

**A TOOLKIT FOR MAINSTREAMING GENDER AND RIGHTS BASED
APPROACHES IN AGRICULTURAL PLANTATIONS IN LAKE VICTORIA
BASIN IN THE CONTEXT OF HIV & AIDS**



**EAST AFRICAN COMMUNITY
LAKE VICTORIA BASIN COMMISSION**

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BASIN IN THE CONTEXT OF HIV & AIDS**

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P.O. Box 459178-00100
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Printed and bound in Kenya by: Eyedentity Ltd.
P.O. Box 20760-00100
Nairobi, Kenya

Cataloguing-in-Publication Data

A Toolkit for Mainstreaming Gender and Rights Based Approaches in Agricultural Plantations in Lake Victoria Basin in the Context of HIV & AIDS, Kenya: ACTS Press, African Centre for Technology Studies, Lake Victoria Basin Commission, 2011

ISBN 9966-41-156-9

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Foreword

Agricultural plantations like other commercial sectors are increasingly aware that their communities, by reason of occupation, migration patterns, lifestyles and working conditions, are especially susceptible to HIV&AIDS and Gender inequality and inequity; all of which are not only counter-productive but also infringe on the human rights of the respective workers hence lowering their productivity. This is reflected in the introduction within the last few years of awareness creation and action programs for Gender and HIV&AIDS issues as well as several international human rights instruments – including: The Universal Declaration on Human Rights; Convention on the Elimination of all Discrimination against Women; Convention on the Rights of the Child among others.

Recognizing not only their mobility induced vulnerability, but also the socio-economic importance of the human capital in the agricultural plantations, the Lake Victoria Basin Commission, an institution of the East African Community, is collaborating with several of its partners to contribute to the fight against HIV&AIDS and its related Gender inequalities. This is being done through promotion of knowledge on the linkage between HIV&AIDS, Gender and Rights Based issues and the need for agricultural plantations to understand the importance of mainstreaming these concepts into their day to day operations.

This Gender and Rights Based Approaches Mainstreaming toolkit was developed through a consultative process involving Gender experts from the EAC Partner States (Burundi, Kenya, Rwanda, Tanzania and Uganda), agricultural plantations in the Lake Victoria Basin, Lake Victoria Basin Commission (LVBC), Lake Victoria Fisheries Organization (LVFO), Interuniversity Council for East Africa (IUCEA) and the African Medical and Research Foundation (AMREF). The Toolkit aims at enhancing commitment of the agricultural plantations in the Lake Victoria Basin to ensuring that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of plantation legislation, policies and programs so that women and men benefit equally and inequality is not perpetuated. It is intended to fill the gap in knowledge and awareness on issues of Gender and Human Rights and consequently create a critical mass of persons in the plantations with the correct blend of knowledge and skills to foster formation of peer groups.

LVBC wishes to thank all those who contributed in various ways towards formulating and improving this toolkit. Specifically, we wish to thank the Governments of Sweden and Norway through Sida for the financial support.



Dr. Tom. O. Okurut
Executive Secretary
Lake Victoria Basin Commission

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Acronyms and Abbreviations

GRBA	-	Gender and Rights Based Approach
HIV	-	Human Immunodeficiency Virus
EALP	-	The EAC/AMREF Lake Victoria Partnership
EAC	-	East African Community
LVBC	-	Lake Victoria Basin Commission
CEDAW	-	Convention on the Elimination of all forms of Discrimination Against Women
AMREF	-	African Medical and Research Foundation
HIV&AIDS	-	Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome
LVFO	-	<i>Lake Victoria Fisheries Organization</i>
IUCEA	-	<i>Inter-University Council for East Africa.</i>

Acknowledgement

This Toolkit was developed through the concerted effort of many stakeholders. Lake Victoria Basin Commission wishes to thank the Gender experts from the EAC Governments and the agricultural plantations in Lake Victoria Basin who participated in the development of the Toolkit. Special thanks go to the representatives of Mumias Sugar, Unilever Tea and Sony Sugar Companies in Kenya; Kagera Tea and Kagera Sugar Companies in Tanzania; Tilda Rice, Kakira Sugar, Kaweri Coffee and Uganda Oil Palm Companies in Uganda. Their contributions led to the understanding of Gender and Human Rights issues in the agricultural plantations.

We also acknowledge the valuable contributions made by the technical staff of the EAC/AMREF Lake Victoria Partnership Programme from the partner institutions namely; LVFO, IUCEA and AMREF. This Toolkit would not have been completed without the meticulous work done by the consultants Dr. Rose Odhiambo of Institute of Women, Gender and Development Studies, Egerton University and Ms. Victoria Ochanda, Legal Consultant. We highly appreciate their efforts in compiling the information into a worthwhile document.

Last but not least, we are grateful to the Governments of Sweden and Norway through Sida (Swedish International Development Agency) for recognizing the magnitude of the HIV&AIDS and Gender problems in the EAC in general and Lake Victoria Basin in particular hence providing funding for the development of this Toolkit.

MODULE 1: GENERAL INTRODUCTION

OBJECTIVES OF THE MODULE

- *Trainers and users of the toolkit are aware of the context within which it has been established*
- *Trainers and users begin to establish consensus about the objectives of the toolkit*
- *The roles of trainers and trainees are identified and discussed*

1.1 Introduction

Agricultural plantations have been hard hit by the HIV&AIDS pandemic since its advent. There have been many strategies directed towards curbing its spread and reducing the mobile population's vulnerability to the disease. Despite these attempts, the Lake Victoria Basin still faces numerous threats from the scourge. It has also emerged that HIV&AIDS has been predominantly treated as a health issue ignoring the Gender and Rights perspective. Like other sectors, the reality is that HIV&AIDS has taken a heavy toll on the populations working on agricultural plantations and the surrounding community due to the mobility patterns in a host of unexpected ways.

In light of this, the East African Community together with some of its Institutions such as the Lake Victoria Basin Commission and other like-minded partners has resolved to use every means possible to prevent the spread of the epidemic, mitigate its impact on the plantations and the surrounding communities and manage the epidemic in a proactive manner through a Gender and Rights Based Approach.

1.2 What is the Toolkit?

This Toolkit for mainstreaming Gender and Rights Based Approaches is packaged specifically for the agricultural plantations around the Lake Victoria Basin. Its development was spearheaded by the EAC/AMREF Lake Victoria HIV&AIDS Partnership (EALP) Programme which is one of the EAC regional programmes coordinated and managed by the Lake Victoria Basin Commission. The aim was to facilitate comprehensive responses to HIV&AIDS, Gender and Rights based issues in the agricultural plantations.

The package comprises:

- Resource materials on Gender and Rights based approach to HIV&AIDS in the agricultural plantation context
- Advocacy strategies for use within agricultural plantations in the East African region and the surrounding communities
- Practical guidelines for the design, management and implementation of HIV&AIDS, Gender and Rights Based approaches mainstreaming projects in agricultural plantations

1.3 What is the purpose for the toolkit?

The purpose of this Gender and RBA mainstreaming toolkit is to guide implementation of Gender and RBA responses in the agricultural plantations in Lake Victoria Basin. Specific objectives of the toolkit in the context of HIV&AIDS are:

- i) Enhancing the stakeholders understanding of the concepts of Gender and RBA
- ii) Characterizing the populations to be targeted with Gender and RBA mainstreaming in the agricultural plantations.
- iii) Identifying pertinent issues for consideration when mainstreaming Gender and RBA in the agricultural plantations and how they can be overcome.
- iv) Proposing areas for Operations research in Gender and RBA mainstreaming
- v) Describing the monitoring and evaluation mechanisms for a Gender and RBA programme with clearly defined indicators.

Gender and Rights Based approach is an evolving and contested concept and process which has become one of the major governance and development tools for societies, organizations and governments seeking to develop. It entails a number of mechanisms and tools, which must be applied within specific contexts in question.

This toolkit captures a number of mechanisms and mainstreaming processes relevant to the agricultural populations in the Lake Victoria Basin.

There is compelling evidence that a Gender and Rights Based approach to development serves to fast-track development and ensures that a society caters for all the needs of the society's population. Gender mainstreaming is the process of ensuring that Gender is taken into account in all policies, processes and practices. UNDP defines it as an approach to achieving Gender equality and supporting the advancement of women. For many, 'Gender mainstreaming' means making Gender concerns the responsibility of all in an organization, and ensuring that they are integrated into all structures and all work. (This is seen as an alternative to making Gender concerns the sole responsibility of a smaller specialist team or unit).

Central to the process of mainstreaming and enGendering projects, are issues of capacity and skills development for Gender analysis, availability of data and information for planning purposes. Gender Mainstreaming addresses the 'how' element of development in relation to Gender issues. It addresses the need to equip people with knowledge, information and tools. Gender sensitization is to be used as an entry point to Gender mainstreaming.

Gender Mainstreaming presupposes that any programme or any project is initiated with the awareness that we live in a Gendered world, and that the concept of Gender is relational, pointing at

male-female relations in production and reproduction. This implies that changes for women will consequently require changes for men. Gender Mainstreaming is a process rather than a goal, the purpose being attainment of equality and development. The task of 'mainstreaming' Gender in organizations, means that attention must be paid to three issues:

- The internal and external political processes in which a particular organization and its members may be engaged;
- The setting up of the so-called 'machineries', entrusted with the task of incorporating women and/ or Gender issues into the design and implementation of policies
- The development of appropriate tools and technical capabilities (Gender frameworks).

This toolkit responds to the above by providing a practical guidance on Gender and Rights Based mainstreaming approach.

1.4 Who are the Potential audiences and users of the Toolkit?

This toolkit not only offers guidance to those seeking to mainstream Gender and Rights Based approach, but also to those seeking to advocate and lobby for it. Organizations in the Lake Victoria Basin can use this toolkit to implement projects, create awareness and hold duty bearers and service providers responsible for ensuring Gender equality and equity in their respective organizations. The communities can also use it to hold public and private service providers responsible. Duty bearers can also use it to track their performance and build their capacity on what Gender and Rights Based approach entails. Health sector employees who could use this toolkit include those in the reproductive and family health fields as well as members of Public Health programming and administration. Relevant legal sector actors can also use the toolkit e.g. court employees, legal advocates, lawmakers, and those working within the legal departments. Security sector employees, such as local police, international organizations are also encouraged to be involved in Gender and Rights Based mainstreaming and can use the toolkit.

In the following sections, a modular presentation which is a sequential process towards development or implementation of the the Gender and Rights Based Approach in the context of HIV&AIDS is presented. The sequence with **7 modules** was developed based on the principle of Gender Equality and Human Rights which are universally accepted.

1.5 What is the role of plantations and LVBC?

The Lake Victoria Basin seems to exhibit unique features with regard to HIV&AIDS. There is heavy prevalence of HIV&AIDS; heavy and frequent movement of people within and through the basin, and in most parts of the basin, the health systems have largely failed to meet the demand for HIV&AIDS services.

LVBC has collaborated with other partners to build the capacity of diverse range of organizations across the Lake Victoria Basin region. These partnerships are to ensure that a framework for improving the effectiveness of HIV&AIDS responses focusing on mobile populations is established. Through such a framework, the capacity of key regional institutions will be strengthened; policies, standards and protocols will be harmonized, and vibrant networks of mobile populations will be strengthened. This will reduce the mobility-induced risks and vulnerabilities that heighten the HIV&AIDS pandemic in the Lake Victoria Basin.

The LVBC therefore has the role of establishing a framework for improving the effectiveness of HIV&AIDS responses within the Lake Victoria Basin with a view to reducing the risks and vulnerabilities that result from intensive population movements. LVBC will also be responsible for facilitating capacity building activities for the plantations to implement the toolkit. LVBC having jointly with the agricultural plantations identified the HIV&AIDS, Gender and Human Rights challenges of populations working in agricultural plantations, the plantations have the role of adopting this toolkit as part of their institutional culture and as an intervention strategy against HIV&AIDS, Gender inequalities and Human Rights abuse.

1.6 How to use this Toolkit

Plantation workers, governments, development partners and other stakeholders can use the tool effectively as a framework for intervening, planning, designing and implementing HIV&AIDS programs. This toolkit provides a framework and a process within which agricultural plantations are able to do the following:

- **Assesment:** Analyse the nature and extent of the problem confronting your agricultural plantation.
- **Planning:** Decide on which policies to formulate and/or apply
- **Design:** Plan and develop a Gender and rights Based Approach that meets the problems you have identified.
- **Implementation:** Move from policy and planning to action
- **Monitoring:** Know that your implementation is in line with the agreed plans
- **Evaluation:** Assess whether the strategies and interventions are working

Secondly, this toolkit provides information and tools which agricultural plantation managers require at each step in the process for specific types of interventions.

Thirdly, the structure of this toolkit has been organized in six thematic areas which have been specifically identified and discussed in relation to Gender and Rights Based approaches in the context of HIV&AIDS.

Some of the Icons identified and used in the document to emphasize issues are as below:



Background to Agricultural sector in East Africa Region



Legal basis and Rights Based Approaches



Understanding Gender and Human Rights



Understanding Interrelationships between Gender, HIV & AIDS and Human Rights



Gender and Rights Based Approach Mainstreaming

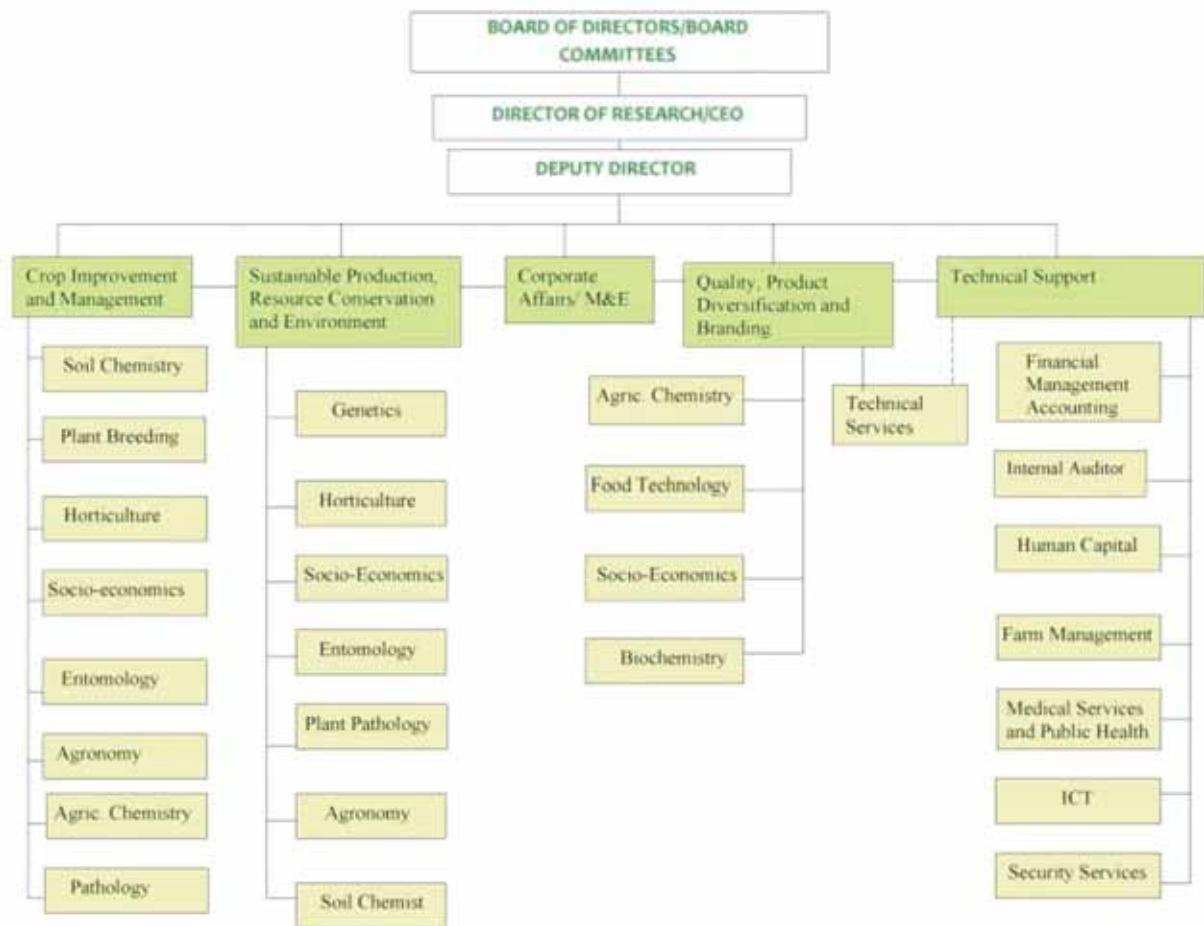


Community Collaborations

1.7 Module 1: Activity

Consider how the organogram below relates to the structure and operations of your own agricultural plantation.

- i) Will your plantation need a structure to implement the Gender and Rights Based Approach in the context of HIV&AIDS?
- ii) Where should it be located and how should it be managed?
- iii) Draw your plantation management structure that would be favourable to implementing Gender and HIV&AIDS mainstreaming activities



Proposed organizational structure

1.8 Module One Indicators

1. Number of people trained on the toolkit aware of the context upon which it was established
2. Number of trainers of trainers (TOTs) who understand their roles
3. Proportion of plantations with structures to support mainstreaming of Gender and right-based approaches.

MODULE TWO: BACKGROUND TO THE AGRICULTURAL SECTOR IN THE EAST AFRICAN REGION



OBJECTIVES OF THE MODULE

- *Stakeholders understand and appreciate the structure of the agricultural plantation sector in East African region*
- *Identify the entry points for rolling out Gender and Rights Based interventions in reducing transmission and incidences of HIV&AIDS*
- *Clear understanding of the role of Gender and Rights Based Approach in reducing transmission and incidences of HIV&AIDS*

2.1 Introduction

Although the agricultural sector embraces the idea of playing a role to combat HIV&AIDS, there has been very little policy analysis to guide the process. The analysis to date provides a very murky picture as to how HIV&AIDS is affecting the agricultural sector in terms of structure, cropping systems, relative costs of inputs and other factors of production such as technological and institutional changes, as well as supply and demand dynamics for agricultural products. Unless these issues are clarified, policy makers will be inadequately prepared to forecast anticipated changes to the agricultural sector and respond proactively.¹

2.2 Work structure in the agricultural plantations

“An agricultural worker is defined as the one who works on farms and plantations and in primary processing facilities for food and fibre production” (FAO 2006)². The laborers work for “cash and/or kind payments and do not own or rent the land or equipment used in their work. They include permanent/full-time, seasonal, temporary/ casual, migrant, indigenous and piece-rate workers (paid per unit of work) and small farmers who often undertake paid agricultural employment to supplement their farm incomes” (FAO 2006). Agricultural laborers work within an employment relationship, be it with a farmer, farming or plantation company, or labor (sub-) contractor (Hurst 2005).

Deregulation, globalization, and competitive pressure have had an impact on agricultural employment around the globe. The International Labour Organization (ILO) reported that the major trends

¹ T. S. Jayne, Marcela Villarreal, Prabhu Pingali and Günter Hemrich; HIV&AIDS and the Agricultural Sector: Implications for Policy in Eastern and Southern Africa Vol. 2, No. 2, 2005, pp. 158-181

² Food and Agriculture Organization of the United Nations (FAO 2006)

in agricultural labor markets in the 1980s and early 1990s (Hurst 2005) included:

- an increase in the share of agricultural waged employment in total rural economic activity;
- an increase in the share of women in agricultural waged employment;
- growing casualization of agricultural waged labor (that is, away from permanent employment contracts), with workers increasingly being employed as temporary or casual labor on short-term, daily, or seasonal contracts with poorer pay and working conditions; and
- a growing trend toward outsourcing (particularly in developing countries), with the most serious challenge being that of casual and migrant labor hiring through or by contractors.

The effects of these types of changes include growing job insecurity, lower rates of pay, poorer working conditions (for instance, decreased health, safety, and environmental standards), lower social protection, increased food insecurity, and higher levels of poverty (IUF/ILC n.d.; Hurst 2005).

When analyzing workers in agricultural plantations, three trends are likely to merge.³³ First, as the supply of skilled and semi-skilled labour becomes relatively constrained as the disease progresses, the costs of skilled labour in the (mostly non-agricultural) formal sector is likely to rise. This means that knowledge intensive activities, both in agriculture and non-agriculture, may suffer a decline in competitiveness unless steps are taken to accelerate skill training and general human capital development. However, the increased risk of premature death due to HIV&AIDS erodes the returns to investing in human capital development. Aggressive public sector initiatives may be necessary to maintain growth in human capital development throughout the economy and in the agricultural sector (e.g., agricultural extension agents) despite the continuous drain on human capital due to AIDS. Macro-economic models that do not account for the complex effects of AIDS on human capital and intergenerational knowledge transfers are probably underestimating the economic and social consequences of the disease.

Secondly, mortality among rural households may slow the rate of rural-urban migration, and in some areas where labour is a scarce factor, might even induce a reverse migration of unskilled labour from urban to rural areas to make up for the loss of agricultural labour caused by AIDS. Several empirical studies of hard-hit areas have already shown evidence of this trend in urban-to-rural labour migration (e.g., Ainsworth, Ghosh, and Semali's (1995) study of Kagera District in Tanzania, and Menon et al.'s (1998) study of Rakai District in Uganda, and the national census data from Zambia presented in Jayne et al. 2004). Migration of labour from urban to rural areas may help rural households and communities preserve existing farming systems, or slow the transition to less labour-intensive ones. However, the process of urban-to-rural migration as a mitigating effect of the AIDS disease on rural labour depends on the assumption of widespread underemployment in the informal sector, and that the returns to labour in agriculture are enough to induce underemployed urbanites back to the farm.

Third, agricultural systems are likely to become less capital-intensive in hard-hit areas as assets and wealth are depleted.

³³ T.S Jayne, Marcela Villarreali, Prabhu Pingali and Gunter Hemrich, HIV&AIDS and the agricultural sector : Implications for policy in Eastern and Southern Africa, Vol. 2, No. 2, 2005, pp. 158-181

2.3 How are the plantations structured?

In East Africa, the crop types include sisal, coffee, palm oil, rice, sugarcane and tea among others. Table 1 and 2 below illustrates the land coverage area for selected crops.

Table 1: Land area coverage for selected crops, '000hectares

Crop	Sate	2004	2005	2006	2007	2008	
Coffee	Burundi	68	71	72	74	74	
	Tanzania	236	-	-	-	-	
	Uganda	-	-	-	-	-	
	Kenya	170	170	170	163	155	
	Rwanda	29	30	31	32	32	
	E. Africa	-	-	-	-	-	
Tea	Burundi	9	9	9	9	9	
	Tanzania	22	23	22	23	23	
	Uganda	-	-	-	-	-	
	Kenya	137	141	147	149	158	
	Rwanda	12	12	12	12	12	
	E. Africa	-	-	-	-	-	
Sugar cane	Burundi	2	3	3	3	3	
	Tanzania	42	48	48	49	-	
	Uganda	-	-	-	-	-	
	Kenya	132	145	148	159	169	
	Rwanda	3	3	4	4	4	
	E. Africa	-	-	-	-	-	

Source: EAC Partner States

Crop	State	2004	2005	2006	2007	2008
Cotton	Burundi	5	5	4	5	5
	Tanzania	140	342	245	486	201
	Uganda	-	-	-	-	-
	Kenya	-	-	-	-	-
	Rwanda	Na	Na	Na	Na	Na
	E.Africa	-	-	-	-	-
Tobacco	Burundi	1	1	0.5	0.4	0.5
	Tanzania	34	47	-	-	-
	Uganda	-	-	-	-	-
	Kenya	-	-	-	-	-
	Rwanda	Na	Na	Na	Na	Na
	E.Africa	-	-	-	-	-

Source: EAC Partner states

The types of employees that exist within the commercial agricultural plantation setting are as below⁴.

A. Full-time (Permanent) Workers

- These individuals experience more job security and have relatively higher wages, better housing, and better health and work benefits compared to other casual or daily - waged agricultural workers presented in the next section.
- Many full-time workers in agriculture live on or below the poverty line.
- Permanent contracts are the least common form of contract and their share in total agricultural employment has been declining over the last two decades in most countries.
- The situation is trending away from full-time employment to more casual and seasonal employment; this is often referred to as the “casualization” or “flexibilization” of employment and such employment offers little or no social protection.⁵

B. Casual, Temporary, and Seasonal Workers

- These groups comprise the majority of waged agricultural workers in most developing countries. The trend toward casual and temporary labor has been encouraged by unpredictable weather conditions, unstable market demands for produce, and labor laws requiring that seasonal and permanent employees receive certain benefits, such as notice pay, leave allowances, and medical attention.

⁴ Hurst 2005

⁵ ibid

- These workers are employed and paid on a per-day or per-task basis. Payment is often made on a “piece-rate” basis, such as by the number of baskets picked (for instance, for coffee) or the number of kilos picked (for instance, for cherries). Hence, there is a strong financial incentive for workers to extend their working time to the maximum. For an average adult working a 10-hour day, the pay does often not meet the minimum wage of the local country. Even when both parents are working, children are often employed to contribute to the family income (www.teaandcoffee.com; Hurst 2005).

For example casual workers in the Uganda sugar sector are:

- Contracted on a daily basis,
- Paid on a piece-rate basis (minimum 1.5 tons of cut cane per day),
- Paid about US\$2,400 per day, which is equivalent to US\$1.23,
- Not provided meals,
- Not provided social benefits, and
- Not provided gratuities.⁶

2.4 What are the Occupational Hazards workers face in agricultural plantations?

A worker may be exposed to five types of hazards, depending upon his/her occupation:

- Physical Hazards
- Chemical Hazards
- Biological Hazards
- Psychosocial Hazards

2.4.1 Physical Hazards

a) Heat and Cold

The direct effects of heat exposure are burns, heat exhaustion, heat stroke and heat cramps; the indirect effects are decreased efficiency, increased fatigue and enhanced accident rates. Many industries have local “hot spots” – ovens and furnaces, which radiate heat. Important hazards associated with cold work are chilblains, erythrocyanosis, immersion foot, and frostbite as a result of cutaneous vasoconstriction. General hypothermia is not unusual.

b) Light

The workers may be exposed to the risk of poor illumination or excessive brightness. The acute effects of poor illumination are eye strain, headache, eye pain, lachrymation, congestion around the cornea and eye fatigue. Exposure to excessive brightness or “glare” is associated with discomfort, annoyance and visual fatigue. Intense direct glare may also result in blurring of vision and lead to accidents. There should be sufficient and suitable lighting, natural or artificial, wherever persons are working.

⁶ ibid

c) Noise

Noise is a health hazard. The effects of noise are of two types:

- Auditory effects - which consist of temporary or permanent hearing loss
- Non-auditory effects – which consist of nervousness, fatigue, interference with communication by speech, decreased efficiency and annoyance.

The degree of injury from exposure to noise depends upon a number of factors such as intensity and frequency range, duration of exposure and individual susceptibility.

2.4.2 Chemical Hazards

There is hardly any industry which does not make use of chemicals. The chemical hazards are on the increase with the introduction of newer and complex chemicals. Chemical agents act in three ways: local action, inhalation and ingestion. The ill-effects produced depend upon the duration of exposure, the quantum of exposure and individual susceptibility.

a) Local Reaction

Some chemicals cause dermatitis, eczema, ulcers and even cancer by primary irritant action; some cause dermatitis by an allergic action. Some chemicals, particularly the aromatic nitro and amino compounds such as TNT and aniline are absorbed through the skin and cause systemic effects. Occupational dermatitis is a big problem in industry.

b) Inhalation

Dusts – Dusts are finely divided solid particles with size ranging from 0.1 to 150 microns. They are released into the atmosphere during crushing, grinding, abrading, loading and unloading operations. Dust particles larger than 10 microns settle down from the air rapidly, while the smaller ones remain suspended indefinitely. Particles smaller than 5 microns are directly inhaled into the lungs and are retained there. This fraction of the dust is called “respirable dust”, and is mainly responsible for pneumoconiosis. Dusts have been classified into inorganic and organic dusts; soluble and insoluble dusts. The inorganic dusts are silica, mica, coal, asbestos dust, etc.; the organic dusts are cotton, jute and the like. The soluble dusts dissolve slowly, enter the systemic circulation and are eventually eliminated by body metabolism. The insoluble dusts remain, more or less, permanently in the lungs. They are mainly the cause of pneumoconiosis. The most common dust diseases are silicosis and anthracosis

Gases – Exposure to gases is a common hazard. Gases are sometimes classified as simple gases (e.g. oxygen, hydrogen), asphyxiating gases (e.g. carbon monoxide, cyanide gas, sulphur dioxide, chlorine) and anesthetic gases (e.g. chloroform, ether, and trichlorethylene).

c) Ingestion

Occupational diseases may also result from ingestion of chemical substances such as lead, mer-

cury, arsenic, zinc, chromium, cadmium, phosphorus, etc. Usually these substances are swallowed in minute amounts through contaminated hands, food or cigarettes. Much of the ingested material is excreted through faeces and only a small proportion may reach the general blood circulation.

2.4.3 Biological hazards

Workers may be exposed to infective and parasitic agents as well as bites (snakes, scorpions, spiders) at the place of work. The occupational diseases in this category are brucellosis, leptospirosis, anthrax, hydatidosis, psittacosis, tetanus, encephalitis, fungal infections, schistosomiasis and a host of others. Persons working among animal products (e.g. hair, wool, hides) and agricultural workers are specially exposed to biological hazards.

a) Psychosocial hazards

The psychosocial hazards arise from the workers' failure to adapt to an alien psychosocial environment. Frustrations, lack of job satisfaction, insecurity, poor human relationships, emotional tension, are some of the psychosocial factors which may undermine both physical and mental health of the workers. The capacity to adapt to different working environments is influenced by many factors such as education, cultural background, family life, social habits and what the worker expects from employment.

The health effects can be classified in two main categories –

- Psychological and behavioural changes – including hostility, aggressiveness, anxiety, depression, tardiness, alcoholism, drug abuse, sickness absenteeism
- Psychosomatic illhealth – including fatigue, headache; pain in the shoulders, neck and back; propensity to peptic ulcer, hypertension, heart disease and rapid aging.

2.5 What are the factors that contribute to The Vulnerability of Agricultural plantation workers to HIV?

From a gender and human rights perspective, it is not in doubt that HIV&AIDS has taken a gendered and rights dimension. Most governments have adopted a rights-based approach as opposed to the traditional programmatic approach. For example HIV&AIDS programmes have embraced anti-discrimination guidelines as opposed to simply provision of anti-retrovirals that existed before.⁷ Further PEPFAR has abandoned its approach of funding HIV&AIDS interventions and is now increasingly strengthening health systems to ensure that not just HIV&AIDS is sufficiently addressed but that opportunistic infections and other social, cultural and political factors that make one vulnerable to HIV&AIDS is curbed since the epidemic does not operate in a vacuum.⁸

⁷ The government of Kenya for example treats HIV and AIDS as a cross cutting issue and require all sectors to address it in their programmes and specifically report on how they have tried to reduce the incidences. More information can be retrieved from the official government websites

⁸ See generally the US department website

Agricultural plantations suffer from “program-related vulnerability,” which reflects the migrants’ lack of access to programs for HIV prevention, voluntary counseling, testing, treatment, care, support, and mitigation.⁹ There may be several reasons for a lack of program support, including a general lack of (or weakness in) such services in the first place, or a lack of access to existing services. The latter case often pertains to issues with the cost of the actual services, the cost of transportation to the services, a lack of knowledge regarding the services, and/or formal barriers such as legal restrictions barring outsiders. Other barriers may be that services are inappropriate, or not perceived to be trustworthy.¹⁰ Casual laborers are nonunionized and do not qualify for any social or healthcare services provided by the plantations. A study commissioned by the Ugandan Ministry of Finance, Planning, and Economic Development (Ssekiboobo 2002) examined villages that were located near a sugar plantation in Jinja District, and had been founded/inhabited by former and present casual and contract laborers. These villages were not served by the plantation and were far away from any government-provided facilities for education, healthcare, safe water, or electricity (Ssekiboobo 2002). NOTU acknowledged the usefulness of AIDS-related services provided by nongovernmental organizations (NGOs), but noted that since most NGOs are community-based, they have “not done much on the side of the workers who stay in the labour camps” (NOTU 2002).¹¹

From a glance, the above scenario is not in tandem with the various gender and rights principles and standards that are in existence and upon which this toolkit is based hence the need to address them. Some of these principles are contained in the Universal Declaration on Human Rights which proclaims that ‘All Human Beings are born free and equal in dignity and rights (Article 1) e.g life, liberty and security of the person (article 3) and also equal access to public service (Article 21). The Convention on Elimination of All Forms of Discrimination embodies the principle of non-discrimination and equality between men and women (preamble). The guiding principle in the convention on the rights of the child states that ‘in all actions concerning children whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration.

2.6 How can agricultural plantations remedy the above situation?

The plantation management should ensure:

i) Availability of HIV&AIDS services in the plantations: ensure availability of safe, voluntary, informed, affordable HIV&AIDS services to all who seek them, without discrimination on the basis of race, age, HIV status, income, or other status.

- Are HIV&AIDS services available to all the populations working in the plantations and surrounding communities?
- Are most at risk groups given priority?

⁹ Scott D, Weinand J, Gillespie S, Wagah M, HIV and Mobility in the Lake Victoria Basin Agricultural Sector
A Literature Review IFPRI Discussion Paper 00905 October 2009

¹⁰ *ibid*

¹¹ *ibid*

- What policies, regulations and traditional practices may pose barriers to access to HIV&AIDS services for the populations in the plantations?
- Are all categories of the worker population aware of the existence of the facilities that offer HIV&AIDS services?
- Are measures in place to ensure that other health, Gender and Rights needs are not neglected in favour of HIV&AIDS treatment but rather are given equal consideration?

ii) Acceptability of the HIV&AIDS services– Plantation owners and management should ensure that HIV&AIDS services are respectful of medical ethics, and are offered and delivered in a culturally appropriate way.

- Are men and women (adults and adolescents) working on the plantations being given information to ensure comprehensive and accurate understanding about HIV prevention, Gender and Rights issues e.g. importance of correct and consistent condom use, delayed sexual debut, reduction in the number of sex partners, abstinence from sex, avoidance of gender based violence, gender discrimination and child labour?
- How are traditional health providers and community leaders being included in the design, implementation, and monitoring of HIV&AIDS, Gender and Rights based projects as part of a comprehensive HIV prevention programming?
- What measures are in place to ensure that HIV&AIDS services are offered in a manner that does not discriminate against HIV positive people?

iii) HIV&AIDS Education and Information – Plantation management should ensure that all necessary information about benefits of HIV&AIDS treatment is provided to individuals seeking services and their sexual partners

- Are all plantations workers and the surrounding community able to access accurate information about how HIV&AIDS is spread within the Lake Victoria Basin?
- Are men and women being counselled on how to live positively?
- Are the HIV&AIDS health providers within the agricultural plantations trained to communicate with plantation workers, their families and sexual partners, and communities, in a culturally and linguistically appropriate and effective way?

iv) Children – Plantation management should consider in the best interests of children (adolescents, children, and infants) in designing and implementing HIV&AIDS programs, and should ensure that the right of children to participate in decision-making is respected.

- Are children protected from discrimination (in schools and other settings) based on their HIV&AIDS status or their parents' status?
- What measures are in place to protect children from peer pressure and stigma when they engage or decline to engage in sex work?
- Are the female children empowered to participate in the decision-making process in an age-

appropriate manner?

- Are the health providers trained to be able to assess the level of understanding of adolescents who seek HIV&AIDS services without parental or guardian consent?
- How will health care providers be trained to keep confidential all health services provided to adolescents?
- How will parents and guardians be provided with adequate and accurate information to determine whether information on HIV&AIDS transmission through risky sexual behavior?
- Are there recreational facilities for children?
- Are there youth/adolescent friendly reproductive health services?

v) Women – Sexual partners should be involved as much as possible in the decision-making process, without compromising the right of those seeking services' right to consent or to privacy.

- How will the plantations protect women from discrimination that could result if HIV positive women are viewed as promiscuous and what measures are taken to ensure that women are not stigmatised as a result?
- Is there a framework to protect women against physical, legal, cultural, and other pressures to have non-consensual and/or unprotected sex?
- How will social change communication strategies relating to HIV&AIDS in the plantations be designed to ensure strong male involvement in reducing women's vulnerability to HIV with messages that reinforce the importance of reducing concurrency of sexual partners; postponing sexual debut; increasing condom use; raising awareness about the risks of age-disparate, intergenerational sex and transactional sex; rejecting cultural practices that are harmful to women and girls, and advocating zero-tolerance for gender-based violence.

vi) Privacy and Confidentiality – Health providers must protect the privacy and confidentiality of individuals seeking male circumcision.

- Is there a framework prohibiting disclosure of any health information, including information about the HIV status of individuals?
- How will health care providers be trained on the importance of protecting the privacy of vulnerable persons from discrimination based on their HIV&AIDS status through keeping personal health information confidential, recalling that unauthorized disclosure of medical information is unethical and can cause stigma?
- What privacy safeguards will be put in place to protect the women and men who opt not to seek HIV&AIDS services from stigma?

v) Surveillance, Monitoring and Research

- What measures are in place to monitor the progress in implementation of Gender and HIV&AIDS mainstreaming activities in the plantation e.g?

percentage of the population seeking HIV&AIDS services;

- number of sexual partners;
- incidences of sexual violence,
- condom use
- occurrences of harmful customary practices



2.7 Module 2 Activity

Within your own agricultural plantations:

- i) Identify which of the issues above contribute to the increase in HIV&AIDS transmission
- ii) Suggest Gender and Rights based approaches that can be used to address the issues above
- iii) Identify the responsible entity to implement the approaches.

2.8 Module Two Indicators

- Number of people trained on the toolkit who understand the HIV&AIDS burden and structure of agricultural plantations
- Number of entry points identified for rolling out GRBA
- Number of GRBA interventions in place

MODULE 3: LEGAL BASIS AND RIGHTS BASED APPROACHES



OBJECTIVES OF THE MODULE

- *Understanding of the international, regional and national basis for using the gender and rights based approach to address HIV&AIDS within agricultural plantations.*
- *Understanding of the policy formulation process*

3.1 Introduction

This Toolkit is developed according to Gender and Human Rights standards in international, regional and domestic law, as well as general HIV&AIDS policy and the specific recommendations in various instruments. Reference has been made to several international human rights instruments including: The Universal Declaration on Human Rights; Convention on the Elimination of all Discrimination Against Women; and Convention on the Rights of the Child which all contain basic principles relevant to any Gender and Rights Based mainstreaming program, including HIV&AIDS. In addition, various policy documents published by the United Nations, and other international organizations offered helpful guidance on the specifics of implementation. Regional treaties and legal documents¹², domestic laws,¹³ and customary laws,¹⁴ were also referred to in determining specific provisions for implementation of Gender and Rights Based approach to mainstreaming. It is important to note that customary laws are part of the legal systems in many sub-Saharan nations, but are applied only to the extent that they are not repugnant to justice and morality.¹⁵

3.2 International Conventions and Instruments

States have an obligation under international law to preserve, protect and guarantee the full enjoyment by their citizens of the rights and freedoms stipulated in the various international conventions and instruments in which they are signatories. These include the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights (ICESCR), the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)¹⁶, the African Charter on Human and People's Rights (ACHPR), and PROTOCOL to ACHPR on the Rights of Women in Africa.

¹² See, e.g. African Charter on Human and peoples rights, adopted June 27, 1981 OAU Doc. CAB/LEG/67/3 rev5, 21 I.L.M. 58(1982), entered into force Oct 21, 1986; African Charter on the rights and welfare of the child, OAU Doc. CAB/LEG/24.9/49 (1990), entered into force Nov.29,1999; Protocol to the African Charter on Human and People's rights on the rights of women

¹³ The constitution of Kenya.

¹⁴ Country specific customary laws.

¹⁵ See, e.g., Swaziland Law of evidence amendment Act 45 of 1988; Nigeria's Evidence Act §14(1)(3); Kenya's judicature Act Chapter 8 of the Laws of Kenya §3(2)

¹⁶ It is important to note that the Committee expects state parties, to include in their country reports under Art. 10 and 12 of CEDAW, the measures they have undertaken to eliminate discrimination in their jurisdictions

3.3 Regional laws & regulations

3.3.1 The African Charter on Welfare and Rights of the Child

The African Children's Charter has progressive provisions that protect children. It mandates state parties to take all appropriate measures to protect and promote the rights of the child including elimination of harmful social and cultural practices affecting the welfare, the dignity, normal growth and development of the child. This is a home-grown charter with an African perspective and its true spirit should be embraced.

3.3.2 The Protocol to the African Charter on Human and Peoples Rights on the Rights of Women in Africa

Article 1 of the Protocol defines violence against women as acts perpetrated against women which potentially or actually cause physical, sexual, psychological and economic harm. Article 5 obligates state parties to prohibit and condemn all forms of harmful practices which negatively affect human rights of women; and contrary to recognized international standards. It also mandates state parties to take legislative and other measures to eliminate such practices. Of special reference is the provision of Article 5b which enjoins the state parties to take measures to prohibit discrimination through legislative measures backed by sanctions.

3.3.2 National legislations and policies regulations

As protector and promoter of its citizen's human rights and fundamental freedoms, governments have put in place legislation and policies to safeguard the citizenry. These include the Constitutions¹⁷ of the respective countries and various laws within the jurisdiction of the various countries e.g Kenya's Children's Act, the sexual offences Act and some set of policies.

3.4 Gender, Rights and HIV&AIDS Policy Formulation

3.4.1 Duties of governments

The primary duty of formulating laws and regulations to facilitate mainstreaming of Gender and Rights Based approach is vested in national governments. Governments and communities seeking to implement a Gender and Rights Based approaches to development should strive to meet all legal and regulatory standards in the International, regional and national legal instruments; however, implementation of this approach should not be held back because of imperfect compliance. In addition to serving as a monitoring and evaluation tool, this toolkit can serve as a starting point for the development of an appropriate legal, regulatory and policy framework. Governments should also ensure, through legal requirements adequate resource allocation, and monitoring and evaluation, and that duty bearers appropriately implement approaches.

¹⁷ The Kenyan, Rwandan, Burundian, Ugandan, Tanzanian constitutions provides for the principles of Human rights that all other laws within the respective countries must adhere to. For Part V of the Constitution of Kenya provides for the Bill of Rights for Kenyan citizens. These range from the right to protection from discrimination, protection from torture, cruel and inhuman treatment, right to life and health among others. Broadly interpreted these constitutional provisions are violated by the practice of discrimination.

Duty bearers should ensure that a Gender and human Rights Based approach is adopted – in law and in fact – in all aspects and sectors, without discrimination. In addition, institutions and service providers should seek to include women, both as beneficiaries and implementers.

3.4.2 Duties of Agricultural plantations management

Agricultural plantations that wish to formulate a policy guideline for Gender and Rights based approach in the context of HIV&AIDS can also do so. This is the step by step approach in policy formulation. A relevant policy is one of the critical contributions one can make.

a) Why is a Gender, Rights and HIV&AIDS policy important?

- A policy locates the institution's response to HIV&AIDS from a gender and rights perspective as part of its core business.
- A policy provides an agreed framework from within which actions can be taken
- A policy confirms the rights, roles and responsibilities of all institutional stakeholders.
- A policy prepares the plantation for the presence of HIV&AIDS within the plantation and the surrounding community.
- A policy demonstrates the organizations commitment and concern in taking positive steps to preventing, managing,mitigating and planning for the epidemic
- A policy enjoins the institutions to make capacity and resources available to support a response to HIV&AIDS.
- A policy provides partner organizations and agencies with a framework and a point of access from which to engage with your plantation.

b) Do you have to have a policy first before you do anything?

No. A policy is a guideline and is based on current trends, legislation and organizational research so that all role players agree on the basic framework within which to operate. However it is recommended that if a task force is set up, there should be some kind of framework within which they can operate within agreed upon by roleplayers. This could take the form of terms of reference.

c) What are the pros and cons of developing a policy?

- Policy making takes time. Developing a policy can be time-consuming yet the epidemic is a real threat and requires urgent action.
- A reasonable level of consensus is necessary within the community in order to successfully develop a policy.
- Management must accept and commit to allocate appropriate human, physical and financial resources to make the policy a reality.
- There is need to build awareness throughout the policy making process, monitoring the progress of the policy making and implementation phases.
- Policy development does not have to start from a blank state, existing standards and guidelines such as international conventions, regional instruments and national legislation and policies discussed above can serve as examples on how to respond.
- Policies developed should preferably be in agreement national priorities and best practices.
- Policy needs to be backed by regulatory instruments which should be accessible and available to managers and well-communicated within the institution.

d) What does one do when policy fails?

- When policy fails, it demonstrates good intentions with no implementation strategy. For example when one discloses their HIV status confidentially, there should be sanctions based on policy which must be applied if that confidentiality is breached.
- Plantations stakeholders may become impatient towards which the policy is directed. They may see the policy as failing because it is too long term. Plantation managers have a responsibility to communicate the importance of how they see the institution moving towards longer term objectives-even if it happens in small incremental steps.

e) What is the procedure for developing a policy?

A consultative may not be a quick method but all efforts should be made to include all the stakeholders in the process:

Set up a small task force of professional with appropriate mix of expertise

The task team should research needs of the organizations and those documents and policies that make reference of HIV&AIDS or will need to be made gender and rights sensitive

- The task team reviews the research findings and formulates a draft policy
- Circulate draft policy for discussion and comment
- Revise draft policy

- Adopt and launch the policy
- Programme or service managers use the policy to develop implementation strategies
- Communicate policy and programme implementation to the entire organization
- Monitor and evaluate the programme to determine its effectiveness
- Review policy periodically in light of new information about HIV&AIDS and the changing concerns of the institution.

f) What should the Gender, Rights and HIV&AIDS policy contain?

In overall the policy must address itself to the following questions:

- What role would the plantation assume in the fight against HIV&AIDS-both internally and society at large?
- What are the rights and responsibility of all members of the plantation with specific reference to the protection of HIV infected people, those living with AIDS and those affected by the epidemic?
- Where does HIV&AIDS relate to the core business of the plantation in terms of cutting, sorting, soil preparation etc?
- What services and programmes will the plantation support in terms prevention, treatment, care and support?
- What structures will be responsible for managing and implementing the policy?

3.5 Activity



The gender strategic plan below was developed by the East African Community. Review it and determine how it can be applied in developing your own agricultural plantation’s GRBA strategic plan. Note that the social and legal context within which it was developed may differ from your own.

TARGETS	ACTIVITIES	RESPONSIBILITIES	PARTNERS	TIMEFRAME
Harmonization of existing gender policy into a comprehensive EAC policy by 2011	Formulate a comprehensive EAC Gender Policy	EAC secretariat	-Partner States -Development partners	2009-2011
All partner States policies, plans and programmes engendered by 2014	Conduct analysis of the policies, plans and programmes -Developing a standardized tools for mainstreaming gender in partners policies, plans and programmes	EAC secretariat Partner States	-Partner states -Development partners	2009-2014

Partner states to engender their budgetary processes by 2010	-Develop guidelines to mainstream budgetary processes -Capacity building on Gender budgeting	EAC secretariat Partner States	-Partner States	2009-2010
Capacity building on Gender mainstreaming of key stakeholders in partner states	-Review and harmonize training manuals on gender mainstreaming -Establish a pool of trainers on Gender Mainstreaming	EAC Secretariat Partner states	Development partners Partner states	Continuous
Strengthen/develop sex desegregated data bases in Partner States Regional GBV framework developed by 2010	Develop and harmonize gender responsive statistical tools Train statistical officers on utilization on the statistical tools. Reviewing the existing mechanism on GBV in partner States	EAC Secretariat Secretariat	Partner States Partner States	2009-2010 2010

3.6 Module 3 Indicators

1. Number of people trained on the toolkit able to understanding the legal basis of right based approached and the policy formulation process.
2. Number policies and/or strategic plans formulated/reviewed and implemented in line with the International, regional and national gender and human rights standards.

EVERY HUMAN HAS RIGHTS

OBJECTIVES OF THE MODULE

- *Users of this toolkit to understand the terms used within the gender and rights based approach in the context of HIV&AIDS*
- *Recognition of women's rights and human rights within the agricultural plantations*
- *Understand the distinction between gender and sex and how the two concepts impact on the HIV&AIDS transmission within the agricultural plantations.*

4.1 Introduction

This module presents the interpretation and translation of notions, issues and words which are commonly used in the area of Gender to facilitate the understanding of the document. Understanding Gender helps to determine women and men's access to rights, resources and opportunities. Thus, Gender is not about words and concepts but about perceptions and understandings concerning the relationships of men and women in society, which influence their thinking, attitudes and behaviours.

4.2 What is Gender?

Gender refers to the socially constructed roles and responsibilities that society assigns and expects of women and men on the basis of their biological and physical characteristics. Understanding Gender helps to determine women and men's access to rights, resources and opportunities. Gender is thus not about words and concepts but about perceptions and understandings concerning the relationships of men and women in society,

Moreover, it is a social construct that has been established to distinguish between the social attributes of a male and a female. These include the etiquette of how a person should act based on their "sex".

Gender is learnt and will vary within a culture and between cultures. Gender is affected by age, class, ability, ethnicity and race. The term "Gender" allows us to bring both women and men into discussions on development, inclusion in governance and human rights respect and promotion.

The notion of Gender captures the ascribed, social nature of distinctions between women and men. Gender draws attention to aspects of social relations that are culturally contingent and without foundation in biological necessity (mind/culture). Gender is equated to one being either masculine or feminine. Gender roles change over time; we can also change society's Gender expectations and create many new responsibilities for women and men. Gender roles and responsibilities are to be found in the economic, social and political realms.

4.3 What is Sex?

On the other hand, a clarification on relation between Gender and sex is important as defined below:

Sex refers to biological differences:

- between men and women chromosomes,
- hormonal profiles, internal and external
- sex organs and nature (body/nature)

Sex is biology, one is born either female or male, cannot be changed (unless surgically and often not 100% successful).

4.4 What are Human Rights?

Human rights are those entitlements that accrue to every human being by virtue of being human. They are those rights that every human being possesses and is entitled to enjoy by virtue of being human. This definition in this context traverses biological and social differences of sex, Gender, race, colour, language, national origin, age, class religious and political beliefs, disability, minority status etc

4.5 What are the characteristics of human rights?

Indivisible:- To live in dignity, all human beings are entitled to freedom, security and decent standards of living concurrently. Human rights are indivisible.

Universal:- These human rights are the same for all people everywhere – male and female, young and old, rich and poor, regardless of our background, where we live, what we think or what we believe. This is what makes human rights ‘universal’. Human rights are the same for all human beings regardless of race, sex, religion, political or other opinion, national or social origin. We are all born free, and equal in dignity and rights— human rights are universal.

Inherent:- Human rights do not have to be bought, earned or inherited; they belong to people simply because they are human. Human rights are inherent to each individual.

Inalienable:- Human rights cannot be taken away; no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognise them, or when they violate them - for example, when slavery is practiced, slaves still have rights even though these rights are being violated. Human rights are inalienable.

4.6 Gender related terms

It is important to understand the gender related terms in the implementation of this Gender and Rights Based Approach Toolkit in the context of HIV&AIDS. Understanding makes implementation easier especially during identification of gender issues. Some of the terms explained here include: Gender Stereotypes, Gender Based Violence, Power, Gender Disparity, Gender Balance, Gender Based Discrimination, Gender Gap, Gender Equality, Gender Division of Labour, Gender Equity, Gender Roles, Gender Relations, Socialization, Gender Sensitivity, Empowerment, Masculinity, Hegemonic Masculinity, Femininity and Patriarchy.

i) Gender Based Violence (GBV)

GBV is an umbrella term for any harm that is perpetrated against a person’s will that is the result of power imbalances that exploit distinctions between males and females, amongst males, and amongst females. Violence may be physical, sexual, psychological, economic, or socio-cultural. Although not exclusive to women and girls, GBV principally affects them across all cultures.

ii) Power

Power is the capacity to make decisions or the ability to influence control. All relationships are affected by the exercise of power. When power is used to make decisions regarding one's own life, it becomes an affirmation of self-acceptance and self-respect that, in turn, fosters respect and acceptance of others as equals. When used to dominate, **power imposes obligations** on restrictions, prohibitions and makes decisions about the lives of others. In GBV, unequal power relationships are exploited or abused through the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain sexual favours from a weaker or more vulnerable person.

iii) Violence

The term violence refers to all acts that cause direct physical, mental, or sexual harm or suffering and includes threats of such acts. It is a means of control and oppression that can include emotional, social, or economic force, coercion, or pressure, as well as physical harm. It can be overt, in the form of physical assault or threatening someone with a weapon; it can be covert, in the form of intimidation, threats, persecution, deception, or other forms of psychological or social pressure. The person targeted by this kind of violence is compelled to behave as expected or to act against her/his will out of fear. An incident of violence is an act or a series of harmful acts by a perpetrator or a group of perpetrators against a person or a group of individuals. It may involve multiple types and repeated acts of violence over a period of time, with variable durations.

iv) Socialization

This is the process through which we are taught to conform to social norms and rules about being a man or a woman. It begins at birth. Socialization is done in society through our parents, teachers, religious leaders, friends and peers. As change agents, we need to first and foremost recognize our own prejudices and Gender conditioning, as they always find their way into our work. Only in recognizing the biases within ourselves and working towards changing them, can we then proceed to help other people recognize biases in themselves.

v) Gender Roles

These are activities assigned to women and men by each community/society over and above biological differences.

Gender roles are classified as:

Productive Roles- tasks related to the production of goods and services for income. It's normally recognized and valued as work by individuals and societies and especially in national statistics (GDP, etc).

Domestic and Reproductive Roles- These include care and maintenance of the household e.g. cooking, cleaning, looking after children, etc. While necessary, it is rarely considered of the same value as productive work. Mostly, women and girls do it.

Community Management Roles- These include roles that entail the making of decisions that establish and maintain order, structures and systems in a community.

vi) Gender Balance

This refers to the equal representation and participation of women and men in all structures in terms of numbers, distribution and quality of participation and impact e.g. representation in committees e.t.c.

vii) Gender disparity

Disadvantages faced by one sex in which the other sex is favoured in terms of the above aspects

viii) Gender equity

A fair sharing of resources, opportunities and benefits between women and men in a prevailing situation.

ix) Gender equality

Similarity of treatment of women and men as legally, constitutionally and divinely established, based on human rights provisions as enshrined in Universal Declaration of Human Rights (1948) and Convention on the Elimination of All Forms of Discrimination against Women (1979).

x) Gender based discrimination

Systematic bias in which a person is denied his or her right because of being a women, man, girl or boy e.g. denying girl's education.

xi) Gender Division of Labour

Allocation of roles and responsibilities to men and women according to sex. Different values are assigned to these different tasks. The Gender division of labour varies from one society to another and culture to culture. Within each culture, it changes with external circumstances and over time.

xii) Gender Gap

Quantitatively measurable differences in the situations of men and women, girls and boys e.g. school enrolment or school completion.

xiii) Gender sensitivity

Awareness of and respect for the needs, interests and sensibilities of women as women and men as men e.g. not using derogatory language, avoiding stereotypes, avoiding patronizing language, providing facilities for both in public places in recognition of different needs etc.

xiv) Empowerment

The process and result of gaining attitudes, knowledge and skills that positions one to compete equally with others for available opportunities and resources and to exercise autonomy.

xv) Patriarchy

Patriarchy is a specific form of male domination based on the powerful role of a further trend. In many communities however, the power of male is founded on their collective adult maleness as depicted by men's lives, warfare and initiation ceremonies.

xvi) Masculinity

Masculinity has been defined as a set of role behaviors that most men are encouraged to perform. Gilmore (1990) studied masculinity cross-culturally and found it to be an achieved status which almost universally includes toughness, aggressiveness, stoicism and sexuality. Scholars now discuss masculinity as a collective Gender identity, one that is fluid and socially constructed, rather than natural attribute (Courtenay 2000).

'Hegemonic masculinity' is the normative ideal of masculinity to which men are supposed to aim. 'Hegemonic Masculinity' is not necessarily the most prevalent masculinity, but rather the most socially endorsed. Characteristics associated with contemporary hegemonic masculinity are aggressiveness, strength, drive, ambition, lack of emotion, and self-reliance. The concept of 'hegemony' is derived from Antonio Gramsci's analysis of class relations.

xvii) Gender mainstreaming

It is the process of integrating a Gender equality perspective into the development process at all stages and levels. Gender mainstreaming is a strategy for the achievement of Gender equality.

4.7 Activity 1

EVERY
HUMAN
HAS
RIGHTS



- From your understanding of the concepts above, critically analyse your plantation and identify them and how they affect the different categories of your workers.
- Come up with specific activity plans for addressing some of the identified concepts that are relevant to your plantation. This may involve setting up plantation and community based self-help groups, revolving micro- credit societies, holding meetings with workers and communities to discuss solutions etc. The list is not exhaustive so application of personal experience is strongly advised.

4.8 Module Four Indicators

- Number of boys, girls, men and women who understand the terms used in the GRBA to HIV&AIDS context.
- Number of boys, girls, men and women able to recognize women's rights and human rights within agricultural plantations.
- Number of women, men, boys and girls able to distinguish the different concepts and their effects within the agricultural plantation and/or surrounding communities.

MODULE 5: UNDERSTANDING THE INTER-RELATIONSHIP BETWEEN HIV&AIDS, GENDER AND HUMAN RIGHTS



OBJECTIVES OF THE MODULE

- *Understand women's vulnerability to HIV&AIDS*
- *Address the vulnerabilities using Gender and RBA mainstreaming activities*
- *Apply the Gender and Rights Based approaches within the agricultural plantations in addressing HIV&AIDS*
- *Mainstream Gender and RBA as an institutional culture within agricultural plantations*

5.1 Introduction

HIV&AIDS has taken a great toll on the populations living around the Lake Victoria basin. According to a survey conducted, the epidemic has taken a Gender dimension, which reveals that women are the worst hit by the epidemic.¹⁸ There is explicit acknowledgement by the governments through policy statements and declarations that women are more affected compared to men and there is recognition that special measures need to be undertaken to respond to the epidemic with a Gender Lens. Non-governmental actors such as NGOs, private sector and private individuals acknowledge the same. Different reasons have been put forward to explain why women could be more at risk in contracting HIV&AIDS. These range from the most personal to public factors such as power imbalance between men and women, economic, social and political factors.

In East Africa, the populations consist of diverse communities with different cultures and practices though there are some commonalities of the practices and tradition in certain cultures. Despite the differences and diversity in culture and traditional practises, one peculiar thing among different communities is that the Gender issues are cross-cutting in so far as the HIV&AIDS epidemic is concerned. The Gender factors, which contribute to vulnerability to HIV&AIDS among the populations around the Lake Victoria basin especially include: i) femininity; ii) masculinity); iii) power Imbalance between men and women; iv) inequality in decision-making; v) mobility; vi) access to resources; vii) work and care-taking responsibilities; viii) economic dependence by women on men; and ix) lack of legal rights to inheritance and property. Detailed descriptions of each Gender factor are given below.

¹⁸ Odhiambo R.A, HIV&AIDS and the populations living around the Lake Victoria Basin

5.2 What is Femininity (feminine mystique)?

Femininity refers to the qualities or characteristics considered appropriate for girls/women. Norms of femininity inhibit knowledge and assertiveness, and decrease ability to negotiate safe sex. Gender norms of femininity place high value on sexual innocence, passivity, virginity, and motherhood. In most cultures women and girls are not supposed to be knowledgeable on matters of sex and generally have limited access to such information and services. Thus they are often less informed about sex, sexuality and reproductive rights and have less bargaining power to negotiate for safe sex with their partners.

5.3 What is Masculinity (hegemonic masculinity)?

Masculinity is closely intertwined with sex in many men. Men have more unsupervised time outside home interacting with peers and engaging in risky behaviour. Masculinity promotes male aggression in experimenting and engaging in risky sexual relationships, which is more often unsafe. In many cultures in East Africa, men often take the lead in sexual relationships as can be seen in the parking spots for truck drivers where men make advances to women for short term gains because it is culturally accepted for men to display machoism traits. These are risk-taking initiatives and expose men to HIV&AIDS.

5.4 What is Power Imbalance between men and women?

Gender norms related to sexuality often place men in dominant roles and women in subordinate or inferior or passive roles. This is reinforced by the myths about masculinity and femininity discussed above. The truth is that power imbalance between men and women works against women, as it limits a woman's ability to control her sexuality such as control of her body, when and how to engage in sexual relations. Unequal power in sexual relations leads to double standards; on one hand it encourages men to have many sexual partners and on the other, it restricts women. This has implications for both men and women's ability to prevent transmission of HIV&AIDS.

5.5 What is Inequality in decision-making, mobility, and access to resources?

Within a number of households in African countries, men are in charge of decision-making in matters touching on control of resources. As confirmed by most of the research work undertaken over the years, men own and control resources of the household and make decision in terms of use and access. Therefore, women find it difficult to get resources needed to access health services and other forms of services. Both men and women put emphasis on men's health needs and devote household resources to meeting those needs. In most cases women's mobility is limited due to male and community norms that restrict women's movement beyond their household making it difficult for women to access the health care services which in this case are HIV&AIDS services.

5.6 Work and care-taking responsibilities

Within the families and communities, Gender norms assign women and girls the primary role of care taking and do not recognize this as work but as a natural part of being a woman. It is presumed that women are designed for this kind of work. In the context of HIV&AIDS, women are bearing the brunt of care taking. Women and girls are the major carers of people living with HIV&AIDS which further exposes them to risk because in most cases they lack sufficient training in care taking. Women have been overstretched to the limit. The pressure put on women by care taking is amazing and limits women's and young girl's access to productive resources. Care taking decreases a woman's time available for income generation and food production, which may lead to food insecurity thus jeopardizing the health of all family members. The economy of East Africa is mainly supported by agriculture and women are the backbone of agricultural production. If they are sick or taking care of the sick, the agricultural activities they engage in stall. Care taking also prevents girls' ability to attend school and this has implication for her education and access to information on her reproductive health.

5.7 Economic dependence by women on men

In East Africa, most women and girls do not own or control resources and because of this, their socio-economic status is often lower compared to men. They may therefore acquire HIV&AIDS in the process of looking for men to provide the much needed resources and in return provide sex. Women's lack of access to productive resources reduces their ability to access family planning services, to negotiate for safe sex or use of condoms, leave alone getting out of abusive relationships. In certain cases lack of economic empowerment has led to women engaging in sex in exchange for material gains.

5.8 Lack of legal rights to inheritance and property

In many cultures and legal systems women are denied the right to inherit land and property. Yet in other cultures, either a brother or a male relative of the deceased inherits a widow and failure to agree to be inherited has repercussions. The emergence of HIV&AIDS has seen many women widowed and the practice of widow inheritance has compounded problems. Many widows within the region have been disinherited and chased away from their matrimonial homes by their in-laws after the death of their spouses exposing them to further risks. It is a fact that property grabbing from the widows by in-laws and the denial of girls to inherit property increase their vulnerability to HIV opportunistic infections and compromise their ability to meet their basic needs. Property grabbing by in-laws is a common practice among many communities in the region and it is a violation of human rights of women and children especially girls.

5.9 Strategies for addressing the Gender factors that increase vulnerability to HIV

- **Legislation:-** Under legislation the women lobbied governments to recognize the women's right and challenge the existing laws, which are oppressive to women. This strategy has been

successfully used in all the East African countries as demonstrated by the kind of legislation that exist within their borders.

- **Education:** - this has been implemented by reforming the already existing education curriculum to include women's rights as human rights. In this case, highlighting these vulnerabilities within the HIV&AIDS and the gender studies curriculum serves to impart knowledge and inspire action within the generations
- **Communication:** - media often put women's articles highlighting their rights on the back page of the newspapers and never put on front page. Communicating information on gender and rights would serve the purpose of making people aware that a gender and rights based approach to HIV&AIDS could serve to reduce incidences and cases of transmission. This awareness is also important to foster behavior change.
- **Breaking the silence:** - This assertion has led to the recognition of crimes such as domestic violence which previously was treated as a private issue but is now treated as serious crime that demands public outcry and thus the emergence of specific legislation to deal with the vice. Women have faced violence within their homes for being HIV positive thus making issues such as domestic violence public instead of private have served to highlight the gravity of the matter prompting governments and other stakeholders to intervene.
- **Advocacy:** - It is a political process designed to influence policy decisions at national and international levels. Advocacy is citizen initiated and aimed at changing the popular interests, needs or desires into definable policies or even rights. **Advocacy also** refers to an on-going process aimed at changing attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the betterment of those affected by the advocacy issue. **Lobbying** refers to the art of persuading and influencing other people to see things/issues your way. Lobbying is a strategy within advocacy.

While undertaking advocacy, plantation or communities within which such plantations exist can follow this step by step approach in conducting advocacy.

- Identify and prioritize advocacy issues. Advocacy issues could be provision of health insurance, social security etc.
- Analyze and gather information on the issue by tracing the root cause of the issue.
- This could constitute gathering information on the state of affairs as it is and why they are not the way they ought to be. This also constitutes gathering information on how a change in the state of affairs could reduce vulnerability or the spread of HIV&AIDS.
- Develop a goal and Specific, Measurable, Achievable, Realistic, Timebound (SMART) objectives on the issue/problem
- Identify direct targets (those who have influence over the campaign issue) and indirect targets (those who can influence (have impact/say) over those who matter in the advocacy issue).
- Identify resources(ideas, researched information, funds in cash and kind, equipment etc)
- Create an action plan for the implementation of the advocacy issue

- Implement, monitor and keep evaluating the advocacy issues/strategy
- Record changes resulting from the campaign

Some of the generic issues and challenges that need advocacy within agricultural plantations include:

- health insurance and social security for private plantations workers
- policy on treatment and care for PLWHA
- policy on lack of stigma and discrimination on recruitment and retention of jobs for PLWHA

5.10 Recommendations for reducing vulnerability to HIV and other health problems in agricultural plantations

Borrowing from best practices in other areas we recommend the following as a strategy that can be used to reduce or eliminate any activities or practices that promote gender inequality and that enhance the spread of HIV&AIDS in agricultural plantations:-

The plantation owners need to be aware of peak seasons for planting, harvesting e.g tea, and coffee picking seasons when they need to make maximum profits. Plantation and agricultural workers Unions need to be trained and sensitized on these overarching issues and the importance of GRBA. Crops like sugar, coffee, tea and sisal will need workers and employers who are sensitized on GRBA. The organizations need to build structures – identify men and women who are being oppressed and come up with built-in mechanisms to protect them against contracting or transmitting HIV to other workers or those already infected.

Agricultural plantations need to establish committees, create self help groups, income generating schemes and small loan programmes to enable women and men have enabling work environment. This can be treated as a best practice for the specific agricultural plantation. Other practices would be introduction of day care centres for lactating mothers who are involved in the agricultural plantations at whatever level. Having gender sensitive programmes to mitigate the effect of some of the anti GBRA practices in the plantations need to be encouraged. In most plantations, women working in coffee, tea, sisal plantations wake up early, perform household chores, walk from plantations to their homes – in rain, cold, sunshine, have no breaks, not allowed to talk to each other, rarely have time to eat while picking coffee berries or tea leaves.

Work is physically demanding, requiring bending, kneeling, climbing ladders and carrying heavy bags and buckets. Men and women working in agricultural plantations cultivate and weed, fix irrigation canals, apply dangerous pesticides, use dangerous tools, run unsafe farm machineries they don't know how to operate. Carrying heavy oversized loads result in permanent disabilities and injuries. Fatigue leads to susceptibility to heat exhaustion. The workers are also susceptible to illnesses caused by unclean drinking water, insect and snake bites.

To address the above problems agricultural plantations can come up with pilot projects that enhance best practices to eliminate some of these overburdening activities. Some of these practices may include but not restricted to: Creating community based approach to awareness raising, training and advocacy. Reduce workload for women to enable them preserve some energy for child care and domestic chores. This may involve: Holding training workshops at different levels to educate stake holders to develop clear plans of action for educating and engaging local community members. Plantations should create enabling working environments for both men and women free of hazards and dangers that interfere with their health.

**EVERY
HUMAN
HAS
RIGHTS**



5.11 Activity

Using GRBA approaches identify the factors that affect women and men’s vulnerability to HIV&AIDS in your plantation. With the aid of the table below identify the gender, human rights issues, their contribution to HIV&AIDS incidence/transmission and the best intervention strategy you would recommend and the actor who would be responsible for implementing the strategy identified.

Production cycle	Gender issue identified	Human rights issue identified	Contribution to HIV&AIDS incidence/ transmission	Identified intervention strategy	Actor(s)
Ground clearing					
Planting					
Weeding					
Harvest					
Transportation					
Feeding in the machines					
Distillation					
Weighing					
Packaging					
Storing					
Commercial and administrative services					

5.12 Module Five Indicators

- i) Number of people trained on the toolkit able to recognize women's vulnerability to HIV&AIDS
- ii) Number of people trained on the toolkit able to identify strategies for addressing women's vulnerability
- iii) Number of people trained on the toolkit able to apply Gender and RBA to HIV&AIDS
- iv) Number of people trained on the toolkit who believe Gender and RBA to HIV&AIDS should be institutionalized
- v) Number of agricultural plantations that have institutionalized Gender and RBA to HIV&AIDS

MODULE 6: GENDER AND RIGHTS BASED APPROACH MAINSTREAMING

OBJECTIVES OF THE MODULE

- *Understand strategies and methods in Gender and Rights Based Approach Mainstreaming in the context of HIV&AIDS*
- *Identify levels of Gender and Rights Based Approach Mainstreaming in the context of HIV&AIDS*
- *Describe the process of mainstreaming Gender and Rights Based Approach at all levels within the context of HIV&AIDS*
- *Explain the role of monitoring, evaluation and reporting in Gender and Rights Based Approach Mainstreaming in the context of HIV&AIDS.*

6.1 Introduction

Gender and Rights Based Approach Mainstreaming involves all stakeholders at various levels. Participants would include agricultural plantation managers, all categories of plantation employees, trade unionists, community administrative and opinion leaders, local government officials and religious leaders. Developing a schedule for training of the actors may be part of this process. The schedule could be structured to include: causes of sex and gender based violence, what various groups in the East African Community are doing towards curbing this, laws and conventions they are using to curb this, efforts to end sex and gender based violence and linking these with HIV&AIDS, health education, financial growth, other community concerns and advocacy issues. Training sessions should be held at places convenient to all participants.

6.2 The Gender Approach

The Gender mainstreaming process should:

- Enable women and men to critically analyze their situations and find tailored solutions to overcoming their challenges;
- Improve women's and men's skills and build their confidence to take decisions on an equal basis (empowerment);
- Make women and men active agents of change rather than passive recipients of assistance by transforming Gender relations.

Gender mainstreaming strategies are relevant to three key interlinked spheres (Murison, 2004)¹⁹, that apply to project cycle:

- i) **Organizational structures of implementing organizations (plantations)** – How aware of human rights and Gender are the team members and how Gender-inclusive are the or-

¹⁹ The interlocking arenas in Gender mainstreaming (source: adapted from Shalkwyk et al; 1996, p.3)

ganizations working on the project? Are women equally represented and participating in discussions and decision making?

- ii) **Activities undertaken by the organization (plantations)** – Gender issues need to be included in all key activities of the project cycle (planning, implementation, monitoring and evaluation)
- iii) **Project impact** - has the project contributed to increasing Gender equality in the broader community? Has the project had any impacts at the policy level?

Gender needs to be included in the 3 mentioned spheres, which will ultimately mutually reinforce each other. Indeed, a Gender aware project team (coordinators/facilitators) can positively influence a Gender-responsive project, and increase Gender equality or equity within a given organization/community. In order to exploit synergies with other community initiatives, organizations also need to be skilled in forging partnerships, networking and advocating as well as information sharing.

Gender mainstreaming further requires a participative approach, which has proved to be successful in assisting to:

- Identify challenges, gaps and opportunities;
- Deepen organizational/community understanding of issues and facilitate their capacity building;
- Enhance organizational/community ownership and wider project acceptance;
- Empower women and men;
- Fight against inequality and discrimination;
- Identify best practices for wider application.

6.3 Rights Based Approach

In a Human Rights-Based Approach, human rights *standards* define benchmarks for desirable outcomes, while human rights *principles* represent conditions for the process. The Millenium Development Goals (MDGs) are typical examples of such desirable outcomes. Most people see the achievement of these goals as the required *results*. Process criteria include all human rights principles. They all specify a required minimum *conduct*. A Human Rights- Based Approach requires equal attention to outcome and process.²⁰

6.4 Why Gender and Rights Based Approach (GRBA)?

Gender and Rights Based Approach mainstreaming makes the social problem of Gender and rights inequality visible. GRBA makes full use of human resources, by recognizing women, men and vulnerable populations with similar capacities and opportunities. Gender and rights based discrimination

²⁰ Fact sheet on human rights and human Rights Based approach available

weakens governance because accountability is then exercised by a section of the population only, when other populations are excluded especially women. Promoting Gender and rights equality is a promotion of fundamental human rights and the principles and values of human rights and democracy – it increases equality. Gender and Rights Based mainstreaming guarantees inclusion and weakens exclusion and therefore can guarantee social security. GRBA mainstreaming can result in better understanding of HIV&AIDS issues. It makes it possible to gain a better understanding and addressing the needs and interests of different groups of populations whether men, women or other vulnerable population such as the elderly, children, people living with HIV&AIDS and persons with disabilities. GRBA can include concrete initiatives in strategic areas such as legislation, choice, and participation and can also address hidden biases that lead to inequitable situations for women, men and vulnerable groups.

6.4.1 The Business Case for Mainstreaming Gender – World Bank

Gender equality is an issue of development effectiveness, NOT just a matter of political correctness or kindness to women. Emerging evidence shows that when women and men are relatively equal:

- economies tend to grow faster,
- the poor move more quickly out of poverty
- well-being of men, women and children is enhanced

Poverty elimination can only be achieved by addressing the disproportionate burden of poverty, lack of access to education and health services, and lack of productive opportunities borne by women. Gender equality is integral to a Rights Based approach to development since human rights are universal and based on equal worth and dignity of all women and men.

Everywhere, there are significant ways in which women's responsibilities, opportunities and influence are unequal. Whilst they are instances where men are disadvantaged, generally women and girls have fewer opportunities, lower status, less power and less influence than men and boys. Whilst poverty affects both men and women, women are typically at a disadvantage compared to men; hence the continued emphasis on improving women's rights, resources and voice.

By improving employment opportunities – educated women are more able to engage in productive activities, find formal sector employment and earn higher incomes. Investments in female education increase families' incomes benefiting men, women and children. These investments in turn increase the country's total economic output. Educated women give greater emphasis on schooling for their children, thereby improving the productivity of the next generation. In addition, female education improves child nutrition, children's health and survival- all factors that create an energetic and productive generation.

Although education does not guarantee rights or power, it is a critical condition for empowering women. Empowered women are able to participate in community and national decision making and are healthier.

Gender relations also affect economic growth through access to physical capital and functioning of markets and institutions. In many settings, women work more hours per day, this limits their ability to engage in IGA's and participate in community or national decision making. Standard Economic Models view capital and income as Gender neutral factors of production and consumption. Evidence suggests that women are more likely than men to use their incomes to improve their children's nutrition, health care and schooling.

6.4.2 Level of recognition of specific women's issues

Negative Level: This refers to a scenario in a project where there is no reference to women's issues in the project objectives. In such a case, the project most likely has a negative impact on women.

Neutral Level: This refers to a scenario in a project where Women's issues are included but there is doubt as to whether the outcomes will be positive for women.

Positive Level: This refers to a scenario in a project where project objectives are positively concerned with women's issues and with improving women's position relative to men.

6.5 How is Gender and Rights Based Approaches Mainstreamed during research and at the project proposal formulation stage?

For agricultural plantation managers and researchers who want to plan, design, implement and monitor Gender and HIV&AIDS projects, the following highlights provide information on the process.

- a) A Gender and Rights Based approach needs to be participatory, adhering to individual community social, economic and cultural context. The Gender and rights perspective should be included in a coherent manner in the different project development documents (e.g. calls for proposals, guidelines, concept note and proposal template, project document review checklist). The project development process should be participatory, ensuring the equal consultation, active presence and contribution of women.
- b) Gender and rights mainstreaming begins immediately with project design: information collected to develop the concept note and proposal should include to the greatest extent possible: sex-disaggregated data; information on women's and men's specific roles and responsibilities in the community; their access and control over land/resources/benefits; their inclusion in decision-making processes; and their particular capacities/knowledge and vulnerabilities/needs related to project planning.
- c) The concept note and proposal should reflect Gender and rights perspectives throughout the documents, and in particular in the following parts:
 - i) The problem statement
 - how will the project affect women and men, commonly and in a differentiated way?

- how do respective roles and responsibilities of women and men impact on their abilities to cope with the identified problem?
- ii) the data collection and monitoring indicators
- are quantitative and qualitative data on community's vulnerability to the problem identified sex-disaggregated?
 - do monitoring indicators measure evolution of development capacities of both women and men?
- iii) the project approach
- how does the project address Gender and rights in order to strengthen it?
 - does the project address any specific Gender and rights needs to reduce vulnerability?
- iv) the project objective, outcomes, outputs
- how does the project attempt to equally benefit both women and men?
 - does the project have potential negative impacts such as increasing women's workloads, or preferential access for men to project's resources or decision-making?
- v) potential barriers/solutions
- are there any Gender barriers that could hamper the positive outcome of the project?
 - what are respective barriers for men and women?
- vi) the plantation population's participation in formulating the concept note/proposal, implementing and phasing-out the project
- what are the particular contributions brought by men and women in identifying problems and possible solutions?
 - is the project fully plantation-driven by both women and men?
- vii) The budget
- Does it include resources for activities to answer to women's specific needs for empowerment and meaningful participation?
 - Does the budget plan for partners' capacity building on Gender and rights if required?
- viii) The co-financing
- Does it reflect women and men's specific contributions (in cash or in kind)?
 - Are co-financing partners Gender and rights-aware?

To facilitate such Gender-inclusive project planning, the project team must also be Gender sensitive:

- i) *Clear team commitment to rights and Gender equality.* The project team must lead by example: it must have a Gendered team balance (even in decision-making positions) in order to reach women effectively and in a culturally acceptable way, as well as to change Gender perceptions through demonstration
- ii) *A minimum knowledge about gender and rights* should be present amongst team members. This can be achieved through awareness-raising and capacity-building sessions, facilitated by an internal Gender and rights specialist or an external resource person identified through networking.

Following competences are desirable in the team:

- Flexibility, sensitivity and subtle inter-personal skills, since Gender and rights issues are related to power and therefore not easy to tackle with purely technical solutions;
 - Capacity to act and seize opportunities at all stages of project cycle;
 - Ability to conduct a socio-economic analysis, including basic principles of Gender and rights analysis;
 - Ability to create partnerships with key members/leaders of the community that can assist with addressing Gender and rights issues;
 - Mindful of local culture and how to work within the cultural context but deconstructing Gender and rights myths;
 - Good skills in time management as Gender and rights are a process, and women's time is critical in communities because of their multiple roles and responsibilities.
- iii) *All through the project, the team monitors itself in its commitment to Gender and rights equality* (e.g. for recruitment, decision-making processes, budget allocation). Practice has demonstrated that having a focal point for Gender and rights to assist the project team is crucial.

6.6 How is Gender and Rights Based Approaches mainstreamed in project implementation?

Locally, appropriate measures should be adopted to ensure that all perspectives are heard in order to answer to a Gender and rights specific needs and to take advantage of both men and women's expertise and capacities. Below are the guidelines on how to achieve meaningful participation of men and women in Gender and RBA activities in a culturally sensitive manner.

- Speak directly to women and men as they are the best resource to give information regarding their specific challenges, needs, aspirations and knowledge. When collecting informa-

tion about gender issues in a highly Gender discriminatory environment, it is recommended to organize separate sessions for women and men, before gathering them together in a third meeting. This will allow women and men to express themselves freely, gain confidence, highlight important facts for successful initiatives, and avoid negative consequences within households.

- Set targets for male and female participation in activities, including in decision-making processes. Be careful about the fact that women and men may well be included in some activities, without really actively participating in them. Effective participation refers to the possibilities of speaking, being listened to and valued, rather than simply to numerical presence.
- Different barriers (physical, attitudinal, information and communication) may undermine equal Gender participation. Project team should mainstream Gender with a lot of tact and sensitivity, as Gender discrimination is often linked to power relations and there are potential risks of Gender-based violence.
- To support inclusive participation and overcome the above mentioned barriers, confidence strengthening and capacity building measures to accommodate women and men's specific needs may be necessary. For instance, ensure that messages are communicated using local languages and multiple formats (e.g. leaflets, posters, radio, simple language and drawing/symbols) accessible to all, keeping in mind that women and girls often have less access to education than men and may be illiterate or semi-literate. Good facilitation that patiently explains concepts in accessible words/pictures can help work around these constraints.
- When organizing an activity, such as a community consultation, it's important to take into account Gender specific time and location constraints. Women often have scarce free time due to household duties. In some areas, women don't feel secure traveling after dark. Timing should also take into account men's and women's working schedule. Some meeting locations may also undermine women's participation because they may not be culturally appropriate. Women may not be allowed to stay in public places, feel embarrassed or even threatened in unfamiliar environments.
- Try to identify leaders in the community (e.g. senior, religious, young, female leaders) and raise their awareness on Gender (outlining benefits for the whole community) to make them the best ambassadors for Gender equality.
- Flexibility and openness on the part of the project team can help ensure that lessons learned from initial meetings and projects can be applied to subsequent efforts. The project team should recognize the knowledge, skills, capacities and resources of the local community (from both women and men), and build on these to support the community's own priorities.

6.7 How should Monitoring and Evaluation of GRBA projects be done?

For monitoring and evaluation, two main factors need to be considered:

- i) It is preferable if monitoring and evaluation teams are Gender-balanced, as teams solely composed by men may face difficulties to effectively gain information from female stakeholders according to cultural context, and may not be able to fully grasp women's perspectives.

Key questions:

- a) Are monitoring and evaluation teams Gender-balanced?
- b) Are monitoring and evaluation teams Gender-aware?
- c) Do teams have rights and Gender analysis tools and skills?

ii) Monitoring and evaluation methodology needs to be conducive to analyse facts related to men and women on an equal basis to get a comprehensive picture of a community's needs and the impact of the projects being implemented.

Key questions:

- a) Is the monitoring and evaluation methodology of the given project tailored to the cultural context? For instance, is the approach conducive to getting input and feedback from women and men on an equal basis?
- b) Are generated data, analysis and reports sex-disaggregated if possible?
- c) Are roles and responsibilities of men and women in projects analysed on an equal basis?
- d) Does monitoring and evaluation of results, outcomes and impacts consider female and male beneficiaries/actors on an equal basis?
- e) Are Gender related indicators established in the planning phase effectively utilized and assessed?

An additional set of questions examines the benefits of mainstreaming Gender in projects:

- a) Have both women and men's skills been enhanced?
- b) Have both women and men's specific needs been addressed?
- c) Have both women and men's knowledge and expertise enhanced the project's outcomes?
- d) What are lessons learnt and good practices related to mainstreaming Gender in projects that can be scaled up and documented?

This list is not exhaustive but is designed to provide guidance for a monitoring process enabling continuous adjustments during the project cycle to reduce both women and men's vulnerabilities. In the same way, Gender-inclusive evaluation supports capturing lessons for influencing policy at the national and global levels.

It is important to look at the action plan while conducting monitoring and evaluation. Critically analyse what has been achieved and what has not been achieved, what should be dropped or changed and then create a new action plan.

6.8 Formulation and monitoring of Indicators during implementation

Indicators like any other methodological tool have their limitations when it comes to their interpretation. Indicator system ideally should be complemented by an analysis of the underlying Gender issues, which may involve examining, often at the micro-level, the social relations between men and women and the societal features that reinforce Gender inequality. Indicators therefore are measures of progress and can be qualitative (expressed descriptively) or quantitative (expressed numerically). It is important to formulate indicators for use in the monitoring and evaluation process.

The following may act as a guide in their development:

- What is the main objective of the indicator i.e. what are the intended uses of the indicator?
- Are the indicators comparable across different cultures e.g. “number of persons per room in a household” may not be suitable cross-culturally as a room may mean different things but “number of square metres of liveable floor space per person” may sound better.
- It is essential that clear definitions of the various components of an indicator be given so that every individual interprets it the same way. International standard definitions should be used to enhance comparability when they make sense in the specific setting.
- Indicators must of course be relevant and give valid information about the issue or concept to be measured.
- All data collected on individuals should be disaggregated by sex and, wherever relevant and possible, also by age, ethnicity and socio-economic grouping. All components of indicator data should be of reliable quality and available on a regular basis, so that changes over time can be observed. The meaning of a change in the indicator value should be unambiguous.
- The indicators need to be feasible i.e. the underlying information has to be currently available or accessible at an acceptable cost-benefit ratio.
- In designing indicators the focus should be on monitoring the outcome rather than the input, or the intermediary output. Outcome indicators measure the outcome result of a policy rather than the resources or the processes that were used or the intermediary results.
- Is there budget allocation for the Gender and rights mainstreaming? If so, what percentage?

6.9 Sustainability

For this Gender and RBA toolkit to be sustainable there has to be a strong link between agricultural plantation managements, all categories of plantation workers, relevant Government Ministries and project coordinating institutions in the EAC Partner States. A good action plan must create project ownership at plantation levels, focusing on changes in community attitudes regarding gender and rights issues, shared philosophy that women’s rights are human rights and need to be protected by all. In the East African community countries, there should be created excellent grassroot model which reaches local level through trade unions, where workers and their families benefit, and where

community is treated with respect and trained to be self-reliant. The Gender and RBA toolkit emphasizes projects which are flexible and responsive to local community needs and are sustainable. There should be a plan of action for sustainability and continued meeting to evaluate the projects.

Translation of the toolkit into local grassroots language like *Kiswahili* and other local dialects should be encouraged. Continuous, increased counseling is important for the toolkit to remain relevant to various plantations within the EAC Partner States. It is important to evaluate what has been there before the introduction of the toolkit. These may include whether the plantations previously accepted issues of sex and gender based violence as necessary evil versus what will be achieved after the introduction of this toolkit and the implementation of the projects within various plantations. The project implementers will need to summarise benefits for each group versus the the previous destructive nature of the previous actions.

6.10 Illustration

i) Project identification and preparation

Steps for ordinary action	Steps to incorporate Gender and Rights Based Approach
<p>Conduct situation analysis</p> <ul style="list-style-type: none"> • Identify actors, interests, problems, opportunities, obstacles etc • Collect information on the geography, demography, labour characteristics, economic resources, collaborating agencies and policy frameworks • Prioritize problems and select necessary interventions/ projects • Establish goals and objectives 	<p>In conducting situation analysis:</p> <ul style="list-style-type: none"> • Include women, men, boys and girls as sources of information • Articulate the priority problems of each Gender category and classify as either practical or strategic • Disaggregate all information by Gender, age and any other relevant factor • Develop Gender disaggregated activity and resource profiles • Establish the existence and nature of Gender policies among collaborating agencies and the government • Ensure that intervention selected will address the interests of all stakeholders by Gender, age etc. • Ensure that the objectives are specific on how the project intends to improve the lot of boys compared to girls and women compared to men

ii) Project design

Steps for ordinary action	Steps for incorporating Gender and Rights Based Approach
<ul style="list-style-type: none"> • Select and formulate project strategy, e.g community-based, participatory, labour intensive or capital intensive, top-down or bottom up, centralized or decentralized <p>Structural set-up</p> <ul style="list-style-type: none"> • Financial, budgets • Organizational: departments • Human resources: staffing and salaries • Collaborative mechanisms: roles and responsibilities <p>Elaborate project plan</p> <ul style="list-style-type: none"> • Objectives • Inputs • Expected outputs • Indicators and methods of measurement-activities 	<ul style="list-style-type: none"> • Ensure strategy has no potential to exclude stakeholders on the basis of Gender or age • Consult different age and Gender categories in choosing and designing project strategy • Allocate budget lines and resources for Gender and training Gender • State Gender equality as a staffing policy • Include Gender responsive programming in the terms of reference of all staff • Confirm that all collaborative agencies have Gender on their agenda • Objectives and outputs should indicate anticipated improvements by age and Gender • Indicators should be Gender specific and be developed in a participatory manner to reflect age and Gender perspectives • Activities should be planned bearing in mind the Gender workload distribution and potential contributions of different Gender and age categories.

iii) Project implementation, monitoring and reporting

Steps for ordinary action	Steps for incorporating Gender and rights based approach
<p>Elaborate plans of operations</p> <ul style="list-style-type: none"> • Annual targets, activities • Technical package and delivery systems • Allocate and time the activities <p>Implement activities</p> <ul style="list-style-type: none"> • Staffing • Participation of stakeholders • Management • Networking <p>Monitoring and reporting</p> <ul style="list-style-type: none"> • Plan methods and frequency of monitoring • Decide on data collection tools • Develop monitoring indicators • Monitor progress and bottlenecks • Adjust accordingly and re-plan • Compile and disseminate reports 	<ul style="list-style-type: none"> • Targets should indicate intended improvements by Gender and age • Technical package and delivery systems should not marginalize on the basis of Gender & age • Ensure parity in numbers and positions of staffing • Conduct Gender awareness training for staffing and other stakeholders • Use Gender policy as reference for management decisions • Choose data collection methods which have scope for Gender disaggregation of information • Disaggregate all data, quantitative and qualitative • Target both Genders and different age categories as sources of information • Package the report in media that will reach all age and Gender categories.

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6.11 Activity

Your plantation is designing a Gender and RBA project in the context of HIV&AIDS. Critically study the above approach for mainstreaming Gender and Rights Based Approach. Design a step by step approach for such a project. Bear in mind that Gender and RBA projects should adhere to the cultural and social context within which the plantation is located.

6.12 Module Six Indicators

1. Number of people trained on the toolkit able to differentiate between strategies and methods in Gender and rights based approaches mainstreaming in the context of HIV&AIDS
2. Number of people trained on the toolkit able to identify levels of GRBA mainstreaming in the context of HIV&AIDS
3. Number of people trained on the toolkit able to understand GRBA mainstreaming process
4. Number of people trained on the toolkit able to understand the role of Monitoring and Evaluation in Gender and RBA mainstreaming in the context of HIV&AIDS

MODULE 7: COMMUNITY COLLABORATION

OBJECTIVES OF THE MODULE

- *Trainers and project leaders are equipped to motivate members of the agricultural plantation community to be more engaged in the GRBA and HIV&AIDS projects*
- *Plantation workers, managers and other stakeholders and the surrounding community are more aware and participate in collaborative efforts in GRBA and HIV&AIDS.*
- *GRBA in relation to HIV&AIDS are integrated into plantation community outreach activities.*

7.1 Introduction

The communities surrounding the plantations are a direct variable in the increase and decrease of HIV&AIDS. Their successful involvement is a key factor in reducing transmission and incidences. The plantations cannot operate without the community as the workers live in these very communities thus engaging them is a key strategy to HIV&AIDS reduction. Collaboration with surrounding communities provides excellent opportunities for agricultural plantations to provide HIV&AIDS services to communities, to engage their expertise in a realistic setting and to build a stronger basis for the fight against HIV&AIDS. Engagement with communities not only facilitates the identification of problems facing communities but also create opportunities for working together towards reducing HIV&AIDS cases. Community collaboration ensures that the plantations are sensitive to the realities of social life in the East Africa region.

7.2 Justification

- Community collaboration is weakened when it is accorded a lower value than the more formalized activities of the plantations. Typically it attracts no subsidies as is the case with formal routine employment duties that employees perform at the plantation. It does not earn the plantation owners any revenue but it is essential in reducing HIV&AIDS transmission as most workers come from these very communities.
- Development partners sometimes desire to bring development within these communities thus the need to provide a framework for implementation of these projects. The plantations may also choose to exercise their corporate social responsibility through collaboration with the surrounding communities.

The major steps to be undertaken in order to achieve meaningful plantation-community collaborations include:

- Identifying existing community structures to use as change agents to mobilize at grassroots levels and to sensitize on this tool kit.
- Organizing training of the change agents and conducting regular on site follow-up sessions.
- Regular monitoring and evaluation implementation of GRBA activities in the communities

7.3 Practical example for integrating Gender and RBA in a project cycle

This cycle can be applicable both within the plantation and within the community

Step 1: Identifying the issues:

Programme conceptualization and analysis usually begins with identifying a problem or an opportunity requiring response. This stage involves determining the nature, scope, and importance of the issue within the context of its environment. To ensure a Gender perspective in identifying, defining and refining the issue, consider: defining issues and target groups so that the diverse and different experiences of women and men are taken into account i.e

- In what ways were these definitions influenced by your Gender? When a cultural practice falls outside the dominant society, what steps have you taken to define what is, from a cultural and a Gender perspective, acceptable and/or different?
- Involving both women and men in identifying the issues. How has the issue been shaped by public opinion? Have women's and men's perspectives informed the issue? What was the level of participation of the affected and disadvantaged groups of women and men in the issue identification process?
- That age and other factors modify the different experiences of men and women (e.g. pregnancy, parental responsibilities,
- Factors (cultural, economic, political, legal, socio-economic, etc.) that may affect Gender equity within this issue. For example, consider how experiences of women and men will differ geographically, and are influenced by poverty.

STEP 2 – Defining desired /anticipated outcomes:

In this stage, desired goals and anticipated outcomes for the project are proposed. To ensure a Gender perspective in defining the desired/anticipated outcomes, consider:

- that different measures may be required for outcomes to be equitable for both women and men (identical treatment does not necessarily assure equality);
- consciously choosing outcomes that break down societal barriers or improve current inequitable situations between women and men;
- that multiple outcomes may need to be identified to take into account the effects of Gender and/or other aspects of diversity on programme implementation
- that expectations for outcomes (from government, the public, other stakeholders) should be analyzed to ensure they take into account both women and men, and that the expectations do not unintentionally incorporate existing stereotypes or biases;
- that if there are different outcomes for both women and men, these should be given equal consideration; outcomes for women should not be an add-on to a what exists;
- that policies, programs and legislation that do not provide a «level playing field» for both women and men may produce results that undermine the objectives of the project;

- as well, you may need different outcome indicators in order to capture the different realities for women and men;
- assigning specific monitoring and accountability for outcomes for both women and men in the project design.
- which Gender-specific factors could modify the possibilities of achieving the outcomes; for example, pregnancy, harassment in the work place, lack of flexible time, care-giving for the sick, are all variables which, if unaccounted for in the project, could mitigate positive outcomes.

Step 3: Defining the information and consultation inputs

This step is most often done along with the research phase. It looks at what knowledge is needed, and what sources can best provide it. Available and relevant data sources and partners in data gathering and analysis are identified. To ensure a Gender perspective in defining the information and consultation inputs, consider:

- that information regarding equity groups (including people with disabilities, and visible minority groups) needs to be disaggregated by Gender;
- actively seeking the advice and participation of community, women and men group experts in this field when looking at sensitive issues, such as experience of sexual abuse or family violence. Take appropriate measures to ensure their full participation which could include changing the consultation processes.
- that Gender-disaggregated data is often not available; therefore it may be necessary to seek information in the form of case experience, administrative data, or facilitate the direct participation of both young women and young men. In the absence of any of these, it may be necessary to engage in direct research to generate primary Gender-specific data;
- that unique and comprehensive information, often not available through traditional data sources, can be obtained by consulting with CBO'S, faith based organizations etc;
- that you should take into account the operational realities of community groups when seeking their input.

STEP 4 – Developing and analysing options

At this stage, options identified in step 3 through consultation inputs are articulated and refined. Implications and outcomes of options are identified and analyzed. To ensure a Gender perspective in developing and analyzing the options, consider:

- how the options may disadvantage or provide benefits for either women or men;
- how each option reinforces or challenges stereotypes and systemic discrimination;

Specifically:-

- how the options will support Gender equity, and avoid discrimination, or point out where equity may be compromised. This should be explicit in the cost/benefit analysis of each option;

- what are the consequences of not adopting a Gender-sensitive option? For women? or for men?
- including Gender-specific measures in each option;
- seeking the perspectives of both women and men in developing the options and assessing their costs, benefits, acceptability and practicality

STEP 5 – Making Recommendations/Decision-seeking

The rationale for the recommendation is derived from the analysis of options, and presents the recommendations in terms of its favourable and unfavourable impacts and implications. of the programme and the policy environment. To ensure a Gender perspective in developing a recommendation and obtaining a decision, consider:

- Gender equity as a significant element in weighing and recommending options;
- ensuring that the recommended option contains no legal, economic, social or cultural constraints to Gender-equitable participation in the proposed measures;
- how any differential consequences based on Gender, and their social and economic costs, will be communicated to decision-makers

STEP 6 – Communication

Communicating the recommended or chosen option can play a significant role in its acceptance and implementation.

There is need for collection of sex-disaggregated data and the following table can be used

Production cycle	Gender	Rights	Type of data re-quired??
Ground clearing			
Planting			
Weeding			
Harvest			
Transportation			
Feeding in the machines			
Distillation			
Weighing			
Packaging			
Storing			
Commercial and administrative services			

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7.4 Activity

Critically analyse your plantation and propose specific projects that may be relevant in your context.

When working with communities, it is important to monitor and evaluate every ninety (90) days or quarterly to identify roadblocks, create new and revised plans based upon lessons learned which may involve fundamental culture change. By sharing core values this will make the community understand and accept the rights based problem in relation to HIV&AIDS then they can develop creative ways to make sure that the women and men are protected from abusive practices and given every opportunity to protect themselves against HIV&AIDS. Every activity should be based on raising awareness by developing specific projects geared towards GRBA in relation to HIV&AIDS. These may include: coming up with income generating activities for AIDS victims, provision of anti-retroviral drugs and proper nutrition; coming up with policy and training workshops for GRBA in agricultural plantations.

7.5 Module Seven Indicators

Activities of module seven will be measured by:

1. Number of people trained on the toolkit recognizing the need to involve the plantation community on GRBA.
2. Number of partnership projects initiated between the plantation management and community
3. Number of community members participating in plantation GRBA outreach activities

7.6 Recommendations

To ensure effective implementation of Gender and Rights Based activities in agricultural plantations, the following recommendations are made:

1. Agricultural plantations should recognise the need to mainstream Gender and RBA perspective systematically into their work and through specific budgetary allocation.
2. Plantations should endeavour to institutionalise Gender and Rights Based Mainstreaming efforts by creating Gender unit/focal point.
3. To enhance system-wide Gender and rights sensitivity, it is recommended that agricultural plantations integrate a Gender perspective into all their training programmes, provide continuous training for their staff, provide special training to enhance their skills, ensure specialised Gender expertise is available to them, and coordinate training efforts through a system-wide evaluation of the impact of Gender training.
4. It is recommended that Gender and rights concerns be addressed in all planning activities when setting priorities, allocating resources and identifying actions and activities.
5. In collecting, collating and disseminating data on Gender and RBA, plantations should use Sex and Gender disaggregated data, statistics and indicators in order to inform decision making.
6. It is recommended that agricultural plantations actively network, collaborate and share ideas on Gender and RBA activities so that best practices can be replicated.

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