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Pushing the Limits: Lessons from CARE on Market Systems Approaches, Food Security, and Resilience





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Jeanne Downing **USAID/MD**

Jeanne Downing is the Senior Enterprise Development Advisor in E3's Office of Microenterprise and Private Enterprise Promotion (MPEP). Downing was in charge of the AMAP research effort focused on fostering opportunities for micro and small firms within global, regional, and domestic value chains. She has worked on small and microenterprise development over the last 25 years, concentrating primarily on value chains, business development services, and subsector analysis/development in over 15 countries in Africa, much of the Caribbean, and a handful of countries in Latin America and Asia. Downing has taught value chain development at The Johns Hopkins School for Advanced International Studies.



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Christian Pennotti **CARE**

Christian Pennotti is a Senior Technical Advisor for Learning and Impact with CARE's Economic Development Unit with 10 years of experience in international development and expertise in economic development, market facilitation, food security and knowledge management. Pennotti plays a leading role in advancing CARE's global market engagement portfolio, providing technical and M&E support to flagship programs in over 15 countries across Africa and Asia. Pennotti holds a MA in International Development Studies from the George Washington University and began his career as a US Peace Corps Volunteer in Uzbekistan.

Pushing the Limits: Lessons from CARE on Market Systems Approaches, Food Security and Resilience

USAID Micro & Private Enterprise Promotion Seminar Series
Christian Pennotti | CARE
March 21, 2013



About this presentation

- 1. Share lessons learned** from two CARE market engagement projects – one in Bangladesh and one in Ethiopia
- 2. Point to five emerging good practices** and priorities and illustrate how they are informing our programming



140% increase in
production

75% increase in
dairy **consumption**

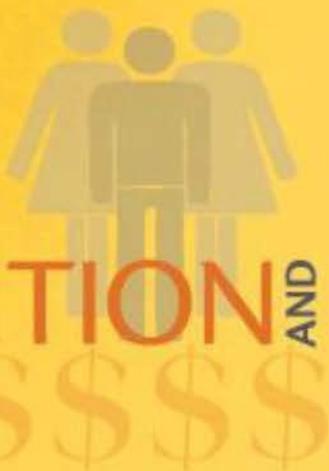


100% - 255%
increase in **dairy**
income

36,400

smallholder / landless **producers**
(83% women)

GROUP GENDER COMPOSITION AND INCOME



GROUP LEADER BY GENDER

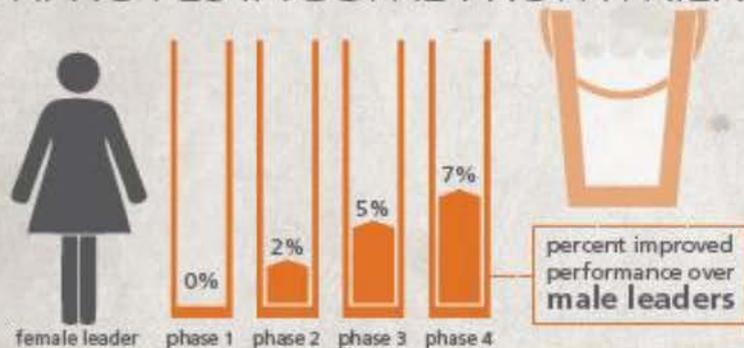
Overall, Households within Learning Groups with Female Leaders have incomes that are 3-6% higher.



GROUP LEADER BY PHASE

Learning Groups with Female Leaders do relatively better as the Phase progresses

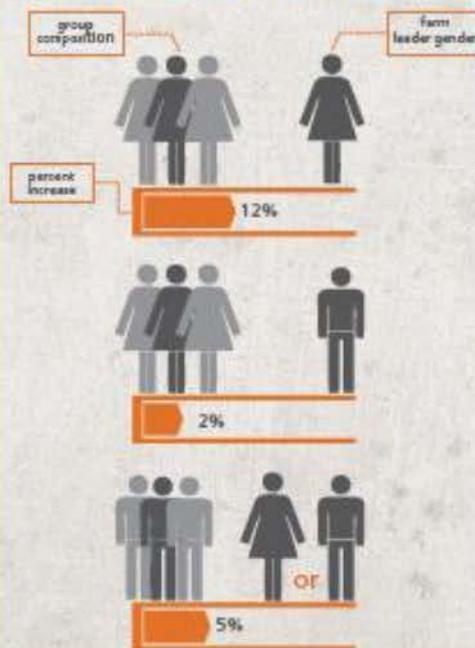
FARM LEADER GENDER IMPROVES INCOME FROM MILK



In Phase 1, the groups with female leaders do 7% better
 In Phase 2, the groups with female leaders do 5% better
 In Phase 3, the groups with female leaders do 2% better than groups with male leaders
 In Phase 4, there is no difference in income between female led groups and male led groups.

GROUP LEADER BY GROUP COMPOSITION

GROUP COMPOSITION LEADER GENDER



Learning Groups with a high percentage of women producers with a female group leader perform the best overall.

Learning Groups with a high percentage of men producers do moderately well regardless of group leader gender.

Learning Groups with a high percentage of women producers and a male group leader perform the least well.



Lesson #1

Gender composition of groups and sex of group leaders is really important.

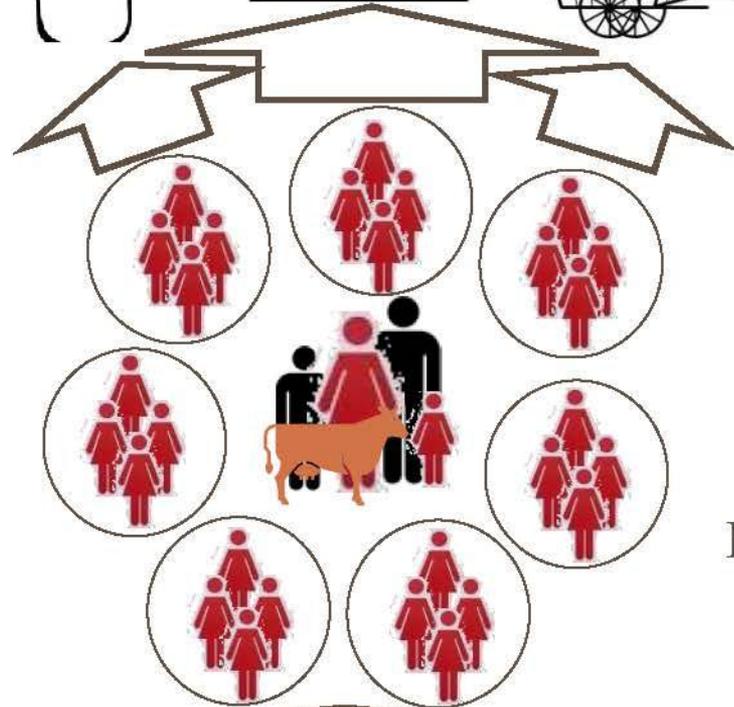
Multiple

Output market channels

Priority on formal sector but also strengthening **alternate market linkages** enabling producer choice and **creating options during crisis**



Multiple and overlapping Input supply channels

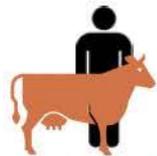


Consolidation around shop network but enabling **consumer choice** and **creating redundancies**

More opportunities for women, which helps close the **gender gap**.



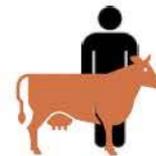
150 Full Service Shops
1 / 8.5 groups



Livestock Health
Workers
1 / 6 Groups



Informal feed
producers / sellers



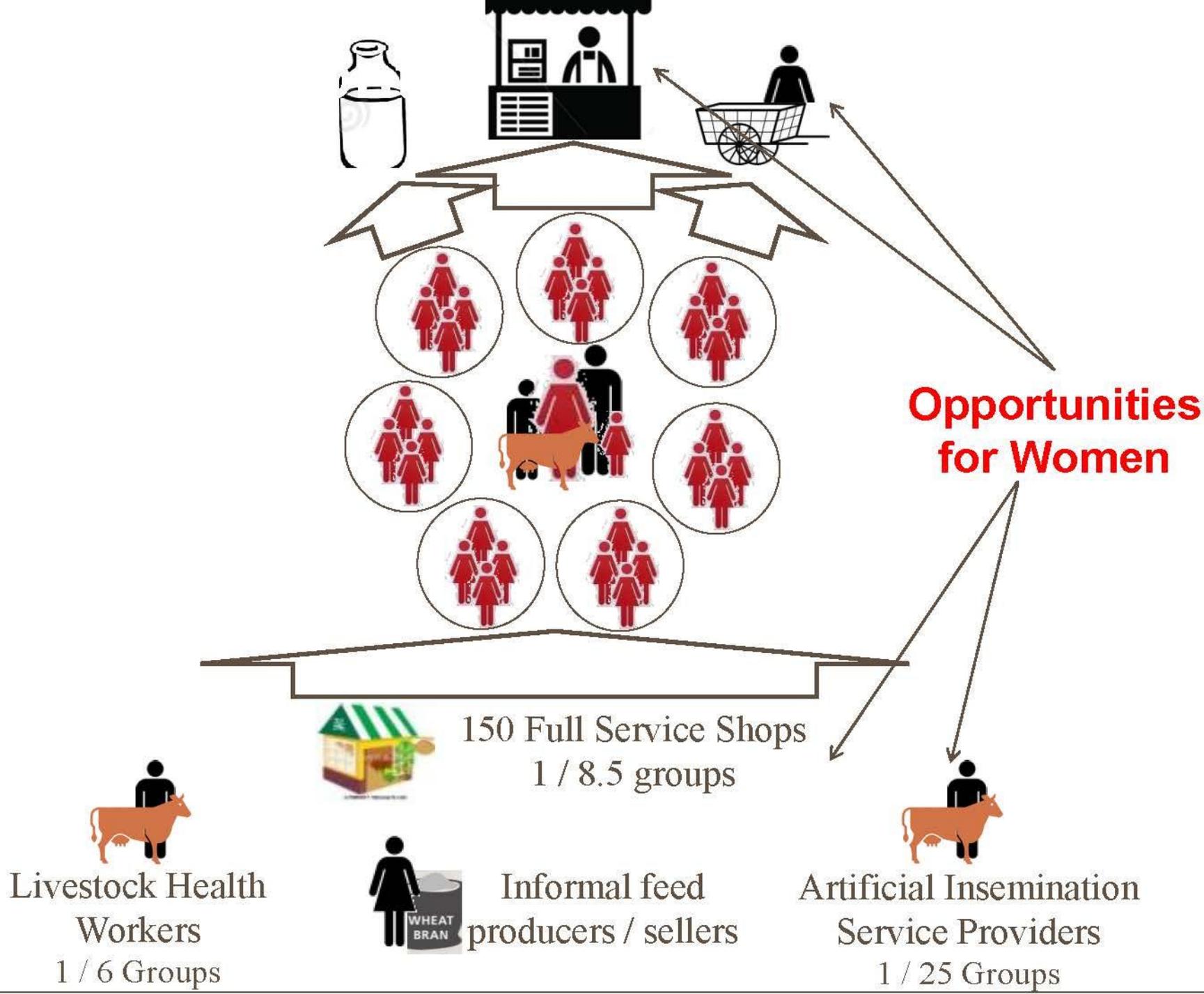
Artificial Insemination
Service Providers
1 / 25 Groups

Lesson #2

**Enabling smallholder choice means
balancing efficiency with redundancy.**

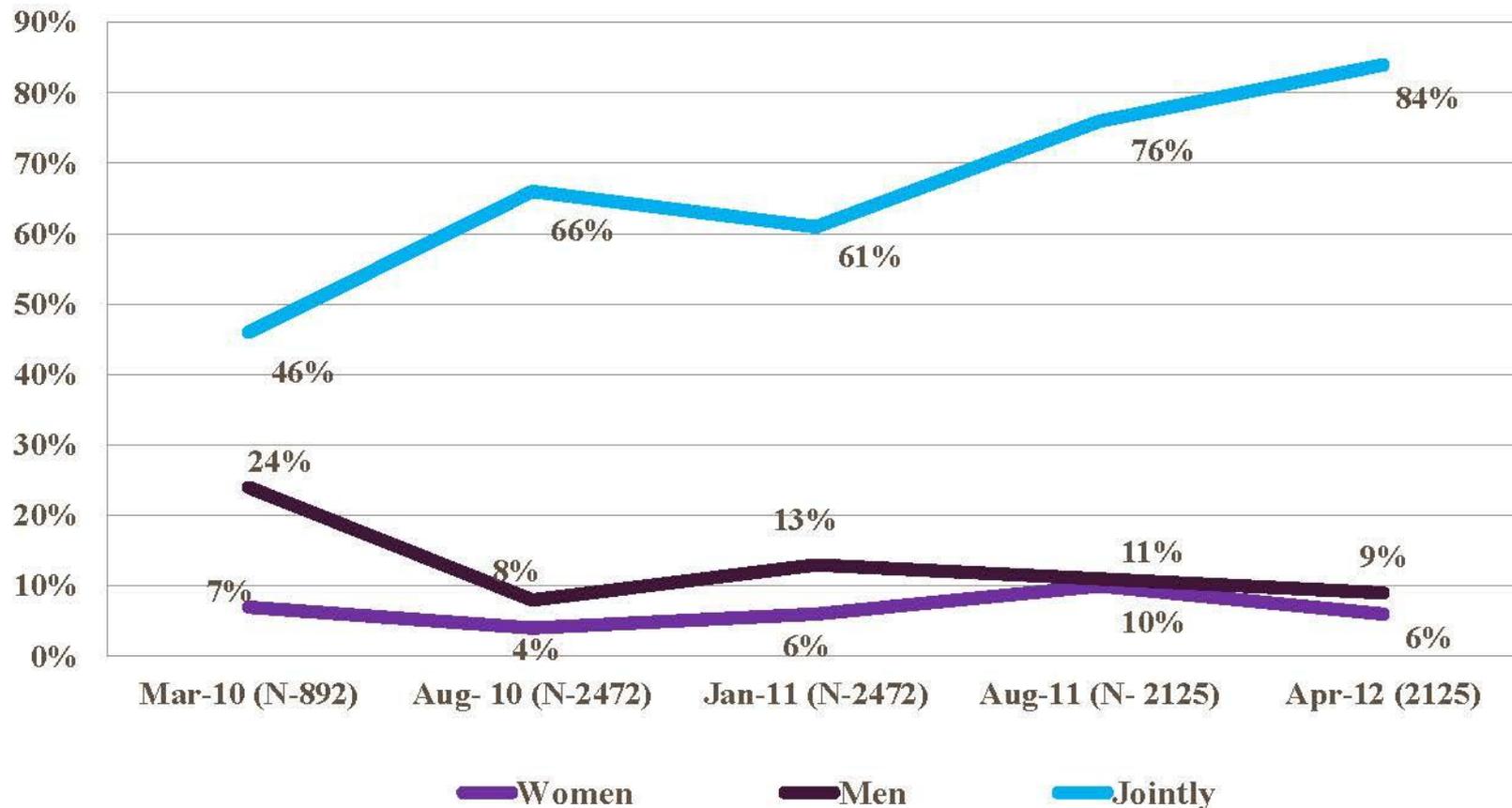
The relative difference in both tangible
and intangible assets between
men and women.

gender asset gap

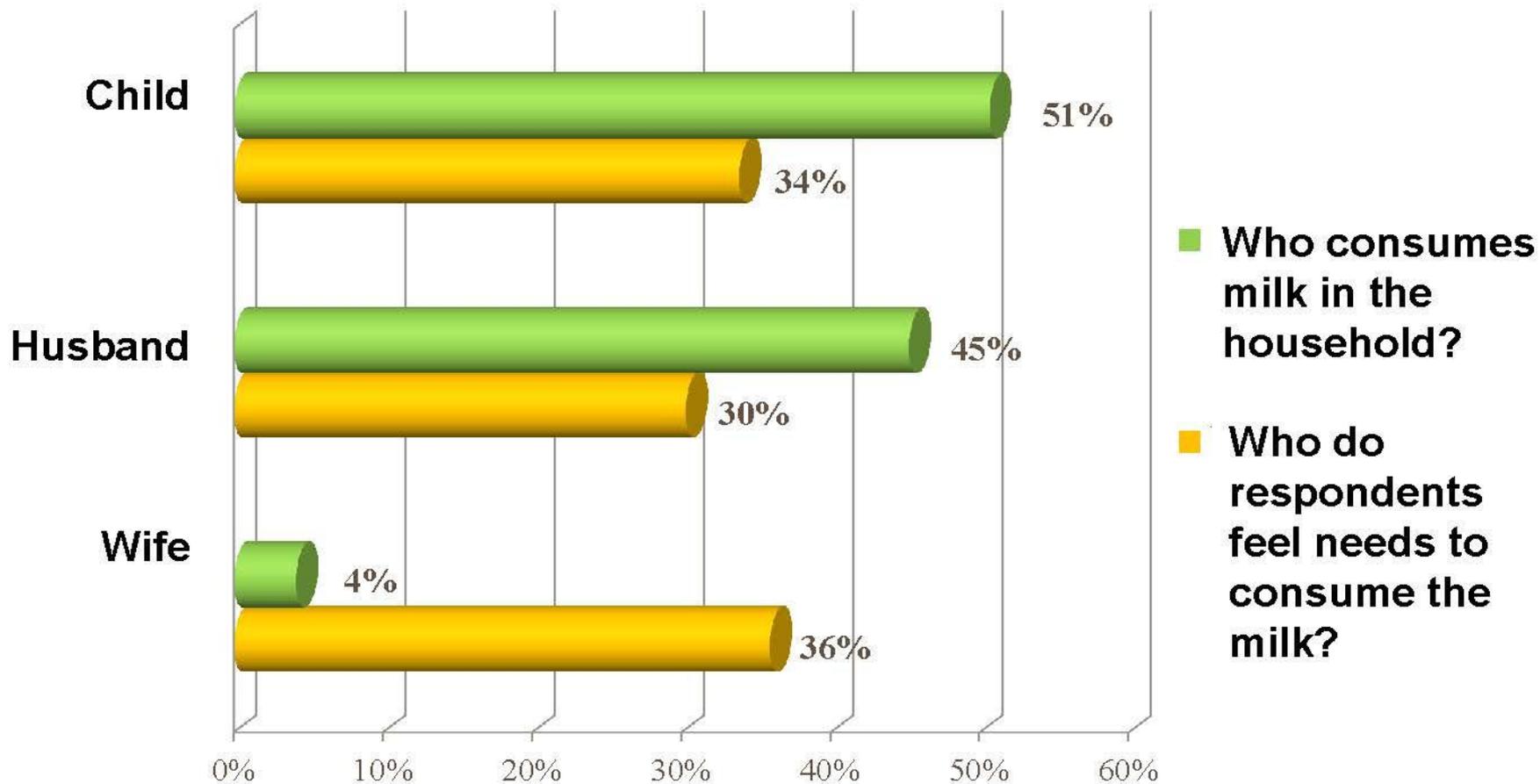


Women's Empowerment

Who makes the decision to purchase a cow?



Women's Empowerment



Lesson #3

Sufficiently affecting gender norms to achieve our goals requires strategies that go beyond market-based models.



Sudan

Khartoum

Eritrea

Sana'a

Yemen

Gulf of Aden

Djibouti

Ethiopia

South Sudan

Somalia

Mogadishu

Uganda

Kampala

Kenya

Nairobi

Democratic Republic of the Congo

Rwanda

Burundi

Tanzania

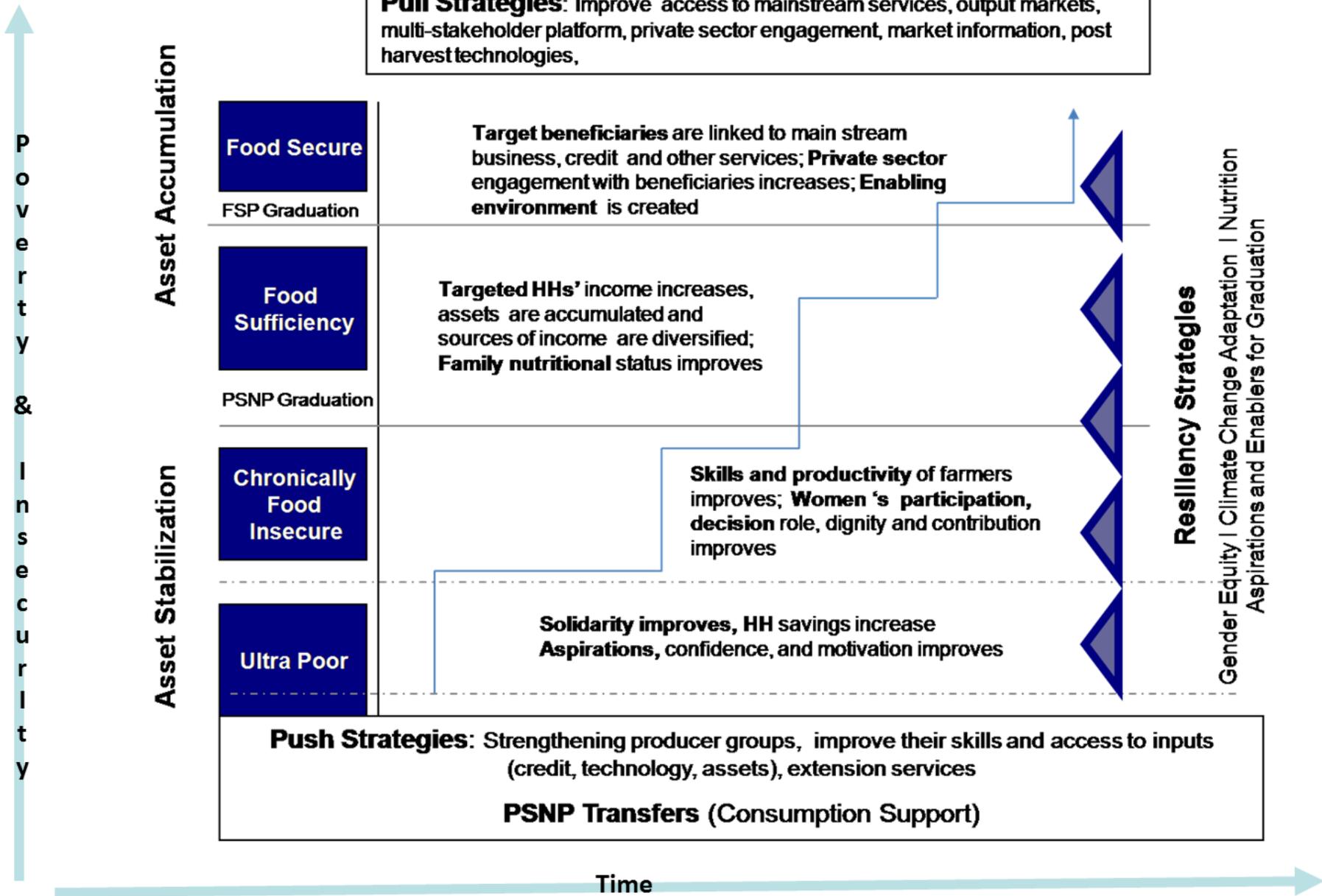
Zanzibar

Dar es Salaam

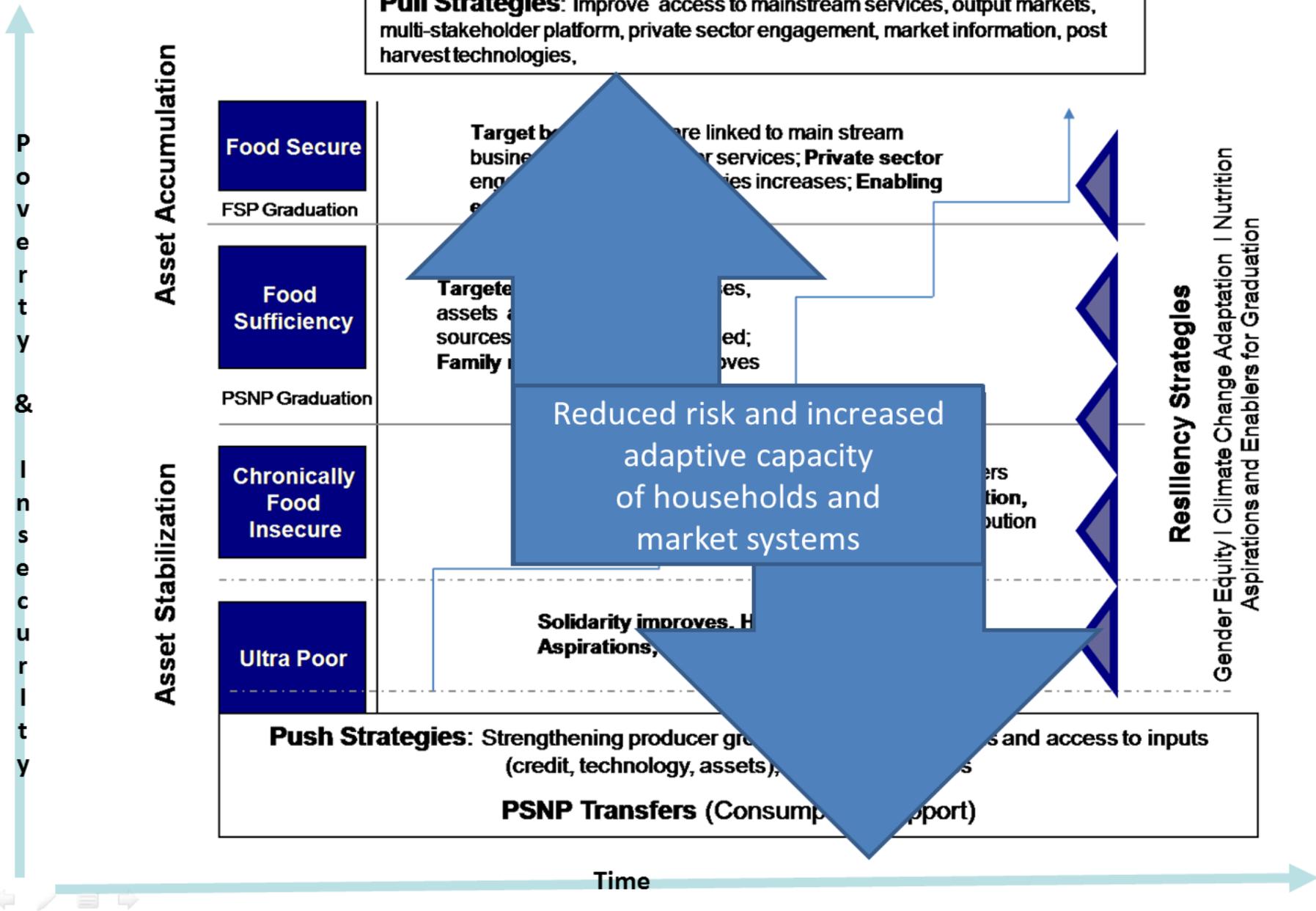
Seychelles

200 mi
500 km

GRAD Plus Push / Pull Causal Model for Graduation



GRAD Plus Push / Pull Causal Model for Graduation



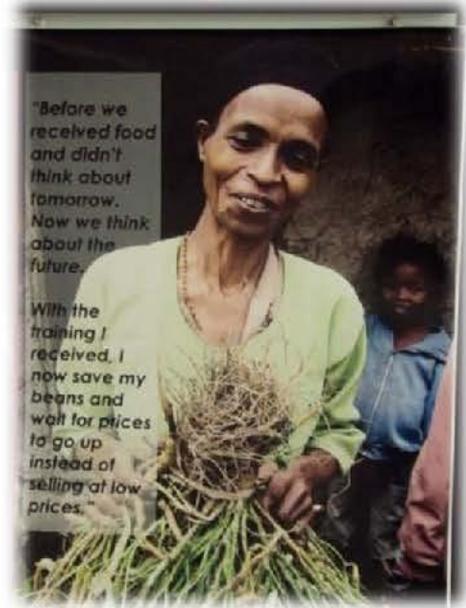
PSNP Plus Results

- Graduation

2,821 of 3,343 graduating HHs were PSNP Plus HHs

- Resilience

Participants bounced back more quickly from 2009 drought than non-participants



- Financial Inclusion

37,053 members

\$317,471 in savings

11,036 HHs linked to MFIs

- Market Inclusion

31,303 HHs engaged in producer marketing assoc's

Lesson #1

The push / pull causal model contributes to graduation and improved resilience

Lesson #2

Households engaged in multiple value chains are more likely to graduate, particularly for female headed-households

Lesson #3

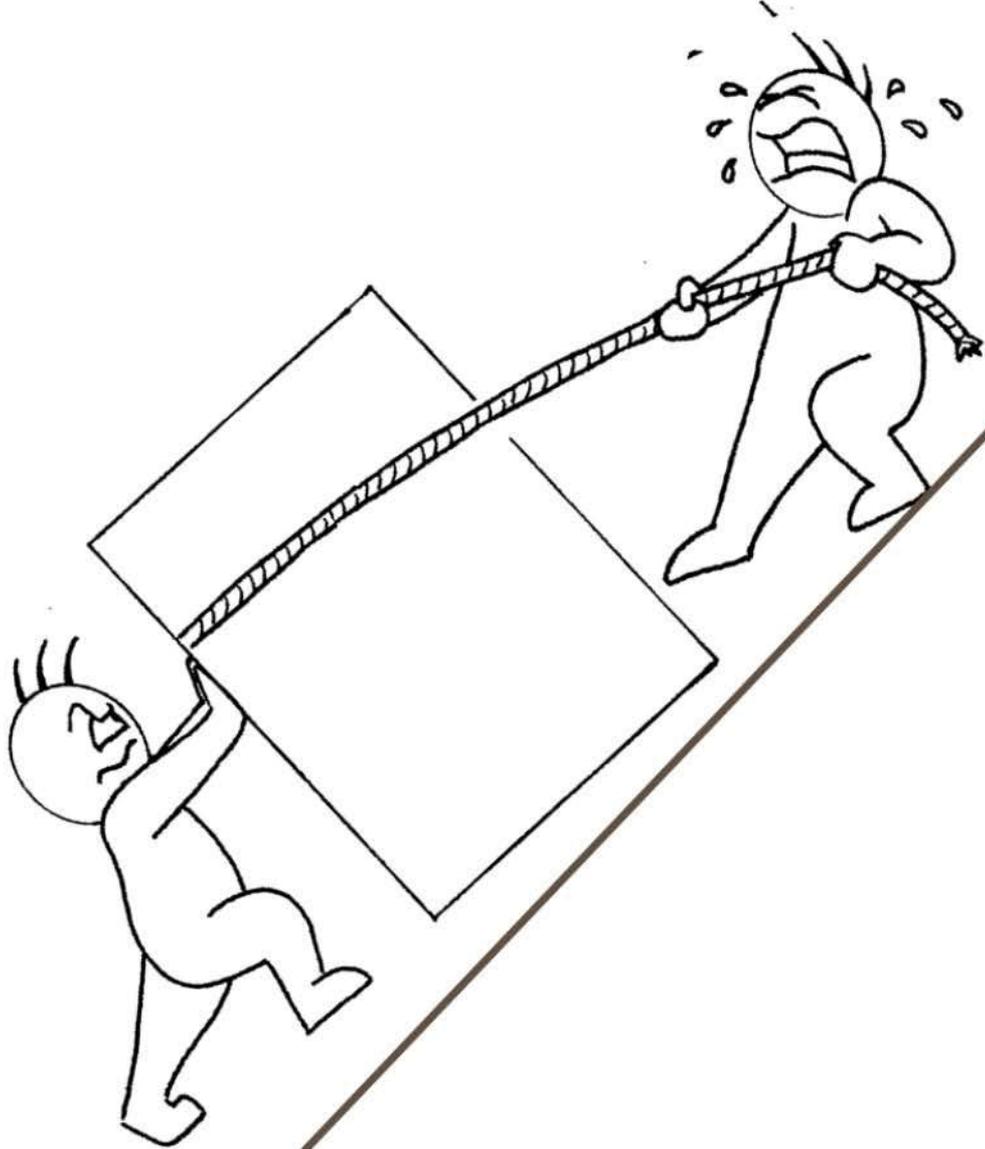
VSLAs are an excellent foundation on which to build but the relationship between VSLAs and producer groups needs to be improved and more needs to be done to affect gender-related issues



How have these lessons influenced CARE's practice?

5 emerging good practices and
considerations for the field

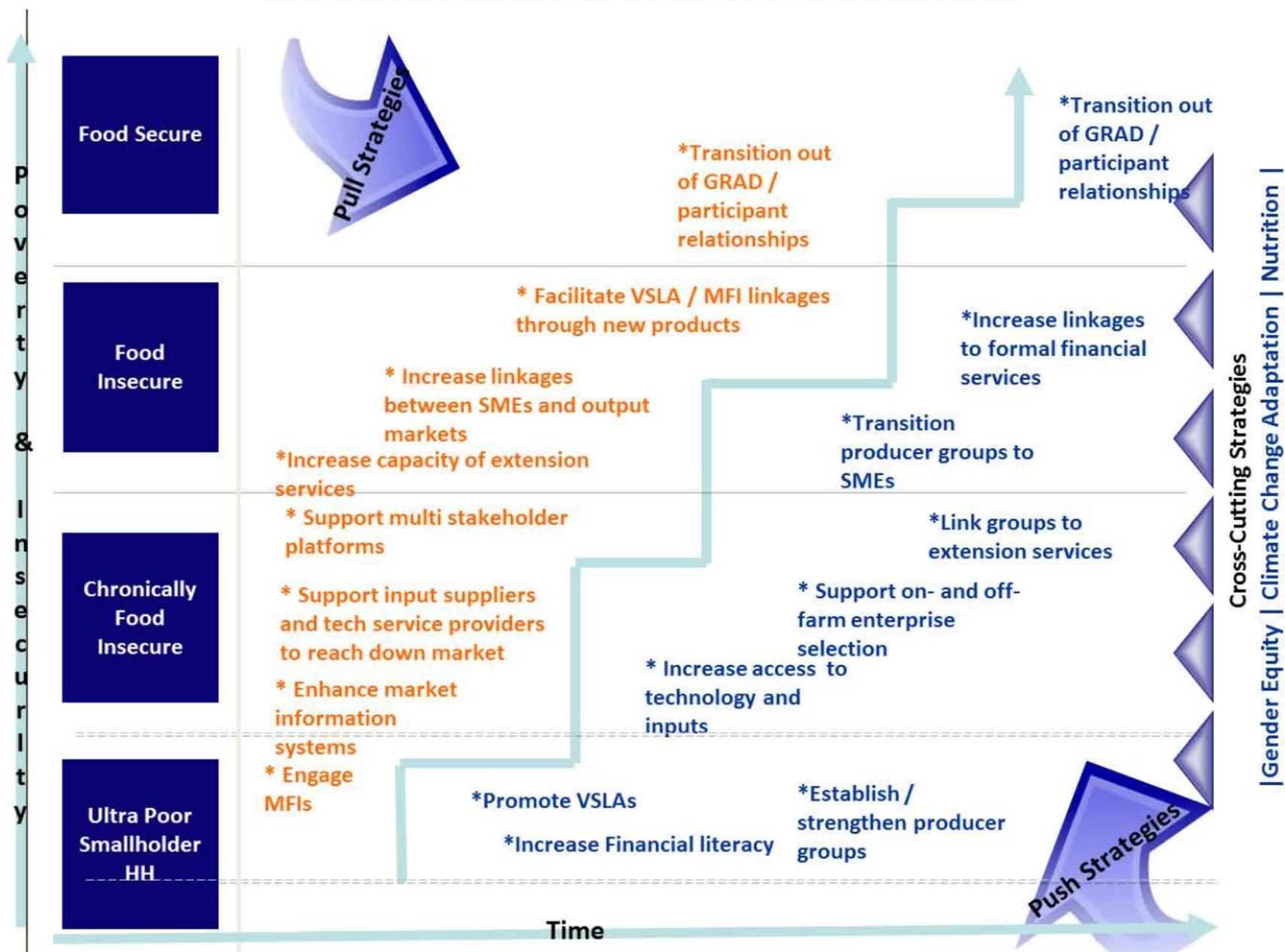
1. Adapting Push/Pull Model



1. Adapting Push/Pull Model

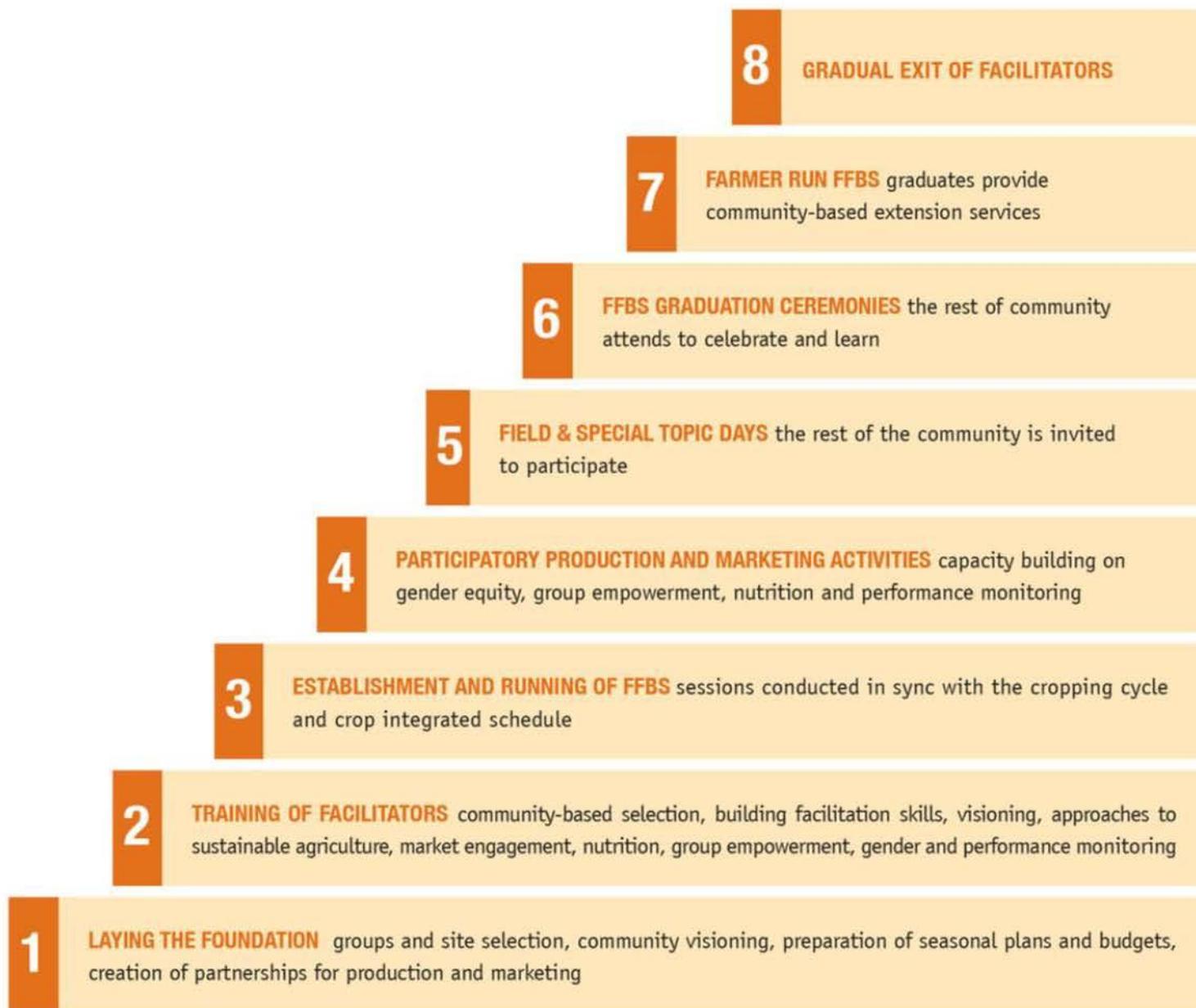
Ethiopia – GRAD - Integrating climate change, gender, nutrition

GRAD Causal Model for Graduation and Resilience



2. Streamlining implementation

Pathways Program Farmer Field and Business Schools Model



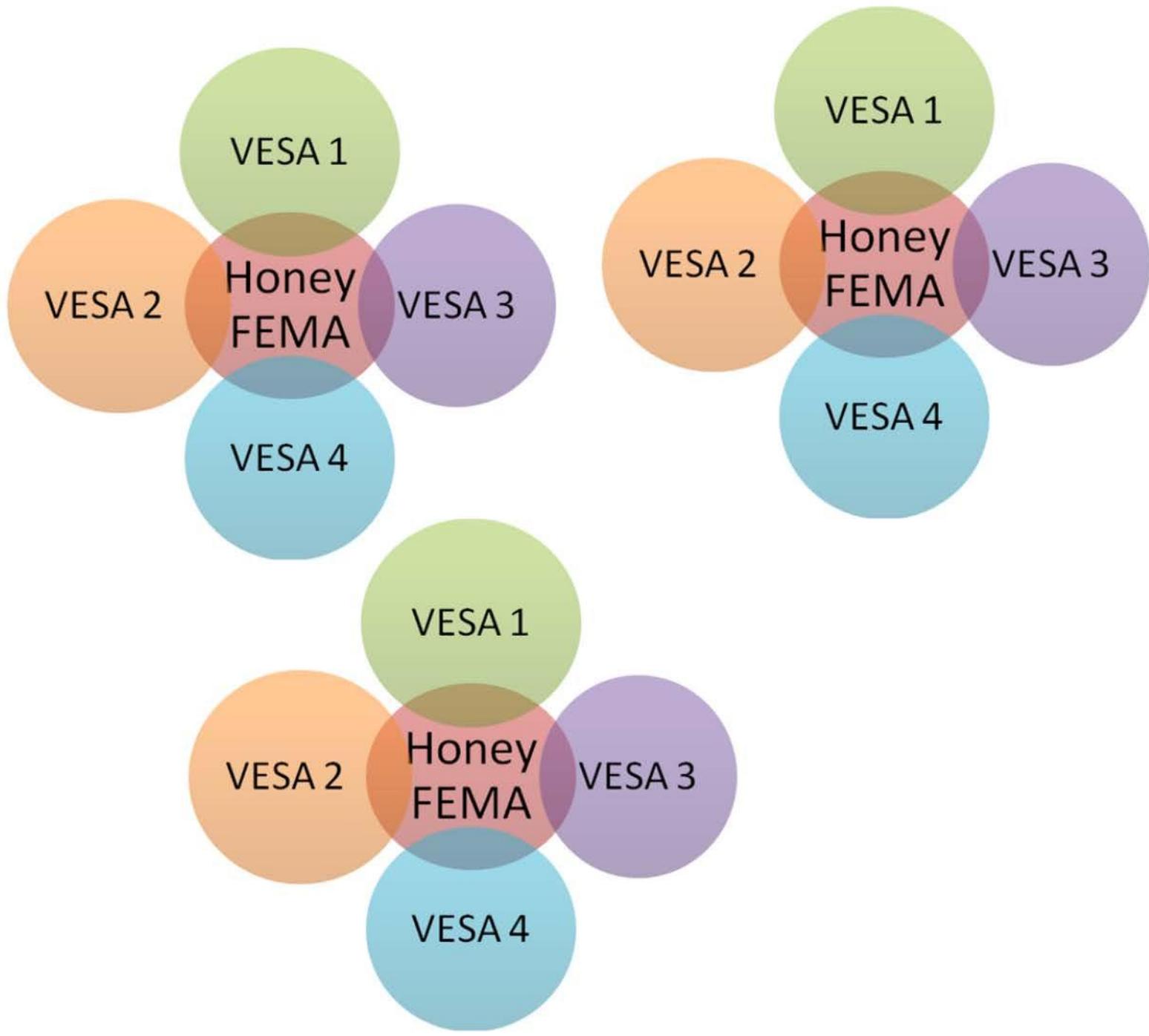
2. Streamlining implementation

Pathways Program Farmer Field and Business Schools Model

Better integrated, fluid process for delivering multiple interventions in a rational fashion to highly-vulnerable, time- and labor-constrained, hungry, vulnerable households and communities.



3. Better understanding inter- and intra-group dynamics



3. Better understanding inter- and intra-group dynamics

Group Dynamics, Power and Empowerment: How does coordination and inter-relations between different collectives work, what is the role and relevance of groups working together?

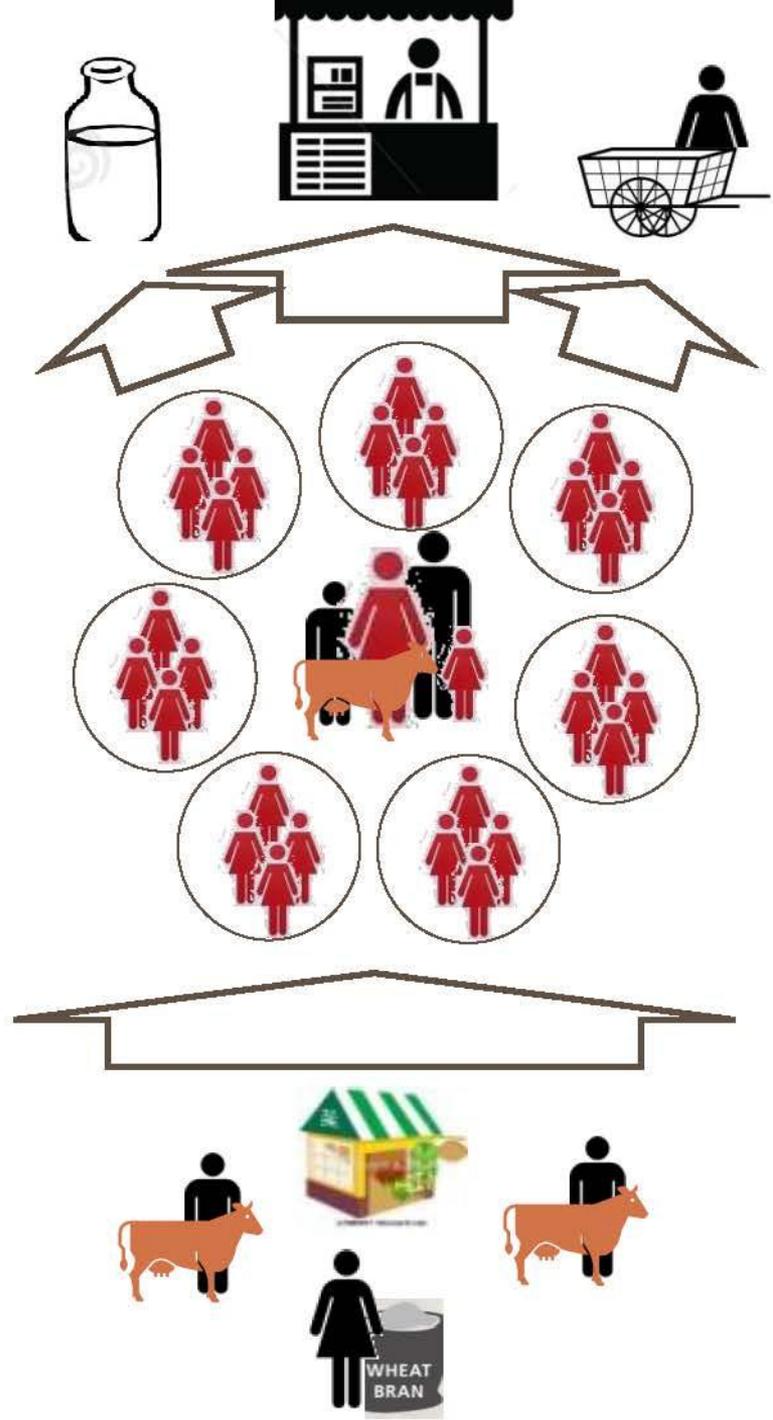
Collectives and Ecosystem Linkages: How do groups serve as platforms for interfacing with key stakeholder institutions for accessing land, resources, services, markets?

Collectives, Communities and Markets: How does women's participation in groups influence gender relations, voice and power within markets and communities?

Effectiveness to Influence Male-Dominated Systems: How women in collectives able to improve benefit from and role in agriculture through greater influence in and control over decisions within their household? Why or why not?

Collectives and Productivity: Are women that are engaged in collectives better able to improve agriculture productivity in specific value chains? Why or why not?

4. Focus on optimizing models to support resilient livelihoods



- Efficient
- Sustainable
- Inclusive
- Resilient
- Growing

5. Capacity transformation



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CARE Economic Development Unit

<http://edu.care.org>

CARE Pathways Program

www.carepathwaystoempowerment.org





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