. You might also travel to visit farmers and go to training sessions. It is a fact, though, that 55% of women participating in one study in Ethiopia said they had experienced violence from an intimate partner in the past year and 61% of women said they had experienced at least one incident of sexual violence.[25] Women who are travelling often experience gender-based violence (through intimidation and sexual assault), though clearly women should have access to safe modes of travel.

What kinds of technologies or solutions can help ensure women's safety as they travel to and from market, or to take into account that they may have children or other family members to take care of while they are gone? This is an important aspect of post-harvest agricultural management. Women should know about their rights and about how to protect themselves, and men should support women's rights, too. For example, women in Ethiopia now have the right to own their own land, and the Government of Ethiopia has now enacted a new penal code in support of women's rights that is intended to reduce gender-based violence.[26] You should be prepared to help women to be able to cultivate their land when they are single, help them find safe travel solutions, and also be prepared to work with women and men to find solutions to gender-based violence.



GENDER AND TECHNOLOGY

By doing a gender-based analysis of farmers' activities, you can begin to see areas in which women farmers could be greatly aided through the use of technology. However, studies show that women often do not have access to technology that can help them do their work more safely and efficiently. Why do you think this may be? One study in Tanzania found that male extension agents visited female farmers less often, and that male extension agents were not sensitive to the importance of women's crops, or to women's time and credit restraints . It has also been found that male farmers who participate in training sessions or communicate with development agents do not share new information with their wives (female farmers).[27]

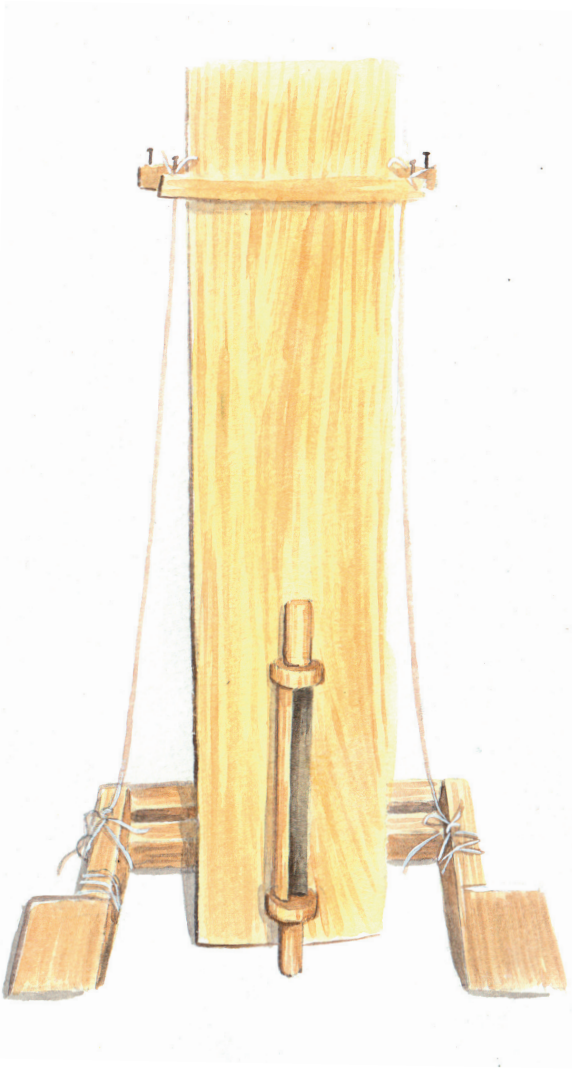
Research in Ethiopia has shown that extension workers tend to work very closely with middle-income farmers who have access to resources that enable them to participate in PADETES (Participatory Demonstration and Training Extension System) training, and not very much with resource-poor farmers who do not have financial resources to pay for new technology and inputs.[28] How does gender relate to poverty? One study found that female-headed households are 46% poorer than male-headed ones. Women's profits are so drastically reduced because women do not have access to labour saving technology such as oxen and have to spend more time doing back-breaking household chores, such as collecting water and firewood by hand. Women's profits are further affected when they are forced to give up more produce than male-headed households when they belong to a share-cropping arrangement.[29] Therefore, you must reflect on which farmers you visit. Are they poor, middle-income or rich? Are they men or women? By spending more time with poor farmers and women farmers to develop appropriate technology together, you will help larger numbers of farmers achieve food security and diverse livelihood options.

A team of researchers from Jimma University College of Agriculture and Veterinary Medicine in Ethiopia and McGill University in Canada found that:

> **"There is a critical need for the voices of women in technology development and research to be heard in order to overcome the status quo. Research has shown that when women are given leadership and control over their own (if in a male-headed household) or their family's (if in a female-headed household) resources, the results are greater food security (...) In post-harvest management of resources—a key area of interest for Ethiopia in terms of agricultural efficiency and food security, which is also largely undertaken by women—research has shown that the introduction of small-scale rural technologies geared towards women has the ability to greatly improve output (...)**
>
> **In order for this technological upgrade to occur successfully, however, women need to be consulted and included in the development, selection and implementation process of new technologies."** [30]

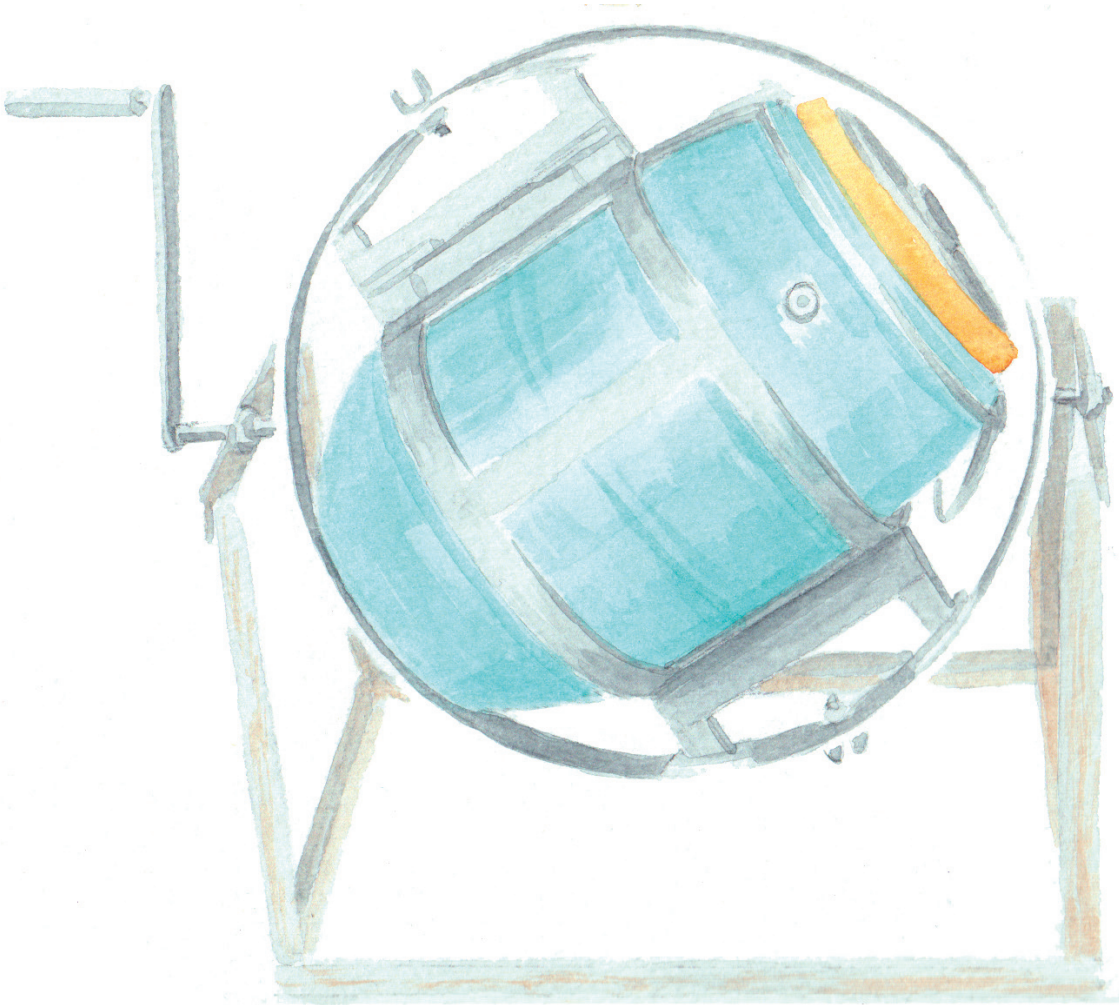
What solutions might you consider in order to change the 'status-quo', or change the way things are done, and start including women? You may integrate the use of farm animals to help with water fetching or gathering firewood, an activity which is usually done by women, by hand and on foot. The use of a farm animal may increase the efficiency and safety of these tasks. On the next few pages, you will find pictures of different technologies that can be geared towards men or women. The next section includes a case study that will make the connection between gender and technology clearer.

Potential technologies for enset scrapping[31] (pictured right) and corm pulverizing[32] (pictured left) which can be used by men and women:

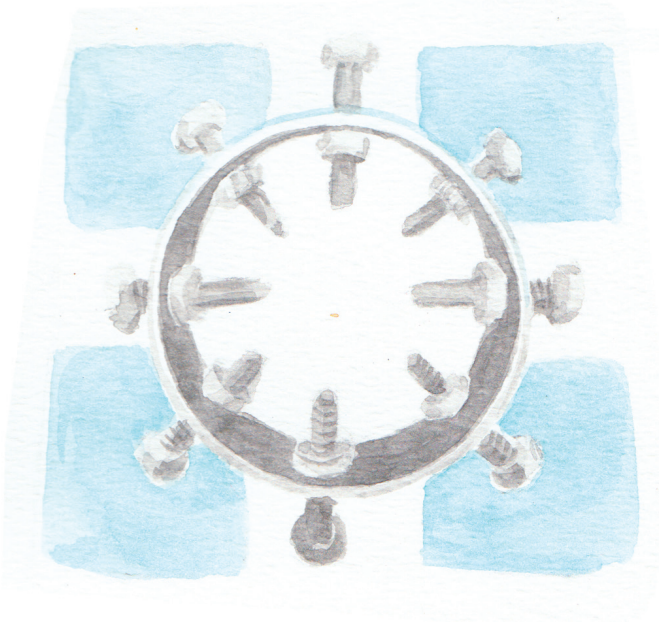


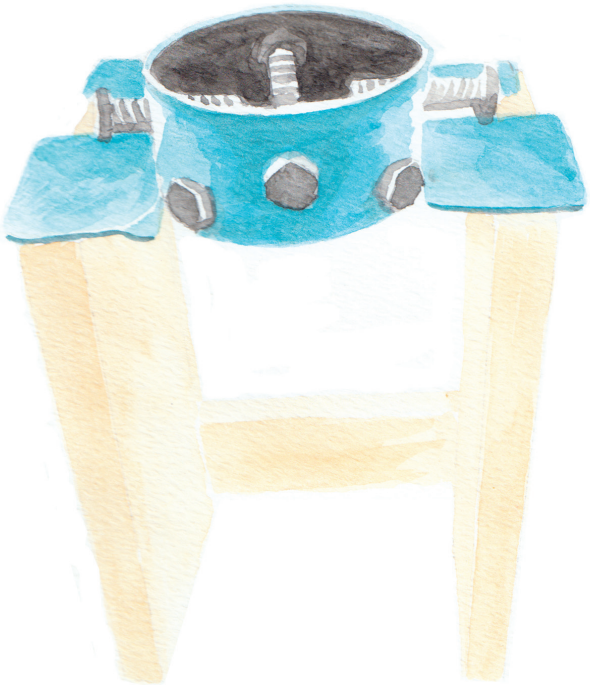
Examples of other technologies that might be geared towards women, but could equally be used by men who decide to help with household chores, could be a pot-in-pot storage/cooling system[33]....

...or a milk churner/cream separator.[34]



Technology that has previously been aimed at men, but can also be used by women, could be harvesting poles[35] (pictured right) and portable maize shellers[36] (pictured left).





Technologies which can be recommended for both men and women could be boxes for harvesting, transportation and storage of fruits and vegetables[37]:

By conducting a gender analysis, like the one shown in table 1 on page 15, you can better understand the ways in which gender affects crop production. One major problem with technology transfer is that often, technology that is developed is inappropriate for smallholder farmers.[38]

Looking at the technologies described on the previous pages, and thinking about other technologies you know about:

- can you see which technologies may have been adapted from large commercial farms with only minor changes and are not suitable for small scale farmers?
- which technologies could be easily used by men? Women? Elderly people?
- what changes might you make?
- who can afford this technology?

It is important to think about a farmer's specific situation, in terms of their access to time and finances, as well as the land, climate conditions, and resources.

SECTION B: Case Study of Gender, Participatory Methods, and Technology Transfer [39]

GENDER AND ENSET : A DOCUMENTARY FILM

A gender based analysis can be applied to studying any crop or agricultural process, such as coffee, tea, teff, or post-harvest production. What follows is a case study on the crop enset.

Enset is often considered a "women's crop" and there is not very much research or support for this crop. A group of researchers wanted to know more about how enset production is affected by gender roles, and they created a documentary film called Gender and Enset (film DVD is attached) . The film and guide illustrate how gender, participatory methods and technology transfer are integrated. It is meant to be used on an individual or small group basis. For a copy of the original film guide for use in teaching situations, please contact the project coordinators listed at the beginning of the toolkit on page 3.

ABOUT THE FILM GENDER AND ENSET

Running time: 44 minutes, 24 seconds

Directed by:

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PhD Candidate, Integrated Studies in Education, McGill University, Canada

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Additional research and translation conducted by Kemeru Jihad. She holds a BSc and postgraduate specialization in horticulture from Jimma University.

Produced by:
Jimma University and the Post Harvest Management to Improve Livelihoods project

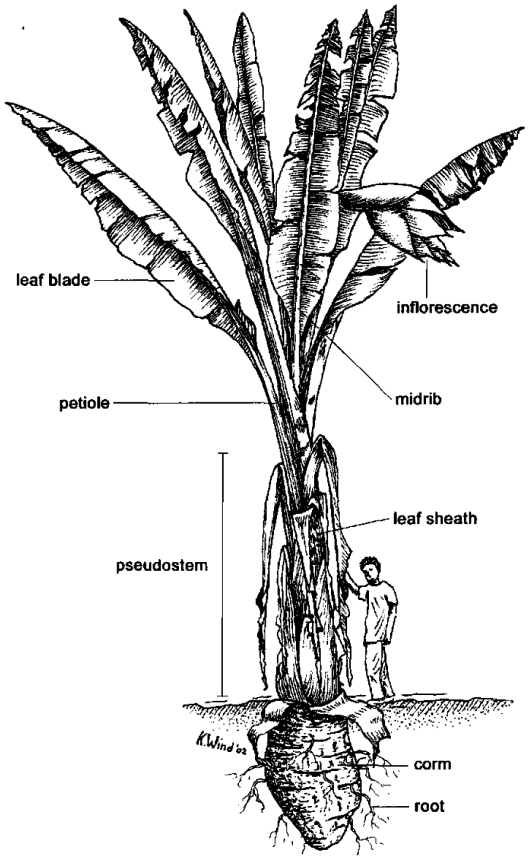
ABOUT PARTICIPATORY RESEARCH WITH WOMEN [40]

Participatory methodologies are based on the belief that people are experts about their own lives. This often means involving groups, such as women and youth, who are traditionally marginalized from other forms of decision-making and knowledge production, in aspects of study previously reserved for academics. Using a visual method like filmmaking helps different groups engage in the research. One of the underlying goals of this type of research is the creation of change through the implementation of meaningful and realistic solutions to issues affecting research participants.

Through interviews with five female farmers and three male farmers across four different *woredas* in Jimma Zona, as well as Development Agents, agricultural researchers and a gender specialist, the film makes visible the gendered nature of enset production. The film also provides insight into what kind of support women farmers need and the role of enset in the daily lives of families in Jimma Zone.

Doing research through film highlights the embodied voices and knowledge of a range of experts on a particular topic. In the case of this film, including the opinions and experiences of rural women farmers was a primary goal and the film was an excellent method to help ensure this goal remained a focal point throughout the project.

ENSET AND GENDER



Ensete ventricosum (Welw.) Cheesman [41]

What is enset?

Ensete ventricosum (Welw.) Cheesman is native to Ethiopia.

20% of people living in southern and south-western Ethiopia daily consume starchy, fermented foods prepared from enset (see illustration below).

Yet, it is an underutilized crop, and not much is known about it

Farmers do not receive much training or support for growing and processing enset.

From seedling to kocho: how is it grown and produced?

Planting involves tending to suckers, transplanting them, spreading compost, and weeding.

These jobs are traditionally the domain of men, but women also do this work, and starting at the age of 5, children begin to help.

Enset is usually planted close to the house.

Enset takes 5-7 years to mature.

Processing involves:

Cutting the leaves and removing the outer layers of the pseudostem.

Digging a fermentation pit and lining the pit with the leaves and layers of the pseudostem.

Scrapping (decorticating) the middle sheaths of the stem to remove the edible parts.

Pounding/pulverizing the inner sheaths of the stem, as well as the corm (root).

Fermentation of pounded materials in the pit: 2 – 6 months.

After fermentation, excess water is squeezed from the fermented kocho.

It can then be baked or made into porridge and eaten.

Processing is very labour intensive and is done primarily by women. Men often help by digging the pit and cutting the leaves off the mature plant.

WHY SHOULD WE CONSIDER GENDER WHEN LOOKING AT ENSET PRODUCTION?

- Female farmers play a primary role in every aspect of the production process;
- Enset has the potential to provide a local solution to improve food security;
- Therefore, it is important to support women farmers;
- When discussing gender it is important to keep in mind how both male and female identity is constructed, represented, and disrupted in people's everyday lives;
- While traditional constructions of gender may lead men and women to participating differently in agriculture, this film shows how enset is an interesting example of how women are playing a formidable role in farming as well as household financial management.

Part 1: Enset is a Good Thing!

SUMMARY

Farmers (men and women) describe the many benefits of enset:

- Provides food security (drought resistant);
- Can be used to make household goods like sleeping mats;
- Can be sold at market;
    - ◊ this money can be used to buy spices, salt, and other household items;
    - ◊ this also gives women some independence;
- Has potential medicinal value;
- Has a good nutritional value (energy);
- Is inexpensive to produce;
- Grows easily;
- Increases soil fertility and promotes soil conservation;
- Can be intercropped with other crops, like coffee plants.

Discussion questions:

What have you noticed about enset so far?
What is one thing that surprised you? Why?

Activity:

Make a chart that contrasts what you know about a commercial crop –like teff–with what you have just learned about enset. This can be done individually, in small groups, or in one large group.

Part 2: Gender Division of Labour and Enset

SUMMARY

- Male and female farmers explain that, due to tradition, there is not a lot of crossover between male (planting) and female (processing) jobs with enset.
- Some participants describe sharing responsibilities and decision making with their husband, wife, or children of both sexes.
- Still, making enset edible is the most labour intensive and tiring step, and women work all day without taking a rest.

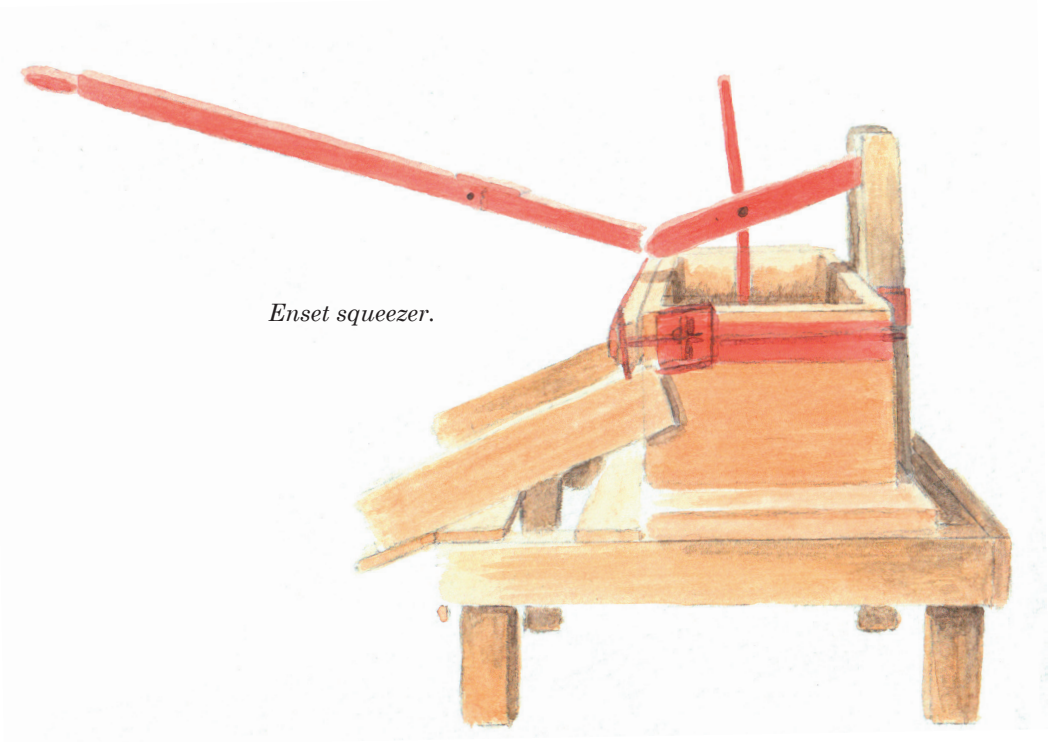
Discussion questions:

What is the relationship between gender roles and environmental and agricultural issues?
How are certain roles privileged and others constrained?
How do you feel about men and women sharing traditionally separated jobs?

Activity:

Using the table on page 16, select another crop or agricultural activity, and think about how various jobs are divided by gender and what that means.

This activity can be done individually, in pairs or small groups. You can then share what you have found with others.



Enset squeezer.

Part 3: Hope and Action in Jimma Zone

SUMMARY

The Jimma Agricultural Mechinization Research Center develops, tests and distributes agricultural technologies. They search for ideas from farmers, development agents, and subject specialists. However, not much has work been done for enset; there is no national standard or training manual.

The home economics and gender focal person at the Jimma Agricultural office explains that women are being taught that they have the right to get loans and own their own land. She says that really good policies for empowering women have been created, but it will take time for people to understand what gender is and how it affects agriculture.

Discussion questions:

Why do you think technologies related to enset are not distributed?

What can we do to help farmers move forward with this crop?

Why don't people know more about enset?

Why has enset been overlooked in terms of food sustainability?

Activity:

Reflect on what you could do to support women enset farmers, and why this is important. You might discuss your ideas with other DAs.

Enset scrapper with metal clip to improve sanitation during processing. Contrary to reports from technology developers and researchers, the women in this research did not use their feet to hold the sheath to the scrapper. They used rope to hold the sheath to the board.

Part 4: What Next? Possible Ways Forward

SUMMARY

Women farmers report the need for safer, more efficient tools for scrapping. One woman farmer clearly states, "We do everything using wood, and I need other tools." Other women stated that working with dull instruments is dangerous.

Supporting enset farmers and sharing knowledge about enset could be a good way to support sustainable food sources, as well as support gender equality.

Farmers and DAs need knowledge and scientific research on best planting practices and new varieties to avoid disease, rot, and attacks from animals and pests.

Discussion questions:

There appears to be a gap between what women enset farmers need, and the types of technologies being developed. Make a list of positive things about expanding enset production and reducing the technology gap, and a list of things that are important to watch out for.

Here are some ideas for "Things to watch out for":

- Expanding enset production could move the crop beyond backyard gardens, which could negatively affect women's power over the enset production and the independence they gain from producing, cultivating and selling the crop to support themselves and their families;
- Moving enset plantations outside of the yard could make it difficult for women to access the crop while also conducting other house hold duties and childcare;
- The increased time and physical challenges to women harvesting and processing a larger crop could also create hardships;
- Increasing the amount of land allocated for enset production might shift the gender divisions of labour associated with the crop;
- It is therefore important to ask women and families about their needs.

Conclusion

The analysis in *Gender and Enset: A Documentary Film* could be repeated for any other issues affecting agriculture.

You could:

- Interview farmers who are living with HIV & AIDS: What would their voices and ideas contribute to moving smallholder farming forwards? What about combating stigma? Reducing new infections by reducing stigma?
- Interview male and female DAs: How are their experiences different? Similar? What are the needs of DAs so they can do the best job possible?
- Interview children and youth: How do they see their role in agriculture? How are they affected by gender roles? By HIV & AIDS? What is the impact of a child's gender role or of HIV & AIDS on agriculture?

You can refer to Section D on Participatory Methods for more ideas and guides for conducting research.

SECTION C: HIV & AIDS and Development

Although the rate of new infections in Ethiopia is declining, Ethiopia still has a 1.5% rate of prevalence in adults, which is about 800,000 adults living with HIV & AIDS, and about 1 million AIDS orphans.[42] As the 'bridging population' increases– for example, rural farmers migrating to work on large farms or in urban areas when there are food shortages, and rural dwellers visiting large cities or towns for business or social reasons – the risk of transmission into rural areas and small farms increases.[43] Rural populations often have less information about HIV & AIDS, which increases their risk of infection when they are in high-risk situations, such as travelling alone or being away from home for a long time. In fact, while the rate of new infections has stabilized in urban areas, it is increasing in small towns.[44] This means that your work with rural populations puts you in a very good position for educating about and preventing the spread of HIV.

WHO IS AT RISK?

One study in Oromiya Region, Ethiopia, focused on the challenge of HIV & AIDS in rural areas. Table 2 summarizes the findings about what puts someone at risk of HIV infection.

TABLE 2: POTENTIAL DRIVERS OF SUSCEPTIBILITY TO HIV INFECTION FOR DIFFERENT MEMBERS OF RURAL HOUSEHOLDS [45]

Potential modes of transmission	Women	Men	Female adolescent (10-19 years)	Male adolescent (10-19 years)	Child (5-9 years)	Infant (under 5 years)
Unprotected sex with infected person	• marketing • traders • rape • widow inheritance • extramarital • polygamy	• marketing • traders • daily labouring • seasonal migration • widow inheritance • extramarital • polygamy	• dancing, weddings • marketing • urban migration • abduction • rape • early marriage • secondary school	• dancing, weddings • casual labouring • urban migration • secondary school		
Contact with infected blood			• uvulectomy • tonsillectomy • female genital mutilation	• uvulectomy • tonsillectomy	• milk tooth extraction • tonsillec-tomy	• tonsillec-tomy • circumcision
Mother to child transmission						• pregnancy, birth, breast-feeding

Definition of adolescent is consistent with that proposed by the World Health Organization, 10 to 19 years.
Source: Fieldwork

In addition to men and women who must travel for work or social reasons, young women are particularly vulnerable to HIV infection due to the high prevalence of gender-based violence. This is why it is very important to integrate gender-based analysis and women's empowerment with HIV & AIDS prevention.

As stated in Ethiopia's 2012 progress report on HIV & AIDS:

> **"...Women are less likely either to share their [HIV] positive status or to freely ask for the HIV status of their partner due to gender, economic, and cultural barriers.**
>
> **A study in Ethiopia identified that gender-based issues, specifically fear of abandonment and divorce, and stigma following discovery of HIV positive status were cited by women as barriers for freely seeking VCT [voluntary counseling and testing for HIV] services. Other studies also document that even among those who are aware of the availability of prevention of mother to child transmission (PMTCT) services, many do not use them due to fear of discrimination and abandonment by their spouses and other immediate family members; and dislike of being seen in VCT rooms."** [46]

Therefore, it is vital to discuss HIV and AIDS with communities to reduce the sense of fear surrounding the disease. With new medications, one can live with HIV and still be a productive member of the community. If women and men know that disclosing their HIV status does not mean rejection by their communities, Ethiopia can achieve its goal of eliminating new infections among children by 2015.[47]

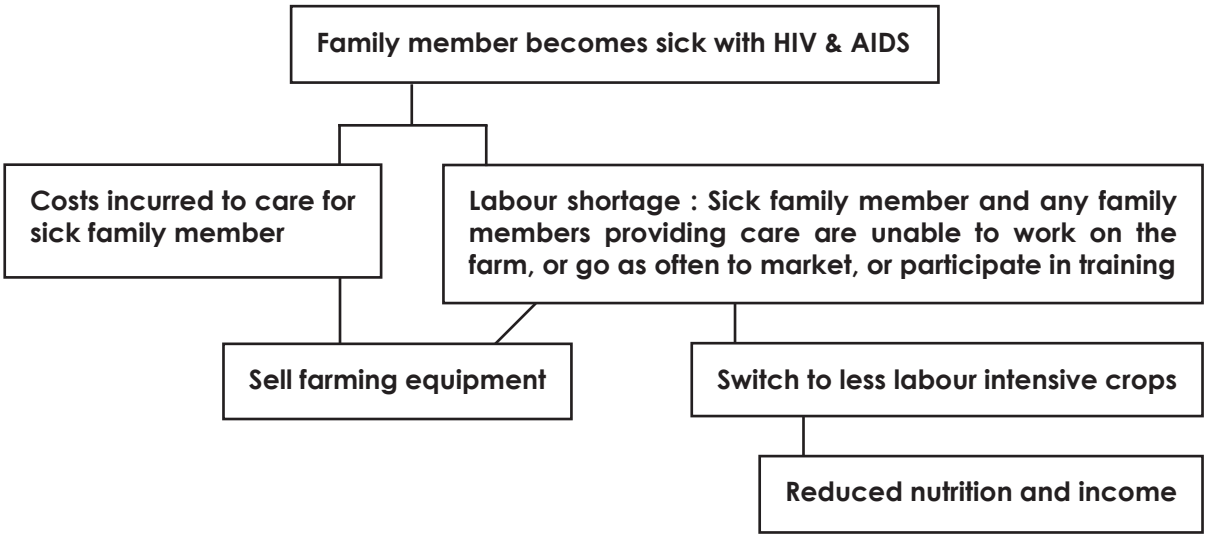
HOW IS HIV/AIDS RELATED TO AGRICULTURE AND TO DEVELOPMENT AGENTS?

Why should you be aware of these things? Major factors that can make someone at risk of contracting HIV & AIDS are a lack of knowledge about the disease, as well as poverty or food shortages, which cause some people to travel and which then puts them in risky situations. You are in a perfect position to address both of these risk factors through providing education.

You can educate the farmers that you work with on how HIV is contracted and how to protect against it. You might use participatory methods to talk about how HIV is transmitted and the importance of condom use. You might also have discussions about stigma in order to help people living with HIV to get the help they need without fear of abandonment or rejection.

One study of HIV & AIDS and agriculture in the Oromiya Region of Ethiopia found that **development agents were one of the main sources of information about HIV & AIDS for women farmers in rural regions**. You could be one of the main agents for providing accurate information and helping to prevent the spread of the epidemic to rural regions.[48] Women, who often don't stay in school as long as men do, sometimes have less knowledge about HIV & AIDS – but need to know as much about it as possible in order to protect themselves, their partners and their children. Women play an important role in providing food and small amounts of money for the family, for example, by processing and selling enset to purchase household items or spices. It is therefore important to contact women farmers and women's groups to discuss HIV & AIDS prevention and management.

You need to have a good understanding of HIV & AIDS because it can have a huge impact on smallholder farming. If someone becomes sick, the family faces not only the loss of the labour and agricultural expertise of the sick family member, but this can also lead to having to sell animals or farm equipment to pay for expensive anti-retroviral treatment (ART) medication or other forms of care. Family members might have to give up time working on the farm in order to care for a sick family member. This reduction in available time for agricultural activities will in turn affect which varieties farmers choose to grow, for example forcing farmers to choose crops that are less labour intensive and perhaps less valuable. Farmers caring for sick family members may not be able to attend training provided at the Participatory Demonstration and Training Extension System (PADETES) or Farmer Training Centres (FTCs), and will therefore not receive important technology transfer information.



You must be prepared to do many things:

(1) Ensure both male and female farmers understand how HIV is transmitted, how to prevent it, and how to get tested;

(2) Prevent knowledge loss by interviewing and gathering important agricultural information from sick or dying farmers;

(3) Promote sanitation practices when sharing farm tools;

(4) Modify and develop technologies to support families who have less time and energy to spend on the farm. For example, you might introduce a mechanical hand hoe to help with gardening when a sick farmer is unable to push a plough.

Below are some facts about HIV & AIDS that you might share with the farmers you work with.

FAST FACTS ABOUT HIV & AIDS FROM UNAIDS [49]

What is HIV?

HIV stands for Human Immunodeficiency Virus. The virus attacks cells in your body that fight off infection and keep the body healthy – these cells are called CD4 white blood cells. When HIV has damaged enough CD4 white blood cells, and the immune system has become very weak, someone is said to have AIDS, or acquired immune deficiency syndrome. As HIV takes hold, the body produces antibodies in an attempt to fight the virus.

Where is HIV found?

HIV is found in the bodily fluids of a person who has been infected - blood, semen, vaginal fluids and breast milk.

How is HIV transmitted?

HIV is transmitted through the exchange of infected bodily fluids. Blood to blood. Semen to blood. Breast milk to blood. Some examples include:

- Unprotected sex (vaginal, anal and to a lesser extent oral sex) with an infected person;
- Sharing contaminated (have come into contact with blood) syringes, needles or other sharp instruments such as razor blades, knives or cutting tools used for surgeries;
- From mother to child during pregnancy, childbirth or breast feeding when the mother is already HIV positive;
- Blood transfusion with contaminated blood.

Can I tell someone has HIV just by looking at them?

No. A person living with HIV may look healthy and feel good.
A blood test is the only way a person can find out if he or she is infected with HIV.

Can I get HIV from shaking hands or other forms of social contact?

No. HIV is not transmitted through non-sexual day-to-day contact. You cannot be infected by shaking someone's hand, by hugging someone, by using the same toilet or by drinking from the same glass as a person living with HIV. HIV is not transmitted through coughing or sneezing like some other diseases. There is no need to fear social interaction with people living with HIV.

What is the risk of getting HIV from kissing?

Transmission though kissing on the mouth carries virtually no risk; no evidence has been found that the virus is spread through saliva by kissing.

Are mosquito bites a risk of infection with HIV?

HIV is not spread by mosquitoes or other biting insects. Even if the virus enters a mosquito or another sucking or biting insect, it cannot reproduce in insects. Since the insect cannot be infected with HIV, it cannot transmit HIV to the next human it feeds on or bites.

Does HIV only affect certain risk groups like gay men or people who inject drugs?

No. Anyone who has unprotected sex with a person living with HIV can become infected.
Similarly if HIV is present and someone shares contaminated injecting equipment with a person infected with HIV, or has a transfusion with contaminated blood they can become infected with HIV. Infants can be infected with HIV from their mothers during pregnancy, during labour or after delivery through breastfeeding. Using a razor-blade that has come into contact with blood from someone who has HIV can cause infection.

What is post-exposure prophylaxis?

Post-exposure prophylaxis, or PEP, is a course of antiretroviral drugs prescribed within 48 hours of exposure to HIV to protect against infection. PEP is not 100% effective, even when started soon after exposure, so it is vitally important to try to take every measure to prevent transmission in the first place.

How can you limit your risk of getting HIV through sex?

- Abstain from sex;
- Remain faithful in a relationship with an uninfected equally faithful partner with no other risky behaviour such as injecting drug use;
- Use new male or female condoms correctly each time you have sex. Condoms cannot be used more than once.

What should you do if you think you have been exposed to HIV?

You should immediately seek advice from a local health provider who may recommend counseling and testing for HIV or suggest a course of post-exposure prophylaxis. It's important to remember that if you have been newly infected with HIV you could be highly infectious during this early stage.

How effective are condoms in preventing HIV?

Male and female condoms are highly effective in protecting against sexually transmitted infections including HIV. They need to be used every time you have vaginal and anal penetration. In order to achieve the maximum protective effect condoms must be used correctly all the time. Incorrect use can lead to condom slippage or breakage, thus diminishing their protective effect.

How can people who inject drugs reduce their HIV risk?

HIV can be transmitted through the use of contaminated injecting equipment. But there are certain steps they can take to reduce this risk.

- If you cannot stop taking drugs completely, change from injecting to non-injecting drug use (e.g. smoke or take the drugs orally);
- Never re-use needles, syringes, drug-preparation equipment and never share with other people;
- Use a new, sterile syringe (obtained from a reliable source, like a chemist or a needle exchange programme) to prepare and inject drugs each time;
- Use a fresh alcohol swab to clean the skin prior to injection.

Male condom.

How can mother-to-child transmission be prevented?

Transmission of HIV from an infected mother to her child can occur during pregnancy, labour or after delivery through breastfeeding. The risk of mother-to-child transmission can be significantly reduced by:

- A short treatment of antiretroviral drugs administered to the pregnant mother before the birth and to the child after birth;
- Caesarian section birth;
- Seek advice from a health professional on breastfeeding. If possible avoid breast-feeding if you are living with HIV but only when replacement feeding is acceptable, feasible, affordable, sustainable and safe.

Is it ever completely safe to have sex with an HIV-positive person?

There is a significantly reduced risk of infection if the person living with HIV has un-detectably low levels of virus in their bodily fluids as a result of consistent adherence to treatment. However, avoiding penetrative sex or using condoms remains advisable.

What is the risk of getting HIV through body piercing or from a tattoo?

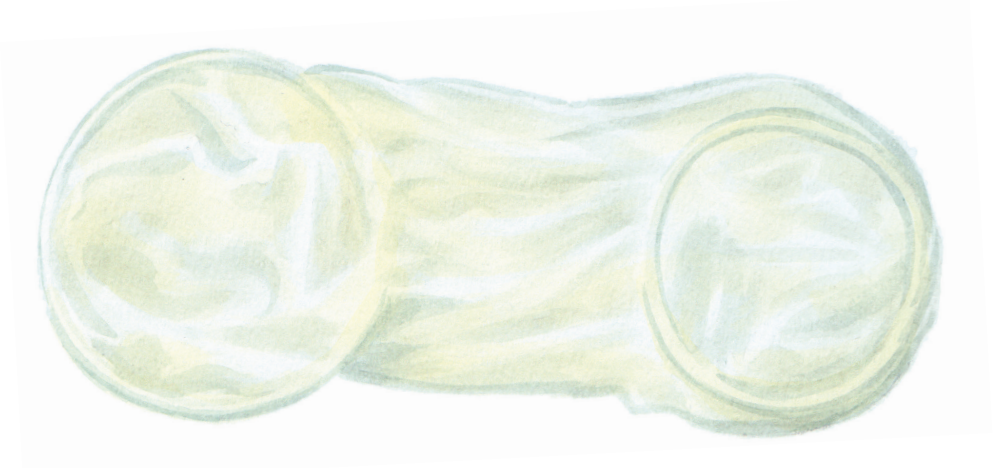
A risk of HIV transmission exists if non-sterile instruments are used. Instruments that penetrate the skin should be sterilized, used once, then disposed of or sterilized again.

Does male circumcision prevent HIV transmission?

Male circumcision reduces the likelihood of men acquiring HIV in unprotected sex. It only reduces, but does not eliminate, the risk of acquiring HIV though sex.

Other ways to prevent HIV transmission:

- Use fresh razor blades at the barber;
- Make sure new needles are used at a health clinic;
- Use fresh blades for circumcision.



Female condom.

SECTION D:
Participatory Methods for Technology Transfer

FINDING OUT WHAT FARMERS AND THEIR FAMILIES NEED

Participatory methods can help you plan and carry out effective research about the needs of the farmers you are working with. In fact, the farmers will become researchers right along with you – they have lots of expertise and knowledge to share. As stated in a resource book on participatory methods with farmers, "the goal is to develop appropriate agricultural technology to meet the production needs of the small, resource-poor farmers." [50]

Farmers (especially women farmers) have often reported that the advice they receive from development agents and rural extension workers has not been helpful because it does not take into account:

- **The type of crops grown at home;**
- **Ability to purchase inputs to plant new crops;**
- **Access to water or irrigation systems;**
- **Time and credit restraints.**[51]

Taking these circumstances into account and working with farmers to produce technology can be achieved by using participatory methods.

Participatory methods are based on the belief that people are experts about their own lives. This often means involving groups that are sometimes excluded, such as women, youth, the elderly, or those affected by HIV & AIDS, in the process of thinking up good solutions to agricultural problems.

Using a visual method like filmmaking or mapping might be a good way to begin a discussion with farmers about their needs, and about what technologies they are already using that could be improved or shared with other farmers. One challenge faced by DAs is a language barrier when visiting farmers who speak different languages.[52] This challenge might become easier to overcome when using visual tools like photos, films or maps.

This section will outline tools for conducting research and transferring technology in two ways:

1. Focus groups – working with a group to find solutions
2. Cellphilms – creating short films using cell phones

1. Focus Groups [53]

WHAT IS A FOCUS GROUP?

A focus group is a small-group discussion guided by a trained or well prepared leader. It is used to learn more about opinions on a designated topic, and then to guide future action.

> **Examples:**
>
> • A focus group of family members of people living with HIV & AIDS meets to discuss the impacts of HIV on farming, and what could be done to support one another or find more support from the government or other agencies.
>
> • A focus group of women farmers meets to discuss their experiences growing and processing enset.
>
> What are their own suggestions and ideas?

HOW ARE FOCUS GROUPS DIFFERENT FROM REGULAR GROUPS?

A focus group is different in three basic ways:

1. The main difference is that it is focused. The group has a specific discussion topic. The group's task is to stay on that topic and not get distracted by other topics.

2. The group has a trained leader, or facilitator. The leader's job is to keep the group on topic.

3. The group's composition and the group discussion are carefully planned to create a nonthreatening environment, in which people are free to talk openly. Members are actively encouraged to express their own opinions, and also respond to other members, as well as to questions posed by the leader. Because focus groups are structured and directed, but also expressive, they can yield a lot of information in a relatively short time.

WHEN SHOULD YOU USE A FOCUS GROUP?

- When you are considering the introduction of a new program or service;
- When your main concern is with depth of opinion, rather than simply with whether people agree or disagree;
- When you want to ask questions that can't easily be asked or answered on a written survey;
- When you want to gain a better understanding of a group's views on a specific issue.

HOW DO YOU RUN A FOCUS GROUP?

Before you begin

1. Re-check your goals. Ask: Why do I want to conduct a focus group? Why am I doing this? What do I hope to learn?

2. Consider other methods. Are you planning to use other methods for learning about opinions as well? If yes, which ones, and why? If no, is this the single best method to use to find out what you want?

3. Find a good leader. This is not a casual matter: Your leader will determine the success of your group. What kind of leader do you want? Probably someone who:

- Has experience facilitating groups;
- Knows something about the topic;
- Will relate well to the focus group participants;
- Will work together with you to give you the outcomes you want.

Take a careful look around. Perhaps you can find the right leader within your own organization. It's possible you can do the job yourself (don't overestimate or underestimate your own abilities.)

Depending on the situation, you might consider looking for someone outside your organization, someone that specializes in facilitating these kinds of groups.

4. Find a recorder. A small but important point, often neglected, is ensuring access to a digital recorder, or finding someone to take notes during the meeting. You want to make sure people's ideas don't get lost. Someone should be writing down what is said, in the same way as taking minutes at a meeting. Arrange for this in advance. Alternatively, you can tape-record, with the group's permission. This will take more time – to transcribe the tape, and interpret the transcription– but you will have a more complete, accurate, and permanent record.

5. Decide who should be invited. Ideally, those invited should be a representative sample of those whose opinions you are concerned about.

6. Clearly define the benefits of participating in this focus group, and share these with your participants.

7. Decide on the meeting particulars.

- What day and time?
- What place?
- How long?
- How many groups?

Decide on these before you start signing people up.

8. Prepare your questions. When you go into the group, go in prepared. You should make up (and write out in advance) a list of topics and questions you want to ask. This doesn't mean you will recite your questions from your prepared list, one-at-a-time. Your question list is a guide, rather than an exact script; but have that guide with you.

On the following page, you will find some examples of general questions. These apply largely to groups discussing a current program or service, but they can be adjusted for planned programs, as well as for groups dealing with other concerns. Adapt these questions to your own needs.

EXAMPLES OF FOCUS GROUP QUESTIONS

- What are some of your thoughts about what is going on now?
- Would you say you are satisfied with the current situation, with the way things are going on?
- (If so) What are you satisfied about? Why is that?
  (Or, What is going well...?)
- Are there things you are dissatisfied with, that you would like to see changed?
  (Or, What is not going well...?)
- (If so) What are they? Why is that? How should they change?
  What kinds of things would you like to see happen?
- How about this particular aspect (of the topic).
  What do you think about that?
- Some people have said that one way to improve X is to do Y.
  Do you agree with this?
- How do you feel about that?
- Are there other recommendations that you have, or suggestions you would like to make?
- Are there other things you would like to say before we end the group?

Some 'probes' or 'follow-ups', designed to get more information on a given question:

- Can you say more about that?
  (Or, Can you give an example?)
- Betelhem says X. How about others of you. What do you think?
- How about you, Sirawdink. Do you have some thoughts on this? I have not heard your ideas on this. Would you like to share?

HOW DO YOU RUN A FOCUS GROUP, CONTINUED

9. Recruit your members. Call them up. Write them a letter. Or find them. Remember:

- Personal contact works best.
- Mention the benefits of participating. Why should people come?

10. Double-check.

Review the arrangements. Is everything ready to go?

11. Conduct the group.

A common sequence of events for many focus groups goes something like this: (The leader usually takes responsibility for carrying them out.)

- Thank people for coming.
- Review the purpose of the group, and the goals of the meeting.
- Go over the order of the meeting – how it will proceed, and how the members can contribute. Lay out the ground rules. Encourage open participation.
- Try to make everyone feel welcome. This is important, especially if few of your members have been in a focus group before.
- Ask an opening question. This could be a very general question (What are your general thoughts about X?), or something more specific. Both choices are justifiable, and both types of questions might be asked before the group ends.
- Make sure that all opinions on that question get a chance to be heard.

  Some common techniques:

  - *summarize what you think you have heard, and ask if the group agrees;*
  - *phrase the same question in a different way;*
  - *ask if anyone else has any comments on that question;*
  - *ask a follow-up question;*
  - *look around the room, and make brief eye contact, especially with those who may not have spoken;*

You might ask group members to draw or map out their ideas using paper and pencils or other drawing materials. Drawing can be done individually and shared in small or large groups. Remind everyone that the drawings do not have to be beautiful. Drawing is an excellent tool for overcoming language barriers, and for creative thinking.

- Ask your next question and proceed with other questions in the same general manner. The phrasing of the questions, the follow-up questions, the ordering of the questions, and how much time to spend on each one are points that the leader will have to decide.
- When all your questions have been asked, and before the group ends, ask if anyone has any other comments to make. This can be an effective way of gathering other opinions that have not yet been voiced.
- Tell the members about any next steps that will occur, and what they can expect to happen now.
- Don't forget to thank the group for coming!

12. After the meeting, look at the data.

If you have tape-recorded, make a transcript. If not, make a written summary from the group notes. But in any case, look closely at the information you have collected.

- What patterns emerge?
- What are the common themes?
- What new questions arise?
- What conclusions seem true?

In some cases, you can devise and use a coding system to "score" the data and count the number of times a particular theme is expressed. Experience helps here. But whether you do this or not, try to have more than one person review the results independently, because we all have our own opinions that can affect our judgement.

Then come together to compare your interpretations and conclusions.

13. Share results with the group.

This can be done by mail, phone, or email . Sometimes it's even possible to bring the group back for a second session, to review results, verify their accuracy, and/or explore other themes.

And note: perhaps members have now become more interested in the issue, and would like to get more involved. Consider offering them an opportunity to do so. A focus group, indirectly, can be a recruiting tool.

14. Use the results.

Of course, this isn't part of the group itself - at least not directly. But collecting useful information was the reason you wanted to do a focus group in the first place. Now you've got what you wanted. You have the opportunity, and perhaps also the responsibility, to put it to use. You can improve the situation that originally motivated you, and made you think about a focus group at the very beginning.

IN SUMMARY

A focus group is a small-group discussion guided by a trained leader. It is used to learn more about opinions on a designated topic, and then to guide future action. The group's composition and the group discussion should be carefully planned to create a nonthreatening environment, so that participants feel free to talk openly and give honest opinions. Participants are actively encouraged to not only express their own opinions, but also respond to other members and questions posed by the leader, focus groups offer a depth, nuance, and variety to the discussion that would not be available through surveys.

EXAMPLE OF A FOCUS GROUP [54]

Agricultural expert Joyce Thamaga-Chitja used a focus group to gain insight into the goals and concerns of a women's group, the Wives of Traditional Leaders Forum (WTLF), also referred to as Ndlunkulu, who are the senior wives of the traditional leaders in Umgungundlovu District Municipality in KwaZulu-Natal province of South Africa.

She asked questions about livelihoods:

> **"How is life in rural areas where you live? How do you and others derive a livelihood? Are women empowered to pursue opportunities in these areas?"**

About farming activities:

> **"What kind of crops do you and women in your areas grow? How are the farming projects going (challenges and successes)?"**

And about future goals:

> **"What are your future goals in farming? How will you reach these goals?"**

Through the focus group discussion, Thamaga-Chitja found out that these women were very determined to keep farming and trying new things, but faced challenges because their traditional gender roles as women prevented them from accessing resources. They had to take care of household work as well as farming, and they had to manage the power that employment brings in relation to their husbands (the perception that the working woman is now "above" her husband or "undermines" her husband's authority). They expressed a desire to have meetings about women's empowerment with both men and women present, as well as a desire to get help through education and skill training.

2. Cellphilms: Making Short Films Using Cell Phones [55]

NO EDITING REQUIRED (NER) CELLPHILMS!

Exploring an agricultural question through film does not have to involve complicated technology or long amounts of time. You can make your own short film in a day on your cell phone – called a cellphilm! You can do this on your own, in a group, or even help a group that you are working with create their own cellphilms.

This tool can help you explore an issue that is important to you and the farmers you are working with – and to share your ideas, questions, solutions and problems with others.

One challenge that DAs face is travelling long distances to visit individual farmers. Additionally, some farmers are not able to visit training centres because they are sick, they have children to take care of, or they simply cannot sacrifice any time away from their work. One study revealed that poor farmers were at the margin of extension services, and suggested that extension work be specifically targeted to include them.[56] DAs could overcome this challenge by creating cellphilms on their own, with other DAs or with farmers, that demonstrate how to use a new technology. Show these films to other farmers. This way, you do not have to travel with a heavy sample technology, but can simply show how it works using a video on your cell phone, and then discuss with the farmer if he or she would like to try it.

There are three main steps to making your cellphilm:

1. Storyboarding, or planning what you will film
2. Filming
3. Screening your film

STEP 1 : STORYBOARDING

A cellphilm can be made to explore just about any topic or problem that can be visually represented, and you can think of creative ways to represent things in a visual way. It is important to narrow down a question you are interested in exploring so that your film is focused and makes sense – and does not get too long! You can make a list of topics, and then decide on the one that interests you most. You can ask yourself, or your group:

- Why do you think this topic is important?
- In what ways is it important in the everyday lives of farmers? Other students? Your family? Your community?
- What other topics is this topic linked to?

Once you have chosen a topic – for example, the benefits and challenges that women face when growing and processing enset – you can make a visual outline of your film, using drawings and sketches.

Think about how you can represent your topic in a visual way.
Here are a few ideas:

- Will you act it out (drama)? Will you do an interview? Perform a poem?
- Narrate a story and take shots of significant objects that can be used as symbols?
- Will you play music in the background?
- How will you move the camera?
- What angle will you shoot from?
- What kind of light will you use (outside, inside, a lamp, daylight, moonlight)?

All of these details should be included in your storyboard so that it will be easier to film. Think about how these details can add to your message.

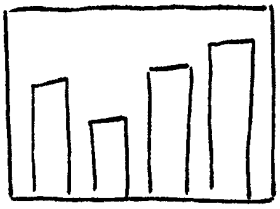
Each sketch represents one camera shot. You might make a few different storyboards, or you might also work with a list of ideas, until the storyboard is organized to make a point about the question. The following two pages include an example of brainstorming and storyboarding and a blank storyboard that you can use yourself.

EXAMPLE OF A STORYBOARD [57]

Title:
Integrating the disintegrated:
HIV & AIDS

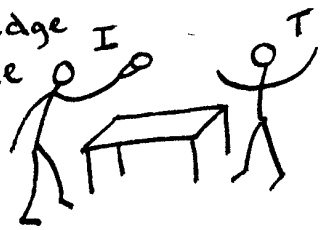
Show HIV & AIDS statistics
- world
- country
- province

chart →

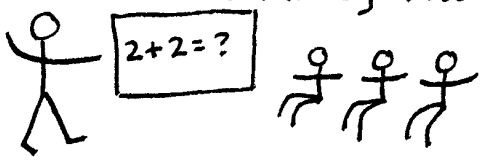


Interviews with learners
- needs

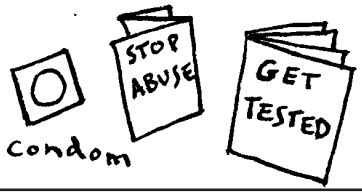
Interviews with teachers
- knowledge
- attitude



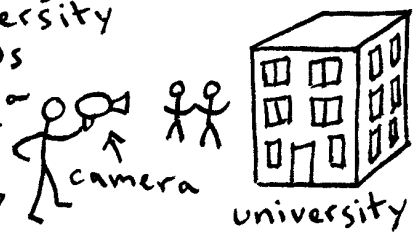
Clip showing lesson integrating HIV & AIDS awareness into eg. Math



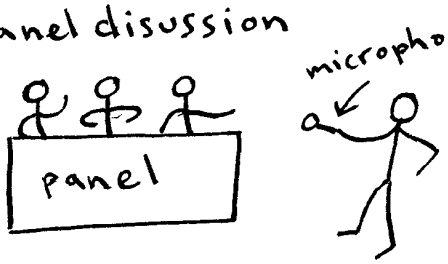
Examples of resources that are available to teachers



Training available/required
- university
- NGOs



Panel disussion



Overall Impact/Results
- use a clip from the internet showing successful application

Credits:
Betelhem
Henok
Sirawdink

BLANK STORYBOARD [57]

Write a short title for your video here: *(On a separate sheet write the title in large letters and then take a shot of the title so that the audience can see the title of your video.)*	**1.**
2.	**3.**
4.	**5.**
6.	**7.**
7.	**Credits** **Write the names of the people in your group here:** *(On a separate sheet write the names and surnames in large letters and take a shot of the list so that the audience can see who made your video.)*

STEP 2 – FILMING

Depending on your cell phone model, and depending on what kind of computer you have, there are different ways to go about filming. Locate the video recording option on your phone.

Decide who will be the 'camera person', that is, who will operate the cell phone video. If you are working in a group, you might each film some scenes. If you are working on your own, you might have to decide how to make your film using objects, scenery, colours, words, music, etc. , or you might try to prop your phone up somewhere so you can be in the film.

Gather all of your props, and practice each scene. *Note: During this time, you might come up with other good ideas; don't be afraid to include them, or change the original storyboard plan!*

The simplest option is to film in 'one' shot, which will require no editing. You can set up scene one, press record, then pause it when you are done scene 1. Then, set up the second scene, press record, and then pause it when you are done scene 2, and so on, until you have filmed all of your scenes. If your cellphone does not have the pause option, you can make a 'one-shot film' by planning well and making the whole film without pausing.

With this method, if you make a mistake, you will have to start all over again from scene 1, but the film does not have to be perfect – the goal is to tell your story! You might be surprised with what you can create.

Very important:
If you plan to take images that include other people, make sure that it is okay with them. Let them know what your plans are for the film, and if you are going to share it with others or put it on the internet, remember – once a video is online, anyone can see it and share it. You might have your 'actors' sign a form saying that they agree to have their image shared. You can see an example of this form on the next page.

You might also consider sharing your video on a secure website or video sharing page where people need to have a password to see your videos (like Vimeo).

Remember, do not take anyone's picture or video footage of them without their permission.

PERMISSION SLIPS [57]

Permission to take video footage of me:

Name: ______________________

I give ___________________________ permission to take video footage of me. I understand that this footage might be shared at community events, classroom discussions, on the internet, or at an exhibition at the university. I understand that this footage will not be used for any other purpose, unless I give my consent.

Signed:______________________ Date:_________________

Permission to take video footage of me:

Name: ______________________

I give ___________________________ permission to take video footage of me. I understand that this footage might be shared at community events, classroom discussions, on the internet, or at an exhibition at the university. I understand that this footage will not be used for any other purpose, unless I give my consent.

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Name: ______________________

I give ___________________________ permission to take video footage of me. I understand that this footage might be shared at community events, classroom discussions, on the internet, or at an exhibition at the university. I understand that this footage will not be used for any other purpose, unless I give my consent.

Signed:______________________ Date:_________________

STEP 3 – SCREENING

With the consent of your actors or the people that you interviewed (if you used actors or did an interview), you might want to share your film with others. This could be a powerful way to start discussion among you and your friends, your colleagues, or people you work with. After trying to make your own cellphilm, you could share the idea with a group of people you are working with. It might be a great way for them to show you the things that they are struggling with in their lives and work, as well as sharing ideas for solutions that you might be able to help with.

Some ideas for sharing your film:

- Save and play the cellphilm on your phone;
- Upload the cellphilm to YouTube;
- Purchase a video card converter that plugs into your computer. You can also use an inexpensive card reader to work with the memory card from the cellphone;
- You can then play the cellphilm on your computer, or even plug your computer into a projector to do a larger screening of the video.

If you show your cellphilm to a group, you might introduce it:

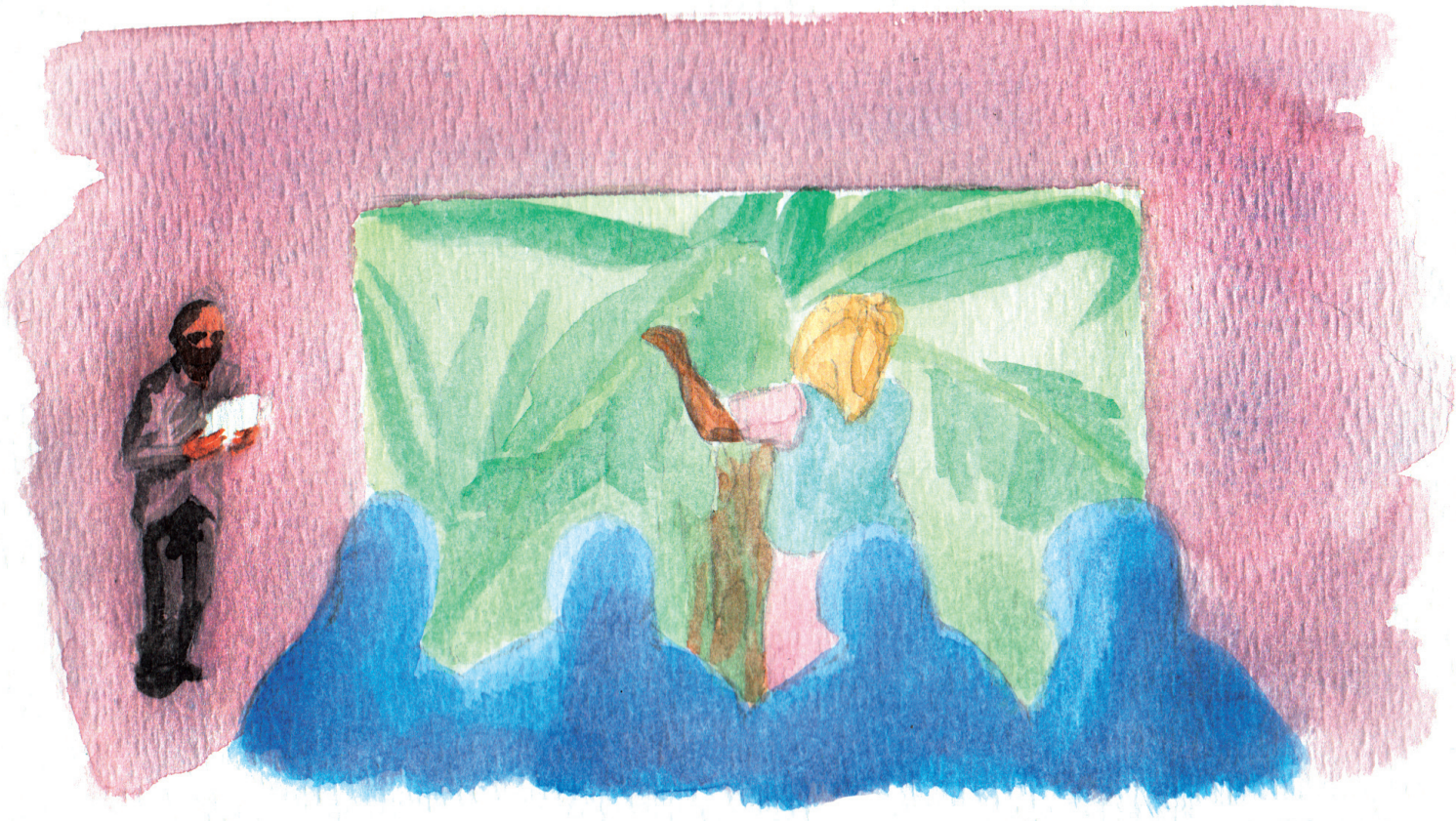
- Tell about the idea behind your video. Do you think your video shows others your idea? Why? Why not? Who would you want to show the cellphilm to? Why?
- Do you think it could help others understand the problem or issue you are exploring? How?

Once shown, encourage discussion from the audience. Possible questions could be:

- What is your reaction to this cellphilm?
- What suggestions can you come up with to help address the problem?
- Could you think of positive alternatives to problems shown in the cellphilm?
- What was the most surprising thing that you saw or thought of while viewing
  the video?
- What does the video say about, for example, what it is like to live in your community? Work on a farm? Support a family? Be a woman farmer? Be a male farmer? etc.
- How would it feel to be the main character in the video (if there is one)?
- What do you think are challenges that the characters in the video face in their lives?

You might also upload your video to a secure website, and invite certain people to view it with a password.

Now you have a basic outline for creating your own documentary film using a cell phone. Technology can change; the guidelines here can change depending on what kinds of technology you have available and want to experiment with.



Putting It All Together: Scenarios for Thought on HIV & AIDS, Gender, Participatory Methods and Technology Transfer

The following four scenarios act as a conclusion to the toolkit. Each situation draws on information about gender, HIV, participatory methods, and/or technology transfer. You can work through these scenarios on your own or with a colleague.

1. Henok is a Development Agent working in Jimma Zone. He has noticed that one of the smallholder farmer families that he works with has sold some of their farming equipment, and has stopped growing teff and has switched to sweet potatoes. Because of the sale of the equipment and the switch to a less labour intensive – but also less profitable – crop, Henok notices that this family is producing fewer crops, and making less money. Henok decides to talk to the family. He interviews the female head of the household, and finds out that her husband has HIV and is taking antiretroviral treatment (ART) medications. The family has incurred significant expenses due to his food and transportation, so the family had to sell some farming equipment to help pay for it. The husband is too sick to work hard in the field, so the family switched to a crop that is easier for the female farmer and the children to cultivate on their own. However, what they are cultivating does not provide enough nutrients for the family, nor is it valuable enough to sell. What can Henok do next to help this family get back on their feet??

2. You go to visit one of the farmers in your charge, Meron, a female farmer in Jimma Zone. Meron informs you that since it is the dry season, her husband has gone away to work on a large agricultural investment farm. Meron and her neighbours continue to cultivate their small farm at home, but Meron has several concerns.

(A) She is concerned about encountering gender-based violence when she travels to market to sell crops with her neighbors, since her husband is away.

(B) She is worried that one evening an intruder might break in and steal her cattle.

(C) Additionally, you are concerned about her husband's sexual activity while he is away, and you are worried that he might get HIV, and later pass it on to her when he returns home.

What can you do to help Meron protect herself? How might you use participatory methods to help women farmers in your area, like Meron, protect themselves?

3. Yared is a farmer in Jimma Zone. He regularly brings tomato crops to market to sell them, but notices that by the time he gets them to market, many of the crops are bruised or ruined and he cannot sell them. Many of the other farmers that go to market have noticed a similar thing. How could you use participatory methods to help these farmers find a solution to their problem?

4. Selam is a Development Agent in Jimma Zone. She is frustrated because many of the farmers she is working with keep planting their crops too close together, spreading disease and causing the crops to rot. How can she use participatory methods to convince the farmers to try different ways of planting?

5. You finally have time to visit a farmer that you have not visited in several months. He has not been able to participate in any Participatory Demonstration and Training Extension System (PADETES) training, or other training that you have offered. You have heard that one of his family members is quite sick, and you want to help him farm in a way that is more efficient using new technology from the research center. However, when you propose that he try a new farming technique, he is very resistant. Why might this farmer be resisting your advice? How could you use participatory methods to find a solution that uses the farmer's knowledge and will fit his situation?

Notes

INTRODUCTION

1. Mitchell, C. & Conway, C. (2013). *Integrating gender and HIV/AIDS into food security initiatives: Policy making 'from the ground up'.* Unpublished manuscript.
2. This draws on two important references:

   Belay, K. & Degnet, A. (2004). Challenges facing agricultural extension agents: A case study from South-western Ethiopia. *African Development Bank.* Blackwell Publishing: Malden, USA.

   Hart, T. & Aliber, M. (2011). The need for an engendered approach to agricultural technology. *Agenda: Empowering women for gender equity, 24*(84), 75-90.
3. Dalhousie University, International Projects: Ethiopia – Improving Livelihoods. Retrieved from http://www.dal.ca/faculty/agriculture/international-centre/projects/ethiopia.html

About the Toolkit

4. There have been many studies and reports on the links between gender, HIV & AIDS, and agriculture. Please see the references section for a list of resources.
5. Hunter, L. M. (2007). *Understanding how HIV/AIDS, agricultural systems, and food security are linked.* Population Reference Bureau. Retrieved from www.prb.org

Who Are You? Positioning Yourself as a Development Agent in the Context of Gender

6. Due, J. M., Magayane, F. & Temu, A. A. (1997). Gender again – Views of female agricultural extension officers by smallholder farmers in Tanzania. *World Development, 25*(5), 713-725.
7. Moletsane,R., Mitchell, C. & Smith, A. (2012). *Was it something I wore? Dress, identity and materiality.* Cape Town: HSRC Press. p. 264.
8. Ibid. p. 271.

SECTION A: GENDER AND DEVELOPMENT

What is Gender?

9. Definition of gender and "Conceptualising the concept of gender" adapted from: Kirk, J., Garrow, S. & McCandless, K. (2002). *A Facilitator's Guide to the Video Unwanted Images.* Canada-South Africa Education Management Program.
10. Table based on information from *4.3.1 Distinction between 'sex' and 'gender'.* In *SOCI 1101 Understanding Society: Online learning module.* University of Mauritius Virtual Campus. Retrieved from: http://vcampus.uom.ac.mu/soci1101/431_distinction_between_sex_and_gender.html

Gender in Ethiopia

11. This section has been adapted from the February 2011 *NSAC International Beyond Borders Newsletter.* Nova Scotia Agricultural College: Truro, Canada.
12. Cited in: Thamaga-Chitja, J. (2012). How has the rural farming woman progressed since the setting up of the Millennium Development Goals for eradication of poverty and hunger? *Agenda: Empowering women for gender equity, 26*(1), p. 72.
13. Ibid. p. 72.
14. Mitchell, C., Belew, D., Debela, A., Muleta, D. & Fikreyesus, S. (2010). "The farmer and her husband": Engendering the curriculum in a Faculty of Agriculture in an Ethiopian university. *Agenda: Empowering women for gender equity, 86*(24), 66-77.
15. International Monetary Fund. (2011). The Federal Democratic Republic of Ethiopia: Poverty Reduction Strategy Paper: Growth and Transformation Plan 2010/11–2014/15 Volume 1. *IMF Country Report No. 11/304.* Washington, D.C. Retrieved from www.img.org
16. Ministry of Finance and Economic Development (MoFED) of The Federal Democratic Republic of Ethiopia. (2006). *Ethiopia: Building on Progress. A Plan for Accelerated and Sustained Development to End Poverty (PASDEP) 2005/06- 2009/10 Volume 1.* Addis Ababa, Ethiopia. Retrieved from www.afdb.org
17. See www.un.org/milleniumgoals/
18. Bekele, F. (2006). *Fact finding of gender training capabilities in agricultural universities/colleges and organizations supplying gender training in Ethiopia.* Unpublished report to the Canadian International Development Agency.
19. Due, J. M., Magayane, F. & Temu, A. A. (1997). Gender again – Views of female agricultural extension officers by smallholder farmers in Tanzania. *World Development, 25*(5), 713-725.
20. Ibid.
21. Ministry of Finance and Economic Development (MoFED), Government of Ethiopia. (2012). *Ethiopia: 2010 MDGs Report: Trends and Prospects for meeting MDGs by 2015.* Addis Ababa, Ethiopia. p. 17. Retrieved from: www.mofed.gov.et

Gender and Agriculture – Division of Labour

22. Thamaga-Chitja, J. (2012). How has the rural farming woman progressed since the setting up of the Millennium Development Goals for eradication of poverty and hunger? *Agenda: Empowering women for gender equity, 26*(1), p.70.
23. This section has been adapted from: Mitchell, C., Belew, D., Debela, A., Muleta, D. & Fikreyesus, S. (2010). "The farmer and her husband": Engendering the curriculum in a Faculty of Agriculture in an Ethiopian university. *Agenda: Empowering women for gender equity, 86*(24), 66-77. Table reproduced with permission.

24. Table reproduced with permission from the authors. It can be found in: Ibid.

Travel, Transportation and Safety

25. Planning, Monitoring and Evaluation Directorate of the Federal HIV/AIDS Prevention and Control Office of the Federal Democratic Republic of Ethiopia. (2012). *Country Progress Report on HIV/AIDS Response.* p. 37. Retrieved from www.unaids.org

26. Ministry of Finance and Economic Development (MoFED), Government of Ethiopia. (2012). *Ethiopia: 2010 MDGs Report: Trends and Prospects for meeting MDGs by 2015.* Addis Ababa, Ethiopia. p. 19. Retrieved from www.mofed.gov.et

Gender and Technology

27. Due, J. M., Magayane, F. & Temu, A. A. (1997). Gender again – Views of female agricultural extension officers by smallholder farmers in Tanzania. *World Development, 25*(5), 713-725.

28. Belay, K. & Degnet, A. (2004). *Challenges facing agricultural extension agents: A case study from South-western Ethiopia.* African Development Bank. Blackwell Publishing: Malden, USA.

29. Mitchell, C., Belew, D., Debela, A., Muleta, D. & Fikreyesus, S. (2010). "The farmer and her husband": engendering the curriculum in a Faculty of Agriculture in an Ethiopian university. *Agenda: Empowering women for gender equity, 86*(24), 66-77.

30. Ibid. p. 74.

The following descriptions of agricultural technology (notes 31 to 37) were provided by Ali Mohammed (advisor for the creation of this toolkit) and Sirawdink Fikreyesus (lecturer at Jimma University College of Agriculture and Veterinary Medicine).

31. The enset scrapper is used to decorticate the pseudostem of enset (False banana) to produce fermented Kocho. Its major parts are a decorticating board, a clamping mechanism (clamp, cylindrical rod pulley, and rope) and a foot pedal assembly. The leaf sheath is decorticated using human labor after clamping the pieces of enset pseudostem against the decorticating board with the clamping mechanism which helps to develop a firm grip on the stem against the board. Using this equipment, the decorticating operation is done with comfort and more speed than traditionally used scrappers.

32. The corm pulverizer is used to crush the corm (root of the enset plant) into a uniform, fine size. It has a stainless steel blade fixed to the fly wheel. To pulverize the corm into uniform size, the corm is inserted in to the pulverizer and when the flywheel is rotated with human labor the stainless steel blade will grip it with a uniform feeding rate. This is a more comfortable operation than traditional methods.

33. The pot-in-pot storage technique is a cheap way of storing perishables. Fruits and vegetables are placed in a small clay pot which in turn is placed inside a big pot where the space in between is filled with sand. The wet sand serves as insulation and helps to reduce the temperature of the produce through an evaporative cooling mechanism.

34. The milk churner/cream separator is a hand-operated cylindrical wooden butter-making equipment which is intended for processing whole milk by separating cream from skimmed milk. It is fitted with a horizontal wooden agitator and chain sprocket driving mechanism. When whole milk is added in to the churner and the agitator is rotated, the cream will come out from the top and the skimmed milk will remain at the bottom due to density difference.

35. The harvesting poll/fruit harvester is used to harvest fruits with minimum mechanical damage. The equipment has access poles, a gathering unit and a spring to retain the fruit in place. During harvesting, fruits are detached from the mother plant and will be held in the gathering unit which is padded to protect fruits from mechanical damage. When fruit drops from a height, it can be damaged from the impact. This equipment prevents fruit from dropping to the ground, and therefore prevents quality loss.

36. A portable maize sheller is a manually operated piece of equipment used for shelling maize quickly and without much damage. It consists of a feeding tray (through which the cobs are fed), a drum and concave assembly and a flywheel. The maize is shelled between the clearance of the drum and concave assembly as it is fed through the feeding tray when the fly wheel is rotated.

37. Boxes for harvesting, transportation and storage of fruits and vegetables are designed to prevent damage and quality degradation that can occur through impact or vibration. They are also more durable than canvas bags and allow air flow. Different sizes of boxes can accommodate different crops and different tasks (harvesting, transportation, storage).

38. Hart, T. & Aliber, M. (2011). The need for an engendered approach to agricultural technology. *Agenda: Empowering women for gender equity, 24*(84), 75-90.

SECTION B: A CASE STUDY OF GENDER, PARTICIPATORY METHODS AND TECHNOLOGY TRANSFER

Geder and Enset: A Documentary Film

39. Section B: A Case Study has been adapted from: Passi, A. & Merrategegne, B. (2013). *A Guide to Gender and Enset: A Documentary film*. Post Harvest Management to Improve Livelihoods (PHMIL) – Ethiopia Project: Dalhousie University, McGill University, Jimma University of College of Agriculture and Veterinary Medicine.

About Participatory Research with Women

40. This section Adapted from the February 2012 *NSAC International: Beyond Borders newsletter*. Nova Scotia Agricultural College: Truro, Canada.

41. Diagram from: Tsegaye, A. (2002). *On indigenous production, genetic diversity and crop ecology of enset (Ensete ventricosum* (Welw.) Cheesman*).* (Doctoral dissertation). Retrieved from Wageningen University PhD Theses Database. (Dissertation no. 3183)

SECTION C: HIV & AIDS AND DEVELOPMENT

42. Planning, Monitoring and Evaluation Directorate of the Federal HIV/AIDS Prevention and Control Office of the Federal Democratic Republic of Ethiopia. (2012). *Country Progress Report on HIV/AIDS Response.* p. 1. Retrieved from www.unaids.org

43. Bishop-Sambrook, C. (2004). *The challenge of the HIV/AIDS epidemic in rural Ethiopia: Averting the crisis in low AIDS-impacted communities: Findings from fieldwork in Kersa woreda, Eastern Hararghe, Oromiya Region.* Sustainable Development Department, FAO, Rome. Retrieved from www.fao.org

Who is at Risk?

44. Planning, Monitoring and Evaluation Directorate of the Federal HIV/AIDS Prevention and Control Office of the Federal Democratic Republic of Ethiopia. (2012). *Country Progress Report on HIV/AIDS Response.* p. 14. Retrieved from www.unaids.org

45. Table adapted and reproduced with permission from the author. The original can be found in: Bishop-Sambrook, C. (2004). *The challenge of the HIV/AIDS epidemic in rural Ethiopia: Averting the crisis in low AIDS-impacted communities: Findings from fieldwork in Kersa woreda, Eastern Hararghe, Oromiya Region.* Sustainable Development Department, FAO, Rome. Retrieved from www.fao.org

46. Planning, Monitoring and Evaluation Directorate of the Federal HIV/AIDS Prevention and Control Office of the Federal Democratic Republic of Ethiopia. (2012). *Country Progress Report on HIV/AIDS Response.* p. 18. Retrieved from www.unaids.org

47. Ibid. p. 10

How is HIV & AIDS Related to Agriculture and to Development Agents?

48. Bishop-Sambrook, C. (2004). *The challenge of the HIV/AIDS epidemic in rural Ethiopia: Averting the crisis in low AIDS-impacted communities: Findings from fieldwork in Kersa woreda, Eastern Hararghe, Oromiya Region.* Sustainable Development Department, FAO, Rome. Retrieved from www.fao.org

Fast Facts about HIV & AIDS from UNAIDS

49. UNAIDS. *HIV prevention fast facts.* Retrieved from www.unaids.org

SECTION D: PARTICIPATORY METHODS FOR TECHNOLOGY TRANSFER

Finding Out What Farmers and Their Families Need

50. Reij, C. & Waters-Bayer, A. (2005). *Farmer innovation as entry point to participatory research and extension.* In Gonsalves, J., Becker, T., Braun, A., Campilan, D., De Chavez, H., Fajber, E., Kapiriri, M., Rivaca-Caminade, J. & Vernooy, R. *Participatory Research and Development for Sustainable Agriculture and Natural Resource Management: A Sourcebook. Volume 1: Understanding Participatory Research and Development.* (159-164). CIP/IDRC/IFAD/UPWARD. Retrieved from www.idrc.ca

51. Studies from Tanzania, Ethiopia and South Africa reported in three different papers:

    Due, J. M., Magayane, F. & Temu, A. A. (1997). Gender again – Views of female agricultural extension officers by smallholder farmers in Tanzania. *World Development, 25*(5), p. 713-725.

    Belay, K. & Degnet, A. (2004). Challenges facing agricultural extension agents: A case study from South-western Ethiopia. *African Development Bank*. Blackwell Publishing: Malden, USA.

    Hart, T. & Aliber, M. (2011). The need for an engendered approach to agricultural technology. *Agenda: Empowering women for gender equity, 24*(84), 75-90.

52. Gebru, G.W., Asayehegn, K. & Kaske, D. (2012). Challenges of development agents (DAs) performance in technology dissemination: A case from Southern, Nation, Nationalities and Peoples Regional State (SNNPRS), Ethiopia. *Scholarly Journal of Agricultural Science. 2*(9), 208-216.

Focus Groups

53. Adapted with permission from: Berkowitz, B. & Rabinowitz, P. (2013). Conducting Focus Groups. In *The Community Toolbox* (Chapter 3, Section 6). Retrieved from www.ctb.ku.edu

54. Adapted from Thamaga-Chitja, J. (2012). How has the rural farming woman progressed since the setting up of the Millennium Development Goals for eradication of poverty and hunger? *Agenda: Empowering women for gender equity, 26*(1), 67-80.

Cellphilms: Making Short Films Using Cell Phones

55. This section adapted from: HIV& AIDS Education community of Practice. (2011). *Using a different lens for HIV and AIDS Education: Research Method and Pedagogy Using Participatory Visual Methodologies.* Port Elizabeth: HIV & AIDS Education Research Chair, Nelson Mandela Metropolitan University.

56. Gebru, G.W., Asayehegn, K. & Kaske, D. (2012). Challenges of development agents (DAs) performance in technology dissemination: A case from Southern, Nation, Nationalities and Peoples Regional State (SNNPRS), Ethiopia. *Scholarly Journal of Agricultural Science. 2*(9), 208-216.

57. Storyboards and permission slips adapted from: HIV&AIDS Community of Practice (2011). *Using a different lens for HIV and AIDS Education: Research Method and Pedagogy Using Participatory Visual Methodologies.* Port Elizabeth: HIV and AIDS Education Research Chair, Nelson Mandela Metropolitan University.

Resources

Agenda: Empowering women for gender equity.
This journal has many excellent articles about women and agriculture.
http://www.agenda.org.za/

Economic Commission for Africa
Mitigating the impact of HIV/AIDS on smallholder agriculture, food security and livelihoods in Southern Africa: challenges and action plan 2006.
www.uneca.org

Ethiopian Ministry of Agriculture
Learning Module: HIV/AIDS and Agriculture for Agriculture Technical Vocational Education and Training Program, August 27, 2011.
Can be downloaded at
www.moa.gov.et > Resources > All Documents: HIV_AIDS & Agriculture Curriculum

Food and Agricultural Organization of the United Nations
The Impact of HIV/AIDS on Food Security
The Impact of HIV/AIDS on Rural Households and Land Issues in Southern and Eastern Africa www.fao.org

GRAIN
A small international non-profit organisation that works to support small farmers and social movements in their struggles for community-controlled and biodiversity-based food systems.
www.grain.org

Journal of Agricultural Education & Extension
Special Issue on Gender Inequality and Agricultural Extension. Vol. 19, No. 5
www.tandfonline.com

Millennium Development Goals
Millennium Development Goals state that addressing gender issues is central to achieving all other goals.
www.un.org/milleniumgoals

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