

Gender Sensitive Access to Markets

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A Training Handbook



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Cover: Women group of handcraft makers in Fayaqo Island, Senegal.

Photograph: Teresa Anderson | ActionAid

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A group of women in Ghana, building a map of their community. Photo: Celso Marcatto | ActionAid

Introduction

Why are we writing this handbook? Who are we writing it for? What problems is it designed to help solve? How does it connect to ActionAid's work in agriculture, livelihoods and gender sensitivity?

Through its Human Rights Based Approach (HRBA)¹ ActionAid has a long history of effective work in promoting human rights through grassroots empowerment with a focus on women as an integral part. Though rights are essential for personhood, rights without access to markets will not promote the necessary move to eliminating poverty.

Though multiple economic interventions are designed, women's access to markets remains a significant challenge for many of the groups that ActionAid works with. Women are perceived as caregivers and given the structural imbalances and preconceived notions of what women should and should not do their economic contribution is not valued. Their difficulties never mark a presence as they are normalized. Often the programmes miss addressing the integrated development of women and building their capacity to face external and internal influencing forces that act as a pull back. In many places, the market is considered men's domain and seldom do women gain space for themselves in the market, leave alone spaces in formal decision making bodies.

Many groups lack a deep understanding about what markets are, how they operate, what the buyers in the market are really looking for and how to establish win-win relationships with buyers. Some producers' groups do not know if the economic activities that they engage in are truly profitable or what it would take to make them profitable. In many cases, groups just need simple adjustments for becoming more sustainable and profitable. In other cases, however, a group may need more complex interventions. This may involve establishing new relationships with buyers, changes in the way products are produced and packaged, the machines they use or changes in the products that they produce. It may also involve changes in the way the production and distribution processes are organized and who participates in them. It will certainly involve a better understanding of the risks and potential of market access. It will also involve a gender analysis since men and women may experience different risks and potential market access depending on their context, status, personal knowledge and skills. Once women gain knowledge and skills along with forms of wealth, they will be able to establish tangible opportunities for themselves, creating demand for their products and establishing a gender sensitive value chain.

Unfortunately, buyers have not always treated producers fairly. Win-win relationships require a mutual understanding of what it takes for both buyers and suppliers to succeed over the long term and how each can contribute to the success of the other. This may mean, for example, benefits to buyers of a stable supply of products

1. Our Human Rights Based Approach centres support people living in poverty to become conscious of their rights, to organize themselves to claim their rights and to hold duty bearers to account. We build on the international human rights law, but go beyond a legal or technical approach supporting people to analyse and confront power imbalances and take sides with people living in poverty.

delivered to their specifications and benefits to suppliers of stable pricing that covers their costs of production and sustained market demand.

Engaging women's collectives and other producers' groups with markets proposed in this handbook is designed to reshape the dynamics of market exchange based on a more complete understanding of a market's functions, self-interests and also the shared interests of buyers and producers. As buyers understand the challenges and opportunities that producers face better they may discover new roles for themselves in helping them succeed. For example, producers and buyers can work together to build a new market for agroecological products that is based not on rigid standards and uniformity of the products but on nutritional quality and healthy products aimed at advancing women's rights. They can also explore the market together for local communities' traditional products. Buyers, out of their self-interest, may support producers by introducing them to other producers and improving their capacity to produce more quality and healthy products thus satisfying both sellers and buyers and creating market opportunities for local products in a competitive manner.

Not every buyer will be ready to consider the benefits of a win-win approach, but those who do can help reshape the competitive environment for those who do not. For example, once an alternative exists, buyers who are not willing to treat producers fairly may find that producers are no longer willing to sell to them.

The approach proposed here is also designed to allow groups to challenge what they think they know about the market, increasing a collective's knowledge about the market and opening up possibilities of exploring existing and new alternatives for processing, packing and accessing the market. An institutional market is an example of an alternative that collectives may explore. Smallholder groups are selling goods collectively to governments, institutional procurement programmes and multilateral organizations in several countries.

Another alternative that groups may explore involves initiatives that can reduce the distance between producers and consumers by selling products directly to consumers. 'Territorial markets' and the exchange of products are key alternatives that local women's groups may explore. Most of the products that smallholders produce, sell and consume are channelled through territorial markets. These extremely diverse markets are usually a mix of formal and informal markets. They are situated in an identified, specific area ranging from a village up to the district, national or even regional levels. Hence, they cannot be defined as 'local.' Women are key actors in territorial markets so these markets provide them with an important source of authority and of revenue whose benefits are passed on directly to them and their families.²

This handbook explores how to identify the challenges and women's and local communities' potential to access the markets. Most of the frameworks on market access depend on market assessments made by external consultants and are focussed on income generation alone. ActionAid's approach to value chains emphasizes women's groups being able to independently analyse the value chain

2. Based on the document 'Connecting Smallholders to Markets - What the CSM is advocating,' one of the documents that contributed to discussions around Connecting Smallholders to Markets organized by the Committee on World Food Security, June 2016.

from a gender perspective in examining the economic, social and environmental sustainability of access to market initiatives and ensuring that all actors in the value chain have a shared value creating wealth for all.

Our expectation is that local groups will be able to use the methodology with support from ActionAid and its partners to improve the way they understand, access and benefit from markets. Our objective is for local groups to follow the steps proposed here to increase their self-understanding about their weaknesses, challenges, potentialities and market opportunities. The aim is to help local groups to be more self-sufficient and independent, able to take control of their access to market initiatives and capable of identifying their own demands related to knowledge, infrastructure, market relations and technologies. We believe that local groups are better positioned to identify their weaknesses, challenges and problems and the ways in which to tackle them.

We hope this methodology will help women and women's groups create new possibilities of generating and controlling income and redefining the domains for women, families, communities and society in general in markets to a greater extent. The handbook has been developed in response to demand within the organization for guidance on how women's collectives and other producers' groups may create and explore market alternatives and improve their access to the market in a manner that empowers women producers as partners in market relationships, increases multiple forms of wealth, promotes gender equity and strengthens producers' rights.

In 2012, ActionAid staff members had the opportunity to participate in a workshop conducted by Yellow Wood Associates and supported by Ford Foundation to explore the applicability of the wealth creation approach to international development. The wealth creation approach (described more fully in the 'Description' section of this handbook), develops value chains based on actual relationships with specific buyers in which buyers and producers work together to meet consumers' demands and the benefits from market access flow back to producers, their households, communities and regions.

In September 2013, as part of its Strengthening Women Collectives initiative, ActionAid and Yellow Wood co-facilitated a 5-day workshop in Nepal on Gender Sensitive Access to Market and Value Chain for heads of women's collectives, ActionAid's staff members, partners and national coordinators from five countries -- Pakistan, India, Nepal, Bangladesh and Senegal. The framework generated was pilot tested in these countries and disseminated to more LAND³ countries within the ActionAid Federation. They were also encouraged to pilot test a few of its components. In December 2015, a training of trainers was organized to train and simultaneously discuss ways of improving the methodology. Follow up action plans for the feedback were drawn up. This handbook is a result of the lessons learned during and since those workshops. With this handbook we aim to provide practical tools for practitioners, colleagues and partners in the ActionAid community and beyond who are seeking better ways for men and women smallholders to connect

3. Land, Agriculture, Natural Resources and Defense of Commons (LAND) is ActionAid's learning platform to realize its strategic objectives and to facilitate the integrated planning and delivery of work on livelihoods and natural resources done by 30 ActionAid members.

with markets. This handbook may also help establish a shared framework on how we think about access to markets and a common language that can help us communicate the commonalities, differences and lessons learned that emerge from our work around the world.

Market access should not be seen as a process of subjugating the interests of local producers to external market forces. Markets must respect the environment, promote gender equity and women's rights, ensure food security and empower local producers to respond to and shape market demand. This can be done by building partnerships with buyers, consumers and others who genuinely benefit from their production and in whose self-interest it is to contribute to their success. Women, in particular, become more directly engaged in building market relationships and supplying value goods and services to buyers which can lead to a shift in the dynamics of markets and in increased gender sensitivity.

We hope that this approach to market access will help advance ActionAid's objectives with respect to agroecology⁴ by strengthening the gender and economic components of sustainability as also its social and environmental components.

How to use this handbook

The first section this handbook, **Description**, provides a summary of the market access approach and introduces several key concepts that are used throughout the handbook. The next section, Components, covers each of the following seven **components** of market access in depth:

- Identifying the local production potential
- Collectives' reflection on the market
- Building relationships with markets
- Gender sensitive value chain to support a collective's goals
- Gaps and risks in the value chain
- Building sustainable wealth that sticks
- Collective plan of actions

Each component is described along with an explanation of how it contributes to understanding the market and examples of how it looks in the field. At least one participatory tool that can be used by the communities, ActionAid and partners' staff members to implement each component is provided along with instructions for its use. Like in a puzzle, each component brings new fragments/elements that can help the groups build a big picture about access to market and value chains.

The components are designed to help groups identify what they know, what they don't know and what they should do to fill their information gaps. Groups can

4. Agroecology is an initiative that ActionAid has been implementing based on the concepts and practices of **agroecology** and on its **Human Rights Based Approach**.

ActionAid is proposing agroecology as a tool for increasing resilience, food security/sovereignty and preparedness of women and men smallholder farmers to face the impacts of climate change.

It is based on the identification of major problems and risks that the local communities are facing, and/or are likely to face in the near future and on the design and implementation of site-specific adaptation strategies aimed at reducing vulnerabilities and increasing the productivity, resistance and resilience of smallholder production systems.

adapt the contents to their reality and demands, adding questions like: Do we have all the necessary economic and financial skills that we need? What do we know about legislation and necessary infrastructure? What are the best processing and packaging alternatives? Do we know how to build the price of our product? What kind of capacity building do we need to ensure the success of our entrepreneur? Who can support the capacity building that we need?

There is no need to use all the tools presented for each component. The order in which the components are addressed may vary in different places and can be adapted as per local contexts. For example, a group may already know a great deal about gender roles in relation to production. If so, the group can bring this information into all the components right from the start. The section on each component concludes with a few questions that should be answered when each component has been completed.

Although the components are presented as seven steps, there is no need to work each component step by step. Based on experience and on the knowledge of the group, the facilitator may decide to combine two or more components and work with them at the same time.

It is important to note that like in all participatory tools we should prevent domination by the facilitator or by any of the participants and ensure the participation of all members during the exercises.

Use of local materials that are moveable makes this a much more democratic process and brings ownership to the whole discussion process. Usually there are only one or two pens and the most literate members of the group take/are given control of these. There are simple alternatives that can be used to prevent this kind of domination. For example, if the group is using the tool called mapping, substituting pens with objects such as pebbles and sticks will allow all members to take turns to place them (ensuring there is a full discussion as each object is placed). They can also be moved following a discussion. Moving objects is easier as people are often reluctant to cross out pen marks. It is important to agree on what each object represents, for example, pebble - cow, leaf - sheep so that everyone in the group can 'read and understand' the map.

Keep in mind that our aim is to support local groups to be more independent and take control of their access to market initiatives. What we are proposing is exploring market access through a collective learning process that can help local groups identify their own weaknesses, challenges and opportunities.

The tools presented here are suggestions; many other participatory tools may work as well. If you choose to use other tools or invent a new one, please let us know of your experience so we can improve our handbook and share these new tools with our colleagues. We all are on this learning journey together.

As a complement to this handbook, we have created a page on the Extranet on Gender Sensitive Access to Markets⁵ where one can find documents, videos,

5. <https://extranet.actionaid.org/KCP2/SitePages/Gender%20Sensitive%20Access%20to%20Market%20and%20Value%20Chains.aspx>.

case studies and many additional participatory methodologies that can be used to support access to market initiatives. It is also possible to include material on this site for sharing with other colleagues. Though ActionAid's staff members may access this normally, others will need a password. If you need a password, please send a message to celso.marcatto@actionaid.org or send a message on the Extranet site requesting a password.

We strongly recommend that the users of this handbook read at least three ActionAid documents: The Reflection-Action Cycle (R-A Module 2.pdf); R-A Module 1.pdf (both available at the Gender Sensitive Access to Market – Extranet –in the folder 'Support Materials'); and Reflection Action Tools.pdf (available in the folder 'Supplementary Methodologies and Tools.')

Description of the framework and key concepts *Description of the framework and key concepts including value chains, access to markets, gender sensitivity wealth creation (Gender Sensitive Framework for Access to Market and Value Chain – Box 1)*

This handbook is based on the assumption that one powerful way of overcoming poverty is by empowering those who have been systematically excluded from participation in mainstream economies by connecting them with markets in ways that produce real and lasting benefits for them.

The market access framework uses the construct of value chains as a means by which producers respond to and shape market demand. A **value chain** is a set of relationships among the people whose skills and contributions are essential for producing a good or service valued by buyers in the market. In this handbook we concentrate on territorial markets,⁶ first on **local, regional and national level markets** and then on **export markets**.

Instead of beginning with **producers** and the products that they already have, the market access begins with understanding consumers and **buyers in detail**: Who are they? What do they want? If they are not going to use the product themselves, what are their consumers asking for? Who do they buy from now? What are they wishing for that they cannot find? By starting with buyers or consumers, producers learn about how they can best organize themselves to meet real demand in the market or finding ways to create demand for their products instead of simply taking whatever they have to the market and hoping that it will sell.

As producers organize to meet a specific market demand, their relationship with buyers gets stronger and buyers can begin sharing more market information that allows producers to plan and adjust to changing market conditions and to find new ways of adding value to their products. For example, if there is demand for soap

6. According to the document 'Connecting Smallholders to Markets - What the CSM is advocating,' a 'territorial market is distinguished from the global food supply system by certain characteristics:

- They are directly linked to local, national and/or regional food systems: the food concerned is produced, processed, traded and consumed within a given "territory", the gap between producers and end users is narrowed, and the length of the circuit is shortened;
- They perform multiple economic, social and cultural functions within their given territories - starting with but not limited to food provision;
- They are the most remunerative for smallholders since they provide them with more control over conditions of access and prices than mainstream value chains.'

dishes in the market but buyers tell producers that they will be worth more and sell better if handmade soap is included, producers of soap dishes can partner with soap producers for shared benefits.

This idea of beginning with the market and building relationships with buyers and consumers is called being **demand-oriented**. It is all about understanding why buyers will want to do business with producers and how producers and buyers can create win-win situations by working together. We recognize that from the producers' perspective, a win-win situation is one that positively affects social, environmental and gender equity issues as well as financial gains. Buyers may also have interests depending on the interests of their consumers. Consumers' support for fair trade has shaped buyers' behaviours in international markets. For example, regional buyers and their consumers may be interested in the welfare of the communities from which they came. This interaction among producers, consumers and buyers can reduce the distance between them and may also be an opportunity for producers to raise awareness, to educate consumers about real food quality, production limitations and environmental and gender issues related to the production of food. Components 1, 2 and 3 describe the steps involved in developing a value chain that is demand-oriented (Box 2 gives a short analysis of the differences between supply chain, value chain and the wealth creation value chain. Box 3 gives a comparison of value and supply chains).

The goal of a value chain as envisioned in this handbook is to create and sustain multiple forms of wealth or assets for producers, communities and regions because not only currency but all forms of wealth are the basis of a sustainable economy. Therefore, we need to know: What is going on in the markets around us? What is being bought and sold? What do people want that they cannot already get? What can we contribute that will be valued? This form of wealth is called **intellectual capital**. (Please find detailed description of different forms of wealth in Annex 01 on pages 119-120) Often the conversations that occur between producers and buyers using this approach for achieving market access generate new knowledge that reveals new opportunities and can spark creative responses.

Once producers know more about what buyers and consumers in the market really want, they may need new materials, land, equipment or other resources to be able to produce to market standards. Skill producers already have skills and what they can also acquire is called **individual capital**. The materials and equipment that they use are **built capital**. Land and other environmental resources (like water, soil, biodiversity and agro-biodiversity) are **natural capital**.

Growing relationships within producers' organizations and across the value chain strengthen **social capital** and provide a basis for voice and agency that can be used for changing the 'rules' under which the value chain operates. For example, if women are not allowed to manage money or not allowed to travel, this inhibits their ability to contribute to and succeed in the value chain. Working together and with other partners in the chain, these 'rules' can change. This capacity to change 'rules' whether they are formal laws or regulations or informal customs that influence behaviour to the detriment of the value chain's participants, is called **political capital**. The market access approach to political capital places the demand for change in the context of improving market opportunities not only for producers,

Box 1

Framework for Gender Sensitive Access to Markets



Component 1 Identifying local production potential

- An analysis of what is being produced or can be produced in an area
- An analysis of income and expenses
- Power and gender analysis in the production and marketing of agricultural and non-agricultural products



Component 2 Collectives' reflection on the market

- Analysing producers' experiences of market engagement
- Analysing the market situation including channels and actors



Component 3 Building relationships with markets

- Understanding value propositions
- Improving market access through relationship building
- Assessing market demand of specific buyers



Component 4 **Gender sensitive value chain to support collective goals**

- Mapping the value chain from a feministic perspective
- Exploring gender roles and opportunities within the value chain
- Identifying risks and challenges for women contributing to the value chain



Component 5 **Gaps, bottlenecks and risks in the value chain**

- Income and expense analysis
- Identifying gaps and bottlenecks for producers' groups
- Power analysis with respect to gaps and risks
- Identifying supporting and hindering policies, programmes and institutions and the changes required



Component 6 **Building sustainable wealth that sticks**

- Wealth assessment
- Building wealth by filling gaps and eliminating bottlenecks
- Using wealth to fill gaps
- Identifying who may benefit and get investment opportunities



Component 7 **Collective Plan of Action**

- Action planning - The first actions to be taken with respect to the gaps that you have identified in the value chain

Box 2 – Understanding the differences between supply chains, value chains and wealth creation value chains

Supply Chains: push products to the market. This means they only get market intelligence after they have invested in producing a product or service.

Value Chains: focus on financial profitability and the amount of financial value added at each stage of the chain.

Wealth Creation Value Chains: produce a range of values in response to market demand. They are intentionally inclusive and managed to create multiple forms of wealth that stick for those who have been excluded from the mainstream economy.

but for buyers as well. When it is in the self-interest of buyers and consumers to support the rights of producers, this is a powerful coalition for change. Component 4 addresses gender sensitivity in value chain development.

As a value chain develops, there are generally gaps that need to be filled to allow the people and businesses participating in the chain to grow and reach their full potential in a sustainable and equitable manner. Sometimes new partners come in to fill the gaps in the value chain. For example, there may be a new partner who provides delivery services to the market once deliveries are made on a regular basis. There may be a partner who contributes to packaging materials and services or insurance or micro-credit. In addition to gaps, participation in a value chain may also entail risks. What happens if a collective has a contract to deliver and it cannot do so due to unforeseen circumstances? Learning how to manage risk is a part of developing a successful value chain. Component 5 discusses how to identify gaps and manage risks.

Finally, value chains are intended to access markets in ways that are financially profitable so that producers can not only earn money but also save it. Savings are **financial capital** that can be invested in improving the value chain or in other forms of wealth like improved education, healthcare and diets. The way in which producers and others in the value chain work together determines how much of what kind of

Box 3 – Value Chains versus Supply Chains

Traditional Supply Chain	Traditional Supply Chain
● Chain starts with producer supply	➔ Chain starts with consumer demand
● Measured by net income produced	➔ Measured by wealth created/retained
● Everyone is in it for him/herself	➔ Everyone is in it together
● Power determines who gets paid how much for their role	➔ Intentionally balances mutual benefit of all in chain
● Participants try to pass on costs to others within or outside of chain	➔ All known costs are considered and addressed
● Tries to influence policy to create advantage and maximize short-term income	➔ Tries to influence policy to level the playing field and maximise long-term and widely shared wealth

Source: Wealth Creation Value Chains - A Systems Approach to Development. A Yellow Wood Foundation presentation

wealth is created, sustained and who benefits from it. Market access is not only about improving incomes, it is also about capturing opportunities for investing in and using multiple forms of wealth for sustainable livelihoods. Component 6 addresses wealth creation.

While market access can be a vehicle for transformational change, it is not sustainable if the value chain itself is not profitable. Thinking of a value chain as a business and understanding how to minimize costs, improving efficiencies, differentiating products and overcoming challenges to achieve profitability is critical to achieving sustainable livelihoods. But, the key issue here is **how** do we go about achieving profitability. The methodology described in this handbook proposes increasing profitability by intentionally building multiple forms of wealth that benefit economically marginalized people and places thus contributing to greater equality in enhancing food security and in preserving agro-biodiversity and the environment. Component 7 addresses the collective plan of actions to enhance a group's initiatives in access to the market.



Open market in Zimbabwe. Photo: Celso Marcatto | ActionAid



COMPONENT 01

Identifying Local Production Potential

Identifying the local production potential has three sub-components:

1. **An analysis of what is being produced or has been produced in an area**
2. **Income and expense analysis**
3. **Power and gender analysis** in the production and marketing of agricultural and non-agricultural products

1. An analysis of what is being produced or has been produced in an area

Although this approach to market access is generally demand-oriented, we know that not all groups of producers, especially women producers (who need to balance their domestic and business lives) and not all local environment conditions are equally well suited for producing every product that a market might want. Similarly, the market is not fully aware of the potential that all the producers may have. Therefore, it is important to have a solid understanding of the kind of production that is best suited to the environment, resources and culture of the area in which the producers' group lives and works. It is also important to know in which way production may affect or have an impact on issues like sustainability, food security of the families involved, women's unpaid care work¹ and women's workload.

This component begins with an analysis of what is being produced or has been produced in an area and who produced it (men or women). This understanding helps producers evolve multiple possibilities that can be shaped to respond to market demand. They can perhaps produce more of the same product or a variation of something that is familiar. They might also recombine their skills and resources to produce something entirely new, for example, by introducing gravity-fed irrigation. This understanding can also help identify underutilized resources in the community or region.

The tools we suggest for analysing production experience, capabilities and resources are **timeline, time-matrix, asset mapping, seasonal calendar and focus group discussions**. Everything is to be used by members of the producers' group and other resource people from the community or region.

1. Unpaid care work refers to work done in the home and in communities like preparing food, collecting firewood and water and taking care of the children, the ill and the elderly for no pay.

Training Tool

Timeline Analysis: Mapping Changes over Time



Purpose

Timeline is used to better understand what is produced or has been produced in an area. By reviewing past practices and why the changes occurred, participants will gain a better understanding of opportunities and challenges. It is important to remember that just because something did not work at one point in time, does not mean it won't be successful now. Living conditions vary and new situations can also be created. This tool is used for a specific topic (for example, 'changes in what we eat', 'changes in products made from a particular resource', 'changes in land use, rain and cropping patterns', 'changes in marketing trends', 'changes in gender roles in terms of production, customs and practices', 'changes in the way in which the community's groups organize themselves') or specific products (for example, 'changes in quantities of goat, lamb and beef production'). As markets are identified, it may be necessary to return to this tool to address additional topics or products.



Expected Time

1.5 – 2 hours



Number of participants

6-15 (a large mixed group or divided into two groups by gender). A cross-section of the community is required to validate the overall conclusions.



Materials you need

Markers, long length of wide paper, smaller pieces of paper for drawings and tape. If paper and pens are not available or if some participants have difficulties in reading and writing this tool can be created on the ground using local materials.

Instructions



1. Decide the specific topic to be discussed. This can be discussed using pictures, writing or symbols (for example, pebbles to show quantities).
2. Create a timeline of every five or ten years with events to be filled in through a group discussion. Be sure to include a gender lens, asking about differences between women and men (if more appropriate, divide a group by gender). The questions can include: Who performs the work? Are they paid or unpaid? Who takes the decisions?

3. Allow ample time for discussions around each time period and make sure all relevant issues are recorded (there may be several 'entries' in the matrix). Sensitive issues from the past may be raised. If this happens, the facilitator can move to the next time period and return to the sensitive issue during a focus group discussion.

Reflection



1. What did the community produce in the past that is no longer produced or where the production is greatly reduced? Which products were produced by men and which by women?
2. What are the factors that stopped the production of these products? Can the changed conditions be addressed? Which ones? Are there any changes between the products produced now by women and men? What has led to these changes?
3. What knowledge and skills existed in the past? If needed, could these be developed?
4. Are the resources that were used in the past still in the community but are no longer in use now?

Take notes on discussion points. If one wants to explore the issues more deeply, the information collected can be organized in the timeline in a time-matrix. Identify any remaining questions to be explored during a focus group discussion.



A group of women in Bangladesh building a timeline. Photo: Celso Marcatto | ActionAid

Examples Changes in products made from river grasses

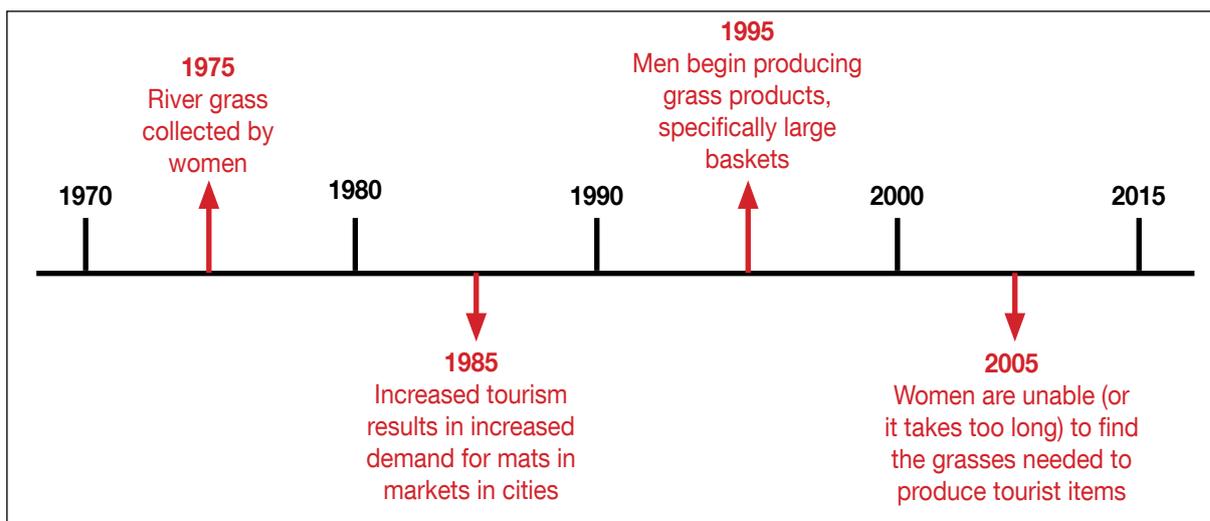


Table: Sample Time Matrix

(Based on the elements identified on the timeline given as example, we can fill the time-matrix.)

Time periods	Main Activities	The roles of each member of community
1975-1985	River grasses are collected by women and made into mats for family use.	Women take care of river grass groves by regularly cutting out dead stalks, taking only the older stalks of grass and leaving the young shoots for future use.
1985-1995	Increase in tourism results in increased demand for mats in markets in cities. While selling their mats in the city, women see other products that can be made and increase their skills to produce a range of products. Women join together to market these items and form a savings club. Their incomes increase.	Women take care of river grass groves by regularly cutting out dead stalks, taking only the older stalks of grass and leaving the young shoots for future use.
1995-2005	Men begin producing grass products, specifically large baskets for carrying debris from the increasing number of construction sites in the urban area. Men's incomes increase.	A large amount of river grass is now needed for the large number of baskets being produced. All ages of grass are harvested. Women now have to walk further to find adequate supplies of grass.
2005-2015	Women are unable (or it takes too long) to find the grasses needed to produce tourist items. Households now purchase mats made of synthetic materials, rather than from grass. Incomes for women drop significantly.	The amount of river grasses available continues to decrease. As a result, erosion of stream banks increases and water quality decreases. People become sicker and women have to take care of them. Women have to walk further to get portable water.

Another example: Changes in the production of meat in the community (as indicated by the number of pebbles)

Table: Sample Time Matrix

	1995-2000	2000-2005	2005-2010	2010-2015
Goats	■	■■■	■■■■	■
Sheep			■■■■	■■■■
Cattle	■■■	■■	■	
Rainfall	■■■■■	■■■■	■■■■	■■

- A discussion reveals:**
- There was an increase in goat production in 2000-2010 as there was free access to veterinary services. As a result of a structural adjustment programme the government started charging for these services in 2009 and most community members could not pay. The cooperative's members agreed to bring all their goats together for treatment thereby reducing the costs for each individual member.
 - As more and more inputs and new practices are required to produce cattle that meet health policies and requirements passed in 2003, local community members have been unable to afford the costs of producing beef. By 2015, cattle were only produced by corporations outside the community.
 - There is the potential to further increase the production of sheep as long as transportation to markets outside the community is available.
 - Reduced rainfall has led to reduced grass available for livestock with the result that there is increased competition and reduced production.

Training Tool

Gender sensitive Asset Mapping: Identifying Production Infrastructure, Land, Skills, and Other Resources through a Gender Lens



Purpose

Asset mapping is used to better understand what is produced or has been produced in an area. By identifying resources, their ownership, access and control in the community, participants will gain a better understanding of the opportunities available for increasing production. They can also identify the barriers, gaps and resources that are currently underutilized.

This tool is used for identifying existing production elements (for example, buildings, storage facilities, roads, land, skills, credit, inputs and mobile phones). The tool can be completed for a specific set of products or as a more general inventory of the resources available. As new markets are identified it may be necessary to redo this tool for further discussions regarding additional products.



Expected Time

1.5 – 2 hours



Number of participants

5-15. This tool is best completed in small groups with the results combined during the discussion. One person should facilitate the work while the group as a whole can participate in the process of drawing the map. A cross-section of the community is required to validate the overall conclusions. Groups can be divided by gender.



Materials you need

Markers, large sheets of wide paper, smaller pieces of paper for drawings, tape/glue, etc. This map can also be drawn on the ground with a stick, using pictures, symbols or any local material available. Purchased maps can also be used but in this case it will be necessary to orient the participants to what they are looking at by adding key landmarks.

If paper is used, it is best to start off with post-it notes or other moveable/changeable elements, like bits of paper with writing/drawing placed on a box or on each square of a matrix, rather than writing directly on the large sheet as participants often correct their observations after discussions.

Examples of "Asset Mapping" built by groups of women in Bangladesh, Ghana and Rwanda.



Instructions



1. Ask the participants to think about their community and then draw the resources that help them produce certain products or in production generally and place these on the map. They should include:
 - a) Homes or compounds where people live. Indicate where someone who has a unique and specific skill or knowledge useful for production lives. Only include special areas of knowledge (for example, 'harvesting' is an important skill, but one shared by many people and so should not be included in the map) It is also important to acknowledge the skills of the women in the group as the tendency is to ignore these as a regular part of women's work.
 - b) Land and/or other natural resources (like forest, sources of water –to drink, to give to animals, pastures and to produce) currently used and land/natural

More than identifying existing structures/resources, it is important to talk about the conditions of the existing structures/resources, if they are enough or working well, limiting factors, etc.

- h) Identifying limiting productive and environmental factors and potential risks like flood prone areas, landslides and bush fire prone areas.

After about 45 minutes or when all the groups are done, ask each group to present its map. What are the commonalities? And the differences?

Select one of the most complete maps and add items identified by the other groups that are missing in it. Ask the whole group if their viewpoints are captured on this 'consensus map.' If necessary, ask a small group to redraw the map containing everyone's information.

Reflection



1. What assets are already in use? Which ones are idle but could be used?
2. What resources are used for subsistence? And which ones for the market? If both, what is the approximate distribution between home and market use?
3. Is there adequate supply for home use?
4. What prevents you from increasing the production of existing products? Are there environmental factors?
5. As you look at your map, what resources do you see that could be used to produce new or different products? What are these new products?
6. What are the limiting factors?
7. How does gender impact access, control and decision-making over these assets and the potential for increased production and/or new products?
8. What would the map have looked like 20 years ago? What are the reasons for the changes that the group has identified (why have these changes happened)? Based on past analysis, people can discuss future trends. How might it look if current trends continue? How would you like it to look in 5/10 years' time? Keep the map for future reference and to record changes over time / progress towards your goal.
9. Identify any remaining questions to be explored during a focus group discussion or for further analysis using a different tool.

Important Recommendation:

For a better analysis and understanding of issues around decision-making and access and control over some assets, you can use the access and control matrix (see example at, Gender Sensitive Access to Markets–ActionAid Extranet).¹

1. <https://extranet.actionaid.org/KCP2/SitePages/Gender%20Sensitive%20Access%20to%20Market%20and%20Value%20Chains.aspx>.

Training Tool

Seasonal Calendar: Identifying Differences in Production Elements over the course of a Year and by Gender/Age



Purpose

A seasonal calendar is used to better understand what is produced or has been produced in an area. This tool is used for identifying when production activities occur and changes in other elements in response to seasons and by gender/age. This also enables an understanding of the lean seasons, coping mechanisms which impact market access and identifying barriers faced by women. This tool is best completed for a specific product or set of inter-related products. As new markets are identified it may be necessary to return to this tool for a further discussion on additional products.



This tool can also be used for understanding the impact of introducing new technologies and interventions. By 'imagining' what the seasonal calendar will look like for different household members before and after

the value chain is developed, it is possible to see the potential impact of a change. Based on this, the value chain can be modified or its negative impacts can be mitigated. As new markets are identified, it may be necessary to redo this tool for further discussions regarding additional products.



Expected Time

1– 1.5 hours



Number of participants

10-20. This tool is best completed in small groups, with results combined during a discussion. If there are multiple groups, they can be divided by gender and/or age. If the groups are mixed, it is possible to assign a different topic from those listed in step #2 to each group. In case different products are produced by men and women and by different age groups it might make sense to divide all the groups along these lines, bringing them together to cross reference afterwards.



Yearly activities calendar built by a group of women in Ghana.



Materials you need

Markers, large sheets of wide paper, smaller pieces of paper for drawings, tape/glue, etc. The calendar can also be drawn on the ground with a stick, using pictures and/or symbols (for example: stones, seeds, sticks, and many others).

Instructions



1. Ask all groups to indicate months and related rainfall. This will help ensure that the participants start from a common understanding of the seasons. As not everyone may think in terms of months and / or seasons including rainfall can help root people's understanding in their everyday world. Very often local communities have their own understanding of how the year is divided and this should be the basis for the calendar. Ask the participants to indicate when the following elements occur and who in the household is responsible for each (by gender/age). This list is a suggestion. Individual groups may add more topics:
 - a) Agricultural labour: preparing the fields, planting, adding inputs, weeding, harvesting, etc.
 - b) Income/expenditure.
 - c) Prices for products in different markets as they change over time.
 - d) Times of poor health or illness.
 - e) Women's unpaid care work.

- f) Household resources (firewood, water, animal fodder).
 - g) Do they have a hunger period (no work) during the year? How do they cope?
 - h) Do the community / families feel that they are food secure? How does expenditure vary over the year for men and women?
 - i) Which will be the most appropriate season for additional activities for men and women?
 - j) How is climate change affecting the seasonal calendar? (It will be easy to talk about climate change impacts if you start by asking people to think about changes in rain patterns for the last 10 years to now. How does rainfall vary over the year?)
- 2 After the diagrams have been completed (about 30 minutes) ask each group to present its findings to the others.

Reflection



1. What are the possible times of conflict between certain activities? What are men and women's activities? What are the differences in men and women's workload?
2. Are there times when expenditures exceed incomes? What are the differences between women and men in terms of expenditures and incomes? Is there a mechanism to save?
3. Do producers sell when the price is high or low? Is there a way to store produce until the price increases?
4. What could be the reasons for not increasing the production of existing products?
5. What new technologies, products or processing would you like to add? How will this diagram change with such new additions?
6. What would the calendar have looked like for your grandmother? Based on past analysis, people can discuss future trends. What could this look like for your son or daughter?
7. Take notes on discussion points. Create a diagram that captures all the information in one place. Ask the whole group if their viewpoints are captured in this 'consensus diagram.' Identify any remaining questions to be explored during a focus group discussion.

Example (see next page)

Example:

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
Rainfall	▪					▪	▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪▪▪	▪▪
Women's agricultural tasks (use colours for young/old)							Plant Purchase inputs	Fertilize Weed	Weed Pest management	Harvest Sales at local market	Harvest Sales at market Drying & Storage	Drying & Storage for home use
Women's Expenditures							\$\$	\$\$\$\$				
Women's Income										\$	\$	
Men's agricultural tasks (use colours for young/old)							Prepare fields	Irrigation		Transport Sale at urban market	Transportation Sale at urban market	
Men's Expenditures										\$	\$	
Men's Income										\$\$	\$\$	\$
Prices for product	\$	\$	\$\$	\$\$	\$\$\$	\$\$\$	\$\$\$\$	\$\$\$\$	\$\$	\$\$	\$	\$
Illness							*	**	**	***	***	*

Training Tool

Focus Group Discussion: Drawing Conclusions from the Data Collected

 Purpose	
<p>: A focus group discussion is used to better understand what is produced or has been produced in an area. This tool is used to review all the data collected in the first three tools and discuss larger issues and goals. Depending on the context, we can have groups divided by gender and mixed groups.</p>	
 Expected Time	 Number of participants
<p>3 - 3.5 hours (may be broken into two sessions).</p>	<p>Cooperative or community members.</p>
 Materials you need	
<p>In preparing for the focus group discussion, collect all drawings, diagrams, notes and other products from the first three tools. Post as many of the products from the first three tools as possible on the wall. Be sure the summary 'consensus' maps and diagrams are on the walls. Write and post any remaining questions on large pieces of paper.</p> <ul style="list-style-type: none">• Large sheets of wide paper and markers to record goals.• Pens and paper for all participants (for example, a reflection sheet with the four questions in step #4).• A blank reporting matrix on a large, wide paper for a small group discussion (provided in the example below).	

Instructions *Part Two:*



1. Facilitate a general discussion about food security and nutrition and try to explore the issues that women producers face.
2. Discuss in depth one or two of the most important questions resulting from the first three tools (selected before the meeting).
3. Facilitate a discussion on the goals of the cooperative/members and the outcomes that they desire by increasing market access. Possible questions include:
 - a) What do you want to retain from the existing way of living while going forward?
 - b) What does success look like? What will be different if you are successful in increasing market access? For women? For men?

- c) How will you know you have been successful in reaching your goals? What changes in your community, household and your own behaviour will you see?
- 4. Record on a large piece of paper. Ensure there is agreement regarding the desired outcomes

Part Two:

1. Give everyone a pen and paper (a reflection sheet).² Ask everyone to walk around and look at all the material and respond to the following on their paper (participants can help each other to write down or the facilitators can do this. Alternatively, participants can tape record their answers):
 - a) The two most surprising results that they noticed.
 - b) What is being produced in the area or could be produced?
 - c) What do they see as the biggest opportunities for increasing production and/or new products?
 - d) What do they see as the biggest barriers to increasing production and/or new products?
2. Break into small groups of 4-5 participants to discuss these questions (about 45 minutes) based on individual answers. Use the blank reporting matrix provided in the example below.
3. Reconvene and share results. Provide individual reflection sheets and small group reporting matrices to the facilitator.

Example A frame for reporting matrix

Name of participants in small group: _____		
Date: _____		
Current or potential products	Opportunities for future production	Barriers/Challenges for future production
~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~
~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~

2. If you prefer, or if literacy is a challenge, you can use the balloons and stones tool to make it visual allowing everybody to understand and participate. See examples of the balloon and stones tool at: Gender Sensitive Access to Market and Value Chains – Supplementary Methodologies and Tools (ActionAid Extranet).

2. Income and expense analysis

Often, if producers are able to sell whatever they have produced at a price that seems reasonable, they consider themselves to be successful or at least better off than when they started. However, they are really only better off if the price they are paid for the product is enough to cover all the costs that they incurred in producing the product including a fair return on their own labour. For example, a group of producers grows two crops for sale: tomatoes and cassava. Although they receive the highest price per unit for tomatoes, the inputs and labour required to grow tomatoes make its cost of production so high that even this price may not actually cover their costs even without taking into account the cost of bringing them to the market. Cassava is not a high value crop, but it is relatively easy to grow and the yields are typically pretty good. There is strong local demand and it is also a household staple. Cassava growers produce their own seeds and use natural fertilizers so the input costs are low. Even though the per unit price for cassava is lower than that for tomatoes, cassava could be a more profitable crop to grow. Understanding the true costs of production for a variety of products in relation to the price typically received provides a basis for:

- a) Determining which products are truly profitable and which are not.
- b) Identifying when and how resources can be used more effectively in production and ways of reducing costs. For example, the use of poor quality seeds that germinate at a low rate and lead to the expense of multiple plantings is a case where resources (time, labour and effort) are not being used effectively. Using local varieties that are adapted to local conditions and have normal germination rates is an example of how to reduce costs.
- c) Negotiating fair prices that are truly profitable for the producers.
- d) While negotiating prices, counting on women's inputs by way of labour and time and ensuring that the profits reach them. Normally profits exclude women.

An analysis of incomes and expenses for products already being produced helps producers learn how to think about costs and revenues and to calculate true profitability.

However, it is important to mention that the issue of fair returns for producers' own labour must be dealt with, with sensitivity. Usually family farms do not include their own labour when calculating production costs as its inclusion can make production prohibitive. We are not saying that their own labour should not be included, but it needs to be contextualized. Opportunity costs should be taken into consideration. We need to consider, for example, if they have another activity that can generate better returns or if they will have a reduction in their actual labour, like regular wage, because of this activity.

The tool we recommend for income and expense analysis is the **leaky bucket**.³

3. Another tool, problem tree, can be adapted for an analysis of incomes and expenses. Details can be found on the Gender Sensitive Access to Market page on the Extranet.

Training Tool

The Leaky Bucket: Tracking Expenses and Income



Purpose

This tool builds on the first section by providing a way to go deeper into an understanding of the potential of specific products identified through the previous section. The leaky bucket is used to calculate the true cost of production. This provides a basis for determining which products are profitable and which are not and for identifying ways to reduce costs and making the product more profitable.



Expected Time

1 - 2 hours (may be broken into two sessions).



Number of participants

3-7 participants to analyse one product. (Multiple groups can be working simultaneously on a different product for each group).



Materials you need

Markers, large sheets of wide paper, tape in addition to locally available material.

Instructions



1. With the participants, determine the product and unit of analysis. For field crops, the unit can be “a hectare” or acre. As a group, calculate the harvest from this unit.
2. Draw a bucket of the selected crop / activity (animals rearing, processing, etc.) on a large piece of paper. Ask participants to brainstorm, list and record as arrows leaking out of the bottom of the bucket, all of the inputs they need to produce. Only after they have listed all the inputs, should they start to put value per unit of each input. All the costs from pre-planting to sale at market should be tracked, capturing any expenses for labour, interest, packaging, transportation, etc. Keep probing until all costs are captured. Then participants indicate these costs of inputs as leaking out of the bucket. Be sure to include unpaid labour as a cost of production.
3. Ask participants to brainstorm and record as arrows going into the bucket all of the returns and revenue that goes back into the bucket as part of sales. Include all markets: local, regional, national, etc. Also include any product that is given away as gifts and used by the household (as this represent avoided costs). Ask

for approximate percentages of the harvest that goes to each market and the family (should total 100%) and approximate revenue.

4. Determine the net profit by subtracting the total cost of production from the total revenue.
5. Go back over the diagram and ask whether it is women or men who pay each cost and whether it is women or men who make the decisions over the uses of the revenue.

Reflection



1. Are we making money out of it?
2. Where are the opportunities for decreasing expenses and increasing revenue?
3. What should be the price of the product to allow us to make a profit out of it?
4. Are there any opportunity costs for family labour, that is, if women and men were not working to produce this product, would they get wage labour and income from other sources? If not, then the facilitators need to be sensitive regarding the inclusion of their time and labour.
5. Is there surplus production? Or not enough production to meet current needs? Whose needs? Are women or children's needs being met?
6. What role does gender play in decision-making? Production? What steps are needed to increase returns?
7. Where do you need additional information? Who else do you need to talk to?
8. Discuss as a large group to find clarity and consensus.

Example

Some examples of possible results of using this tool:

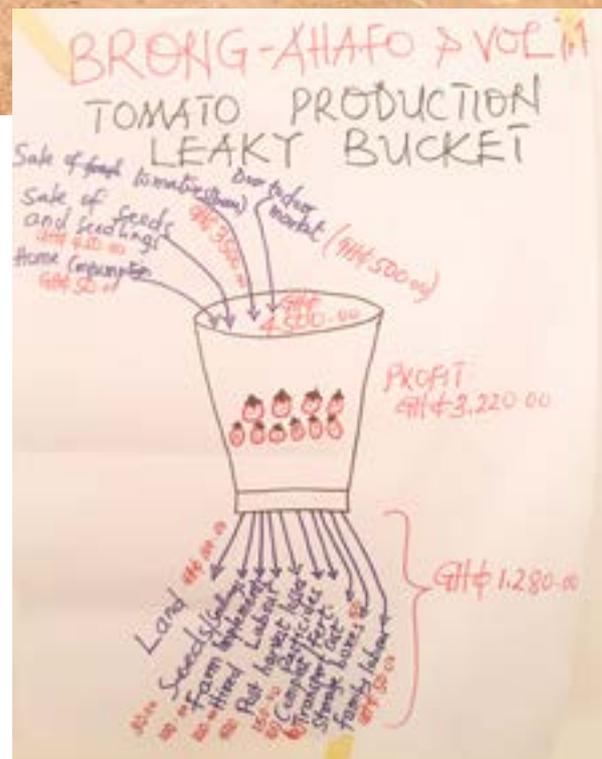
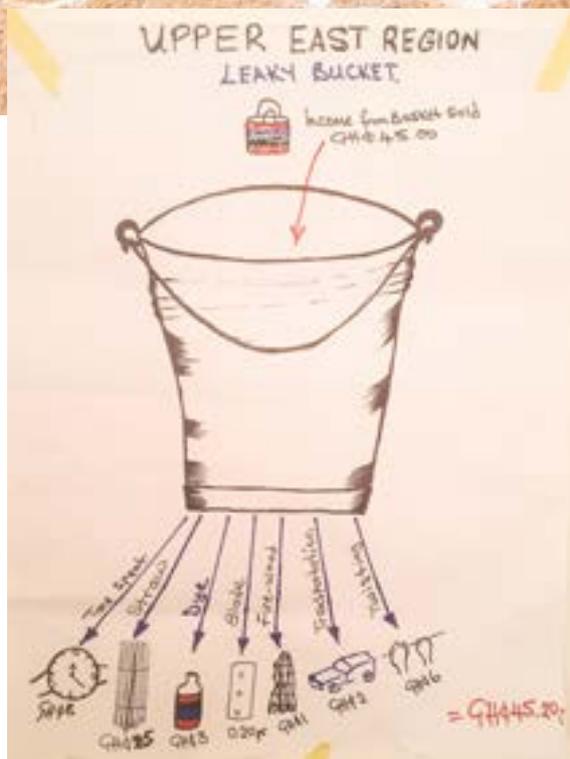
In a group, farmers demanded more transparency and fairness from middlemen as they found they were being cheated for weight. When confronted the middlemen bought three new weighing machines that correctly measured the weight of the produce. The point to note is that there was no financial support from the project for the purchase of these machines. It was all done through a dialogue between the farmers and brokers and traders.

In another case, farmers calculated that the annual interest rate on loans from lenders in the market place was a whopping 250 per cent. This had a huge impact on the farmers and, as a result, the project established links with a local micro-finance institution that extended credit. Also, realizing how much they were losing just because someone else was 'investing' in their farms, some farmers sold cattle for higher prices (as cattle prices had gone up sharply that year) and invested that money in vegetable cultivation.

In another example, the process contributed towards building ownership of the activities. The farmers' collective mobilized 27,000 Birr to get PVC pipes for the canal that supplied water for irrigation. This resulted in a reduction in the cost of irrigation by more than 100 per cent. This contributed to further reductions in the cost of cultivation.

Examples of "Leaky Bucket" diagrams built by women in Ghana and Nepal. Photo credit: ActionAid Ghana





Some examples of possible results of using this tool:

In a group, farmers demanded more transparency and fairness from middlemen as they found they were being cheated for weight. When confronted the middlemen bought three new weighing machines that correctly measured the weight of the produce. The point to note is that there was no financial support from the project for the purchase of these machines. It was all done through a dialogue between the farmers and brokers and traders.

In another case, farmers calculated that the annual interest rate on loans from lenders in the market place was a whopping 250 per cent. This had a huge impact on the farmers and, as a result, the project established links with a local micro-finance institution that extended credit. Also, realizing how much they were losing just because someone else was 'investing' in their farms, some farmers sold cattle for higher prices (as cattle prices had gone up sharply that year) and invested that money in vegetable cultivation.

In another example, the process contributed towards building ownership of the activities. The farmers' collective mobilized 27,000 Birr to get PVC pipes for the canal that supplied water for irrigation. This resulted in a reduction in the cost of irrigation by more than 100 per cent. This contributed to further reductions in the cost of cultivation.

An "aha!" moment came when the annual interest rate on loans from lenders in the market place calculated by the farmers was a whopping 250%. This made a huge impact on the farmers and, as a result, the project established links with a local micro-finance institution that extended credit. Also, realizing how much they were losing just because someone else was 'investing' in their farm, some farmers reported selling cattle (as the cattle prices went up sharply last year) and investing that money in vegetable cultivation.

The process seems to contribute towards building ownership of the activities. For instance, the farmers' collective together mobilized 27,000 Birr to get PVC pipes for the canal that supplies water for irrigation. This resulted in reduction of cost for irrigation by more than 100%. This contributed to further reductions in the cost of cultivation.

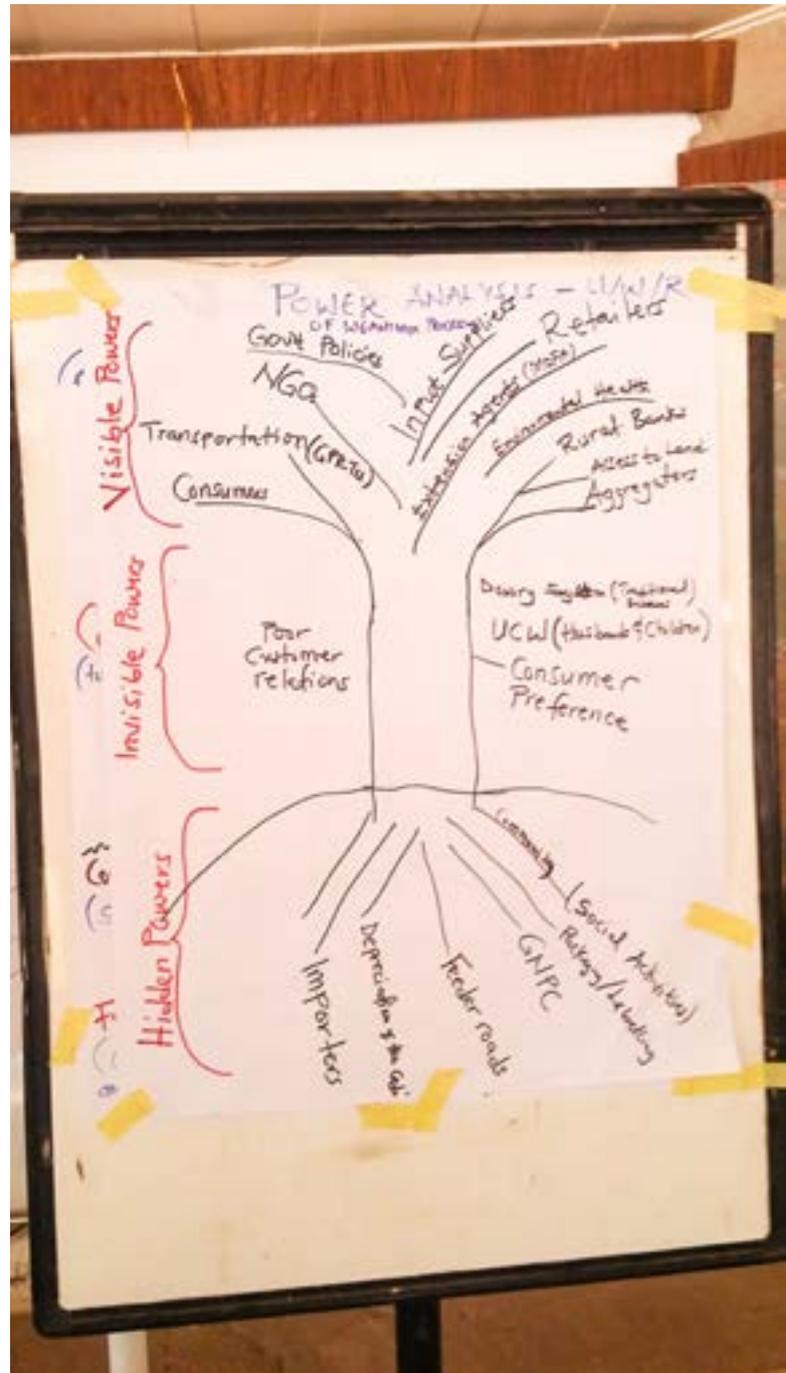
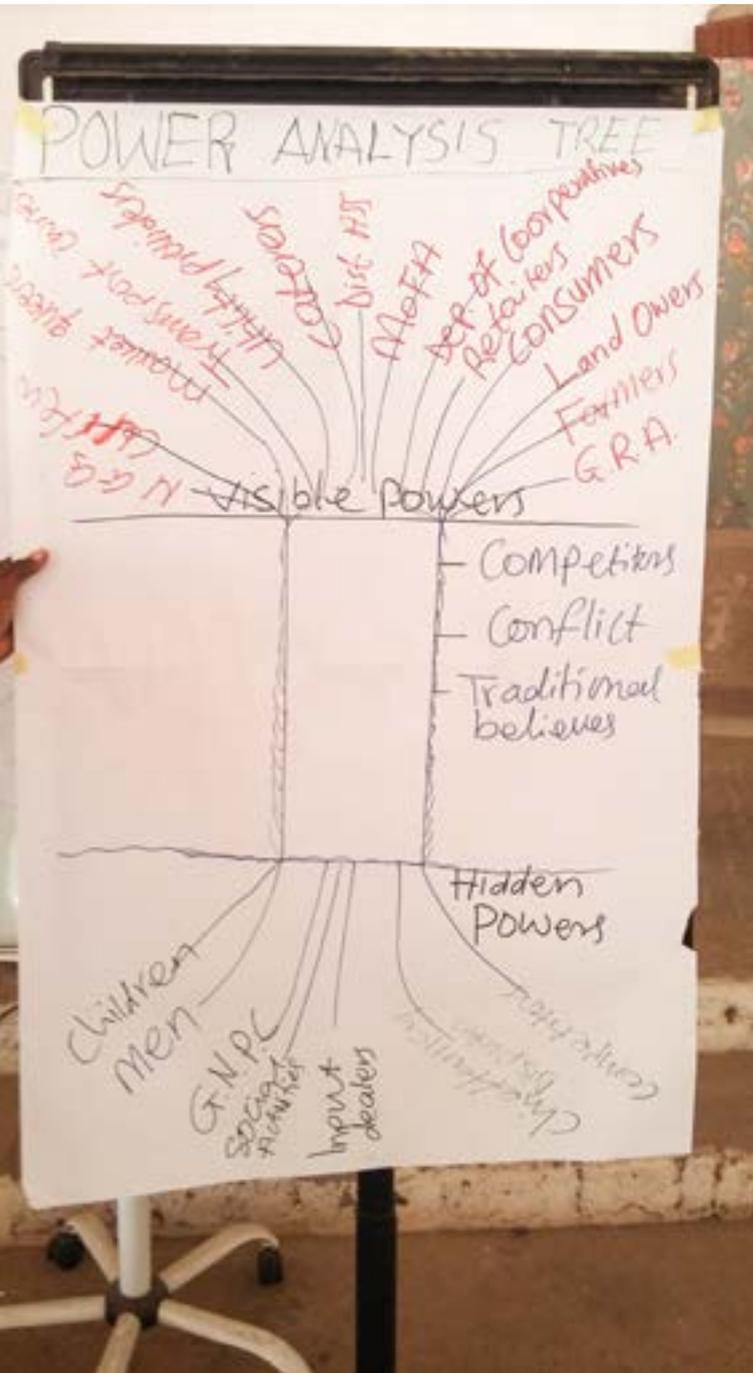
3. Power and gender analysis in the production and marketing of agricultural and non-agricultural products

It is important to understand who or what (in the case of policy) owns and/or controls the resources required for the production and marketing of agricultural and non-agricultural products and services including the relative power of men and women. There are many activities involved in the production and marketing of any product. For agricultural products, for example, the activities include purchasing inputs, preparing the field, planting, irrigating, weeding, pest management, crop harvesting, seed harvesting, cleaning, processing, packing, maintaining an inventory, transporting, quality control, selling and record keeping. These are generally seen as a man's domain and seldom are the contributions of women counted, either directly or indirectly. In order to ascertain patterns and levels of power, the following questions could be asked and analysed:

1. Who owns or controls the resources required for each activity related to production and marketing? A power analysis begins by identifying the key resources that must be used to produce products and services for markets. These could include land, water, animal manure, compost, fertilizers, firewood, transportation, education, skilled and unskilled labour, communication technology, machinery and storage facilities. A power analysis also identifies the government's key policies or the initiatives of the private or non-governmental sector which impact the availability of resources. It helps identify the players who either need to be included in the value chain in order to succeed or be excluded in order to prevent it from losing.
2. What powers do men and women have with respect to the resources required for production and marketing?
3. What is the role of women and men in each activity of the value chain?

These questions will reveal patterns of power and contributions by gender. It is often possible to identify areas where changes in women's responsibilities could improve the quantity, quality or efficiency of the activity. For example, in Uganda women are commonly regarded as chattels and do not have the right to own land. ActionAid's work helped women organize themselves into a producer group using donated land. They were able to take responsibilities for production, sales and control over the sales revenue and use their power as a group to influence government decision-making (political capital) for getting a road built near their field to facilitate production and sales. This resulted in increased mobility for women producers.

One of the tools that can be used for a power and gender analysis is the access and control matrix. There are many other tools that can also be used:



Examples of visible, invisible and hidden powers listed by groups of women.

Name of Tool	Purpose
Social and resource mapping	<ul style="list-style-type: none"> - Indicate spatial distribution of roads, forests, water resources, institutions. - Identify households, their ethnic composition and other socioeconomic characteristics/variables.
Seasonal calendar	<ul style="list-style-type: none"> - Assess women and men's workloads by seasonality. - Learn cropping patterns, farming systems, gender division of labour, food scarcity, climatic conditions and so forth. - Though it is used for an analysis of products, it can be used for a gender analysis also.
Economic well-being ranking	<ul style="list-style-type: none"> - Understand local people's criteria of wealth. - Identify relative wealth and the different socioeconomic characteristics of households and classes. - Facilitate the formation of focus groups to work with other PRA/GA tools. - Extreme care to be taken by the facilitator if this exercise is opted for as this could lead to disputes if not executed properly.
Daily activity schedule	<ul style="list-style-type: none"> - Identify daily patterns of activity based on the gender division of labour on an hourly basis and understand how busy women and men are in a day, for how long do they work and when they have spare time for social and development activities.
Mobility mapping	<ul style="list-style-type: none"> - Understand gender equities/inequities in terms of men and women's contact with the outside world. - Plot the frequency, distance and purposes of mobility. - Assess how market access is enabled or hindered.
Venn diagram	<ul style="list-style-type: none"> - Identify key actors and establish the relationships between the village and the local people. - Describe the different forms of power related to markets.

If you are not familiar with ActionAid's power analyses methodologies, we strongly recommend that you read the section 'Understanding Power of the Reflection-Action Module 2.' There you will find examples of tools and good analyses of different forms of power (visible, invisible, hidden), spaces of power (closed, invited, created), levels of power (local, national, global), alternative forms of power (over, to, with, within) and alternative levels of power (public, private, intimate).

4. Understanding Power of the Reflection-Action Module 2 is available in the Gender Sensitive Access to Market Space on the Extranet.

Training Tool

Access and Control Matrix: Gender Analysis⁵

 **Purpose**

This tool builds on the other sections by deepening an understanding of how gender impacts access and decision-making over the use of key resources that must be used to produce products and services for markets.

 **Expected Time**

 **Number of participants**

1.5 - 2 hours.

3-15 (large mixed group, or divided into two groups by gender). A cross-section of the community is required to validate the overall conclusions.

 **Materials you need**

Markers, large sheets of wide paper, tape.

	Women		Men	
Asset/Resource	Access	Control	Access	Control
Cow	✓	--	✓✓	✓✓
Land	✓	--	✓✓	✓✓
Money	✓	--	✓✓	✓✓
	✓	--	✓✓	✓✓

Instructions



1. Introduce the theme and aim of the session.
2. Ask the participants to collect materials to construct the matrix.
3. Ask the participants to identify the different resources used in the community. You may choose to focus on one resource or type of resource such as different types of land.
4. Ask the participants to choose a symbol for each of the resources identified.
5. Check that all the participants agree with the symbols identified. If not let them debate or vote.
6. Ask for volunteers to place the symbols in a vertical line and separate them using straight lines made with chalk, ash, sticks, etc.

5. You can find another description of the access and control matrix on our Extranet, in the folder 'Supplementary Methodologies and Tools.'

7. Discuss the meaning of the terms 'access to,' 'ownership of' and 'control over' (in the local language). Ask the participants to choose a symbol to represent these terms.
8. Add two more columns to the matrix and place the symbols for 'access to' and 'control over' at the top of each.
9. Ask the participants to select counters (for example, stones or beans) for scoring. If men and women are working together they should choose separate materials as counters so that it is possible to differentiate between the two (or you can have separate columns for men and women).
10. Ask a volunteer to explain or 'read' the matrix to make sure that everyone understands it.
11. Each participant then votes by putting a counter in the appropriate box if she/he feels they do have access to / control over that type of land (or score 1-3 counters depending on the degree of access / control).
12. Listen to the discussion as the participants add their scores and make a note of any points that should be explored further.
13. Ask a volunteer to explain the graphic.

Reflection



1. Do women and men have equal access to resources? Why?
2. Do women and men have equal control over resources? Why?
3. Is the situation the same for all women? Why?
4. What does this mean for women? How does it impact their lives?
5. Does the type of resource affect the degree of access and control that women have? Why?
6. Who takes the decisions about what access and control women have? Why?
7. What can we do to change the situation? What are women's rights in this context? How can we work together to claim these rights?



The Access Control Matrix can be drawn on large sheets of paper (above) or be made on the ground using sticks, chalk, ash etc., and different objects representing resources and scoring points. (Right)



Training Tool

Personal History with Power (adapted from CREA material)

 Purpose	
This exercise will help us understand some of the ways in which our relationship with power has been shaped by early experiences of it.	
 Expected Time	 Number of participants
1 hours.	Individual exercise.

Instructions



1. Sit in a quiet place by yourself and have a piece of paper handy to note down your reflections and insights. Give yourself about half an hour to do this part of the exercise.
2. Try to remember the first time that you became aware of power between people—that some people have more power than others. Try to recall what specifically made you aware of the power dynamic in the interaction. It could be an experience of:
 - a. power over (where someone is directly controlling or determining the actions, behaviour or opportunities of others), or
 - b. indirect or hidden power (where someone is influencing other people's actions, behaviour or opportunities, without giving any direct orders), or
 - c. invisible power (where someone or some institution is influencing our behaviour, norms or beliefs without our even being aware of this).
3. Try to remember an experience when you felt powerless—what was happening? Who was in control? Why did you feel powerless? How did you feel in your body? What did you do/how did you react?
4. Now, try to recall the first time you became aware of your own power—was it power over or indirect or hidden, invisible or even power under? Try to recall what specifically made you aware of your power in the interaction.
5. Analysing these various personal experiences with power, which of the following positions have you occupied in social power equations? (select as many as apply). Which position have you found yourself in most often?
 - a. Subjected – when you were the subject of control (someone exercising power or authority over you) – how did you FEEL?
 - b. Equivalence – when you were working together with others, exercising joint authority or control – how did you FEEL?
 - c. Control – when you (individually or with some others) were exercising power over others – how did you FEEL?

- d. Other – a power equation other than the above; please explain specifically where you were positioned in the equation vis-à-vis others and describe how you FELT?
6. From among these various power positions, try to reflect honestly which position you are most comfortable with/in? In which do you feel you best know: what to do, what is expected of you and how to function and manage the situation well?
7. Now record your insights in writing.

Additional Questions for the Analysis of Women’s Rights:

- What are the power dynamics that affect decision-making within households (gender, age, etc.)?
- What about power with, power within and power to?
- What about all the different forms of power such as invisible, hidden and visible power?
- What are the key policies of the government or the private or non-governmental sectors that impact access/control of resources needed for production by gender?
- How are local power dynamics with respect to these resources connected to the district level/national/international power dynamics?
- Do powerful institutions (and allies) treat women differently from men?
- What rights do women already have and what rights do they need to be effective contributors to the value chain? To lead the value chain process?
- Are there differences in women’s levels of awareness/capacity/organization/ education that affect their ability to demand and secure their rights? What are they?

Based on your analysis, what needs to change for women to enjoy their rights? Are there any women for whom this has already happened? What were the factors that brought about this change?

At the conclusion of Identifying Local Production Potential component you should be able to answer the following questions:

1. What are all the products or services currently being produced or with a history of production in the community or region? What are the main resources that support the production of these products or services? What are the resources available to support increased production?
2. Which of these products are the most profitable (or least unprofitable) and where are the highest expenses?
3. Who has power or control over key resources? What are the policies that establish power or control over key resources? What are the gender dimensions of power or control?
4. What are the roles of women and men in production currently?

At this point, a quick game can be useful to familiarize the participants with the idea of potential. In small groups, participants are challenged to come up with as many products as possible linked to an existing product, for example, a fish, goat, hot pepper and tomatoes. Remember that you can introduce different terms including potential at the beginning of Component 1 based on the interest and capacity of the group.



COMPONENT 02

Collectives' Reflection on the Market

This component has two sub-components:

1. Analysing producers' experiences of market engagement.
2. Analysing the market situation including channels and actors.

1. Analysing producers' experiences of market engagement

Our approach to market access begins with understanding what buyers in the market are looking for and why. There are two types of buyers to consider: wholesale buyers (including retailers) who purchase products to re-sell to others and end consumers who purchase products to use themselves. While producers' groups may begin by selling directly to end consumers, many groups may wish to consider selling to wholesale buyers because even though they will receive a lower price per unit, the volumes that they can sell may more than make up for this and yield a greater overall profit. An analysis of the market situation can expose producers to both wholesale buyers and end consumers and help producers' groups decide where to focus their attention.

Reflecting on producers' experiences of market engagement is a tool to help producers identify the channels that they already use to access markets and the actors with whom they are already working. This reflection can cover producers' market engagement as purchasers of inputs, as well as their engagement with value chain supporters such as transporters or lenders, but its main focus is on producers as sellers of products or services. By combining the information gained from reflecting on their experiences of market engagement with the insights gained from a market analysis (see below), producers can start identifying the players with whom they wish to build stronger relationships and the players they should not include in their value chains. For example, if they are currently working with a buyer who does not offer them a fair price and does not provide them with accurate information about market conditions, they may not wish to continue that relationship. This tool is also designed to help producers recognize the information that they may not have. For example, producers may not know how their products get to end consumers, how they are used by them or what they could do to make their products more valuable to buyers. They may also not know the prices that wholesale buyers or brokers receive for their products when they are sold to end consumers. They may not know who they are competing with to supply the products. These are all

1. WealthWorks is the development approach on which the Gender Sensitive Framework for Access to Markets and Value Chains is based. It brings together and connects a community's assets to meet the market demand in ways that build livelihoods that last. See www.wealthworks.org

questions that need to be answered to empower producers in achieving market access that moves the needle on poverty.

The two tools we recommend for reflecting on producers' experiences of market engagement are **flow chart** and **ranking**.



Open market in Zimbabwe. Photo: Celso Marcatto | ActionAid

Section A: Analysing Existing Experience of Market Engagement

Training Tool

Flow Chart – Identifying Existing Channels and Actors

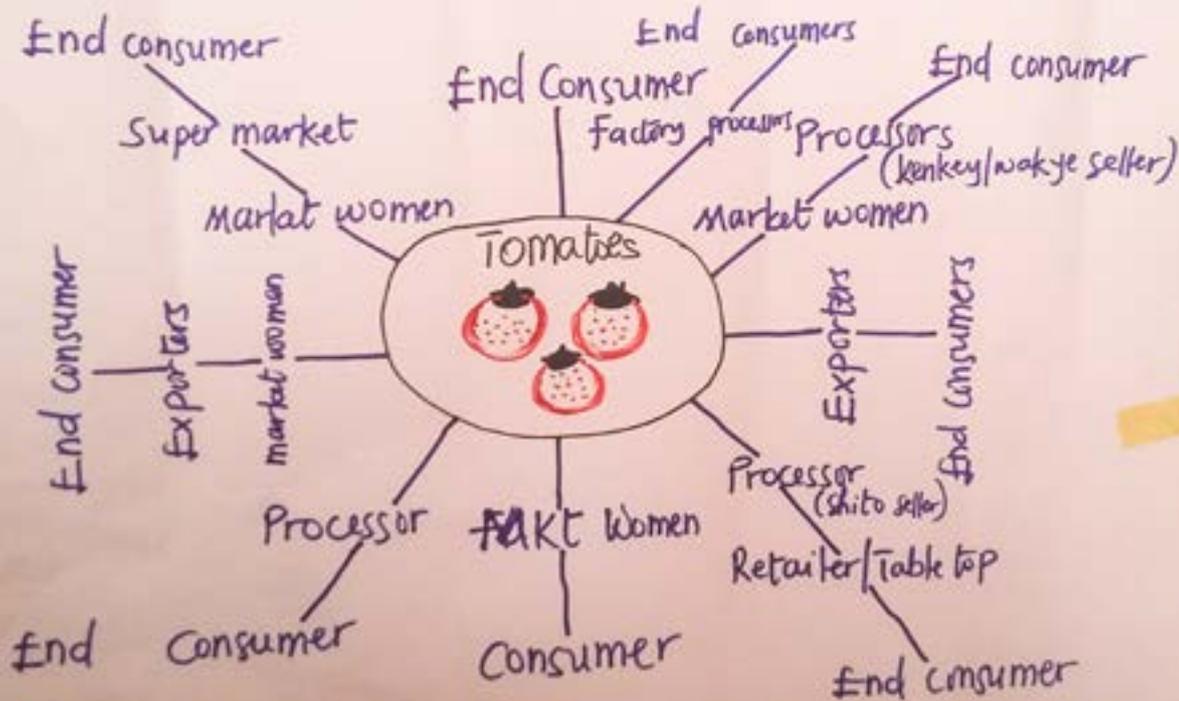
 Purpose	A flow chart is used to better understand the market situation, specifically channels and actors and significantly those factors which have more influence and impact on women. This tool also helps producers further recognize the information that they may not have, for example, how the product gets to end consumers. The tools in this component may be used multiple times as the collective/ groups will need to analyse the market for each product that the group is already producing or is considering to produce (as identified in Component 1).	
 Expected Time	1–1.5 hours	 Number of participants
 Materials you need	Markers, large sheets of wide paper, tape, locally available materials.	

Instructions

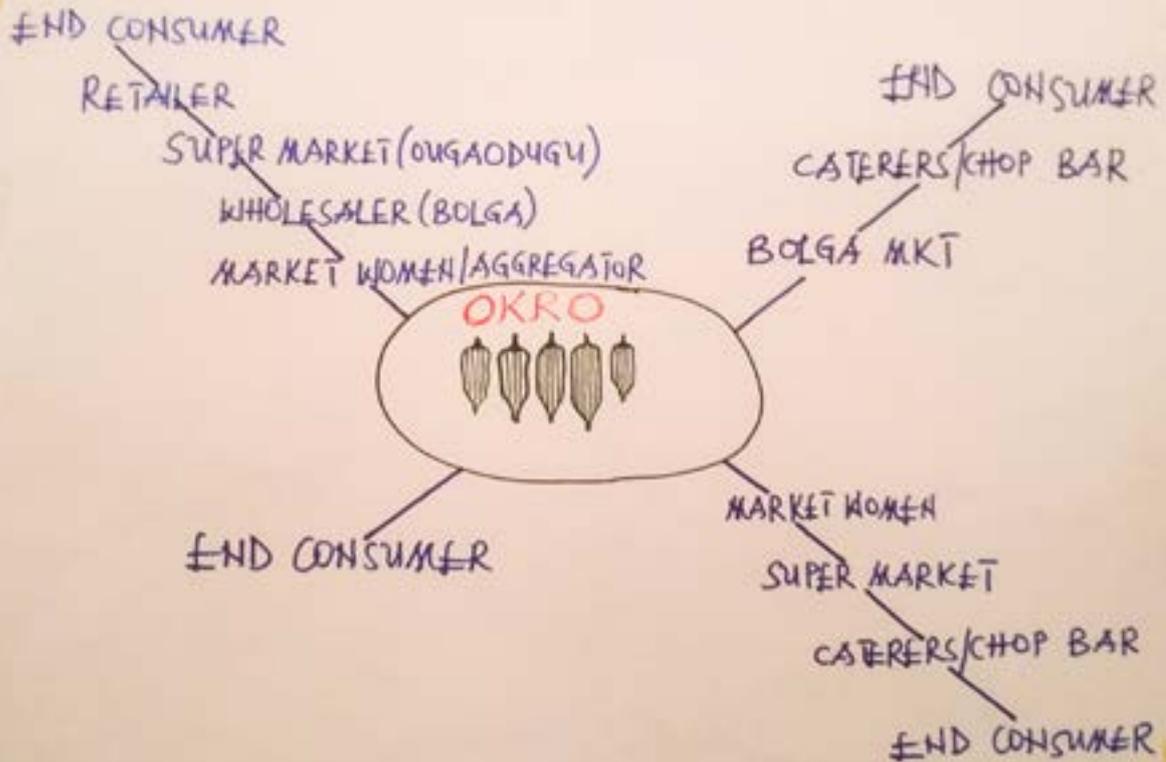


1. Introduce the purpose of the activity. What do the participants know about markets? List what they describe as a market and arrive at the right definition. Then explain that a ‘market’ is defined as a place or activity where products are bought and sold. Sometimes, products are bought and then resold to someone else, and sometimes they are sold to an end consumer – the person who eats or uses the product.
2. Ask the participants to draw a circle in the middle of the large paper. In the middle of the circle, draw a representation of the product you are focusing on for this activity. This is the centre of your bicycle wheel.
3. Ask the participants to identify all the places where they sell this product. Show these as spokes on the bicycle wheel, where each spoke is a different ‘market’ (a place/activity where products are bought and sold). Some of these markets may be in the village and some farther away. This may include ‘middlemen,’ etc. In some cases, the exchange may be trading products rather than money. For example, exchanging baskets for bamboo, the raw material used for making baskets. If you just give the product to someone to carry for you, this is not a market until the product is sold or exchanged. It will be useful to imagine all the types of sellers including single women, old aged women and women with small children. This will enable them to think about the relationship between a market and women.

VOLTA AND BRONG-AHAFO TOMATOES FLOW CHART



OKRO FLOW CHART - BAARE



Two examples of flowcharts built by groups of women as training exercises.

4. Ask the participants to then think of each spoke. Is this the end consumer? Or does this market sell to someone else? If the answer is that this market sells to another market, make new spokes indicating this next level of exchange. If you don't know who the market sells to, indicate this with a question mark '?'.
5. Continue until every 'market' ends with the end consumer or a question mark.
6. Circle the markets where you already sell your product. Who are the actors in these markets? Are they women or men?
7. Ask a volunteer to explain or 'read' the flow chart to make sure that everyone understands it.
8. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection



1. What is your experience of marketing your products? Please capture women and men's experience separately.
2. What markets did you identify where you do not currently sell your products? Who was not able to sell the products more – men, women, aged?
3. What are some of the steps that you will need to take to be able to sell in these markets?
4. How well do you understand what happens to your products after you sell them? How does the final consumer use them? Are there question marks '?' on your flow chart? How will you get the answers to these questions?
5. What are the differences in marketing for women and men?

Training Tool

Ranking–Reviewing Existing Actors



Purpose

Ranking is used to better understand the existing market situation, specifically its actors. This tool helps participants to start identifying the actors with whom they wish to have stronger relationships, as well as the actors they may not wish to engage with. This tool also helps producers recognize the information that they may not have.



Expected Time

1.5–2 hours



Number of participants

3–10 participants, focusing on those with experience with markets.



Materials you need

Twelve cards (six cards with the numbers 1-6 written on them, from first choice to last choice; six blank cards); a large piece of paper with the summary table given below, markers, tape

Instructions



1. Introduce the purpose of the activity, focussing on participants' current experience.
2. Ask the participants to think of the names of six actors in different markets that they currently sell to or buy from (generally, it is not recommended that more than six items be ranked at any one time). This might include storeowners, aggregators or 'middlemen,' processors and end consumers. Write the names (or draw a picture or symbol) of these actors on cards, one name on each card.
3. As a group, place the names of the actors next to the correct number card, where 1 (one) is 'best to work with' and 6 (six) is 'worst to work with.' Every number must have a name next to it, with only one name for each number. At this point, there are many actors in the market place and no one is 'stuck' with an actor. It might seem that there is no choice, but that is usually because producers haven't been in a position to research other options.
4. There will certainly be a lively discussion as participants will have different opinions. Keep talking until there is an agreement. Each time a choice is made, ask the participants why they made the choice that they did. Some additional questions to help identify 'why the ranking' include:
 - Who sets prices? Are they fair prices? (Think back to the Training Tool Leaky Bucket in Sub-component 1.2 and the cost of production, including your labour.)
 - How do they help you get your product to market?

- What other help do they provide?
 - Are they reliable? Are they there when they say they will be?
 - Are they honest? Do you trust them?
 - And more!
5. As participants discuss the ranking and why they have ranked the actors as such, the facilitators or note-takers (can be a member of the collective) take notes on the advantages and disadvantages to working with each actor. The actual number assigned to each actor might not be final until the end of the session, but the note taker can record advantages and disadvantages as the conversation progresses.
 6. After about an hour, all six actors should be ranked from 1-6 (with 1 as “best to work with” and 6 as “worst to work with) and the advantages and disadvantages of working with each actor noted in the summary table as shown in the example below.
 7. Ask a volunteer to explain or read the summary table to make sure that everyone understands it.

Reflection



1. With which actors do the participants wish to have stronger relationships? Why?
2. Are the actors women or men? How will this affect the participants’ interactions?
3. How will the participants go about strengthening these relationships?
4. What do these actors like about your product? What might different actors be looking for that they aren’t getting now?
5. With which actors do they not wish to engage? Why not?
6. What kinds of additional actors does the collective need to identify? How will they do this?

Example

Table: Summary Table

Actor	Advantages	Disadvantages	Ranking

2. Analysing the market situation including channels and actors

Selling to wholesale buyers and selling to end consumers are two different 'channels' of market access. Selling to institutional markets (like school feeding programmes, for example) and to brokers who sell to wholesale buyers are other possible channels. It is important that producers' groups understand the existing channels in the market and some of the actors in relation to the products or services that they are thinking about. At this stage the producers' group will not have determined the focus of their value chain. The market situation should be analysed with respect to several of the products or services that the group already produces, has produced in the past or is considering producing.



A group of women basket weavers in Ghana. Photo: Celso Marcatto | ActionAid

Training Tool

Transect Walk in a Market Place: Exploring New Markets, Actors and Products

 Purpose	
<p>A transect walk is used to better understand the market situation, specifically channels and actors. While the previous tools, the flow chart and rating channels and actors are useful in capturing what participants already know or can imagine, a transect walk is helpful in exposing participants to ideas and options they may not have thought of yet. A transect walk has two elements conducted at the same time. The first is recording what the participants see. The second is recording what the participants hear through interviews with actors along the walk.</p> <p>If there are a lot of participants, choose two different locations in the market. Let the groups exchange information during reflections.</p>	
 Expected Time	 Number of participants
2–4 hours	3–25, in small groups of 3-5 individuals per group.
 Materials you need	
Notebooks, pens, cameras and large wide pieces of paper, markers, and tape.	

Instructions



1. Introduce the purpose of the activity. This is not about what the participants already know. Remind everyone to keep their eyes and ears open, ready to see and hear things they don't expect. They will be surprised!
2. Clarify the focus questions to be explored by this activity. It is better if the subject of the inquiry is defined precisely, as groups will be able to share and compare findings more easily once they return. Possible questions to be answered include:
 - What is the product? Has the product been transformed from its original state? How? (for example, have berries been made into jam?) Write down the different value-added products you see being sold. If possible, get samples of the products.
 - Where is the product being sold? Describe the 'channel' (middleman, local shops, supermarket, etc.). Who is the actor in this channel? Write down his/her name. Is the person (woman or man) the owner or an employee? Ask them these questions.

- Who are the consumers? Are they women or men? Are they end consumers or intermediary markets? If an intermediary market, who is the end consumer?
 - What do the buyers want in the product? Why are they buying it? What attracts them to make this purchase? Is it how it is packaged? Specific attributes of this product? Size? Colour? Others? Do consumers buy more in certain seasons?
 - What are the advantages of this channel? (for example, you don't need to pre-package the product. A buyer will take any size or shape).
 - What are the disadvantages of this channel? (for example, you need to have significant quantities. The quality requirements are very high. The price is low).
 - What role do women play in marketing and in the market?
 - Other questions
3. identify the route for the participants to walk. Remind them this is about the journey, not the destination. It is about noting everything they see and stopping to talk to everyone they meet in the different markets regarding different related products. They should also fix a time for the walk beforehand so that all groups return at the same time.
 4. After their transect walks, the groups should return by an agreed time. Ask the participants to sketch what they see along their walk in their notepads. Also, record answers to interview questions. They will need their notepads and pens. They may need water, money to purchase a sample product, etc. If feasible, participants can also take photos.
 5. Upon returning, each group prepares a sketch of their walk, starting on the left with what they saw first and a summary of the interviews using large paper and markers or other materials.
 6. Each group presents its findings. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications. Hang the posters on the walls for everyone to see.

Reflection



1. What were the new products? When you think of the new products, what was it that the consumers liked about them? What made them more attractive? What are some of the steps that you will need to take to be able to make your products more attractive to consumers?
2. What were the different channels? What were some of the advantages and disadvantages of these channels?
3. Who are the actors in each of the markets you identified? Would you like to talk to them further? What other questions do you have for them?
4. What are the next steps in establishing closer relationships with any of these actors?
5. Did you perceive significant roles for women as actors or as producers of innovation?
6. What else did you discover that was new?

Example

Table: Sample structure for summary of interviews and findings after Transect Walk. Make a sketch of what you saw here....starting on the left with the channels you saw first...

Name of channel. Description.	Individual producer selling fresh tomatoes at a table in the local market	Woman from the city purchasing large quantities of tomatoes, drying them, packaging in small amount, then selling in the city	Tourist shop selling small tomatoes
What is the product? Has the product been transformed from its original state? How? (Write down the different value-added product you see being sold.	~~~~~		~~~~~
Who is the actor in this channel? Write down his/her name. Is the person (woman or man) the owner, or an employee?	~~~~~		
Who are the customers? Are they women or men? Are they the end consumers, or intermediary markets? If an intermediary market, who is the end consumer?	~~~~~	~~~~~	~~~~~
What do the buyers want in the product? What attracts them to making this purchase? Is it how it is packaged? Specific attributes of this product? Size? Colour? When do customers buy more?			~~~~~

Table: Sample structure for summary of interviews and findings after Transect Walk. Make a sketch of what you saw here....starting on the left with the channels you saw first... (contd..)

Name of channel. Description	Individual producer selling fresh tomatoes at a table in the local market	Woman from the city purchasing large quantities of toma- toes, drying them, packaging in small amount, then selling in the city	Tourist shop selling small tomatoes
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What are the advantag- es of this channel?		~~~~~	
What are the disadvan- tages of this channel?	~~~~~	~~~~~	~~~~~
Other questions			~~~~~

Example Transect walk in a market place – Manhiça - Mozambique: Main focus on vegetables. Photo: Celso Marcatto | ActionAid



Training Tool

Focus Group Discussion: Drawing Conclusions from Data Collection

 Purpose	
A focus group discussion is used to better understand the market. This tool is used to review all the data collected in the three tools in this component. Remember, you may need to repeat this discussion several times, depending on the products/potential products that you have identified in Component 1.	
 Expected Time	 Number of participants
2.5–3 hours	Full cooperative or community membership.
 Materials you need	
In preparation for the focus group collect all drawings, diagrams, notes and other products from the first four tools in this section. Post as many of the products from the first four tools as possible on the wall.	
<ul style="list-style-type: none">• hang products from previous tools on the walls• blank reporting matrix on a large, wide paper (provided in the example below)	

- Instructions**
1. Complete the following table based on your learning from the tools. You can also use pictorial representations of your observations.



Example

Potential Product:

Examples	Direct to End Consumer			Wholesale Buyers		
	Local market	Coop's stand at regional market	Coop owned & operated store in city	Aggregator "middle man"	Processor	Wholesale Fair Trade Store in the city
Your Channels (identified on the flow chart or transect walk):						
Your Actors (identified/Interviewed on transect walk or in the ranking tool):						
What does the channel/actor like/want about your potential product?						
Is there an opportunity for you to use your resources to grow/make a product this actor will buy?						
Advantages/Disadvantages of working with this channel/actors?						
What else did you learn?						
What remaining questions do you have?						

At the conclusion of the Collective's Reflections on the Market component you should be able to answer the following questions:

1. Where do we see an opportunity to use the resources available to you for providing one or more products or services that are in demand in one or more markets (local, regional, urban)? What are these products or services?
2. Which channel or channels do you want to focus on? Who are the actors that you need to get to know in order to learn more about these market opportunities? Are they people you already work with or are they new to you?



A batik producers' group in The Gambia. Photo: Celso Marcatto | ActionAid



COMPONENT 03

Building Relationships With Markets

There are three sub-components to building relationships with markets:

1. Understanding **value propositions**
2. Improving market access through **relationship building**
3. Understanding **market demand** of specific buyers

1. Understanding value propositions

Value propositions are a description of what motivates buyers or end consumers to purchase a particular product or service. Why do they consider that product or service worth paying for? For example, is it especially nutritious, well packaged or durable? Does it help them stand out in the market? Does it help them expand their market to serve a new kind of customer? Is it in line with their ethics or values? Does it help in increasing the income of a poor woman? Is this product free of child or women exploitation? Do they buy a product because they are drawn by its popularity?

Historically, value propositions have often focused on short-term profitability. Buyers want to save more and more money. This leads them to exploit and damage people, places and nature in unsustainable ways. Examples of exploitation include, but are not limited to, use of women and children's unpaid or low-paid labour, environmental pollution, toxins in the workplace and in products and taking land and resources without compensation. Large buyers have controlled markets, keeping smaller players out and setting prices for producers that are artificially low.

However, increasing access to information and communication is making it harder for large buyers to keep unethical practices hidden, notably in urban areas and in developed countries. Consumers are demanding more information about where their products come from, how they are made and what they contain. New technologies allow products to be customized and consumers are responding by moving away from commodities towards specialized products. Sustainability and natural resource scarcity are issues worldwide.

Value propositions can be shaped by education, policies, ethics and innovations as well as by personal experience. Producers may be able to introduce buyers and consumers to value propositions that they had not previously considered. For example, a value chain that provides a processed product may be able to open up entirely new markets for a buyer. Not every buyer is prepared to recognize the potential for win-win market access, but some are and this approach is about finding those who are and understanding why. Sometimes buyers and end consumers have value propositions that are not being fulfilled by the products and services already available in the market. For instance, suppose a buyer has customers looking for blue scarves to match school uniforms but the only scarves

he or she can find are yellow. Without a supply of blue scarves, the buyer cannot expand his or her market. The buyer has a value proposition which is the value of satisfying the needs of a particular customer (and other customers with similar needs). If the buyer can work with a group of producers who make scarves in different colours based on demand, he or she could expand into new markets, for example, a market for school uniforms. Once the buyers understand the market potential, they may be willing to **invest** time, materials, equipment and even money in enabling producers to make the scarves that will help a producer expand into the market for school uniforms. Once a buyer and a producer establish a relationship, they can work together to grow the market.

Value propositions are the 'glue' that connects producers and buyers in gender sensitive value chains. If producers can develop and deliver products or services that help buyers solve a problem that they are facing or capture an opportunity that they see, then there is a basis for a win-win relationship. Often this shared value proposition is not found in corporate supply chains leading to exploitation of the weaker actors by the stronger players in the supply chain for capital accumulation. Corporate actors also use advertising to create value propositions to entice consumers which may or may not be what a consumer desires.

The tool we recommend for understanding value propositions is **matching value propositions with profiles**.

Do you think buyers would be willing to invest in the capacity of your producers' group to meet their needs? In what way(s) might buyers invest?

Training Tool

Matching Value Propositions with Customer Descriptions



Purpose

This tool introduces the concepts of a **value proposition** and the self-interest that engages a market actor and keeps him or her engaged. A description of the benefit that motivates a buyer to work with producers and stay engaged is the value proposition. It is important to understand this concept before meeting buyers so that members of the collective can be sure to ask the right questions and get the information that they need for developing viable products and lasting relationships. Developing specific value propositions for actual consumers is included in Section C of this component. As demonstrated in the tools in the last component, demand may include end consumers as well as intermediary buyers.



Expected Time

1–1.5 hours



Number of participants

8–15 (large group)



Materials you need

Three baskets or boxes, rocks or something with weight, a long length of rope, 12 prepared 'value proposition' cards (six left blank), three consumer description cards (one for each basket), markers (sample cards given below).

Instructions



Introduce the purpose of the activity. Explain that when the participants know more about what market actors' want (their value proposition), it is easier to develop products and services that respond to buyers' desires and make the product more attractive and easier to sell. This is being 'demand-driven' in a classical economic sense.

However, it is important that the members of the collective are clear and take a stand on their goals and finding win-win solutions and don't become so demand-driven that the relationship becomes exploitative or compromises the food security, sustainability and resilience of the collective and its community. The key to sustainability is building a long relationship between buyers including men, women and sellers through a shared value proposition.

At ActionAid, we call this kind of market relation 'demand-oriented' to differentiate it from 'demand-driven.' In this sense, demand-oriented is a market relation that departs from market demands/ consumers' demands, but is based on a long relationship with buyers, is not exploitative and does not compromise food security, sustainability and the resilience of women and women's groups.

The following short role-play demonstrates 'demand-oriented':

- Ask a small group of 'suppliers' to fill one of the baskets with rocks or another heavy item – representing their 'products.' The suppliers then push their products across the floor to a small group of buyers. The buyers inspect the items, and then reject them as they don't meet their requirements.
- Next, the suppliers tie three ropes to the basket. The suppliers ask the buyers what they like or need from the products. Perhaps it is better quality or packaging in smaller quantities or blue potatoes instead of white ones, etc. The ropes then represent these attributes. The buyers now use the ropes to pull the box across the room and accept the contents as they easily meet their requirements. This is the starting point in building a demand-oriented relationship with the market, as is the case with the basket because it is a lot easier for suppliers if demand pulls the basket than if they have to push the basket.
- We say that this is just the starting point for a demand-oriented relation because until now we have not included the other key issues of a real demand-oriented relation. Issues of no exploitation, sustainability, resilience and a long relationship with buyers are still missing here. These issues are discussed in the next exercises.
- **Discussion:** Have the members of the collective ever experienced pushing their products to demand? Have they experienced having their products pulled by demand? What is the difference? Which one is easier? (It's hard to push and can lead to a rejected product. It's easier to have the market pull. This only happens with a relationship). Have members of the collective ever discussed and analysed the reasons their product being rejected? Is it easier for men or for women to offer or change value propositions?

Assign one customer description (see examples below) to each basket. Ask a participant to read the customer descriptions. Ask another participant to draw a picture of this customer and assign it to that basket. Discuss the 'problem' that each customer is facing. How can the producers help resolve these challenges?

Hand out the 12 value proposition cards (six are blank), one to each participant (see examples of value proposition cards below).

Ask each participant to read her card. What is the benefit you are offering? Then think about which customer will be motivated to purchase this product. The description of the benefit that is motivating the customer to work with the producer and stay engaged is the value proposition. Some cards might fit in more than one basket. Have each participant explain why she put the card in the basket she chose. Does the whole group agree? Could the card go in another basket?

Some value propositions are about what is possible, and maybe does not exist yet, but could exist. For each of the value propositions, is there an investment that the buyer or consumer could make that will make the value proposition happen? (for example, providing the product in small bags, purchasing a drying machine, providing training in growing different vegetables, providing training in organic production, building a storage facility, providing a loan for a machine to turn vegetables into baby food and a childcare facility so that they can focus on processing).



Access to Market training in Nepal. Photo: Aftab Alan | ActionAid

For the blank value proposition cards, ask the participants to think of a value proposition for one of the customers. Write it on the card. It will be necessary to imagine a new way of doing things or of a new product that will have benefit and motivate a buyer to make the purchase. Again, how can the consumer help the producers deliver the value proposition? Is there an investment they could make that will make the value proposition happen?

Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection



1. What are some value propositions (benefits) that already exist for your products?
2. What additional products could you produce? What will be the value proposition of these items?

Example

Sample consumer descriptions for use in training (in a real-life situation, facilitators will use value propositions from the community):

- Customer profile #1:
Consumer profile #1: Alex is a 'middleman' who buys vegetables in the villages and sells them in the regional market place. His problem is that it is difficult to fill his truck when he comes to the village. A few producers come with small amounts of vegetables, just loose and not in a bag. This makes it impossible for him to transport the vegetables easily. Most often, producers bring him

tomatoes. Everyone grows tomatoes! He can get plenty of tomatoes close to the regional capital, so he doesn't buy them far away as they can get damaged as they are taken on the rough roads.

- Customer profile #2:
Louisa is a buyer for a fair trade store in the capital. She also comes to the village looking for vegetables, but she is looking for vegetables that have been grown organically. Her consumers also like dried fruits and vegetables. Her consumers like to help the community and provide opportunities for the youth. Again, a few producers come with small amounts of vegetables, just loose and not in a bag. Most often, producers bring her tomatoes.
- Customer profile #3:
Amina is a mother who buys vegetables in the local market. She is very disappointed as most of the vegetables seem old and of poor quality. The vegetables she does find are in large bags and a lot more than what she needs. With no means of storing the vegetables, she is afraid they will spoil. She then takes the vegetables home and spends a lot of time making food for her baby. Again, there are lots of tomatoes. She grows tomatoes.

Sample Value Proposition Cards:

1. Our collective will work with you to grow the vegetables your consumers want.
2. We grow pumpkins and other vegetables that are easy to transport.
3. Our collective makes baby food from the vegetables that are not perfect, but are still of good quality.
4. We will sell you dried fruits and vegetables in small packages. We will dry fruits and vegetables using solar dryers. We will then place the dried produce in small bags.
5. When you leave your horse cart will be full. Our collective gathers the produce from all its members, sorts out the highest quality and places it in a large wooden crate for safe travel.
6. We will use organic practices. We are happy to not sell tomatoes!
7. We offer the best produce, as soon as it is harvested, and sell it in small bundles.
8. Our collective grows organic fruits. We sponsor a programme for the youth where every young person plants and tends to a fruit tree.
9. The other six blank cards for participants to develop their own imagined value propositions.

2. Improving market access through relationship building

Listening is the key to understanding value propositions and understanding value propositions is the key to market access in which producers are valued partners. **This requires an unconventional approach to buyers in which producers are not trying to sell what they already produce, but are instead seeking to understand what the buyers really want or need.** One area that the producers can explore with buyers is gender sensitivity. Is the buyer gender sensitive? Does the buyer see value in new or expanded roles for women? Before producers engage in conversations with actual buyers, we recommend that they practice having a different kind of conversation using the tool **Role Plays: Discovering Value Propositions.**

Training Tool

Role Plays – Discovering Value Propositions

 Purpose	
This tool provides an opportunity to practice a conversation with a potential market actor, shifting the conversation to discovering value propositions rather than ‘selling’ the products that you already have. Don’t forget to find out how the buyer might invest in the collective in order to make the value proposition real!	
 Expected Time	 Number of participants
2–2.5 hours	8–12 (2 small groups of 3–5 participants and 2 “buyers”)
 Materials you need	
Two scenarios on cards (with sample questions on the back), two buyer cards (with guidance on the back), large pieces of paper for recording best practices, markers, and tape.	

Instructions



1. Introduce the purpose of the activity. Explain that when the participants know more about what market actors want, it is easier to develop products and services that respond to the buyers’ desires and make the products more attractive and easier to sell. At the same time, the issues of production sustainability, resilience and no exploitation should be considered. This is being ‘demand-oriented’ and happens through a relationship and conversations. It is important that the collective is clear and takes a stand on its goals and finding win-win solutions, and does not become so demand-driven that the relationship becomes exploitative for men and women. Based on this, the collective must take into consideration the possible impacts of the changes that need to be made to respond to buyers’ desires. The collective should not only consider positive and negative economic, environmental and social impacts, but also the changes that it may cause in women’s lives (increase or reduce the burden of work, women’s unpaid care work, vulnerability, etc.).

Pre-select two ‘buyers’ (depending on the number of participants). Give each buyer a card, each with a different market channel (see examples below). These individuals should understand demand-oriented, value propositions and the various challenges and opportunities that market actors face so that they can easily assume the role and take on the attributes of an actor. This group will meet for 20 minutes to prepare for their individual role-plays. Sample guidance on the role of a ‘buyer’ is given below.

Form 2-3 small groups among the remaining participants. Each group will meet a different buyer. Give each small group a scenario card. Ask the groups to spend 20 minutes to:

- Review the scenario.
- Discuss their knowledge about the buyer and the possible challenges that they might face. You can make this up. (What do they care about? What are their products? Concerns?)
- Prepare questions to ask the buyer during the role-play.
- Prepare the information you want to share with the buyer.
- Select two individuals who are their collective's representatives to meet the market actor. Sample guidance for the role of 'representatives of the collective' is given below.

Conduct the role-plays, about 10 minutes each.

Reflection



Reflection questions after each role-play:

- What worked well?
- How well did the representatives of the collective understand what matters to a buyer? His or her challenges and desires?
- What are the value propositions that the collective has for the market actor?
- Were there any shared interests? Were you able to identify any opportunities that could be mutually beneficial?
- Did the representatives of the collective 'over promise' what they could do, which will increase their burden, particularly the burden on women members? Explain?
- What will be the positive and negative impact of the changes that need to be made on the collective's members' lives, particularly of the women within the group?
- Was there any discussion around gender?
- What are the next steps?
- What did not work well?
- What did you learn about creating relationships with demand?

When all the role-plays and reflections are complete, ask the participants as a full group to make a list of the best practices that they observed. Record these on large pieces of paper and post on the walls (see examples of best practises below).

Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Example



Sample Scenario Cards:

1. Your collective grows tomatoes and peppers. The peppers are special that only grow in your area. Many growers send them to family and friends in Europe to remind them of home. The tomatoes you grow are of good quality, but the price you get is generally low as there are so many available. You would like to

explore growing/making other products. You are meeting a buyer today from the supermarket in the city.

2. Your collective grows tomatoes and peppers. The peppers are special that only grow in your area. Many growers send them to family and friends in Europe to remind them of home. The tomatoes you grow are of good quality, but the price you get is generally low. **You would like to explore growing/making other products. You are meeting the representative of an international company who sells value added products in Europe.**

Sample questions (same question on the back of each 'scenario card'):

- What do your consumers want that you can't currently provide? Are you trying to break into new markets? How can we help?
- What do your consumers care about? What do they value? How can we help you deliver that to them? Do they care about women's issues?
- What challenges do you face in your business? How could we brainstorm ways together to resolve these?
- What do you like about our product? What do your consumers say about our product? Are you happy with how it looks? Its packaging? Its delivery? What about quality?

Your collective grows tomatoes and peppers. The peppers are a very special kind that only grows in your area. Many growers send them to family and friends in Europe, to remind them of home. The tomatoes you grow are of good quality, but the price you get is generally low. You would like to explore growing/making other products. **You are meeting today with the representative of an international company who sells value added products in Europe.**

Sample questions for scenario cards (same question on the back of each "scenario card"):

- What do your customers want that you can't currently provide? Are you trying to break into new markets? How can we help?
- What do your customers care about? What do they value? How can we help you deliver that to them? Do they care about women's issues?
- What challenges do you face in your business? How could we brainstorm ways together to resolve these?
- What do you like about our product? What do your customers say about our product? Are you happy with how it looks? Its packaging? Its delivery? What about quality?
- Additional Questions: Add questions to suit specific context.

Sample Buyer Cards:

1. **You are a buyer from the supermarket in the city.** You are meeting today with a collective that grows tomatoes and peppers. The peppers are special that only grow in this area. Many growers send them to family and friends in Europe to remind them of home. The tomatoes are of good quality, but the price you pay is generally low as there are so many available. You would like to explore growing/making other products.

2. **You are a representative of an international company who sells value added products in Europe.** You are meeting today with a collective that grows tomatoes and peppers. The peppers special that only grow in this area. Many growers send them to family and friends in Europe to remind them of home. The tomatoes are of good quality, but the price you pay is generally low as there are so many available. You would like to explore growing/making other products.

Sample guidance (same on back of each 'buyer card'):

- Why are you agreeing to meet with the suppliers?
- What would you like to know about them?
- How might this collective help you resolve a problem or challenge you are having? What do you want?
- What might you be willing to do for the suppliers to get what you want?

Sample Best Practices:

1. Be well-informed and research the demand partners and their current activities to be able to tailor your product to their goals keeping in mind the ethics on gender and social accountability that we learnt earlier.
2. Remember, it is a dialogue, not just one side talking.
3. Test your assumptions. **Assumptions** are those thoughts that we think are true, but we actually don't know whether they are.
4. Listen to their problems/challenges and think about how you can resolve them.
5. Know and use the language that matters to them... you are not selling!
6. Be clear and concise about how you can create value. Be prepared with concrete impacts... the difference your involvement will make.
7. Be aware and ready to take advantage of an opening or the opportunities that they bring up; this requires creative thinking on your part to relate their ideas to what you are offering. Don't be so focused on the product that you lose sight of the opportunity being offered in a different package.
8. Be realistic – focus on what you can realistically achieve and resist the temptation to over promise and then risk having to under-deliver.
9. Make sure that the investment does not increase the workload of women for lesser profit. It should not impact health or demand time from children in the family
10. Obtain a commitment for the next step.
11. Ask for names/contacts of others you can speak to.
12. Understand what the investment looks like and where it can come from.

3. Assessing the market demand of specific buyers

Once producers understand what a value proposition is and the different kinds of value propositions that buyers and end consumers may have, and they have practiced having conversations to better understand their value propositions, they are ready to meet the real buyers (or end consumers) to assess market demand for specific products or services. These conversations offer producers' groups the opportunity to test their assumptions about which products or services might have the most value and to whom. The results of the research in Component 2 should suggest a number of possible buyers (or end consumers) with whom to have conversations. The buyers (or end consumers) they meet may be buyers who already buy products from them and they may also be buyers who have never bought products from them. Conversations with actual buyers (or end consumers) will give producers the information that they need to figure out which buyers they want to work with and how.

The two tools we recommend for assessing the market demand of specific buyers are **Interviews & Observations: Meeting with specific buyers** and **Pairwise Preference Ranking: Drawing conclusions from data**.



A "Leaky Bucket" exercise with a group of mushroom producers in Rwanda. Photo: Celso Marcatto | ActionAid

Training Tool

Interviews & Observations: Meeting with Specific Buyers



Purpose

At this stage of accessing the market and developing value chains, you have already considered some of the products you are or can grow and make. You have talked to some of the market actors and observed what they are selling (in the transect walk). You have identified some of the actors you want to collaborate more deeply with (in the ranking exercise). You have thought about some of the benefits (value propositions) of your current and potential products. And you have practiced interviews in the role-plays, including identifying best practices. Now it is time to approach new actors based on the initial benefits you have identified and find out if you can actually fulfil the buyers' value propositions, or how you might modify your product to be able to do so. Your overall goal of these interviews is to find out if the actor is willing and ready to partner.

Interviews and observations are useful tools throughout this work as they allow the collective members to go deeper in understanding the views of other actors in the market, and for them to better understand the collective's potential, and provides an opportunity to test "assumptions". **Assumptions** are those thoughts that we think are true, but we actually don't know. For example, it is an assumption that all middlemen will set unfair prices. Even if this is your experience with the middlemen you know, it may not be true of everyone. In this case, you would want to identify actors you have not worked with in the past and find out how they set prices.

Interviews and conversations are important, even when you know your partners well. The market is an ever-changing activity; new actors, products and customers are identified, consumer preferences change, competition increases, policies change, and opportunities open, among other factors. As a collective, you want to be in partnership with market actors, in relationships that can endure and adapt over time, and where everyone is able to meet their self-interests. This takes conversations!



Expected Time

1 - 1.5 hours to prepare,
30 minutes for each interview



Number of participants

4-6 to prepare, 2 to conduct each
interview



Materials you need

Large wide paper, markers, tape, pens, notebooks, interview-reporting forms.

Instructions



1. Introduce the purpose of the activity.
2. Develop a list of buyers you wish to interview. You want to include people you already know, and those you don't know. At this point, you want to focus on people you think would be interested in your product. You may not know all of the individuals directly. For some of these individuals, you may need to think of someone else who could introduce you. Consider the best members of the Collective to conduct the interviews (include both women and men if you can). Who has a personal connection, or knows someone who does? Who has a particular expertise related to this actor?
3. Discuss the potential self-interest (value proposition) for each name on the list. Think about their biggest problem or challenge and how the collective or your partners could help resolve it. Record on a large piece of paper the name of the buyer you want to interview, why you think they would be interested in your product or service, and the name of the person who plans to conduct the interview.
4. Do some research ahead-of-time, but avoid drawing premature conclusions about what the prospective partner might want. Remember, you are going to be testing assumptions. It is useful to think ahead about what those assumptions might be. Learn to speak their language. What do they care about?
5. Develop a list of questions or main points you want to make. See the sample below for some ideas. Create a form for recording responses to your questions.
6. Set-up the interview. Take along someone who the prospective partner is likely to be acquainted with who is supportive of your work. If you do take along someone, be sure they know the agenda of the meeting and their role.
7. Conduct the interview. Write up a summary of the interview that records the details of your conversation, using the interview form. Be prepared to share this with the members of the collective during the analysis focus group.
8. Keep your eyes open! Ask to be shown around the facility. What do you observe? Take notes.
9. Be open to new ideas and adjustments to your existing value chain. This new partner may raise issues and ideas that you can take back to the group. As a result, you subsequently may modify your product or service to meet the needs of this new
10. Listen to the discussion that takes place and take note of any points that should be explored further. Ask questions for clarification.

Reflection



1. What are your biggest concerns about the interview? Are there enough opportunities for the collective/members to establish themselves? What can you do to address these concerns now?
2. What are you looking forward to about the interview?

Example *Sample Interview script/reporting form:*

Good morning, I am a member of the Collective “[name collective]”. Our goals include: _____ . To date, we have focused on growing/making _____ . (Remember, you are not selling your product! You are just explaining the types of products you do have/could have.) We work with _____ partners.

I’d like to talk to you today to:

- Find out more about your current work – the opportunities and challenges – and what matters to you.
- Find out about your women friendly environment.
- Find out more about where you see the opportunities and where we might have a niche.
- Identify shared interests and where and how we might work together so that you can realize your goals and we can realize ours.

We have learned that business relationships are far more productive when we work together to identify shared interests and products and services that consumers want and which we can provide together. Rather than pushing something through the supply chain, we are focusing on using consumer information and demand to pull the product through the chain. We are meeting entities who potentially and/or currently provide [sector] in the region, as well as others who could benefit from the [initiative].

This is also an opportunity for the collective to explain its goals and opportunities. This is a time for it to be clear about what a productive business relationship looks like to its members and also their standards. Hopefully, this will be the first conversation for many. This conversation should take no more than 30 minutes

Questions:

1. What is your current work? What are you trying to accomplish? How?
2. What problems or challenges are you facing in your work? How could the collective address these challenges positively?
3. What are the greatest opportunities you see to improve your business? What are the 2-3 products/services that you see as having the greatest potential in this area? Why? Do you think your collective has or could have a competitive advantage in providing these products/services?
4. How will you characterize the size of the potential market for each of these activities? And the profile of the consumer? What value might these activities provide the consumer?
5. How can you benefit by developing these options? Do you need to claim environmental or social benefits? How do you feel about women’s issues?
6. We all act for our own best interests. What will you need to consider while engaging in this work? What can we help you with?
7. What will you be willing to do to make these options a reality and to realize the benefits that you mentioned? What investments can you make? Examples of investments include signing purchasing contracts that a producer can use as

collateral to secure a loan; marketing and branding the value chain product; and providing a grant to help small landowners organize into a structure to compete with larger producers.

8. Clarify next steps. When is the next meeting? What will we talk about? How can we prepare for that meeting? Who else should we be talking to? Why?
9. Anything else you want to add?

Keep your eyes open! Ask to be shown around the facility. What do you observe? Take notes. Do your observations support the interview responses? What additional information can you gather?²



A group of women producers in Bangladesh. Photo: Ahmad Ibn Salim | ActionAid

2. In addition to the formal interviews, women's collectives may also need to gather information in conversations. Since fixing interviews with some of the companies may be difficult in some places the most appropriate entry points for them need to be identified.

Training Tool

Pairwise Preference Ranking: Drawing Conclusions from Data

 Purpose	Preference ranking is used to build better relationships with the market. This tool is used for reviewing the results of the interviews with buyers and to determine the preferred buyer or buyers.	
 Expected Time	 Number of participants	
2.5–3 hours	Full collective	
 Materials you need	Notes from interviews, cards, markers, large paper.	

Instructions



1. Review the purpose of the activity.
2. Ask the participants to report on their interviews. Remember to consider both the people you already know as well as some of the new buyers interviewed in this component. Write the name of the buyer, the problem/challenge the buyer faces, the challenges that the collective may face in supplying to this buyer, the positive and negative impact of it on women members of the collective and the collective's value proposition on one side of the card.
3. On the other side of the card write down the demands including who wants what, how, how much, when and where.
4. Read each card for the full group and answer any clarifying questions.
5. Repeat the process for each value proposition that you have identified for that buyer. Are there additional insights to share about the buyer?
6. Repeat the process for each buyer interviewed.
7. Select 3-5 'best' buyers and draw a pairwise recording matrix (see the example below). Place the cards down the left of the matrix with initials for the buyers along the bottom of the matrix. Identify a recorder.
8. Then ask participants pair-by-pair which buyer the group prefers most. The questions that the participants will consider are critical. For example, 'Which of the two buyers would you like to partner with going forward?' Once the choice is made, record it in the matrix.
9. The group is then asked why they made the choice. In other words, 'What is good about the winner?' Continue to probe until nothing further arises. This question will entail a significant discussion and full engagement of all of the collective's members.

10. Ask recorders to record all the reasons given for why the choices were made.
11. Continue until all pairs have been discussed and each square is complete. Feel free to mix up the order in which you ask the pairs.
12. Look over the matrix. The name of the buyer that appears most often is the highest ranked buyer. Followed by the next most frequent.

Reflection



1. Who are the highest ranked buyers? Looking back at the cards, where is the greatest potential for a win-win relationship with the market where the collective can be demand-oriented while maintaining its focus on its goals? (goals were developed during the focus group in Component 1.)
2. What are the advantages and disadvantages of working with each of the highest ranked buyers for both women and men? What steps can you take to address some of the challenges?
3. Are there remaining conversations that need to happen at this point in time? Who, when and how?

Example

Table: Sample Pairwise Recording Matrix

Cards	GT	AB	YM	ML	TP
George T.	/////				
Amina B.	AB	/////			
Yusef M.	GT	YM	/////		
Margaret L.	GT	AB	YM	/////	
Tom P.	TP	AB	YM	ML	/////

Tom: 1, Margaret: 1, George: 2, Amina: 3, Yusef: 3

At the conclusion of Building Relationships with Markets component you should be able to answer the following questions:

1. Which buyers (or groups of end consumers) do you want to work with and why? What are their value propositions?
2. What products or services can you produce that will meet their value propositions? What will you need to do things differently?
3. Do you think buyers will be willing to invest in the capacity of your producers' group to meet their needs? In what way(s) might buyers invest?
4. What will be the impact of this potential activity on your sustainability from the economic, social and ecological points of view? What will be its implications for women's workload, women's unpaid care work and their resilience?



COMPONENT 04

Gender Sensitive Value Chain to Support Collective Goals

This component has three sub-components (it is preferable to brush up on what we mean by gender and a feministic perspective depending on the knowledge level of the group):

1. Mapping the value chain from a feministic perspective.
2. Exploring gender roles and opportunities within the value chain.
3. Identifying the challenges and risks¹ and their management for women within their operational groups and value chain.

1. Mapping the value chain

Components 1 through 3 are designed to help producers' groups identify the products and services that they have (or could have) the resources to produce in response to actual value propositions of specific buyers in specific markets. **Component 4 is where producers identify the goals of the value chain for themselves, identify gaps and challenges which hinder creation of their own space and reduce their burden so as to get recognition for all the work done by women.** Women also identify the production and marketing functions that must be fulfilled to deliver products in response to real, existing market demands and at the same time strengthen their skills in production, build mechanisms to reduce their burden and distribute their work and build their individual as well as collective bargaining power to influence market dynamics.

Mapping the value chain helps clarify all the steps that need to be taken to produce a product or service including some steps like quality control for example, that may not have been part of previous production experiences. Once all the required functions are identified, producers can start considering who is best suited to carry out each function, where functions can be combined and where they may need new partners to join their value chain. These steps can be used for identifying existing strengths and opportunities for women, diversifying their businesses and creating alternatives as per their interests and suitability. This will help smallholder women to analyse their present position and help them plan where they want to reach. For producers, the goals of the value chain will aim at increased food security, reduced dependency on external inputs and more (as identified in the focus group discussion and drawing conclusions from data collection in Component 1). These goals may continue to evolve throughout the process.

The tool we recommend for mapping the value chain is **Mapping the Value Chain System**.

1. This may include violence in the family, community and at the market place and an increase in the burden of work for women.

Section A: Mapping the value chain from a feministic perspective

Training Tool

Mapping the Value Chain System

Purpose

This tool introduces the value chain system: The production, marketing and support activities that must happen in order to deliver a product in response to a real and existing market demand and building women’s agency to influence the market. The next section builds on this value chain map to identify gaps, barriers and opportunities as mentioned earlier. Mapping the value chain system includes:

- **Transactional partners:** The people, businesses or organizations that play a direct role in sourcing, producing, distributing and consuming the product;² and
- **Support partners:** The people, businesses or organizations that help transactional partners produce their products and/or remove barriers.



Expected Time

2.5–3 hours

Number of participants

Full cooperative membership as one large group, followed by small groups of 5–6 participants each

Materials you need

Summary papers from Part One of the Training Tool: Discussing Local Production Potential in Sub-component 1.1.
Large, wide sheets of paper, markers, tape, pens
“Tickets” or small pieces of paper
Two colors of cards.

2. **Transactional partners** are those who touch the product in one of the stages of the value chain.

Instructions



1. Introduce the purpose of the activity. Explain that once the participants have identified all the steps needed to get a product to the market including some that might not have been part of their previous experience, the collective can start thinking about gender roles in the value chain as opportunities and/or barriers, identifying who might be best to carry out these activities and exploring new partnerships to build.
2. Reconnect the members to the goals of the collective and the outcomes they desire from increasing market access as discussed in the focus group in Component 1. Bring out the large sheets of paper where the results were recorded. If not available, facilitate a review and record desired outcomes on large sheets of paper for everyone to see.
3. To ensure that there is common understanding of terms and concepts among the participants, conduct the following large group activity:
 - Provide all participants with 2-3 'tickets.' Group the participants as: 'producers,' 'input suppliers,' 'aggregators,' 'distributors,' 'processors,' 'different markets' (including institutional markets), 'waste managers,' and 'end consumers,' explaining the activities performed by the specific groups. Ask the participants to line up in the order that the product moves through the chain. At each stage combine your tickets with the other tickets coming to you, before passing on to the next stage. As the 'products' (the tickets) move from the producers to the consumers, the participants begin to see the flow of the product and some of the different actors involved.
 - Next, ask some of the participants to be 'supporters.' What are some of the areas of support that are needed? (for example, business and technical assistance programmes/extension, financing, policy and regulation, research and capacity building). This may also include specific support for women's collectives such as childcare centres, access to information on markets, good access to water and energy and safety measures at the market place particularly to enhance women's safety, for example, lighting, security, public toilets and storage facilities.
 - Note that the value chain is constructed first with **transaction partners (those who 'touch' the product while getting it to the market)** and then with support partners. What do the participants notice? How does the flow of information usually work? How would they like it to work?

At the end of each stage, they can also discuss the 'value' that is added at each stage with focus on how it is impacting women positively or negatively, what needs to be done to fill the gaps for women to access the market, skills and the capacity needed to influence the market, its impact on women's knowledge about their rights, what facilities are required to count in and reduce their unpaid care freeing their quality time, etc.

4. Now, map the value chain system, focussing on a specific product that the collective has identified as a priority in Components 1, 2 and 3, using the following steps. Complete this activity in small groups. Remember, this is how the value chain needs to look when it is working. There may be some activities that do not currently exist, but you need to have for the collective's success.
 - As you did in the earlier group exercise, start with transaction partners. Use the same colour card for all transaction partners. Draw a picture of the

activity on a card – only one activity on each card. This will allow you more flexibility in moving the cards around as you learn more and modify your value chain system. Arrange the cards on a surface in a flow that makes sense for the product, moving from inputs to producers to consumers.

- If you know of persons who do or can do this activity and you would like to speak to him/her about this, write their names on the back of the card.
 - Next, indicate the support partners. Use the same colour card for all support partners. Draw a picture of the activity on a card – only one activity on each card. Arrange them around the value chain that you have already laid out with supporter activities placed near the transaction activities that they support.
 - If you know a person/ institution who does or could do this activity and you would like to speak to about this, write the names on the back of the card.
 - Tape the cards 'in order' on a large, wide paper. Use lines to show relationships between functions.
 - Finally, get really specific about target buyers (look back at Component 3). Include them in the value chain map. Look over the map again. Does anything need to change to meet the specific needs or expectations of these buyers?
5. After about 45 minutes or when all the groups are done, the facilitator asks each group to present their maps.
 6. Select one of the most complete maps and add items identified by the other groups that are missing to it. Ask the entire group if their viewpoints are captured on this 'consensus map.' If necessary, ask a small group to redraw the map containing everyone's information.
 7. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection

What additional information do you need? Who can you talk to?

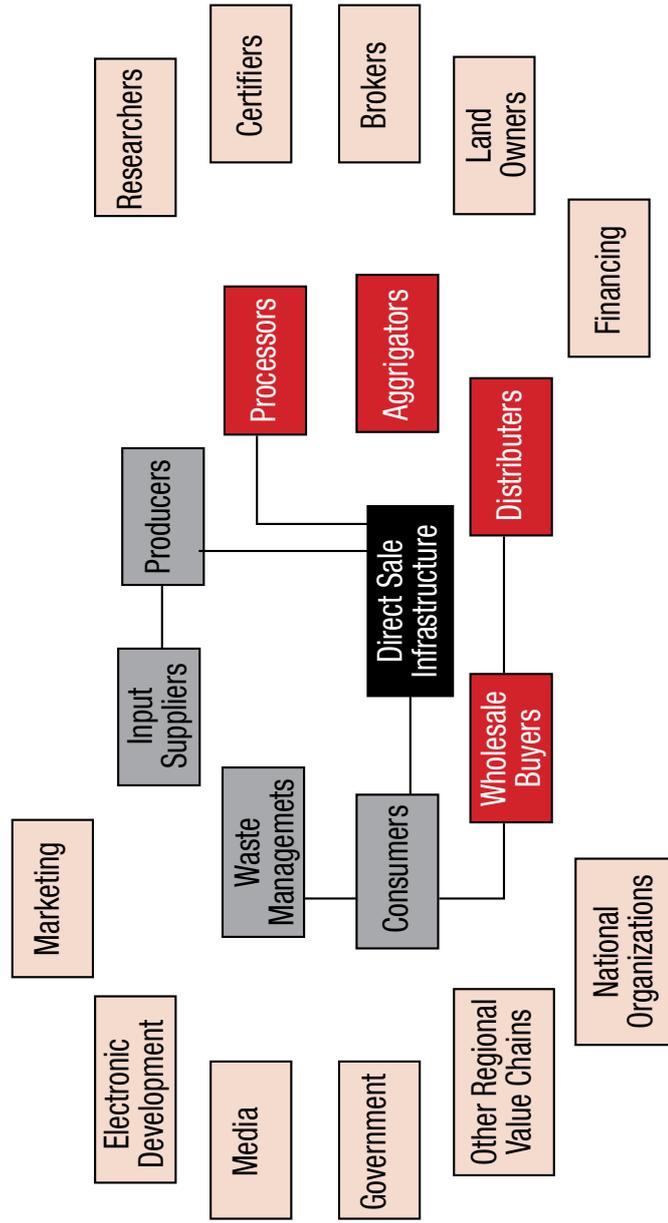


What new partners can you engage?

Example Value chain: The local food value chain of the Central Appalachian Network – Yellow Wood Foundation

Local Chain Value Chain
A Central Appalachian Network

A Local Chain Value Chain
March-2012

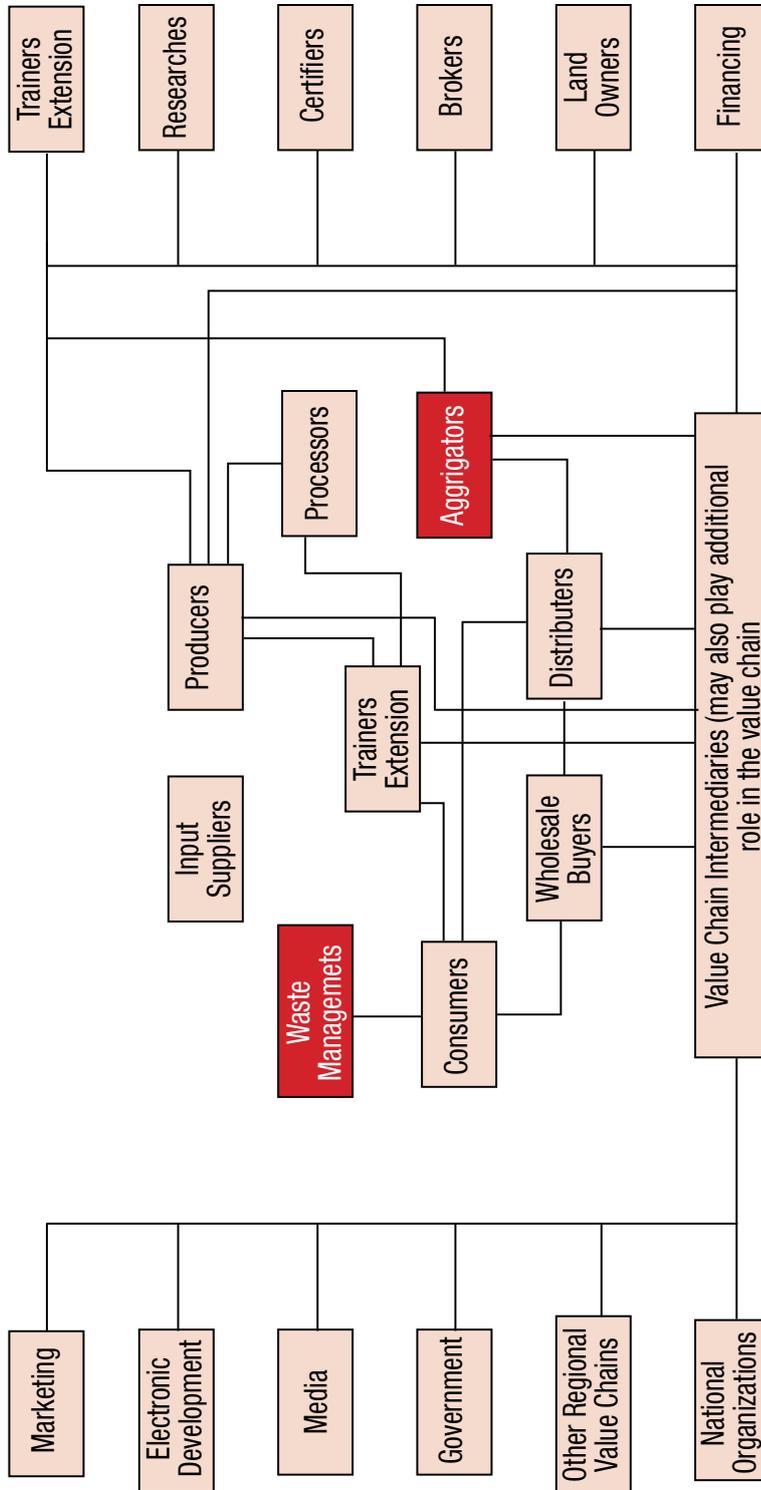


Value Chain Intermediaries (may also play additional role in the value chain)

- The most basic element of the core value chain: need to be in place for sales to begin
- Wholesale element of the value chain: need to be in place to bring the value chain to scale
- The enabling ecosystem: support to the core value chain in various ways to allow it to thrive
- Value chain intermediaries: keep the big picture in mind and facilitate connections within the value chain

Local Chain Value Chain
A Central Appalachain Network, Rural Action, ACEnet

Southern Ohio Local Food Value Chain
Rural Action and ACEnet



2. Exploring gender roles and opportunities within the value chain

This is where all the information on gender gathered in Component 1 comes back into play along with any additional insights into gender roles gathered through the other components. Reflecting on the proposed value chain through the gender lens allows producers' groups to consider which changes in gender roles and responsibilities could create a stronger value chain. It is also a chance to reflect on which constraints will have to be addressed to make changes in gender roles. The power and gender analysis from Component 1 can be revisited to identify key policies and players which will need to be influenced to make these changes. This lays the groundwork for using the value chain and access to markets to strengthen human rights.

The tools we recommend for exploring gender roles and opportunities in the value chain are **Seeing the Value Chain Through a Gender Lens**.



Women's group in Senegal. Photo: Teresa Anderson | ActionAid

Training Tool

Seeing the Value Chain through a Gender Lens

 Purpose	This is the first of the two tools for further understanding gender roles and considering constraints and opportunities in the value chain to change/adapt gender roles to increase the effectiveness of the value chain in meeting the goals of the collective.	
 Expected Time	2–2.5 hours	 Number of participants
		Full cooperative membership as one large group, then breaking into smaller groups to go deep into each activity in the value chain.
 Materials you need	Relevant summary papers from Components 1-3; Consensus value chain map from Section A; and Large, wide sheets of paper, markers, tape, pens.	

Instructions



1. Introduce the purpose of the activity. By understanding where and how women and men are currently engaged in and benefit from the value chain, it is possible to identify areas of change to increase the effectiveness of the value chain and the benefits for women.
2. As a full group, look over the consensus value chain map. Where are women involved in the value chain? What and where are they missing? Where are they involved in a way that limits the benefits that they receive from participating? Why are women missing in some of the roles and is it possible to change this existing situation? What needs to be done to change it?
3. Break into small groups and assign 1-2 of the activities in the value chain to each group. For example, there might be an inputs/production group, an aggregating/packaging/transportation group, a processing group and a markets group. Each group looks at its activities (both transaction and support) through a feministic perspective in order to influence and change the power structures at the different levels that women deal with it.
4. Referring back to the summary papers from Components 1-3, each group addresses the following questions and records the conversations in a table as presented in the example (use a large, wide paper and attach it to the wall). At this point, all ideas are good ideas! In Component 7, you will look at the feasibility of different options:

- What roles/responsibilities do women and men have in the activity?
 - What are the constraints to increased engagement in and benefit from the value chain by women?
 - Could changes be made in the way things are done that will impact power structures and achieve the collective's goals?
5. After about 45 minutes, the small groups come together and report on their discussion, starting with markets and ending with inputs/production. All participants add their ideas as each team completes its presentation. These additional thoughts are recorded in the table.
 6. Are there key policies that can be influenced to increase benefits for women? To increase their access to basic human rights? Are there other partners in the value chain who have access and influence in affecting these policies? (if you have difficulties identifying value chain partners and actors, you can do a short exercise using the Venn diagram).²
 7. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection 1. How can a successful value chain contribute to changing gender roles?



2. What additional information do you need? Who can you talk to?
3. What new partners can you engage?

Example Summary table on seeing the value chain from a feministic perspective

2. How to use the Venn diagram is available at <https://extranet.actionaid.org/KCP2/SitePages/Gender%20Sensitive%20Access%20to%20Market%20and%20Value%20Chains.aspx>.

Activity in the Value Chain	Role / responsibilities of women	Constraints/barriers to increased engagement & benefit	Opportunities to impact power structures that act as blocks to achieve the collective's goals
Sales of produce at the regional market where prices are higher	Selling goods	<p>Women cannot leave their small children at home.</p> <p>Women are burdened with household work and income generation</p> <p>It is too expensive for women to travel to the regional market.</p>	<p>Influence Government to provide childcare at the regional market place through model child care centres²</p> <p>Increased and easy mobility for women.</p> <p>Selling produce as the cooperative, reinforcing the collective power and evolve ways to support each other personally and professionally leading to economic, social and political empowerment</p>
Access to financial resources to purchase seed and other inputs	Women have little or no control over financial resources	Women must pay high interest rates from money lenders (who are men)	<p>Men share revenue from the sale of the crops or any other activity with women for use to purchase inputs and seed.</p> <p>Women pool up their own resources in a small way from their co-operatives and use it to access more government services to expand their business. (some banks give matching grant and some governments give seed investment money for such groups)</p> <p>Women multiply their savings and build up a corpus for group to have more access to finance from their internal funds at reduced interest rate, decreasing the dependability on money lenders</p>

2. Childcare can also be done at home. Some women prefer leaving their children in childcare centres closer to their homes while others prefer to take them to the market. Women may also have other care responsibilities such as cooking and fetching water and firewood but these will not immediately come out unless they are probed.

This should be the government's role as women may also incur additional costs in setting up their own centres without support from the government or local authorities. The private sector can also provide care centres in partnership as a part of its social responsibility.

3. Identifying risks and challenges for women contributing to the value chain

Based on the analysis of gender opportunities in the value chain identified in Component 4, the producers' group can now start identifying the risks and challenges for women in contributing to the value chain such as safety, mobility, excess work, menial jobs, absence of access to information, materials, suppression by men in the market place, physical and emotional stress and lack of space in decision making bodies. Will women's contributions require new roles? For every risk, what is the potential reward? Who benefits besides the women themselves? (for example, when women are able to earn their own incomes, the entire household benefits). When women are able to access markets successfully with valuable products, the reputation of the community and region may benefit and other businesses may also prosper. Women also gain an elevated status in society with economic empowerment and become key actors in the market. What can producers, other transactional players in the value chain or supporting players do to minimize the risks to producers, especially women and highlight the rewards and benefits to others besides the women themselves?

The tool we recommend for assessing the risks and challenges for women contributing to the value chain is **Risks and Rewards of Changing Gender Roles & Responsibilities**.



Basket producers group in Nepal. Photo: Celso Marcatto | ActionAid

Training Tool

Risks and Rewards of Changing Gender Roles and Responsibilities

 Purpose	
<p>This tool is the second of the two tools for further understanding gender roles and considering risks and rewards of changing gender roles and responsibilities.</p>	
 Expected Time	 Number of participants
<p>2–2.5 hours</p>	<p>8–12 participants as one large group.</p>
 Materials you need	
<p>Summary table that emerged from “Training Tool: Seeing the Value Chain Through a Gender Lens” in Sub-component 4.2</p> <p>Large, wide sheets of paper, markers, tape, pens</p>	

Instructions



1. Introduce the purpose of the activity. Every change comes with risks or possible negative impacts, as well as rewards, or positive impacts. Most often, these benefits are realized far beyond the individual. By understanding the risks and rewards, the collective can take steps to ensure that the potential negative impacts are minimized and the rewards are highlighted and shared.
2. Looking at the summary table on seeing the value chain through feminist perspective, discuss in more depth the most realistic opportunities to impact gender roles and achieve the collective’s goals. For each one, consider the potential risks or negative impacts on the women. Record these on the summary table for risks and rewards, following the example below.
3. Next, discuss the rewards or potential positive impacts on the women. Who else would be impacted in a positive way? Record these on the summary table for risks and rewards, following the example below.
4. Consider how the risks can be minimized. What can the producers themselves, other transaction or supporting partners do to minimize risks to the producers and highlight the rewards and benefits to others?
5. Listen to the discussion that takes place and take note of any points that should be explored further. Ask questions for clarification.

Reflection



1. As a full group, look over the summary table. What are the next steps?
2. What additional information do you need? Who could you talk to?
3. What new partners could you engage?

Example

Table: Sample Summary Table for Risks and Rewards

Opportunities to impact gender roles to achieve the collective's goals	Risks (potential negative impacts on the women or others)	Rewards (Potential positive impacts on the women or others)	How can risks be minimized?
<p>Providing child-care at the regional market place.</p>	<p>Non availability of services by the state</p> <p>Cultural practice where it is women's role to do un paid care work in addition to their business.</p> <p>Lack of control over income which limits their payment for child care(where present)</p>	<p>Their quality time increases with reduced burden of minding children</p> <p>Full focus on the business with increased access to income and expansion of business</p> <p>Increased food security and fulfilment of basic needs</p> <p>Established identity with dignity as possible end result</p>	<p>Community centres established giving alternative income to few of collective members with their internal fund and access to available government services</p> <p>All cooperative members take turns providing childcare at the market reducing costs and providing a safe environment.</p> <p>Sensitization of men and other family members about unpaid care work which could result in redistribution of work among family members and reduce the burden of women</p>
<p>Selling produce as a cooperative, increasing the bargaining power of the women, increased access to income, mutual support of peers in business, reduced burden as women take rotational roles in different stages of value chain.</p>	<p>Influenced by patriarchal mind-set, women accept the traditional norms and practices as normal.</p> <p>Collectivization as co-operative is seen as threat to existing system of suppression and fear of women gaining control in market which is dominant place for men</p>	<p>When women are able to earn their own income, the entire household benefits.</p> <p>Women are able to influence the decision making bodies in the market spaces and get a exclusive space for themselves</p> <p>Co-operative becomes a source of additional and sustainable income</p> <p>Peer accountability and trust building to do joint ventures</p>	<p>Group accountability established where each member takes ownership including new business or expansion of collective business.</p> <p>A transparent and comprehensive record system is put in place ensuring transparency and increasing the trust, thereby having good and quality produce which makes market access easier.</p>

Table: Sample Summary Table for Risks and Rewards (contd..)

Opportunities to impact gender roles to achieve the collective's goals	Risks (potential negative impacts on the women or others)	Rewards (Potential positive impacts on the women or others)	How can risks be minimized?
The Collective establishes a women's loan fund.	When the men know the women have access to loans at a fair interest rate, they will start pressuring women to pay for more household expenses.	The loan fund supplements to meet the priorities of women, help them practice handling of money, management of collective business, increasing capacity of women to explore diverse livelihoods and expand business, opportunities to link with government services where available.	<p>Prioritization of most vulnerable women in accessing fund at low interest rates</p> <p>Capacity building for social and political empowerment so that women establish their identity in the competitive market space</p> <p>Sensitization of men and other community to respect and recognize their business and associated activities.</p>

At the conclusion of Gender Sensitive Value Chain to Support a Collective's Goals component you should be able to answer the following questions:

1. What are the goals of the value chain? These may be related to any of the eight forms of wealth, ownership, livelihood and rights.
2. What are the functions that need to be fulfilled for delivering products in response to the value propositions of specific buyers?
3. What are the gender-based opportunities in the value chain? What will have to be addressed to change gender roles? How can a successful value chain contribute to changing gender roles?



COMPONENT 05

Gaps, Bottlenecks and Risks in the Value Chain

This component has four sub-components:

1. An income and expense analysis.
2. Identifying **gaps** and **bottlenecks** for producers' groups.
3. A power analysis with respect to gaps and risks.
4. Identifying supporting and hindering policies and institutions and the changes required.

1. Income and expense analysis

An income and expense analysis is used at this stage as a way to test the feasibility and likely profitability of specific value chain ideas that the group is considering. An income and expense analysis should be completed for whichever products and services seem most promising based on the results of the previous components. By estimating the costs of each function in the chain (including the value of paid and unpaid labour) and estimating the likely returns from the market for each proposed good or service, producers' groups can start seeing which products are likely to be profitable and which are not. They can also see which functions are most expensive and can begin considering alternative approaches that will reduce costs. An analysis of income and expenses will help the group identify areas where more information is needed and will inform the identification of gaps and bottlenecks in sub-component.¹

This sub-component uses the **bucket tool** introduced in Component 1. (see page 12) However, now it is applied to specific goods and services as desired by the buyers in the market.

1. We know that besides product profitability there are many other key elements / issues that need to be addressed by the group. For example, the whole issue of the sustainability of a specific product, its impact on reducing or increasing dependency on external inputs or the positive or negative impact that this production process may have on women's burden of work and their unpaid care work.

We concentrate on product profitability here because it is important for the group to be able to see a path to profitability before it goes too far down the road thinking about the other implications. The question is how to be creative in achieving and sustaining profitability in ways that accomplish other goals as well rather than focusing first on the other goals without considering profitability.

Other elements, like the ones mentioned above are discussed in Components 6 and 7 as the most potentially profitable ideas; they are more fully explored and understood in these components. Remember that we are assuming that the groups will bring the results of all previous components into subsequent components so they will have already assessed their resources, goals, etc. These components should be considered as a whole and not in isolation from one another.

2. Identifying gaps and bottlenecks for producers' groups

In Component 4, producers' groups defined the value chain including its goals, products and target buyers and identified the functions that needed to be fulfilled to produce products that will meet buyers' needs and expectations. In Component 5, producers' groups reflected on what they have and what they need to have in order to produce successfully. A gap refers to a function in the value chain for which producers' lack knowledge, skills, infrastructure or access to natural resources to produce to suit market standards. For example, if producers know how to grow greens, but do not know how to prevent insect damage, that is a gap in their ability to produce to suit market standards. Or, if they know how to produce undamaged greens, but lack the infrastructure to chill the greens once they are picked, leading to the greens getting spoilt even before it reaches the market, this is another gap. Existing policies such as laws against women owning property or lack of policies that favour local production can also create gaps.

A bottleneck is something that creates inefficiency in a value chain. For example, if producers, especially women, have to travel long distances to market their products individually, there is a bottleneck in getting large volumes of the product to the market. Organizing shared transport may be one way of addressing this bottleneck. Or, if there is no way for buyers to communicate with producers so that the producers can plan their production and harvesting to meet buyers' needs, this can lead to wasted products. This is another example of a bottleneck in a value chain. Policies such as requirements of costly inspections of small operations, may also be bottlenecks that need to be addressed for improving efficiency. One more gap is buyers' forced agendas not taking into consideration the local context or damaging traditions. Producers should be able to clearly articulate potential products keeping in mind all aspects of the framework and convince buyers accordingly.

Another bottleneck is only considering the profit and neglecting ethics and values. For example, exploitation of women and children and violence against women and their harassment. One more gap is non-facilitation or absence of government support.

Once producers have a value chain map, they can start identifying the gaps and bottlenecks that will need to be addressed and then discuss ways to address them.

The tool we recommend for identifying gaps and bottlenecks is: **Stones and Balloons**.

Training Tool

Stones and Balloons²

 Purpose	This tool provides a way for the collective to consider its current situation and what it has in the value chain and what it needs in order to successfully reach the market and its goals.	
 Expected Time	 Number of participants	
1.5–2 hours	8–10 participants	
 Materials you need	Consensus value chain map from Component 4; Asset map from Component 1 and Venn diagram from Component 4; A clear area on the ground to draw with a stick, a number of stones; and Large, wide sheets of paper, markers, tape, pens.	

Instructions



1. Introduce the purpose of the activity. Explain that the participants are going to identify gaps and bottlenecks, as well as areas where they have resources that can be used for addressing the constraints.
2. Ask the participants to replicate the value chain that they developed in Component 4 by drawing on the ground. They should use a straight line to capture the steps needed to get the product to the market, starting on the left with inputs and production and finishing on the right with the end consumer. Record on the paper and save for later.
3. Looking at each step along the value chain, is there a gap? Gaps are activities in the value chain that do not appear to be currently available in the region. In some cases, the activity is occurring, but the members of the group / collective either do not know about it or do not have access to this service. For example, you need to transport goats, but no one in the region offers transportation that meets food safety requirements. For each gap, place a rock below the line of the value chain, weighing down that portion of the chain. Participants discuss the gap and take notes on the paper version.
4. Looking at each step along the value chain, is there a bottleneck? Bottlenecks are when the value chain or activities in the value chain do not operate effectively, especially for more people or even create a barrier that precludes their participation. For example, poor communication by the buyers with producers can be a common bottleneck; so can producers' lack of standards. Without

2. You can find more about how to use the stones and balloons tool in Gender Sensitive Access to Market Space on the Extranet.

good communication, producers grow products that do not meet a buyer's needs and most of the produce is left unsold. With better communication and clear standards, producers grow what is required and sell more of their produce. For each bottleneck, place a rock below the line of the value chain, weighing down that portion of the chain. Participants discuss the bottleneck and take notes on the paper version.

5. Finally, there are also many resources that can be used to address and lift up 'the rocks.' These are the 'balloons.' Include these above the line of your value chain. For example, there might be a truck that meets food safety standards that brings produce from the regional market to the village that will be willing to transport the produce back to the city. Or there might be a Ministry for Women's Affairs office that will take up the issue of a loan fund for women. Go back to the asset map from Component 1 and the Venn diagram from Component 5 to see if there are any resources that you can use that you might have forgotten.
6. Be sure that the balloons and stones are captured on the paper for later use and that everyone's information is included.
7. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

You can also facilitate a discussion on environmental factors and an enabling environment. What about land rights? Commons? What about access to seeds and seed laws and intellectual property rights? How is climate change affecting and may affect this initiative in the near future? Issues of flooding and drought? Women's rights, violence against women, conflict?

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Reflection



1. What do you need in your value chain that you don't currently have to meet demand?
2. Who else will benefit if the gaps in your value chain are filled? How might they help?
3. What are the most important bottlenecks that you need to address to achieve the collective's goals for the value chain and also impact the most people?
4. What additional information do you need? Who can you talk to?
5. Which new partners can you engage?
6. What kind of support do you need from government institutions?

3. Power analysis with respect to gaps and risks

Some gaps can be filled by simply reorganizing existing resources, for example, by changing the harvest timing. Other gaps will require additional resources such as fitting in equipment to cool the harvest after it is picked or cut. A power analysis allows producers to consider who controls the specific resources that they might need. For example, perhaps another producers' group has a mobile cooling unit that is not in constant use and an arrangement can be made to borrow or share it. Or, perhaps there are trucks making deliveries to the village that return empty and could carry the producers and their goods to the market. A power analysis can help identify potential partners to fill gaps and address bottlenecks.

The tool we recommend for a power analysis with respect to gaps and risks is the Venn diagram: **Understanding Power or Influence of Value Chain Partners.**



Small holder farming in Cambodia. Photo: ActionAid Cambodia

Training Tool

Venn Diagram: Understanding Power or Influence of Value Chain Partners



Purpose

This tool is used for understanding gender roles in the value chain, specifically existing relationships between value chain partners and their power or influence. Influence is the informal authority to impact people and decisions based on the recognition of followers. Power is the formal authority or position to impact people and decisions.



Expected Time

1.5–2 hours



Number of participants

Large or small groups



Materials you need

Markers, paper (some colored), scissors, tape or glue.

Instructions



1. Introduce the purpose of the activity. Decide what you want to learn from the Venn diagram. What question do you want to answer?
2. Make a list of the key stakeholders covered in your question. Cut circles of different sizes to represent the power held by each stakeholder in this context. Be clear if you are diagramming 'power' or 'influence.' Bigger circles represent 'more,' and smaller circles represent 'less.' Write the name of the stakeholder on the circle. Indicate if it is a man or a woman.
3. Place the circles in relation to each other where closer relationships are shown by a greater overlap. The size of the overlap will depend on the degree of contact in the real world.

4. Discuss as a group to find clarity and consensus.
5. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.



Reflection



1. Where do women have influence or power? Where are they missing?
2. Where are the opportunities to influence decision-makers through partners who already have a strong relationship with them?
3. Where is the need to build stronger relationships with people with power (and/or influence)?
4. What are some of the barriers limiting women's access to power and influence?
5. Where do you need additional information? Who else do you need to talk to?
6. What kind of support will you need from government institutions?
7. Develop an action plan that includes: who, what, where, when and how.

4. Identifying supporting and hindering policies, programmes and institutions and the changes required

As the focus of the value chain becomes more precise, it becomes easier to identify supporting and hindering policies, programmes, institutions and the changes required to support a successful value chain. For example, there may be specific policies regarding who is allowed to sign contracts that make it impossible for women to negotiate on their own behalf. There may be policies that restrict the movement of goods or policies that restrict the use of certain resources. There may also be programmes, for example, micro-credit, agro-industry or others, that could assist producers' groups but of which they are not aware. There may also be programmes that are ineffective but could be changed to become effective. Sometimes there are programmes (or policies) that no one knows about which, if properly implemented, will actually be helpful! Often, existing policies are misunderstood and this results in missed opportunities. This is the stage in the work where producers' groups can begin to learn more about the policies that affect their value chain and livelihoods and who controls these policies. This is the first step in separating fact from fiction and developing a plan for addressing restrictive policies and addressing the benefits of expansive policies and programmes.

The tool we recommend for policy analysis is a force field analysis.

Section D: Identifying supporting and hindering policies, programmes and institutions and the changes Required

Training Tool

Force Field Analysis

 Purpose	
<p>In addition to looking at gaps and bottlenecks in the transactional value chain, it is important to also look at the ‘enabling or supporting environment’ that supports or hinders the implementation of the value chain and access to the market. As pre-preparation, the facilitator should be familiar with relevant policies to prepare and support the participants.</p>	
 Expected Time	 Number of participants
1.5–2 hours	8–10 participants
 Materials you need	
<p>The value chain map from Component 4; A summary of the stones and balloons tool; Large, wide sheets of paper, markers, tape, pens; and Cards, baskets.</p>	

Instructions



1. Introduce the purpose of the activity to assess current policies, institutions and programs relevant to the focus of the value chain. In preparation for this tool, it is important to invite someone with knowledge on the existing public policies or allow the group to look for information prior to the exercise
2. Looking at the Value Chain Map and the Stones and Balloons Tool, brainstorm current policies, institutions and programs affecting your value chain system. A great place to start is to ask participants to share a story of when a policy or institution stood in their way. And then to share a story of when a policy, institution, or program helped the value chain and access to market.
3. Write each policy, institution or program on a card, one idea per card. Sort the cards into one of four baskets: Supported, Hindered, Both, Need To Know More
4. For the cards in the basket “Supported”: What was it that was so supportive? Does everyone who can use this policy, institution or program, know about it? How can more people use it?
5. For the cards in the basket “Hindered”: How did this policy, institution, or program stand in your way? What changes would make it supportive? Who controls these policies, institutions and programs? Do we know anyone that could influence these policy actors?
6. For the cards in the basket “Both”: It may well be that with more discussion, it becomes clear that the card belongs in the “supported” or “hindered” baskets. It may be necessary to get very specific to decide where to put the card. In

some cases, the program was meant to be supportive, but it is so ineffective that it does more harm than good. Among existing policies, institutions and programs that are ineffective, could they be changed to be more effective? Who controls these policies, institutions and programs? Do we know anyone that could influence these policy actors?

7. For the cards in the basket “Need to Know More”, the producer group can learn more about policies that affect their value chain and livelihoods. Who will look for the information? How will they report back to the others in the producer group? Who controls these policies, institutions and programs?
8. Are there policies and programs that could be helpful for our value chain, but we don’t know about them? Ask participants to complete the sentence: “In a great world, there would be a policy, institution, or program that would support the value chain by... I wish we had a policy that...” Brainstorm whom the producer group could ask to find out if such a policy or program already exists.
9. Listen to the discussion that takes place and take note of any points that should be explored further. Ask questions for clarification.

Reflection



1. As a group, decide which are the policies, institutions or programmes that are most important to be addressed in the coming months. Capture these and the relevant next steps on paper.
2. What are the next steps for these factors?
3. What additional information do you need? Who can you talk to?
4. Which new partners can you engage?

At the conclusion of Gaps, Bottlenecks and Risks in the Value Chain component you should be able to answer the following questions:

1. Based on what we know about potential profitability, which products or services are we going to begin building our value chain around?
2. What are the major gaps and bottlenecks that we need to address?
3. How are we going to address these gaps and bottlenecks? Are there programmes or policies that can help us? What are they? Are there partners who will benefit from working with us? Who are they?
4. What are the risks to women and other producers in the value chain? What can be done to protect ourselves from these risks? What are the policies, programmes and partners that can reduce the risks? What can we do ourselves to reduce the risks?



COMPONENT 06

Building Sustainable Wealth that Sticks

This component has four sub-components:

1. Wealth assessment.
2. Building wealth by filling gaps.
3. Using wealth to fill gaps.
4. Identifying who may benefit and investment opportunities.

1. Wealth assessment

The purpose of wealth assessment is to identify stocks of different forms of wealth that already exist in and around the community and within the producers' group and value chain. Wealth is not money, it is different forms of capital needed for decent lives and livelihoods. Performing a wealth assessment helps identify resources that can be used to strengthen the value chain. For example, a wealth assessment may reveal that there are many people in the area skilled in animal husbandry because there was a ranch nearby which has now closed down due to a drought or because it is a traditional skill. How can these skills strengthen the value chain? Wealth assessment also reveals weaknesses in the various forms of wealth that can be strengthened by the value chain. Wealth assessment will also reveal gender differences in access, control and ownership of resources. For example, the soil in an area may be depleted due to continuous cropping of one crop and/or soil erosion. What are the production methods that the value chain can use that will actually improve the health of the soil?

The two tools we recommend for wealth assessment are defining wealth:

Illustrating the Eight Capitals and the Spider Diagram: Assessment of the Eight Forms of Wealth.

Training Tool

Defining Wealth: Illustrating the Eight Capitals

 Purpose	This is the first of the two tools to broaden our understanding of the multiple forms of wealth that can be used for our development.	
 Expected Time	 Number of participants	
1.5–2 hours	All members of the producer group	
 Materials you need	Definitions of the eight forms of wealth; and Markers (some coloured), paper, scissors, tape, camera and locally available material depicting forms of wealth.	

Instructions 1. Introduce the purpose of the activity.



2. Participants form teams and go out to find things that make their community a great place to live or their ‘community’s wealth.’ They can draw pictures of what they find (one idea/card) or take photos, as long as these can be easily shared with the others. Or they can be encouraged to bring samples, if feasible.
3. Using the hand-out on the definitions of the eight capitals/forms of wealth, discuss each capital. Put up eight sheets of large paper, each with one of the capitals around the room.
4. Ask the participants to put up their pictures of great things about their community. Stick each picture on the large paper according to the type of wealth it represents. They should also discuss who owns and controls this wealth, men or women and why.
5. Discuss each picture. Is it placed on the correct flip chart? Move it as needed.
6. Listen to the discussion and make note of any points that should be explored further. Ask questions for clarifications.

Reflection Look over your results:



1. What surprised you?
2. What is missing in your community?
3. We often associate wealth with exploitation, but wealth is more than money.
4. All forms of wealth are part of the foundation of a sustainable economy.
5. Ownership and control is what makes it your wealth. Who owns and controls this wealth, men or women, which group of people?
6. Where do you need additional information? Who else do you need to talk to?

Short Definitions of the Eight Forms of Wealth

Capital	The Short Definition
Individual	The existing stock of skills, understanding, physical health and mental wellness in a region's people. It also involves the capacity of people to understand their rights as human beings
Intellectual	The existing stock of knowledge, resourcefulness, creativity and innovation in a region's institutions, organizations and sectors.
Social	The existing stock of trust, relationships and networks in a region's population. It also involves the capacity of communities and women groups to organize themselves and fight for their demands and rights.
Cultural	The existing stock of traditions, customs, ways of doing, and world views in a region's population.
Natural	The existing stock of natural resources – for example, water, land, soil, air, forest, plants and animals – in a region's places. Natural capital also involves sustainable agriculture practices, such as CRSA, and the dedication of people to produce safe products and the preserve the environment
Built	The existing stock of constructed infrastructure – for example, buildings, sewer systems, broadband, roads – in a region's places.
Political	The existing stock of goodwill, influence and power that people, organizations and institutions in the region can exercise in decision-making. Women right issues and the active participation of women in decision making are key on Political Capital.
Financial	The existing stock of monetary resources available in the region for investment.

For more detailed definition of the Eight Forms of Wealth, see Annex 01, at the end of the Handbook

Training Tool

Spider Diagram: Assessment of the Eight Forms of Wealth

 Purpose	
This is the <u>second of the two</u> tools to broaden our understanding of the multiple forms of wealth that can be used for our development.	
 Expected Time	 Number of participants
1.5–2 hours	All members of the producers' group. You can also do one exercise for women assuming that the producers' group is mixed.
 Materials you need	
Definitions of the eight forms of wealth; Results on flip charts of the previous tool; and Markers (some coloured), paper, scissors, tape, camera.	

Instructions



1. Introduce the purpose of the activity. Remember, it is only your community's wealth if it is healthy, fully functional, community controlled and/or if the community has a say in how it is maintained and used. You may need to take steps to ensure that the community's wealth meets these criteria before you can use it in your value chains. (You can also complete the spider diagram for your organization. This will help you identify where you might need to build partnerships in order to access additional capital).
2. Review the definitions of the eight capitals and the results from the previous tool.
3. Draw a spider diagram using the eight capitals as points of the spider web. You may indicate the different capitals with words or ask the participants to draw an image of what that capital looks like to them (you may also have photos of the different capitals from a previous exercise). Include a scale of 1-5. You can do this for the community as a whole and separately for women. Later you can use this to specifically look into building the capacities of women producers.
4. Using a scale of 0 to 5 (where 0 is the weakest and 5 is the strongest), map out the strengths of each of the capitals in the chosen sector. Remember, it is only wealth if it is healthy and fully functional and if the region owns or controls it and can take decisions about how to maintain and use it.
5. What are the 1-2 areas where you are the strongest? Give examples of why you rated them this way.
6. What are the 1-2 areas where you are the weakest? Give examples of why you rated them this way.

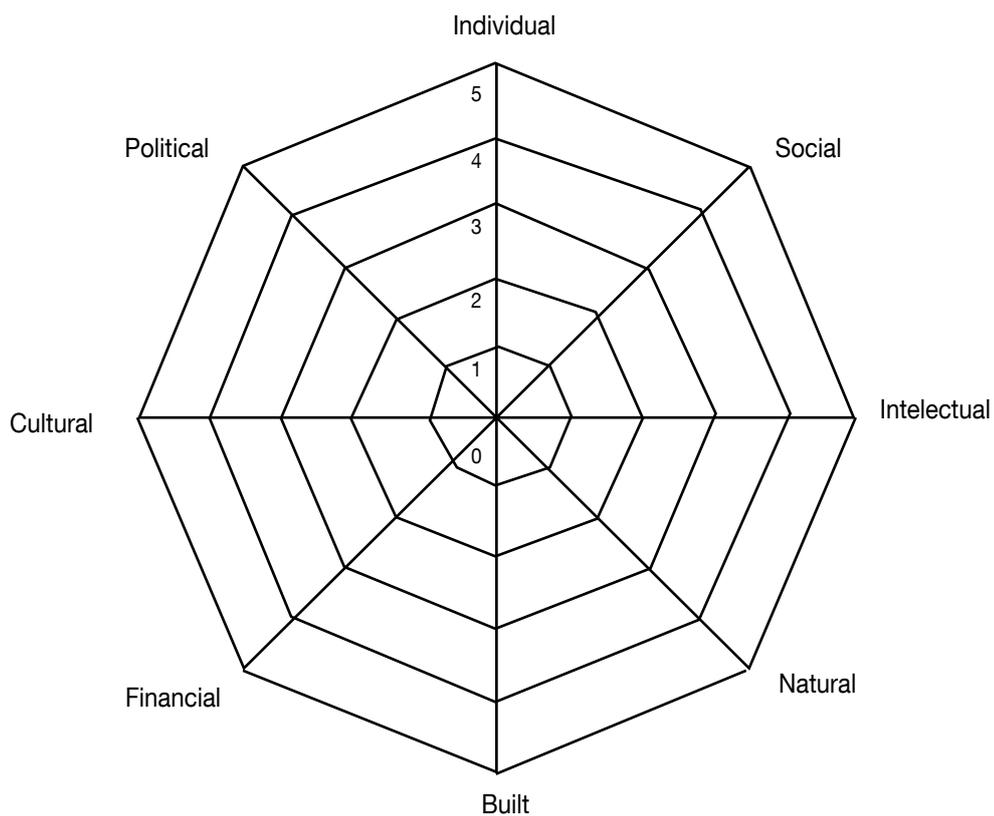
7. What are the 1-2 most critical underutilized capitals that could be brought into productive use with appropriate and creative investments?
8. Circle the areas where the community has more control.
9. Discuss as a group to find clarity and consensus.

Reflection

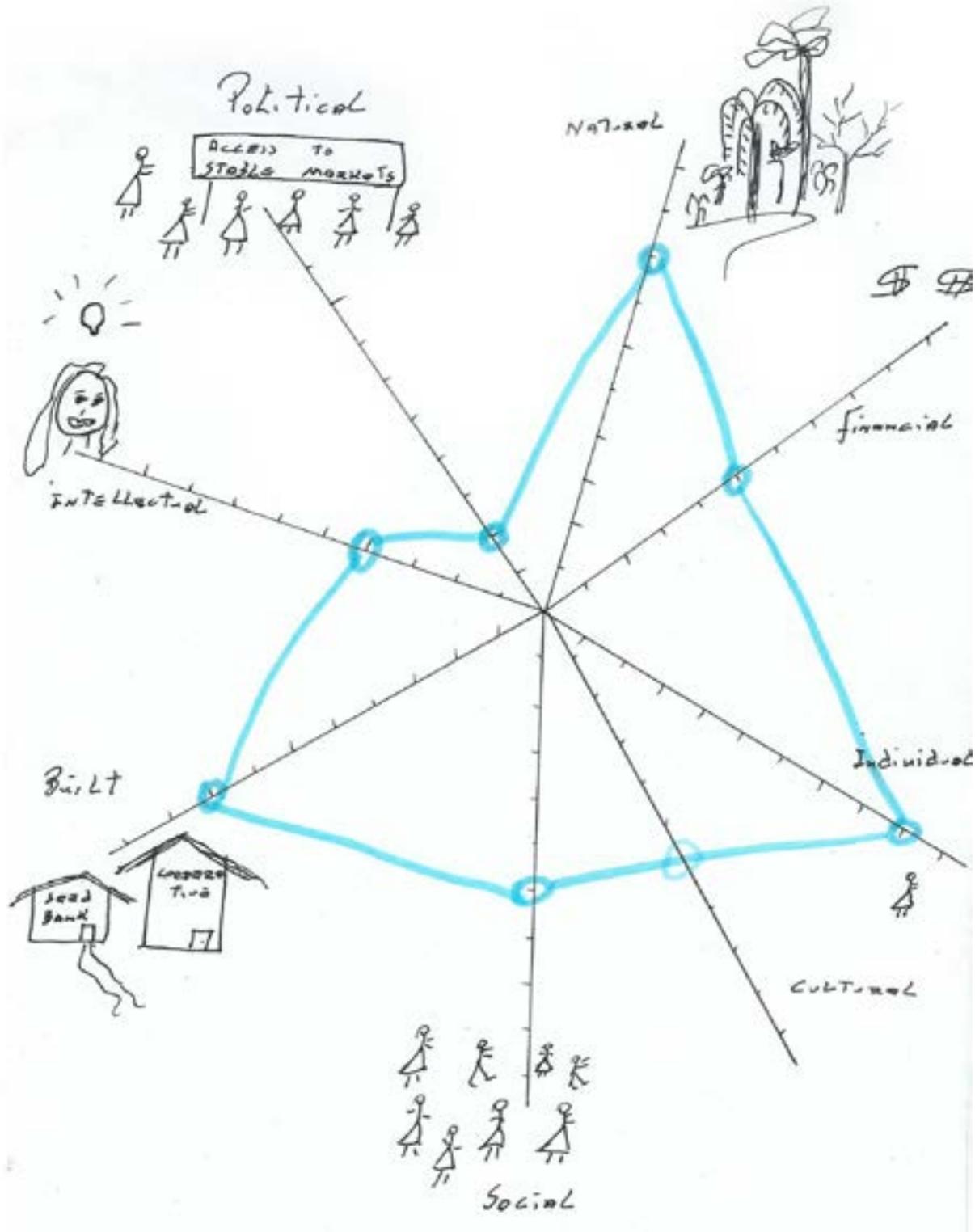


1. Where are the opportunities for improving the health and community control of the capitals?
2. Where are the strong capitals that you might not be currently using?
3. Where are the weak capitals that you could use?
4. Where do you need additional information? Who else do you need to talk to?
5. What are the gender differences in the control of community wealth?

Spider Diagram: Assessing the Capitals



Hypothetical example of the use of the spider diagram to measure community wealth.



2. Building wealth by filling gaps and eliminating bottlenecks

Wealth Works value chains operate in ways that create and sustain multiple forms of wealth. For example, an agricultural value chain could improve soil health through a change in production practices such as reduced tillage (natural capital); improving human health by eliminating the use of pesticides (individual capital); including value-added processing training and equipment (individual and built capital); creating new relationships with buyers in new markets (social capital); and increasing the savings of individual producers' households and collectives (financial capital). This tool encourages producers' groups to think about how they can fill the gaps and eliminate bottlenecks in ways that create and sustain multiple forms of wealth that they and their communities own, control and/or benefit from.

The tool we recommend for building wealth by filling gaps and eliminating bottlenecks is: **Flow diagrams and summary wealth matrix: Identifying wealth-building opportunities and understanding impacts on community assets.**

Training Tool

Flow Diagrams and Summary Wealth Matrix: Identifying Wealth-Building Opportunities and Understanding Impacts on Community Assets

 Purpose	
This tool is used to brainstorm ways to fill gaps and prioritize among the options by understanding the impacts of the different options on community wealth-building.	
 Expected Time	 Number of participants
2–2.5 hours.	Large group, then small groups with 4–5 participants in each group.
 Materials you need	
Results from mapping the value chain system, balloons and stones, the asset map and the access and control matrix; and Markers (red, green, blue and black), large sheets of wide paper, tape, pens, cards.	

Instructions



1. Introduce the purpose of the activity. Participants will start by brainstorming a number of options to address one of the gaps in the value chain. Gaps and bottlenecks were identified in Component 5 (refer back to the value chain map and balloons and stones tools). This tool and process can be repeated for any of the gaps identified in the balloons and stones tool. The producers' group will then prioritize the best option – the one that can build the most wealth and fill the gap most effectively.
2. As a large group, identify one of the gaps in the value chain that the group wants to explore. In this example, the gap is 'lack of water to increase production to meet market demand.'
3. Participants then brainstorm a number of options to address this gap. In pairs (or three people if the group is large), participants draw solutions for filling the gap that has been chosen. Each pair has one card for one solution. They discuss the best solution that they can think of among themselves and draw a picture of it on the card. (You may refer back to the access and control matrix and the asset map).
4. Each pair presents its option. Discuss the options and select the 2–4 options that the group believes will have the most positive impact to explore in more detail. Think about throwing a pebble into a pond. You want to throw the pebble so that it causes the most ripples across the whole surface. Often, this is not the biggest stone which may just sink to the bottom.

5. Break into 2-4 small groups (matching the number of options to be explored in depth). For the next 30-40 minutes, these groups should follow the following steps:
 - A. Participants represent the option/activity on paper and then identify the impacts or results of that activity. This could be both positive and negative. Link the impacts, using arrows to indicate the direction of the flow. Encourage the participants to think of primary, secondary and tertiary effects, grouping them into sub-systems as needed (in the example, the option being explored is getting a water tank).
 - B. Refer back to the eight forms of wealth. Circle the areas where capital and community wealth is increasing as a result of the activity in GREEN. Write the names of the capitals next to the circles, indicating whether they are for men, women or both. Remind the participants that wealth is built through investments for increasing our stocks AND through capture of the wealth by reducing leakages or the flow of that capital out of the community. For example, communities put money and other resources (investments) in increasing local access to water. If the community doesn't ensure that cattle stay away from this source of water, it can become polluted and ultimately will not be a source of wealth for the community. Similarly, communities may invest in education and training for their young people, but if there are no jobs and they have to leave (a flow out of the community) then ultimately community wealth decreases.
 - C. Circle areas where the capitals seem to be decreasing in RED. Write the names of the capitals next to the circles.
 - D. With a blue marker, prepare a report that includes your flow diagram, with RED and GREEN circles.
6. Discuss each option as a group as to which one builds the most wealth. Ask questions to find clarity and consensus. Listen to the discussion and make a note of any points that should be explored further. Select the option to move forward.
7. As a full group, prepare a summary wealth matrix for the option that seems to build the most community wealth. Where a form of wealth is not impacted or is impacted negatively, think about ways to change the design and/or implementation of the activities to build that form of wealth.
8. Repeat this activity for additional gaps in the value chain.

Reflection



1. What surprised you as you looked at the flow diagrams?
2. Which options/activities seem to create the most wealth, while doing the least harm?
3. Who will benefit from this wealth-building? Will women and men benefit equally?
4. Is it possible that men could increase some forms of their wealth at the expense of women losing some of their wealth? How can this group of activities be designed so that this does not happen?
5. Where do you need additional information? Who else do you need to talk to?

- Example**
1. Include a flow diagram in an example of implementing a water tank/irrigation system, showing the wealth that is built and any negative impacts on community wealth building.
 2. Include a summary wealth matrix that shows how each form of wealth is impacted. Indicate positive, negative and neutral impacts.

Option: Build a Water Tank and Irrigation System	
Form of Wealth	Impact (disaggregated by gender)
Individual	
Intellectual	
Social	
Natural	
Built	
Financial	
Political	

3. Using wealth to fill gaps

Gaps and bottlenecks were identified in Component 5. Wealth assessment is the basis for considering how the wealth available in a community or region can be activated and targeted to strengthen the value chain. Often, when groups think about wealth, they think only about financial wealth, and if they don't have any they feel that they cannot act. However, when we think about wealth more broadly we can see different possibilities for action. For example, some people in a community may be exceptionally creative with real talent for visual design (intellectual capital) that could be used for distinguishing the products in a value chain. Or, there may be many families with relatives who have moved away and could help introduce their products into new markets (social capital). Youth may have knowledge about information technology that can be used for improving value chain communication (intellectual, individual and built capital). There are many types of wealth that can be used alone and in combination to strengthen value chains.

The tool we recommend for using wealth to fill gaps is: **Wealth Matrix to Fill Gaps.**

Section C: Using wealth to fill gaps

Training Tool

Wealth Matrix to Fill Gaps

 Purpose	
<p>This tool is to help the producers' group to start considering how the wealth available in the community or region can be activated and targeted to fill the gaps and in doing so to further assess the options. The producers' group may form new partnerships with parties who have these resources or, if the resources are not available, build the resources within the producers' group (for example, training to increase the skills needed for implementation). This tool can be repeated to explore different gaps and it can also be used for planning how to eliminate bottlenecks.</p>	
 Expected Time	 Number of participants
<p>1.5–2 hours</p>	<p>6-10 participants, include technical advisors and other individuals from outside the producers' group who may have knowledge about additional resources. The group must ensure the participation of women who may not have formal knowledge but have good knowledge through experience.</p>
 Materials you need	
<p>Results from the spider diagram, asset map, access and control matrix and flow diagram; and Markers, large sheets of wide paper, tape.</p>	

Instructions 1. Introduce the purpose of the activity.



2. Identify the project or activities that the producers' group wants to implement. Referring to the spider diagram, asset map, access and control matrix and to the technical advisors in the meeting, complete the wealth matrix to fill gaps in the example below. For each form of wealth, answer the following questions:

- What are the stocks of wealth that we can draw on to fill gaps and eliminate bottlenecks thereby strengthening our value chain?
- Who has access and control over these resources?
- How can we access these resources? Who can?
- Can we use one form of wealth to build another?

3. Discuss as a group to find clarity and consensus. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection



1. What surprised you as you worked through the matrix?
2. Where are the opportunities for increasing the health and community control of the capitals?
3. Where are the strong capitals that you might not be currently using?
4. Where do you need additional information? Who else do you need to talk to?

Example Wealth matrix to fill gaps



Women farmers' group in Senegal. Photo: Teresa Anderson | ActionAid

Option: Build a Water Tank and Irrigation System		
Form of Wealth	What is in our community/region that we can use?	Who has it? How can we get it?
Individual	The extension service in the regional city has the knowledge and skills to install irrigation systems.	When the experts come to install the irrigation system, we can require them to also train some of our producer group members so that we can continue to install irrigation as needed.
Intellectual	Another community in our region has recently put in a new water tank/irrigation system using all local materials.	We can organize a group to visit this community and learn from their experiences.
Social	We know of several producer groups who want to install a water tank and irrigation system. While extension services will not travel to our small community, we can work together with other producer groups to make a single request to extension services to train all of us together. We can also work together with other producer groups to purchase the pipes and other equipment in larger quantities, negotiate a lower purchase price, and reduce transportation costs for larger loads.	We will call a meeting of all the producer groups in the area to see how we can collaborate on purchasing irrigation equipment and get training.
Natural	Land not in production– currently controlled by men.	Ask the men to use this land, explaining that the benefit will be increased income for women, which will benefit not only the women but also the household as a whole.
Built	There are several abandoned pipes from previous irrigation schemes that we can use, but the male village leaders control them.	Ask the village leaders to use these pipes.
Financial	There is a micro-finance institute (MFI) in the regional city.	The producer group will ask the MFI to provide a loan to the group that we will repay from the revenue we make by selling our increased production made possible by the irrigation.
Political	Village leaders and men have political power.	

4. Identifying who may benefit and get investment opportunities

Three types of partnerships can strengthen value chains. The first is with other transaction partners which can fill gaps in the chain by providing functions that the producers' group is not equipped to provide. For example, sharing a processing facility with a partner may expand the opportunities for a producers' group to meet market demand which requires them to invest directly in additional equipment.

The second type may be one that offers support to the producers' group or others in the value chain. These partners might include financial institutions that provide credit and savings opportunities, extension services that provide training, media that provides visibility and publicity, research partners that solve problems in the value chain, product designers that invent new products or improve existing products and insurance providers that reduce the risk to producers.

Both transaction and support partners are considered in the value chain system. We looked at transaction and support partners in Component 4 and the **mapping the value chain tool**. We also looked at value propositions (answering the question, 'What's in it for me?') in Component 3.

The third type of potential partners are people or organizations that have an interest in the broad-based benefits that result when a value chain is fully functioning and is successful. For example, school administrators may benefit from a value chain that provides healthy school lunches with local, sustainably grown food and, as a result, students' health, attention and performance in the classroom improve. Or a government institution may benefit because the value chain helps them achieve their mission. It is important to identify the people, groups, businesses and institutions that will benefit from the value chain because they may be willing to support the value chain by investing time, energy and/or dollars in its success as long as the benefits of the success for them are clear and compelling. Three useful questions to keep asking are: 'What broader benefits will this value chain produce for those outside the value chain?', 'Who is it that will benefit?' and 'What might they invest?'

The tool we recommend for identifying who will benefit from the value chain and value chain partners is: **Identifying Benefits, Who Benefits and the Investment Matrix**.

Training Tool

Identifying Benefits, Who Benefits and Investment Matrix

 Purpose	
<p>This tool is to help the producers' group to start considering who will benefit from the value chain when it is working well and is successful. When these people who may benefit from this initiative can realize their self-interest ('What's in it for me?') they may be willing to invest to make the value chain even more successful. This tool helps answer the following questions:</p> <ul style="list-style-type: none">• What broader benefits will this value chain produce for those outside the value chain?• Who will benefit?• What might they invest?	
 Expected Time	 Number of participants
1.5–2 hours	6–10 participants
 Materials you need	
<p>Results from discussions regarding the producers' group's goals and the results from the defining wealth tool and mapping the value chain tool, review of Component 3; and Markers, large sheets of wide paper, tape, two colours of cards, pens.</p>	

Instructions



1. Introduce the purpose of the activity.
2. In pairs, brainstorm FOUR benefits that you can imagine resulting from your fully working and successful value chain, even if you are not there yet. Remember, these are benefits to people and organizations that are not directly in the value chain system. For example, cleaner water for the whole community resulting from less pesticide use. Healthier women, healthier children and more girls in school as women have more incomes to spend on their households. The capacity and skills to work collaboratively lead to more political voice on any number of issues beyond the value chain.
3. Write the benefits on the front of the card, and who benefits on the back of the card.
4. Each pair of participants puts up its card, explaining what they have written. Post similar cards in a group. Summarize all the cards in the same group with one statement on the benefit and name of the beneficiary, if possible. This should reduce the total number of topics.

5. Note with a symbol (*) for cards where the group is not clear on who is going to benefit for a given value chain. An individual or organization's interest in a benefit may not be immediately apparent. It is through conversations and relationship building that value propositions emerge and investments can take place. It is also possible to think about an entity whom you might want to invest in your value chain and then think about whether there is any benefit from your successful value chain that he/she might be interested in.
6. As a full group, think about the different forms of wealth that each person has that he/she could invest in the value chain to make it work well and be a success. What can they invest? Investments go beyond financial to include investments in creative thinking, willingness to innovate, commitment to do things differently, technical assistance, offering space or materials, a commitment to purchase through a contract and time. People who can benefit from the initiative will be most likely to invest if they can see how their investments in the value chain will result in the broader benefits that they desire.
7. Write on a card the possible investment that each person could make to ensure that the value chain is a success. Place the card next to the beneficiary/benefit.
8. Discuss as a group to find clarity and consensus. Summarize the discussion in the benefits and investments matrix. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.

Reflection



1. What surprised you as you worked through the matrix?
2. What conversations does the producers' group need to have to secure investments in the value chain? Be specific about the person, group or institution you want to talk to and the best person from the producers' group to take part in the discussion (look back at Component 3 for interview skills with demand and other partners).
3. Where do you need additional information? Who else do you need to talk to?

Example Sample Benefits and Investment Matrix

Benefits	Who may Benefit from this initiative	Potential Investment	Next Steps

At the conclusion of the **Building Sustainable Wealth that Sticks** component you should be able to answer the following questions:

1. What are the stocks of wealth we can draw on to strengthen our value chain?
How can we use them?
2. What are the most depreciated stocks of wealth that our value chain can help build? How can we do this?
3. Who are the people, groups, businesses and institutions that will benefit from our value chain? How can they help us make the best use of the wealth we have and invest in our value chain to build multiple forms of wealth?



COMPONENT 07

Collective Plan of Action

Action planning Access to the market is an action learning experience; the only way to truly understand all the opportunities and challenges that a value chain will face is by putting it into practice. This is what we call **proof of concept**. In Components 5 and 6, you have learned enough to be able to envision who the value chain participants and partners will be; what the value chain will produce; who the buyers will be; and what it will take to make it a profitable and wealth building exchange. Now it is time to experiment with actual production, packaging and sales on a limited basis to see whether the producers' group can actually work together to meet its members' demands related to food security, income generation and sustainability, and meet market standards at the same time.

Action planning is a tool for organizing for market access. It provides a map of all the steps required to understand and meet market requirements. For example, it is not enough to know that the buyer you will work with wants blue scarves. You must also know the size, range of acceptable materials, patterns, packaging and other features the buyer must have to be able to sell the scarves to his or her consumers. You need to know when the scarves are in demand so that you have them ready when the buyer needs them. You may need to experiment with different materials or treatments to ensure that the scarves are colourfast and won't shrink when washed. If appropriate, you will need to organize the whole production system and the processes among the members of the collective. You will need to line up a source of supply for the raw materials that go into making the scarves as well as the equipment needed to produce them. You will need to figure out how long it takes to produce a scarf and consider how to make the production process as efficient as possible. You will need to set up communication with the buyer so that he or she can place orders and you can let him or her know when they will be filled. You will need to negotiate prices and risk sharing with the buyer. Action planning is the process of thinking through the steps that must be taken to put the value chain into action and to learn from your experiences as you go along.

The tool we recommend for action planning is the **river of change: Action plan**.

Training Tool

River of Change: Action Plan

 Purpose	
<p>This tool is to help the producers' group start considering all the steps and information needed ranging from where you are to where you want to be. You may use this tool to plan your entire proof of concept or specific activities to fill a gap in the value chain. Alternatively, you can use this tool to think through the specifics of producing the product to suit demand specifications. Whenever you apply this tool, the process is iterative. That means you map the river of change, you implement it, you learn from doing and then you go back and repeat the process taking into consideration the new information and learning that you have.</p>	
 Expected Time	 Number of participants
<p>1.5–2 hours</p>	<p>6-10 participants including technical advisors and other individuals from outside the producers' group who may have knowledge about the topic.</p>
 Materials you need	
<p>Markers, large sheets of wide paper, tape, cards.</p>	

Instructions



1. Introduce the purpose of the activity. Define exactly what you hope to map using this tool. What are you planning for? If your plan is too complex and has many sub-elements, you will need to create several 'river of change: Action plans,' one for each element.
5. Write a clear statement of the desired end result. For example, 'All the members of the producer group have access to and are using water for their crops at critical times' (filling a gap that was identified in the value chain).
6. If this is for a specific product, be sure that your desired end result clearly reflects the requirements of the product that you learned from your demand partner. For example, 'The producers' group is selling small blue potatoes - 100 kilos/month in 10 kilo bags - to the wholesale store in the district capital.' This might break down into several 'river of change: Action plans' including one for increasing production of small blue potatoes/securing inputs; one for aggregation of production, selection of products to meet criteria and packaging; and one for transportation. Ensuring regular communication with the buyer will be there in all the rivers of change!
7. Write a clear statement of where you are now For example, 'Only a few members of the producers' group have irrigated fields.'

8. Put the 'current state' up on the wall to the left and 'future state' up on the wall to the right. Ask the participants the following questions. You need to repeat these questions several times:
 - What needs to be in place to get from the current state to the future state? Write that on a card (for example, 'A water tank is located near the fields that women control and an irrigation system is in place').
 - What will you need to put in place for that to happen? Be very clear about whose behaviour will change (for example, 'We meet other producers' groups to see if they want training in installing irrigation systems,' 'Extension services provide training to three members of the producers' group on how to place and install irrigation pipes').
 - What else will have to be in place? (for example, 'Money to purchase the pipes,' 'The president of the collective or self-help group talks to the micro-finance institution to get a loan').
 - What will you need to have in place for this to happen? What else will have to be in place? (for example, 'The treasurer of the producers' group prepares a cost analysis to show how the group can pay back the loan from anticipated revenues,' 'The collective decides how the loan funds will be distributed among the members').
 - What do you need to know?
 - Continue until you have brainstormed all the steps that will need to occur to get from the current state to the future state.
9. Start arranging the cards in the order that things need to happen to get you from where you are now to where you want to be. The things that have to happen first will be next to the 'current state' statement and the results of all the steps being successfully implemented will be near the 'future state' statement. Use tape! You will need to move the cards around as you continue to brainstorm the steps that have to happen to get to where you want to be. If you see that there are a number of steps related to one activity, group these together so that they show their own path.
10. When you start placing the cards in a sequence, you will quickly see that the other steps are missing. Continue until you have outlined all the steps needed (see the example).
11. Discuss as a group to find clarity and consensus. Listen to the discussion and make a note of any points that should be explored further. Ask questions for clarifications.
12. Once activities/steps have been agreed upon, the participants can use a simple planning matrix to plan for action. Plan everything that has to occur in the next 3-6 months.
13. Revisit the planning matrix monthly to see what has been completed and what needs to change given everything that is being learned.

Activity	Who (may be a person, a group of people, an institution, supporters, etc.)	By When	Resources Required	What else do you need to know?
Activity One				
Activity Two				
Activity Three				

Reflection



1. Are additional river of change: Action plans needed to complement what you have done today? If yes, what will they address?
2. How, who and when will the action plan be revisited to monitor progress and make modifications in light of what is being learned?
3. Where do you need additional information? Who else do you need to talk to?



Small holder farming in Cambodia. Photo: ActionAid Cambodia

Annex 01

The Capitals: Detailed Definitions

- Intellectual:** The knowledge, creativity, and innovation needed to solve problems and develop new ways of doing things. Investment in intellectual capital is through research and development and support for activities that increase innovation, as well as diffusion of new knowledge and applications. It can come from sharing with other people and communities. It also involves the capacity of people to understand their rights as human beings
- Social:** The trust, networks, and inclusive relationships needed to get things done. Investments in social capital are those that lead to new conversations, shared experiences, and connections between individuals and groups and/or strengthen relationships within groups. It also involves the capacity of communities and women groups to organize themselves and fight for their demands and rights.
- Cultural:** The traditions, customs and beliefs shared by the community, including the way you see the world. Investments in cultural capital can help to preserve tradition while also helping to shift and align beliefs in ways that help people develop shared values and history.
- Individual:** The skills, time and capacity, including health, that allows individuals to be productive. Investments in human capital include spending on skill development, education, training, and health maintenance and improvement.
- Natural:** The productive environmental assets (e.g., air, water, land, soil, minerals, plants, animals, fish, ecosystem services) in a region. Investments in natural capital include restoration and maintenance. Natural capital also involves sustainable agriculture practices, CRSA, and the dedication of people to produce safe products and to preserve the environment
- Built:** The fully functioning constructed infrastructure (e.g., buildings, sewer treatment plants, manufacturing and processing plants, energy, transportation, communications infrastructure, technology) needed to support community well-being. Investment in physical capital is in construction, renovation, and maintenance. Built capital depreciates with use and requires ongoing investment to maintain its value.

- Political:** The voice, power and influence over decisions needed to achieve your goals, including the distribution of resources. Investments in political capital are made through inclusive organizing – gathering and disseminating information, providing access to decision makers, creating broader constituencies and increased voice. Women right issues and the active participation of women in decision making are key on Political Capital.
- Financial:** Financial capital, including investments and personal savings, generates monetary returns that can be used for further investment or consumption. Stewardship of financial capital implies responsible investment to generate added income as well as eliminate unnecessary cost or waste. In creating wealth, we strive to invest financial capital in ways that increase and improve the quality of the other seven forms of capital.

Glossary of Terms

- Aggregator:** An individual or business that collects raw materials from many producers to meet the needs of buyers who want to purchase in large amounts and do not want the expense of collecting from many small producers. Some aggregators collect and store actual materials, others provide information to buyers about where goods and services can be found (also see Brokers).
- Assumption:** An untested belief that forms the basis of our thinking and behaviour.
- Bottlenecks:** Anything that creates inefficiency or prevents the effective use of resources in a value chain and does not contribute to the goals of the value chain as determined by the collective or producers' group, for example, policies, technologies and gender discrimination.
- Broker:** An individual or business that arranges to buy and sell products or services without taking ownership of them.
- Built Capital:** Fully functioning constructed infrastructure (for example, buildings, sewage treatment plants, manufacturing and processing plants, energy, transportation, communication infrastructure and technology) needed to support community well-being. Investments in physical capital are in construction, renovation and maintenance. Like all forms of capital, built capital depreciates with use and requires on-going investments to maintain its value.
- Buyers:** An individual, business or institution that purchases products or services for re-sale to others. (also see Consumers, End consumers and Wholesale buyers).
- Collectives:** Community groups or people's organizations that have come together to share knowledge and lobby decision-makers on a particular issue. In collectives, every member has equal decision-making powers, and everything they do is the 'collective' output of their members. A large number of women's collectives have formed self-help groups that are involved in savings or what is now termed micro-credit. Initially, a significant number of women's collectives (WCs) were of this nature. However, recent efforts have sought to introduce components of social and political awareness in the WCs.

Consumers:	The individuals that are the end users of a good or service, for example, the person that eats the tomato or receives the haircut.
Consumers' control:	Individuals who are end users of a good or service, for example, a person who eats the tomatoes or gets a haircut.
Control:	The ability to determine how resources are used, particularly with respect to investments in and maintenance of forms of wealth.
Collectives:	Groups of people who merge into one larger organization to increase their incomes and improve their livelihoods in different sectors including agriculture. Collectives have different legal structures in different countries.
Cultural capital	The existing stock of traditions, customs, ways of doing and worldviews in a region's population. Investments in cultural capital can help preserve tradition while also helping in shifting and aligning beliefs in ways that help people develop shared values and history.
Demand	Buyers' willingness to purchase products and services. Demand is 'effective' when buyers have both the willingness and the ability to purchase and 'ineffective' when there is willingness (desire) but not the ability. Demand 'exists' when it applies to goods and services already available and is 'new' when willingness and ability to purchase emerge in response to innovative products and services.
Demand partners:	Buyers in a value chain who recognize their self-interest in participating in the value chain (also see Self-interest).
Demand-oriented:	The idea of building a value chain in response to trends and opportunities identified by buyers who sell to consumers (also see Supply-oriented).
End Consumers:	Individuals who are the end users of a good or a service.
Exploitation:	Damaging one form of wealth or capital to build another often for the disproportionate benefit of a powerful few.
Export Markets:	Transactions that result in a movement of goods or services across national boundaries.
Financial Capital:	The existing stock of monetary resources available in the region for investments in the region. Financial capital including investments and personal savings generates monetary returns that can be used for further investments or consumption.

Stewardship of financial capital implies responsible investments for generating added incomes as well as eliminating unnecessary costs or waste. In creating wealth, we strive to invest financial capital in ways that increase and improve the quality of the other seven forms of capital.

- Function:** Any activity that must be included in a value chain because it is needed to produce a good or a service to market standards.
- Gaps:** A function in the value chain for which producers lack the knowledge, skills, infrastructure, policies or access to natural resources that are required for them to produce to market standards.
- Individual Capital:** Skills and capacity including health, that allow individuals to be productive. Investments in human capital include spending on skill development, education, training and health maintenance and improvement.
- Institutional Markets:** Buyers in institutions such as schools, hospitals, government programmes and prisons.
- Intellectual Capital:** The existing stock of knowledge, resourcefulness, creativity and innovation in a region's institutions, organizations and sectors. Investments in intellectual capital are through research and development and support for activities that increase innovation, as well as diffusion of new knowledge and applications. It can come from sharing with other people and communities. A new way of thinking is the 'income' produced by intellectual capital.
- Investment:** Allocation of resources to support the value chain. Investments may be financial but may also be non-financial as in, for example, time and materials, expertise or willingness to change policies or practices such as payment terms or delivery schedules to support the value chain. 'Internal' investments are made by participants in the value chain. 'External' investments are made by value chain supporters who are not producers or buyers.
- Investor:** Any individual, organization, business or institution that makes an investment in the value chain (also see Investment).
- Local Market:** Transactions that result in the movement of goods or services within a local area as defined by the group.
- Market standards:** Requirements used for identifying and differentiating products and ensuring consistency. Market standards may be developed by producers, buyers, third parties and/or governments.

National Markets:	Transactions that result in the movement of goods or services within a nation.
Natural Capital:	Productive (non-degraded) environmental assets (for example, air, water, land, minerals, plants, animals, fish and ecosystem services) in a region. Investments in natural capital include restoration and maintenance.
Ownership:	The legal right of possession whether by individuals, collectives, businesses, the government, workers or other entities.
Political Capital:	The voice, power and influence over decisions needed to achieve your goals including the distribution of resources. Investments in political capital are made by building social capital, organizing, gathering and disseminating information, providing access to decision makers, creating broader constituencies and increased voices.
Processor:	An individual or business that adds value to the raw material by preparing it for use by other processors or by end consumers.
Producers:	Individuals and/or collectives that make, grow or supply goods and services for sale.
Proof of Concept:	The stage of value chain development in which producers sell to buyers through a value chain and collect the information required by investors to determine how best to grow the value chain to scale.
Regional Markets:	Transactions that result in the movement of goods or services within an area that is larger than a single locality but smaller than an entire nation.
Relationship building:	The practice of exploring and understanding the value propositions of buyers and producers through face-to-face interactions.
Resources:	Refers to actual examples of any of the eight forms of wealth (also see Intellectual capital, Individual capital, Social capital, Natural capital, Built capital, Cultural capital, Financial capital and Political capital).
Retailers:	Individuals or businesses that sell to end consumers. Store owners are one type of retailers. Retailers may also operate on the internet (also see End consumers or Consumers).
Scale:	The number of people, businesses, institutions, etc. that can be impacted by changing the system within which the value chain operates.

Self-interest:	The advantage(s) to one's self or an answer to the question, 'What is in it for me?'
Shared interest:	The advantage(s) identified by more than one person, business, organization or institution of working together.
Social Capital:	The existing stock of trust, relationships and networks in a region's population needed to get things done. Investments in social capital are those that lead to new conversations, shared experiences and connections between individuals and groups and/or strengthen relationships within groups. The 'income' from social capital is identification of new resources, political capital and increased capacity to change systems and scaling up the value chain.
Stock:	The amount of any of the eight forms of capital available to producers and their communities at a given point in time that is productive (not degraded). Stocks produce flows of in-kind incomes (not always financial) that can be consumed or re-invested in the stock to maintain and grow it.
Supply driven:	The idea of selling products or services based on what is being produced instead of what is in demand (also see Demand-oriented).
Support Partners:	Individuals, organizations, businesses and/or institutions that provide services to transactional partners in a value chain and help the value chain operate effectively.
System:	The formal and informal 'rules' that determine how people, businesses, institutions and others interact in markets including the nature of demand. The goal is to change the system in ways that increases the scale at which impacts can be achieved (also see Demand and Scale).
Transactional Partners:	Individuals, organizations, businesses and/or institutions that actually make, grow or supply the products or services in the value chain.
Territorial markets	<p>Globally more than 80 per cent of the smallholders operate in local and domestic food markets, with the majority trading through informal means. These highly diverse markets are the ones through which most of the food consumed in the world transits. They operate within territorial spaces that can range from local to regional to trans-boundary and may be located in rural, peri-urban or urban contexts.</p> <p>They are directly linked to local, national and/or regional food systems; the food is produced, processed, traded and consumed within a given space and the value added is retained</p>

and shared there, helping create employment. Territorial markets can take place in structured arrangements or in more informal ways which provide greater flexibility for smallholders and fewer barriers to entry and more control over prices and market conditions. They perform multiple functions beyond commodity exchange, acting as a space for social interaction and exchange of knowledge. They are highly inclusive of and accessible to smallholders and other categories of food insecure people, especially women thus contributing to the fulfilment of their human right to food. Despite their importance, informal markets are often overlooked in data collection systems which negatively impact the evidence base for informing public policies. As women smallholders mostly operate in informal markets, their essential contribution to food systems including food distribution and economic growth remain largely invisible in trade and development policymaking processes and they face particular socioeconomic barriers in accessing resources and marketing opportunities resulting in the further marginalization and violation of their rights. Given their importance for food security and smallholder livelihoods, public policies and investments should be oriented towards strengthening, expanding and protecting territorial markets.

Based on: In defence of territorial markets, institutional procurement: Ramona and Angel at CFS Negotiations:

<http://www.viacampesina.org/en/index.php/2-uncategorised/2072-in-defense-of-territorial-markets-institutional-procurement-ramona-and-angel-at-cfs-negotiations>

Transactional partners:

Individuals, organizations, businesses and/or institutions that actually make, grow or supply the products or services in the value chain.

Unpaid care work

Unpaid care work refers to all those activities that go towards caring for a household such as cooking, cleaning, collecting water and firewood and caring for the ill, elderly and children when these activities are done by family members for no pay. Unpaid care work also includes voluntary community work

Women and girls living in poverty sometimes have to forego their basic human rights to education, healthcare, decent work and leisure time in order to balance all these activities. This perpetuates gender inequalities, reinforces inequitable gender norms and keeps women and girls in poverty.

Value chain:

A set of relationships among people and businesses whose skills and contributions are essential for producing a good or service valued by buyers in the market.

- Value proposition:** A description of what motivates buyers or end consumers to purchase a particular product or service.
- Wealth:** A stock of any one or any combination of the eight forms of capital that is productive (not degraded) and is owned or controlled by producers. Capital that is either degraded or used in ways that undermine any of the eight stocks of capital is not considered to be 'wealth.' Instead, it is considered an asset that requires further investments and/or re-design or re-purposing to qualify as 'wealth' (see also Producer, Intellectual capital, Individual capital, Social capital, Natural capital, Built capital, Cultural capital, Financial capital, Political capital and Stock).
- Wholesale buyers:** An individual, business or institution that purchases products or services for re-sale to others. Some wholesale buyers re-sell to other wholesale buyers and some re-sell to end consumers.

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