

Enhancing gender capacity of research and development partners

Report of a Gender Training Workshop in Ethiopia

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Background

In 2020, the International Livestock Research Institute (ILRI) and the International Centre for Agricultural Research in the Dry Areas (ICARDA) carried out a gender capacity development (GCD) needs assessment involving three research (Bonga, Debre Berhan and Sekota) and six development partners (Adiyo, Menz Mama, Menz Gera, Ziqual, Abergelle Amhara, Abergelle Tigray) of the CGIAR's Research Program on Livestock in Ethiopia. Participants from the development partners at woreda level include Office of Agriculture, Livestock and Fish Agency, Cooperative Promotion Office, Women Children & Youth Affairs Office, Civil Service Offices, and Trade and Industry Office. The assessment covers six core gender capacities: Gender analysis and strategic planning; Gender responsive programming, budgeting and implementation; Knowledge management and gender responsive M&E; Effective partnerships and advocacy on promoting gender equality; Gender and leadership; and Innovation in gender responsive approaches. The results found that the core gender capacities in these partners were very low.

Based on the findings of the gender capacity assessment, gender capacity development interventions were designed and implemented for the research and development partners participated in the assessment. Standard tailor-made training materials and facilitation of gender capacity development training workshops were conducted to address the identified gaps at two sites.

The gender teams of ICARDA and ILRI facilitated the training workshops to strengthen the gender mainstreaming capacity of research and development partners. The training workshops were delivered at two sites. The first round of the training was a workshop held between 10-14 May 2021 at Debre Berhan town for participants coming from D/Berhan and Bonga agricultural research centres, Menz Gera, Menz Mama and Adiyo Woredas. The second round of the training workshop was held at Sekota town between 20-24 May, 2021 for participants coming from Sekota Agricultural Research Centre and Zekuala and Abergelle Woredas. By the end of the workshops, participants drafted action plans to develop organizational gender strategies and gender equity interventions to transfer the knowledge and skills acquired from the workshop in their work places.

The training materials that were prepared by ILRI/ICARDA in collaboration with TI (Transition International) were used for the training workshop. The materials were developed in English and translated into local language (Amharic) and distributed in both hard and soft copy to help the trainees follow and fully participate in the sessions. Moreover, the trainees will use these materials for future reference in the course of implementing their action plans developed in the workshops by the respective partners.

Participants were informed that upon completion of the modules of the training program, they would be required to draw action plans to put the learning into action. For this purpose, they were encouraged to maintain daily learning logs, reflecting on their key learnings and new insights as inputs into the action plans. In addition, the training map outlines key elements of a gender development strategy and how the different modules fit into was described and kept throughout the training period. This helped the training facilitators monitor learning progression and also guide participants in synthesising their

learning experience. A practice-oriented learning approach was designed to enable participants to apply the lessons. A checklist of points to be covered in their planning of internal and external gender equity objectives was shared to guide participants in preparing their action plans based on the learning they are going to get from the training workshops.

Feedback teams helped encourage participation in recapping as well as providing input into daily process reflections and re-design of daily agenda. Mood meters were also used to judge satisfaction and feelings of participants.

Purpose of the GCD Training Workshop

The main purpose of the GCD training workshop was to strengthen the gender integration capacities of livestock value chain partners at an individual and organizational levels.

By the end of the workshop, trainees were expected to be able to:

- Explain basic concepts related to gender, value chain, gendered value chain analysis and monitoring and evaluation, gender analysis tools and frameworks.
- Develop gender-responsive programs, strategies and interventions.
- Describe gender accommodative and transformative approaches and how to recognize the differences in practice.
- Analyse gender at workplace and identify what characterizes gender-responsive organizations.
- Formulate plans and implement gender-responsive monitoring and documentation activities.
- Design action plans to apply the acquired knowledge and skills.

Profile and composition of participants:

In the current training workshop, a total of 53 (male=43 and female=10) participants from three research and six development partner institutions attended. These include D/Berhan Agricultural Research Centre, Bonga Agricultural Research Centre and Sekota Dryland Agricultural Research Centre, Offices of Agriculture, Livestock and Fish Agencies, Cooperative Promotion Offices, Women Children & Youth Affairs Offices, Civil Service Offices, and Trade and Industry Offices from Adiyo, Menz Mama, Menz Gera, Zekuala and Abergele Woredas. Gender focal persons and value chain technical staffs from these organizations were the targeted persons for the gender capacity development training workshops. Participants were selected purposively based on their potential contributions to women empowerment in economy including access to agricultural knowledge and technologies across value chains.

Learning measurement and evaluation approach

Different evaluation techniques were used to generate information that was used to improve the training delivery. Before the start of the training, participants were asked to self-assess their level of knowledge on key learning content of the learning modules, using a pre-prepared questionnaire. Participants were asked to rate themselves on scale from 1 to 5 where 1 is very low and 5 is very high. The result helped to establish the baseline and measure the knowledge gained by participants at the end of the training. Similarly, participants were asked to fill reaction evaluation form at the end of the training workshops which is based on a scale of 1 to 4 where 1 is dissatisfied and 4 is highly satisfied. These helped facilitators identify which learning topics, participants were most deficient in and provided information that could be used for future similar interventions. Moreover, a 'mood meter' was used throughout the training workshop in order to help facilitators to track and adjust themselves by assessing the daily participants' satisfactions level.

The results of the pre-training knowledge and skills assessment showed that participants were generally deficient in the training contents, gender mainstreaming concepts, tools and approaches. Overall, participants demonstrated low or minimum level of knowledge in the training topics.

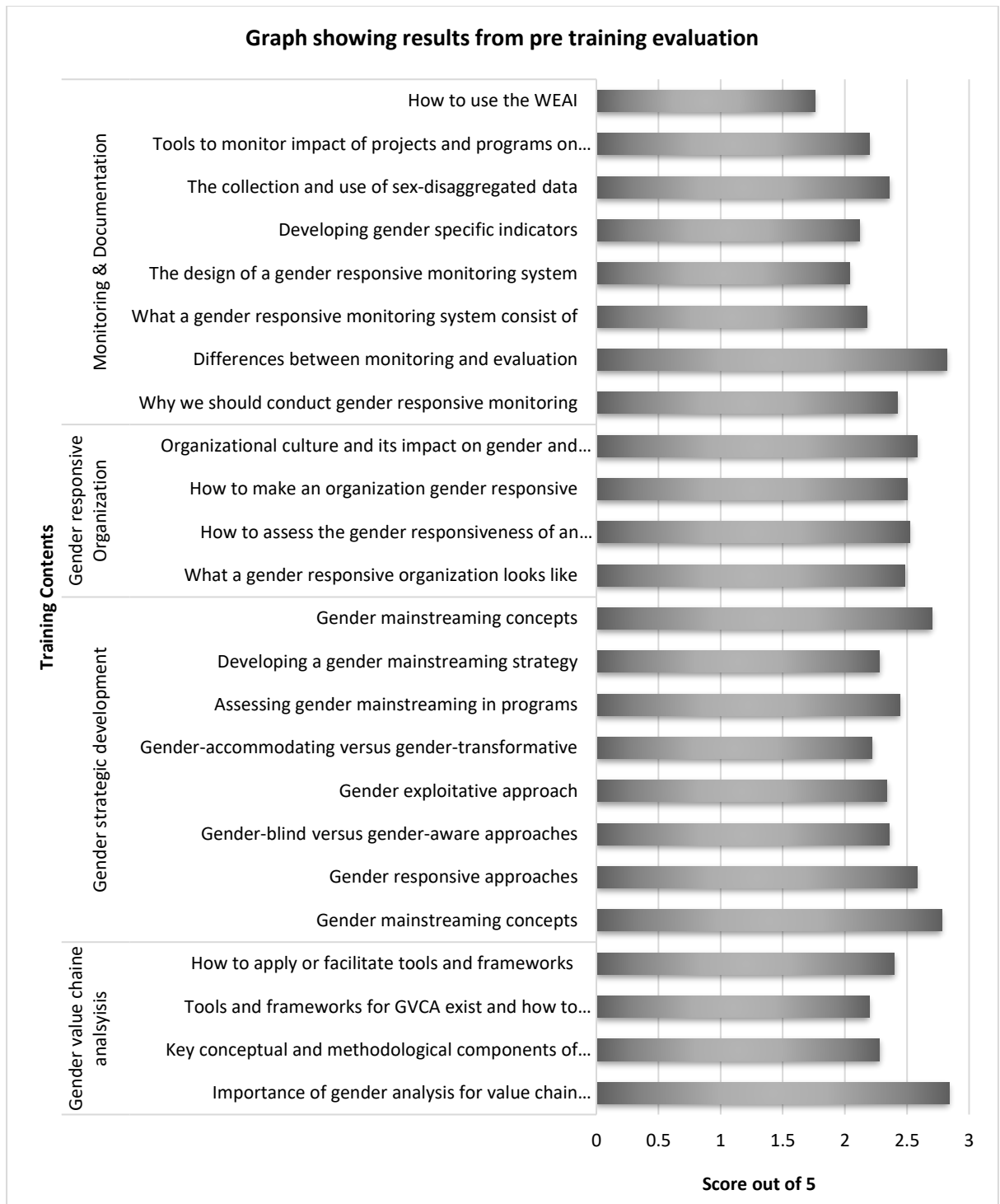


Figure 1: Pre-training knowledge and skills self-assessment results

Day One & Two

Introduction to the training

At the start of each training workshop, participants were asked to introduce themselves, set ground rules and individually list key gender-related problems in sheep and goat value chains and discuss in groups. The aim was to help participants to brainstorm, recognize and appreciate the urgency and importance of the workshop. Accordingly, participants came up with a list of gender-based constraints to women in the value chains.

Engaging participants on an exploratory challenge, such as identifying key gender challenges in small ruminants using post-it-notes, helped brainstorm community, individual and organisational (service provision) gender gaps, and sensitize participants about the need for the training. Participants were then asked what they expected to learn from the training workshop to be able to address some of the challenges they identified. This led to identification of expectations for the training which was then compared with the training workshop objectives. Then, participants were asked to identify responsibilities and commitments to achieve their learning objectives, which led to drawing of basic workshop ground rules.

Table 1. Gender issues in small ruminant production as identified by training participants

What are the key gender issues in small ruminant production?	
By participants at Debre Birhan	By participants at Sekota
<ul style="list-style-type: none"> • Unequal benefit from livestock production • Women's workload both in productive and domestic spheres. • Unequal participation in production and marketing of sheep. • Unequal participation in training events. • Lack of equal livestock ownership. • Unequal use of livestock technologies. • Limited participation of women in producer organizations. • Limited participation of women in extension services. • Women's lack of access to information. • Negative effect of culture on women. • Unequal participation in decision making. 	<ul style="list-style-type: none"> • Women do not equally participate in goat marketing. • There are unequal benefits from marketing of goats. • Women do not equally participate in the production of goats. • Since goats travel far away from home for grazing, women may not be able to attend them. • Women are discouraged from using goat's milk unlike the men. • Women do not use goat milk and thus unable to benefit from the nutrition that is found in the goat milk. • Women's lack of access to livestock inputs • Women are generally outside the reach of livestock extensions. • Women's mobility restriction.



Photo 1: Participants' response to the question on key gender issues in SR production.

Following the introductions, listings of gendered problems and with guidance from the facilitators, each participant was asked to list their overall learning expectations from the training workshop which helped them establish clear learning goals. Facilitators also encouraged participants to keep learning logs and reflect on their learning after each learning sessions. Two to three participants were voluntarily (or by lottery system) assigned to recap each day along three key questions: what are the key learnings from the day, what surprised you most, and what went

well and what did not go well. Each participant was also encouraged to keep their learning log: what did I learn today; what were the key learnings and insights, how will I use it, and what is still not clear for me.

Table 2. List of expectation from both GCD training workshops

Workshop expectations as per the participants	
By Participants at Debre Birhan	By Participants at Sekota
<p><i>The main learning expectations of participants were to:</i></p> <ul style="list-style-type: none"> • Learn how to empower women in decision making • Understand how to engender value chains. • Learn how to make a gender responsive programs/project. • Gain knowledge of the GCA works. • Experience sharing with participants. • Learn how to make a gender responsive organization. • Develop ability on how to make a real action plans that addresses gendered constraints. • Learn how to mainstream gender in our works. • Know how to generate gendered data and conduct analysis. 	<p><i>The main learning expectations of participants were to:</i></p> <ul style="list-style-type: none"> • Share knowledge and experiences • Learn how to ensure gender equality in goat production • Acquire ability on how to mobilize women, influence and ensure their benefit in goat production. • Understand what are the gender issues in goat production • Understand the root causes of gender inequality • Develop the skill on how to make partnership for gender equality. • Learn how to mainstream gender in programs/projects. • Gain skill on gendered M&E. • Understand how to conduct a gender analysis • Learn how to ensure gender equality at workplace • Develop that ability on how to ensure women empowerment. • Learn how to promote women's participation. • Develop that ability on how to raise awareness & bring attitudinal change on constraining gender norms.

	<ul style="list-style-type: none"> • Understand concepts • Learn how to make actions to overcome GBCs. • Understand gendered approaches to overcome GBCs. • Learn how to bring an equitable workload.
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Analysis of the participants' expectations revealed learning expectations related to one of the core gender capacity, advocacy and partnership for gender equality, that was not included in the module, implying the importance of addressing it as well. As a result, facilitators decided to include few slides on this core gender capacity. Apart from this, more or less, the learning expectations of participants were in line with the content and scope of the training workshop.

As an introduction to the first module, gender concepts, frameworks and tools were presented. Using a variety of participatory approaches such as plenary, group discussions and answers and questions, the gender related concepts were thoroughly discussed in order to help participants understand and internalize them. As these concepts were used in the remaining modules, about one day was spent on discussing and internalizing these concepts. At the end of the session, participants were given an exercise to practice with the applications of the gender concepts. A case on beekeeping in Ethiopia along with a table with the key gender concepts were provided to the participants to help them analyse the story in a systematic and logical way. The different groups were asked to present their findings and in plenary the remaining groups were asked to reflect on what others presented.



Photo 2: Participants working on exercises in groups

Practical Exercise 1: Applying Gender Concepts

Case 1: Gender Integration: gendered data collection and analysis.

Program goal and/or overall objective: Improve honey production for better productivity, income & livelihoods of men and women in Ethiopia.

The purpose of the exercise was to help participants internalise and apply basic gender concepts through a case analysis and reflection.

Table 3. Summary of the results of the group works on the exercises from both workshops.

A. What are the key gender relations inherent in each domain (the domains are listed below) that affect women and men bee keepers?	B. What other potential information is missing but needed about gender relations?	C. What are the gender-based constraints to reaching program objectives?	D. What are the gender-based opportunities to reaching program objectives?
Access to Assets: <ul style="list-style-type: none"> - Women lack access to trees, Bee hives, market facilities & trainings: <i>are far away from home; Don't travel to markets & trainings; Women do not own bee hives.</i> 	<ul style="list-style-type: none"> - Access to income from beekeeping? 	<ul style="list-style-type: none"> - Lack of women's access to, control over beekeeping related resources. - Limited participation of women in beekeeping, coops & marketing ... 	<ul style="list-style-type: none"> - Beekeeping needs little capital & little expensive inputs - does not relay on land - Help families during emergencies - Has some comparative advantage over crops
Power and Decision Making: <ul style="list-style-type: none"> - Women excluded from marketing decisions about how much, where, when to sell. - Men control the Beekeeping products 	<ul style="list-style-type: none"> - Decision on income from beekeeping? - 	<ul style="list-style-type: none"> - Lack of women's control over beekeeping related resources. 	<ul style="list-style-type: none"> -
Knowledge, Beliefs and Perceptions: <ul style="list-style-type: none"> - women are illiterate, have no business skills & are not entrepreneurs. - Climbing tree is not appropriate for women - Women cannot be leaders - Women cannot be head of HH & thus not able to be coop members 	<ul style="list-style-type: none"> - Beliefs and practices related to the use of honey and its products. 	<ul style="list-style-type: none"> - The existing Beliefs and Perceptions with regards to women in beekeeping are gender biased. - Women considered as non-knowledgeable although they help in beekeeping 	<ul style="list-style-type: none"> -
Practices, Roles, and Participation: <ul style="list-style-type: none"> - Women help in beekeeping 	<ul style="list-style-type: none"> - Detailed gender roles are missing: 	<ul style="list-style-type: none"> - Constraints related the detailed gender 	<ul style="list-style-type: none"> - Women are already making some level

	<ul style="list-style-type: none"> - Who does what? - Who has what? - Who decides? - How? Who gains? - Who loses? 	roles are missing	engagement in beekeeping.
Structures (Legal Rights and Status): <ul style="list-style-type: none"> - Coop by-laws exclude women - Lack of coordination mechanisms in the VC 	<ul style="list-style-type: none"> - Info on the legal rights treat men & women? 	<ul style="list-style-type: none"> - Coop by-laws are gender biased. 	<ul style="list-style-type: none"> - Policy environment is getting improved - Beekeeping coops are being established

Module 1 – Gendered Value Chain Analysis

Following the presentations and exercise done on applying gender concepts, module one was started beginning with recap on day one. The three individuals assigned to give the recap presented the key gender concepts learned and also reflected issues to be improved related to time management and accommodations. Then, a PowerPoint presentation on concepts and methodologies in value chains (VCs) was presented. A participatory, experiential learning style with a mixture of plenary discussions, individual, and group works were facilitated in order to enhance participants internalizations of the concepts related to VCs.

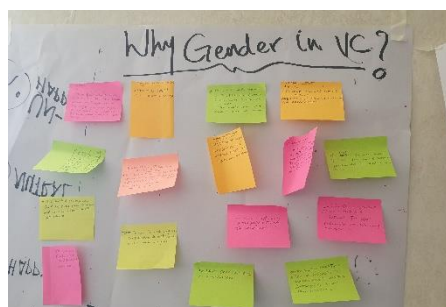


Photo 3: Participants' response to the question why gender in VCs.

In order to stress on the importance of gender analysis in value chains for research and development, participants were asked to discuss on why gender analysis for VC as part of Exercise-2 (plenary brainstorming using card writing). Participants were encouraged to closely examine why gender analysis is important for VC research and development. They were asked to write on each card a reason why they think gender analysis is important for value chain research and

development. Participants were also asked to read the card with the most important argument while the rest gave comments and then paste the card on flip chart.

Table 4. Why gender in value chains

Why gender in value chains (VCs)?	
Participants at Debre Birhan GCD training workshop	Participants at Sekota GCD training workshop
<ul style="list-style-type: none"> ✓ To design an appropriate intervention ✓ To benefit women farmers/value chain actors. ✓ To identify and consider who makes contributions in the VCs. ✓ To improve VC governance. ✓ To improve VC efficiency ✓ To ensure gender equality, equality is a justice issue. ✓ Ensure equal participation in access, ownership, decision making and control of benefits. ✓ Improve production and productivity. 	<ul style="list-style-type: none"> ✓ To ensure women's benefit from their work. ✓ To increase their number in producer's groups. ✓ To improve VC performance. ✓ Help women to participate in goat production. ✓ To develop strategies that ensure gender equality in VCs. ✓ To overcome gender-based constraints in the VCs. ✓ To understand gender issues in VCs and avoid unequal participation and benefits. ✓ To learn gender roles in VCs and to plan interventions that consider gender issues to benefit all VC participants.

Following the plenary discussions on why gender is important participants were introduced to the common gender VC analysis frameworks and tools. Brief explanation and practice of the two tools were given. The VC analysis framework has four main inter-related components: activity profile; access and control profile, the analysis of influencing factors, and the project cycle analysis. Moreover, alternative tools to Activity Profile and resources profile such as Time calendar (24 hour), activity mapping; and gender balance tree were also explained to participants. Following a video on coffee value chain in Uganda was shown to that participants so that they could experience the application of one of the VC analysis tools (Gender Balance Tree):

<https://www.youtube.com/watch?v=2ZWgm6ZYMUU&list=PLEFAE48597B4E4C2C>.

After participants had watched the video, a short feedback on the video was held in plenary. Facilitators went through the four steps required (analysing gender issues/problems, setting vision, objectives and listing activities) to use the gender balance tree as a tool to analyse VCs from gender perspectives. Participants were then asked to practice with the tool in groups with their own VCs they are working with or want to plan on in order to understand its application in their contexts and internalize the tool. Accordingly, by using the gender balance tree tool, participants were asked to highlight the key gender issues in the value chains they have chosen. The exercise stimulated discussions on learned lessons regarding methods and tools for gendered value chain analysis.

Practical Exercise-2: Applying the Gender Balance Tree

Table 5. Results from applying the Gender Balance Tree

Applying the Gender Balance Tree Tool	
By Participants at Debre Birhan	By Participants at Sekota
<p>VC 1: Strengthening and ensuring women's participation and benefits from sheep VC.</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Women's work burden: majority of the sheep husbandry & management practices are women's & children work. - Men control the decision-making process. - Men control the benefits generated from sheep production. <p>Vision: to see gender equality by removing the problems related to attitudes, knowledge and skills in sheep VC.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To ensure gender balanced participation and benefits in the sheep VC. - To ensure gender equality in the sheep VC Governance. <p>Activities:</p> <ul style="list-style-type: none"> - Establish a mechanism by which gender balanced participation and benefits could be ensured. - Implement activities that change gender biased attitudes through trainings & CCs. - Provide women alone trainings to improve their participation decision making. - Organize gender training events for couples. 	<p>VC 1: improving women participation in goats marketing</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Women have limited business skill & financial literacy thus often unable to make cost-benefit analysis. - They lack market information & face mobility problems. - Women face lack of transportation. - Women do have limited participation in decision making. - Women are burden with domestic workload. <p>Vision: to realize gender equitable goat VC development.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - To improve women's status in goat VC. - To reduce women's work burden and improve their participation in goat VC. - To ensure women's equitable benefit from goat VC. <p>Activities:</p> <ul style="list-style-type: none"> - Organize training sessions for women that improve their capacity to make decisions & protect their interests. - Create awareness events that help to address wrong perceptions of gender roles in domestic and goat VC activities.
<p>VC 2: Improving women status in sheep production</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Women have limited knowledge on technology utilizations - Women have limited participation in sheep marketing. - Lack of transparency and harmony within the HH. <p>Vision: to see gender equality</p> <p>Goal:</p> <ul style="list-style-type: none"> - Reduce women's work burden and empower them. 	<p>VC 2: Improving women status in goat production and marketing</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Wrong attitudes toward women: <ul style="list-style-type: none"> o Women are illiterate and thus can't fully engage in gat production. o Limited women's mobility. o Women lack the ability to take responsibility and decision-making ability. o Women lack the ability to bargain & even count money.

<p>Objective:</p> <ul style="list-style-type: none"> - to improve women's participation in sheep production and ensure their equitable benefits from it. <p>Activities:</p> <ul style="list-style-type: none"> - Selection of participants and sheep - Help them to implement appropriate husbandry and management practices - Facilitate sheep marketing - Improve and strengthen proper income management and utilization. 	<p>Consequences:</p> <ul style="list-style-type: none"> - Excluded women from benefits from goats. - Women lost their confidence. - Women feel subordinate & submissiveness. - Prevented them from exercising their rights, knowledge & skills. <p>Objectives: to improve women's ability to fully engage in goat production & marketing & ensure their equitable benefits.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Conduct attitudinal change-oriented training programs for the different groups of people in the target areas. - Provide gender training for couples. - Create awareness among women on their rights to access & own goats & other assets. - Build women's confidence & help them to participate in leadership positions. - Improve women's literacy skill & participation in marketing through targeted trainings. - Provide women with market information/link them to market information providers.
<p>VC 3: Addressing gender inequality in sheep production</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Only men decide when and where to sell & purchase. - Men dominate sheep ownership. - Men manage & control income from sheep. <p>Vision: to realize gender equality in sheep production</p> <p>Goal: to empower women and ensure equal benefit from sheep production</p> <p>Objectives: to implement activities that reduce the gender gap in sheep production.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Awareness creation on gender issues in sheep production. - Provide capacity building to women. - Implement activities that empower women. 	<p>VC 3: Low production and productivity of goat VC.</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Low availability of technology & uptake. - Shortage of feed, infrastructure, disease prevalence, drought, and inappropriate management practices. - Lack of access to livestock extension services. - Lack of market availability. <p>Consequences:</p> <ul style="list-style-type: none"> - Low production & productivity. - Low milk production. - Low consumptions of milk. - Lack of gender equal participation and benefits. <p>Objective: improve production and productivity of SR & ensure gender equality.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Introduce improved breeds and management techniques. - Enhance equal participations of gender through awareness creation and training intervention.

<p>VC 4: Improving Menz sheep breeds and ensuring gender equality</p> <p>Situation/problem analysis:</p> <ul style="list-style-type: none"> - Lack of improved Menz sheep breed. - Limited availability of improved feeds. - Limited availability and lack of access to health services - Women's work burden & limited benefits from sheep production. <p>Vision: by improving the Menz sheep breed ensure productivity and equal benefits.</p> <p>Objectives: to improve the Menz sheep breed and benefits for men and women.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Improve husbandry & management activities. - Improve women's participation sheep marketing. - Train women on their rights and financial management. 	
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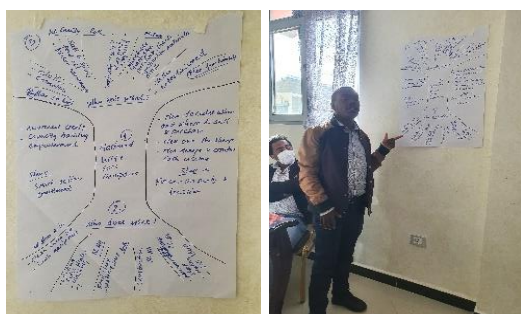


Photo 4. Small group presentation Exercise on Gender Balance Tree

The purpose of this exercise was to elicit the key gender issues in livestock value chains and stimulate discussions on lessons learned regarding methods and tools. Facilitators instructed the participants to identify gender issues in a specific livestock value chain. The exercise was based on the day-to-day life experiences of participants and gender issues identified by the partners at the beginning of the training workshop.

The small ruminant value chain, sheep and goat value chain was selected by participants at Debre Birhan and Sekota towns respectively for this exercise. The reason for participants at Debre Birhan town to select sheep VC was that sheep is an important commodity and the main VC ICARDA is working on with the participant partners. Similarly, the main reason for participants at Sekota for selecting goat VC was that it is the main commodity and the key VC ICARDA is working on with participant partners in this area. Each participant wrote one gender issue/problem within the small ruminant value chain that was hindering women's participation in the value chain. The list of gender issues identified during the exercise is summarized above in the table: The gender issues were listed as the roots of the gender equity tree.

Gender Sensitive VC Mapping

Following the exercises, facilitators presented gender sensitive value chain mapping in a more detail. The aim was to help participants understand more about what gender-sensitive VC mapping is and how it is done in practice. They were introduced to the overall picture of the value chain, the possible actors involved, their linkages and how the percentages of men and women in each chain segment is analysed. Doing gender sensitive VC mapping helps to identify opportunities for women to upgrade their position, identify constraints for women

to participate in the value chain, and investigate differences in power (positions) in the value chain governance. Facilitators showed how the preliminary mapping is done and the steps involved:

- ✓ Map activities
- ✓ Map actors
- ✓ Sketching preliminary information
- ✓ Make the map gender sensitive
- ✓ Formulate hypothesis for further analysis.

At the end, in plenary, discussions on the concepts and steps involved was held. Small group exercises using value chain case analysis helped participants to carry out gender analysis at each node, identifying gender relations, gender roles, needs and challenges of women and women, etc.

Day Three

Module 2: Gender Strategy Development

Day three started with the recap of the previous day, day two. Facilitators asked participants to reflect on the previous day's sessions and review what went well, what did not and what could be improved. Participants mentioned the following as what went well in day two:

- ✓ Understanding concepts of the VC.
- ✓ Exercise with the gender balance tree.
- ✓ Gender issues identification.
- ✓ Active participation and discussion on both sides.

Participants also appreciated the efforts of the facilitators to localise concepts by giving examples and clarifications of concepts.

With regard to what did not go well, what needed to be improved and issues to be clarified, participants responded that they were generally happy with the day and what was mentioned in the previous day as shortcomings had been improved except for the time given for the exercises which was still short. Similarly, they suggested that the following issues need to be clarified and discussed more:

- ✓ Value chain governance.
- ✓ How to make effective gender interventions.
- ✓ Conceptual differences between equality and equity.

After this feedback, facilitators introduced module 2 gender strategy development to the participants. Facilitators asked participants in plenary what they understood by the terminologies in this module: What is a strategy, what is mainstreaming, what then, is a gender mainstreaming strategy, when do you say gender is mainstreamed in your organization, why is a gender development strategy important for your organization, does your organization have a gender mainstreaming strategy, if yes, how has it been developed, implemented, resourced, and monitored and evaluated, what steps or processes are involved in developing a gender mainstreaming strategy, and what enabling or success factors do you think are required for the development and implementation of gender

mainstreaming strategies? Then, participants actively participated in the discussion. The discussion helped participants to understand the key terminologies and their definitions.

Designing a gender mainstreaming strategy

Following the plenary discussion, facilitators presented the basic concepts and methodologies in gender strategy development such as gender mainstreaming, gender blindness, gender awareness, gender blind, gender aware, exploitative, accommodating, transformative approaches, and principles of gender mainstreaming. Facilitators made an interactive presentation on the meaning of gender mainstreaming and importance and how to design a gender mainstreaming strategy for an organization or project. After the presentations on the key concepts, facilitators asked participants to go out of the training room, to an open space. Facilitators put a card on the floor in a line, roughly two meters apart, with one gender approaches written on each card. Then, participants were asked to identify themselves, using “voting on foot” techniques, with the cards representing their organization’s gender approach in use.



Photo 5. Participants exercising with “voting on foot”, identifying gender approaches being practiced.

The exercise was very interactive. At Debre Birhan participants had a lot of discussion and debate amongst themselves regarding what gender approach their respective organizations are currently following for project and program implementations. At the beginning, some participants (organizations) tended to choose transformative approaches. Following the heated debates, participants relocated themselves and between the two sides, most of the participants (organizations) identified themselves with the gender accommodative approach. The exercise helped them to understand better what a gender transformative approach is, and why it is not yet practiced by any of the participants.

The case was different at Sekota. No one identified him/herself with the transformative rather most of the participants identified themselves with accommodative and exploitative approaches and only one participant stood with a gender-blind approach and explained that in his organization gender disaggregated data collection is not practiced although there are rules and regulations for gender mainstreaming in the interventions, the rules and regulations are not yet implemented.

Following the exercise, facilitators briefly presented concepts related to the gender approaches, gender mainstreaming, its rationale, steps and processes in developing gender mainstreaming strategy. Then, a case on ‘Women don’t climb trees: Beekeeping in Ethiopia’ was given to the participants in order to analyse the case and suggest the approach(es) followed to overcome the gender-based constraints. The aim was to help participants to differentiate the different gender mainstreaming approaches in practice. Individually, participants at both locations suggested different approaches ranging from accommodative to transformative. However, after lengthy debates in plenary participants agreed that the approach used in the case story was more or less transformative approach as the project, at highest level, transformed gendered perceptions and attitudes of the project participants, both males and females. Apart from that the various reasons identified by participants for selecting the approach was summarized in the table below.

Practical Exercise 3: Applying the concepts of Gender Responsive Approaches

Case 2: Women don't climb trees: Beekeeping in Ethiopia

Table 6. Results from exercising on gender responsive approaches

	Approach/es	Reasons
Participants at D/Berhan	Transformative Approach	<ul style="list-style-type: none"> ✓ Community perception of women's role in beekeeping has changed. ✓ Women promoted to leadership position in the cooperatives. ✓ Women able to participate in the cooperative established. ✓ Training programs organized for women. ✓ Because women took part in economic activities that can empower them. ✓ The various training programs improved women's technical literacy.
Participants at Sekota	Transformative Approach	<ul style="list-style-type: none"> ✓ Cooperatives were established. ✓ Training programs organized. ✓ Economic empowerment achieved for women. ✓ Market access and linkage established. ✓ Women promoted to leadership position. ✓ Women's increased participation & membership in cooperatives. ✓ Women's technical literacy increased. ✓ Perceptions about women's ability and status changed. ✓ VC quality improvement achieved. ✓ Women's participation in income control improved. ✓ VC up-grading activities implemented. ✓ Membership and leadership improved.

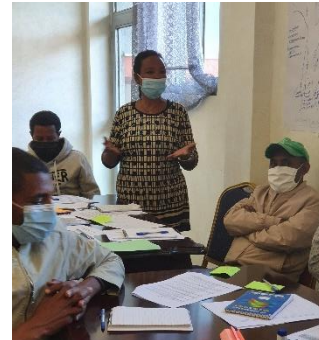


Photo 6. Participants arguing for their choice of approach

After the exercise was completed and facilitators reflected on the exercise, facilitators asked participants to organize themselves according to their organizations and asked them to recall the gender issues developed so far. Each participant was requested to:

- Write down at least two gender equity objectives they would want their organization to achieve internally such as in its mission and internal policies.
- Write down at least two gender equity objectives they would want their organization to achieve externally as with target groups and collaborations.
- Share with team, participants belong to the same organization.
- With others in a team, prioritize one internal and one external objective.

Facilitators encouraged participants to focus on the issues they had already identified and begun working on flowing the previous exercises under Module one and two. Participants were then asked to populate the matrix developed as a guide for this purpose for each objective. This exercise was completed by the end of the training, and the matrix was further populated with tools for use in successive sessions and presented at the end of this report.

Day 4

Module 3: Gender Responsive Organizations

Day four was started with a reflection on the previous module, designing a gender mainstreaming strategy. The selected participants for recapping day four reflected on what was learned, any clarifications required, what went well, and did not go well so that things could be improved. In recapping they appreciated the content and the frameworks and tools used to generate gendered information and design a gender strategy for an organization. Moreover, they stressed on the concepts related to gender aware and gender-blind approaches. They were excited with the “voting on foot” exercises to identify which gender responsive approach/es their organizations are using. As such, there was no questions raised for clarifications nor suggestions about things to be improved.

Then, Kick-start exercise: the thumbs up game was conducted with attitudes related to gender stereotypes. This exercise was intended to give participants better understanding of what gender stereotypes are, and how they are being practiced at the workplace. It sought to promote self-reflection amongst participants about beliefs, behaviour and attitudes related to gender stereotypes. Eight questions were read one by one and participants were asked to show whether they agree, disagree or were not sure about them by raising up, lowering down their thumbs or tilting their thumbs horizontally respectively. For participants at Sekota, facilitators provided three cards (green yellow, and red) on request of the participants by using coloured cards instead of thumbs. The facilitator read out statements and the participants would put up the green card in the place of a “thumbs up” (when they agreed with a statement), put up a red card in the place of a “thumbs down” when they disagreed with a statement, and raise yellow card, in place of a horizontal thumbs sign, if their views were neutral about a statement. The results of the exercises are summarized in the table as follows.

Table 7. Showing the results of the thumbs up game exercise

Gender Stereotypes Questions	Participants at Debre Birhan			Participants at Sekota		
	Thumb Up	Thumb horizontal	Thumb Down	Green	Yellow	Red
1. Men should be breadwinners	0	30	2	7	4	8
2. The pressure on men always to be breadwinners is hard to live with	30	2	0	5	1	12
3. Men are not as good as women in caring for children	28	3	1	14	1	6

Gender Stereotypes Questions	Participants at Debre Birhan			Participants at Sekota		
	Thumb Up	Thumb horizontal	Thumb Down	Green	Yellow	Red
4. Women are not as good as men in technical jobs / driving	0	31	1	3	1	15
5. Women are better managers than men	17	10	5	7	1	11
6. Women are better in managing conflicts than men	0	23	9	3	1	16
7. It is too difficult to find capable women who can take up leadership positions	16	12	4	9	1	10
8. A man can never work under a female boss	0	30	2	8	0	12

After the exercise was completed, facilitators and participants were surprised with the results when the concept of gender stereotypes was explained. The game demonstrated that perceptions influence behaviour and processes within organizations. A short discussion on gender norms and stereotypes followed, and participants reviewed how these influence relations at work and the position of women and men in organizations.

Following the plenary discussions on the thumbs up game, facilitators introduced the contents of module three. They highlighted the objectives and its purpose; it strengthens the internal organizational gender capacities— gender at the workplace. The module intends to strengthen the capacity to promote a gender responsive workplace with equal opportunities and benefits for women and men. After presenting the related concepts and contents of the module, participants were given a case story to analyse by applying the concepts they had learned.

Practical Exercise 4: Applying the concepts of Gender Responsive Organization

Case 3: Gender responsive organization: the case of SACCAWU

In order to highlight gender at the workplace, participants analysed the SACCAWU (The South African Commercial Catering and Allied Workers Union) case story. They were asked to answer the following questions individually, discuss in groups and report:

- What was the situation at the starting point?
- What kind of actions were undertaken and what were the results?
- What were some obstacles and how were they dealt with?
- What did you find most interesting / learning point and why?
- Is the organization now (more) gender responsive and why?
- In your opinion, what else needs to be done?

Table 8. Summary of participants' responses from the SACCAWU case analysis

<i>By participants at Debre Birhan</i>	<i>By participants at Sekota</i>
<p>Situation</p> <ul style="list-style-type: none"> • Only 35% of women in the leadership position. • Majority (65%) of the workforce are women. <p>Interventions:</p> <ul style="list-style-type: none"> • Created gender department. • Gender coordinators assigned. • Gender equitable policies developed. <p>Obstacles/Challenges:</p> <ul style="list-style-type: none"> • Women's leadership rejected by men in the leadership. • Sexual harassment due to unsafe work environment. • Believes exist that support men dominance. • Reluctancy of the union's leadership. • Widespread doubts in women's ability to become leaders. <p>Responses and results:</p> <ul style="list-style-type: none"> • Changes in KSAP, policies, and programs. • Organizational renewal process used as an opportunity. • Women's leadership capacity developed. • Awareness created on sexual harassment. 	<p>Situation</p> <ul style="list-style-type: none"> • Only 35% of women in the leadership position in the organization. • 65% of members are women. • Most workers are women in the industries. <p>Actions:</p> <ul style="list-style-type: none"> • Full time gender coordinator hired. • Gender department created. • Gender equitable policies developed. <p>Obstacles/Challenges:</p> <ul style="list-style-type: none"> • Unwanted sexual behaviours in the union. • Reinforcement of men's power over women. • Produced gender inequality. <p>Responses and Changes:</p> <ul style="list-style-type: none"> • Gender mainstreaming implemented. • Staff educated on gender. • Women's leadership skill developed.

In plenary, participants were asked whether the union is now gender responsive organization or not. And participants agreed that SACCAWU looks like a gender responsive organization since there is gender policies and interventions that somehow changed the existing situation although there are still challenges encountered.

Elements of gender responsive organizations

Following the exercise and plenary on SACCAWU case story, participants were introduced to elements of gender responsive organizations. Facilitators made an interactive presentation on the elements of gender responsive organizations such as the availability of adequate infrastructure for female staff members, reputation of integrity and competence on gender issues, support for teamwork of women and men, gender mainstreamed in all programs and projects, and there are no stereotyping and stigmatizing attitudes and behaviour.

In plenary, participants reflected and discussed in order to further grasp the distinction between 'vision' and 'mission'. Participants also shared the gender vision and mission of their respective organizations. The discussions helped participants to examine the gender vision and mission in light of the gender balance tree earlier drawn in module 1.

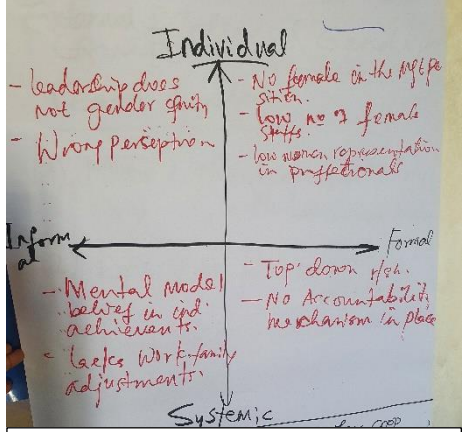
Practical Exercise 5: Applying the gender at work analytical framework

Case 4: Gender responsive organization: the case of CIMMYT

The objective of the exercise was to expose participants to a more holistic tool for internal organizational gender assessment, strategy development and mapping outcomes. Participants were organized in groups to work on the case study from CIMMYT using the gender at work analytical framework. Based on the case study, they were asked to:

- Highlight the issues in each quadrant.
- Present those issues on the framework.
- Discuss in plenary an overall synthesis of the gender issues as presented in the quadrants.

Table 9. Participants response to the gender at work analytical framework

<p>Individual consciousness and capabilities</p> <ul style="list-style-type: none"> • Leadership does not believe in gender equality • Wrong perception about women's capability <p>Access to resources</p> <ul style="list-style-type: none"> • No female in the leadership position. • Low number of female staffs. <p>Social norms and deep structure</p> <ul style="list-style-type: none"> • Mental model believes in inequality of female staff members. • Lack of work family adjustments. <p>Formal rules and policies</p> <ul style="list-style-type: none"> • Top down formal relationship. • No accountability mechanism in place. 	 <p>Photo 7. Results from CIMMYT case analysis by participants.</p>
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In plenary, participants reflected on the findings of the analysis and report. This framework helps to systematically organize or prioritize the gender issues at work place. The gender at work analytical framework emphasizes and prioritizes key gender issues in an organization and gives a holistic approach for tackling gender-related issues. The quadrants show the areas to emphasize. Normally, quadrants with many problems will be prioritized in addressing the problems. Intervening in one quadrant then has a direct effect on the other quadrants. This helps to strategically identify the most important gender issues to work on, so that other issues can be dealt with systematically starting with the most important ones. Facilitators stressed the importance of addressing quadrant four, norms and deep structures since addressing this will have spill over effect in addressing the rest of the problems in the other quadrants.

Day 5

Module 4: Gendered Monitoring and Documentation

Day five was started with a reflection on the previous module, gender responsive organization —gender at work-place. The selected participants for recapping day four reflected on what was learned, any clarifications required, what went well, and what did not go well. In recapping they appreciated the content and the framework used to assess gender dynamics at work-place. They were happy with the exercises done and they associated the contexts in the case with their own situations. As such, there were no questions raised for clarifications nor suggestions for things to be improved.

Monitoring and evaluation documentation

Facilitators made an interactive presentation and discussion on why monitoring and documentation need to incorporate gender issues. This session was built on what had been discussed on the second day of the training, gendered value chain analysis. Facilitators focussed on the theme of the module: definition of scope of gender responsive monitoring, evaluation and developing gender responsive indicators.

Sex-disaggregated data collection

Facilitators made a presentation on the definition and the difficulties in collecting sex- disaggregated data. Collection of sex-disaggregated data is not common in agricultural surveys and most comparisons of livestock ownership are made between male- and female-headed households. Moreover, existing sex-disaggregated livestock data often does not describe information on the value of the livestock but mainly the incidence of ownership of different species and in a few cases, the actual numbers of different species owned by men and women.

Gender responsive monitoring

Participants were introduced to the Women Empowerment in Agriculture Index (WEAI). This tool was new to all the participants. Participants discussed the possibilities of using the WEAI tool in monitoring project impact. Finally, participants were asked to develop their learning questions and action plans. Accordingly, participants formulated their own learning questions and finalized their action plans that would give them the opportunity to practice all the concepts they learned from the modules.

Gender strategy presentation

At the end, participants were asked to present the draft gender strategy (internal and external gender equity objectives) that they had designed for each of the participating organizations so that they would have the opportunity to get feedback from the other participant. Accordingly, participants representing their respective organizations presented. It also offered the opportunity for participants to learn from each other's gender intervention plan. The following table provides the VC topics selected by the different partner organizations who participated in the training workshops. The details of the plans were reported separately.

Table 10. List of gendered intervention plans made by training workshop participants

<i>Participant partner organizations</i>	<i>External Gender Equity Objective</i>	<i>Internal Gender Equity Objective</i>
Debre Birhan Agricultural Research Centre	Ensure gender balanced sheep fattening income in the community base breeding program.	Capacitating women staff members through a GCD training for enhanced participation.
Bonga Agricultural Research Centre	-	Capacity Building of Female staff Member through upgrading their academic level.
Sekota Agricultural Research Centre	Improving women's participation in CBBP along the value chain.	Improve the capacity of women staff member and employment participation of new women staff program.
Zikuala Women, Children & youth Affairs	Improving women's participation in goat marketing activities.	-
Kefa zone Adiyo Woreda Development Partner Offices	Improve women participation in civil servant and leadership positions in the district.	
Menz Mama District Development Partner Offices	Gender capacity development interventions for Menz Mama woreda sector offices.	
Menz Gera District Development Partner Offices	Training provision for women groups participating in sheep fattening in Negasi Amba watershed.	-
Abergele District Development Partner Offices	Improve participation of Women's in goat marketing in CBBP sites.	-

Closing, evaluation and participant feedback

On the last day of the workshop, facilitators reviewed the overall training sessions and asked participants to look back and review the training processes. Participants then completed post-training and reaction evaluation forms.

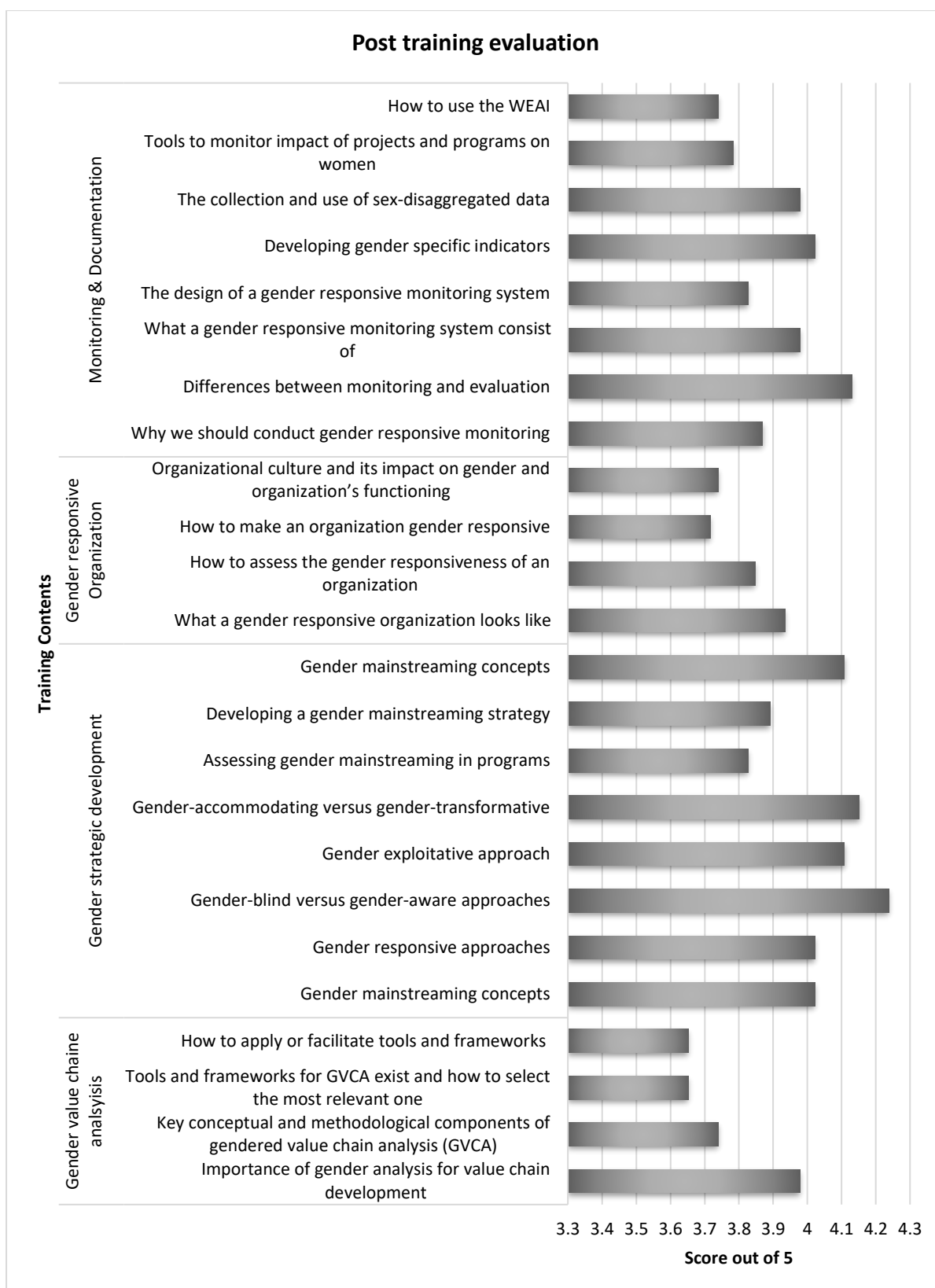


Figure 2: Post-training knowledge and skills self-assessment results

Before the training, participants rated their overall level of knowledge and skills sufficient or below sufficient. However, after the training workshop, this was significantly

changed and participants rated their overall level of knowledge and skills as lying in the range of more than sufficient to high.

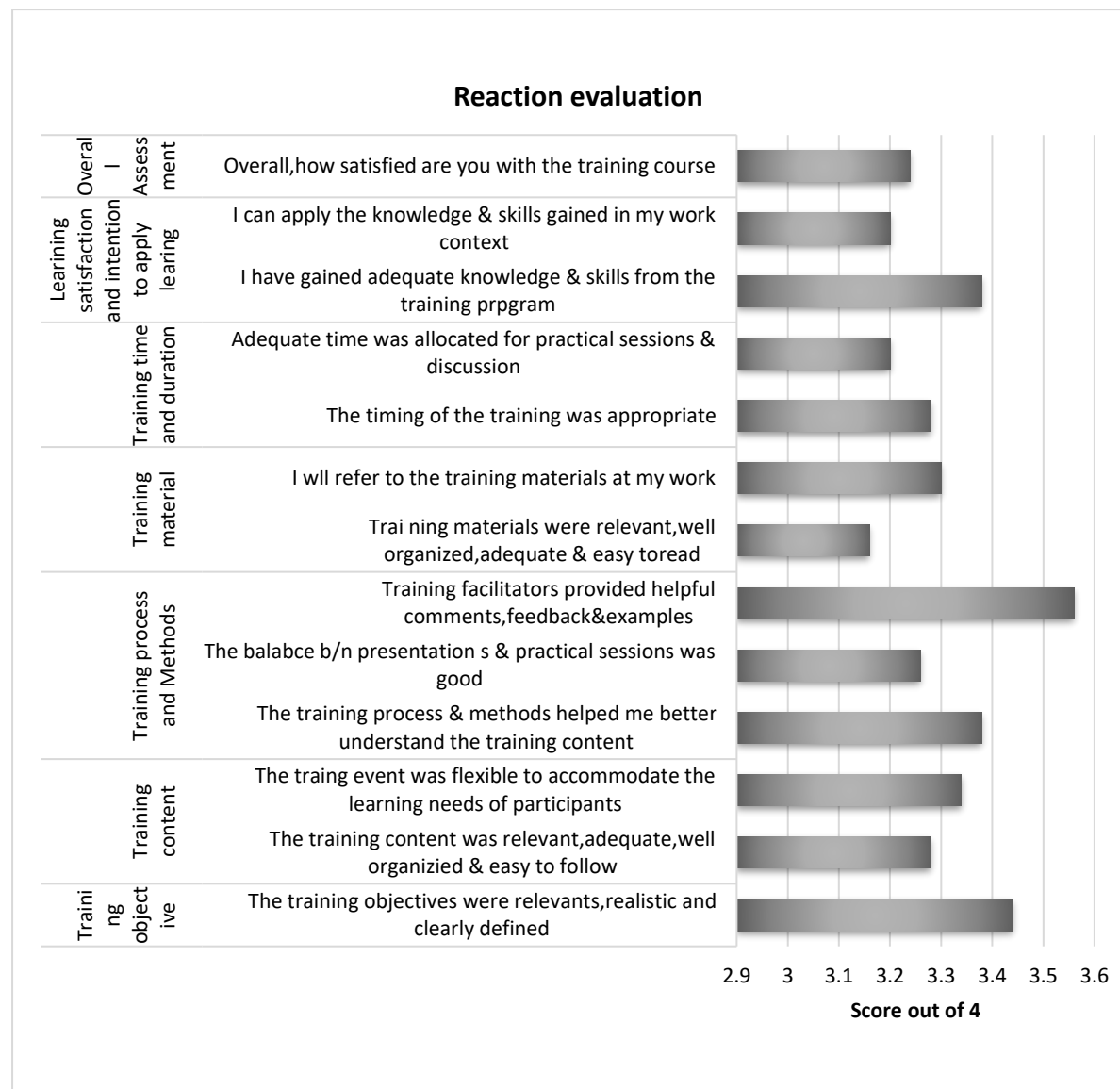


Figure 3: Reaction evaluation results

With respect to reaction evaluation, all the participants indicated that they had 'high' or more satisfaction levels with the training process. Participants suggested that they had high level of confidence in apply the learning in their workplaces. Participants also indicated that the learning materials were highly helpful in containing the learning process and for sharing with others.

Overall feedback on the training

Finally, participants were asked to provide their overall reflection on the training workshops facilitation techniques, training materials, and any other related issues. Specific responses included:

- The training was very good and clear. We have got enough knowledge and very much satisfied.
- The training was excellent because it is both theoretical and practical with real examples.
- All the facilitators were not limited to their own sessions but actively engaged in all the sessions which was very good.
- We liked the training as the facilitation was done in both English and local language, Amharic.
- The practical demonstration and figure presentations were interesting. Moreover, its participatory approach that engaged everyone actively. The videos are interesting and helped participants to related theory with real life. Moreover, the case studies by group discussions were also interesting and practical.
- The topic addressed in the training workshop were important and practical issues.
- The modules are interconnected from start to end and the practical sessions led to an action plans to be implemented by participants.
- The training was supported with enough training materials and practices that enhanced participants understandings of the concepts.

Things to be improved as suggested by participants:

- The time allocated for training was not enough. There was insufficient time to exhaustively cover some of the topics. Group activities need more time. Thus, there is a need to improve time and time management.
- In the future, such training workshops should include district leaders as the contents are also relevant for them. These people are also influential in the implementation processes of the cation plans.
- The taring material is abstract and therefore need to be further improved.

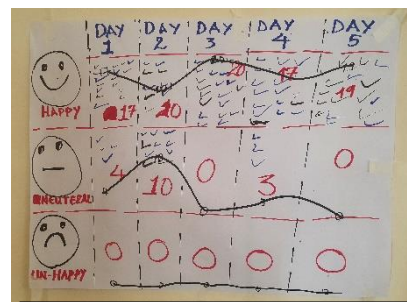


Photo 8. Results of the 'mood meter' for the training workshop

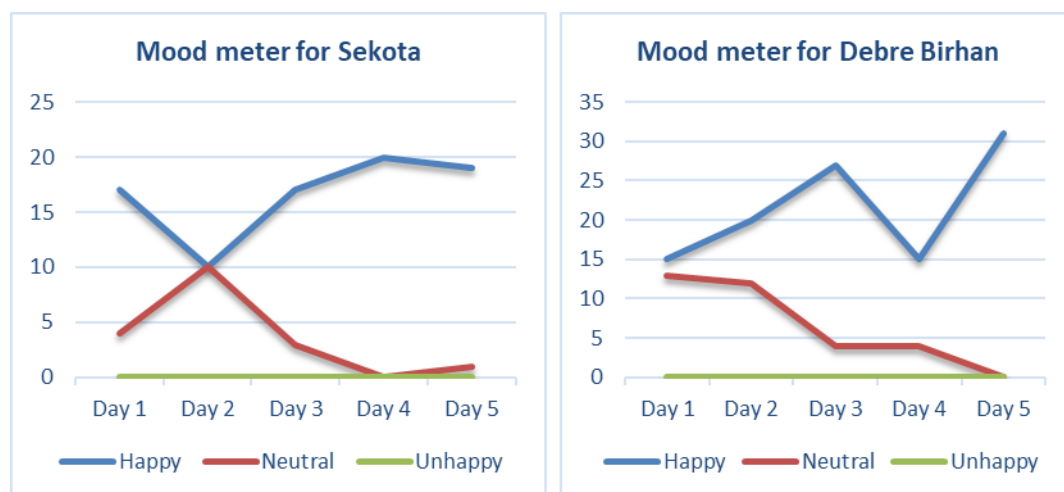


Figure 4. Results of the 'mood meter' for the training workshop at both locations

Besides this evaluation, at the end of each day, a quick check-in was done using a 'mood meter', indicating the sad, happy and neutral faces to gauge participants' views of the training sessions. The results of the 'mood meter' over the training workshop days suggested that participants' positive views of the training workshop increased over the days. Finally, training workshop at both locations were concluded by awarding participants with certificates indicating completion of the training.

Annex 1: Training program

Day 1

Module 1: Gendered value chain analysis

Day 1	Activity
1. Opening and introduction	
8.45	Official opening
9.30	Introduction: Self-introduction, Pre-Workshop Evaluation, Select individuals for Recap of each day; Quick presentation of training workshop Agenda; Objectives of Gender CD and CA outcomes (assessment 2020).
10.30	Introduction to Gender Capacity Development
10:45	COFFEE/SNACKS
11:00	Presentation on Gender Tools, Concepts & Methodologies
2. Module 1: Gendered value chain analysis	
11.15	Presentation and discussion: Objectives & learning questions
12.30	LUNCH
13:30	Gender dynamics in the value chain: Practical exercise: Story (<i>Case 5.2 “Women don’t climb trees”: Beekeeping in Ethiopia</i>)
4. Generalization: Concepts and methodologies in VC	
14.15	Presentation on Relevant concepts: definition, Levels in a value chain, Value chain analysis, Gender value chain analysis
14:45	COFFEE/SNACKS
15.15	Presentation of a real case: Gender VC analysis frameworks and tools
16.00	Practical Exercise: The Gender Balance Tree
17.15	Reflection and end of day 1

Day 2

Day 2	Activity
9.00	Warm up – recap (Reflection and review of Key Concepts from previous day)
9.30	Presentations on Gender sensitive VC mapping: Preliminary Mapping steps: Map activities, Map actors, Sketching preliminary information
11:00	COFFEE/SNACKS
11.30	Presentations on Gender sensitive VC mapping: Preliminary Mapping step: Make the map gender sensitive, Formulate hypothesis for further analysis, Follow-up with in-depth gender analysis
12:30	LUNCH
5. Methods and facilitation	
13.30	Participatory research methods: Plenary session: Participants will share Q&A on the participatory research methods
14:30	COFFEE/SNACKS
15.00	Selection of tools / frameworks: Developing learning questions and actions
17.00	Reflection and end of day 2

Day 3

Module 2: Gender Strategy Development

Time	Activity
1. Opening and introduction	
8.45	Introduction and recap of day 2 (previous day)
9:30	Introduction to this module: Quick presentation of the objectives and learning questions of this module, content, outcomes of the CA on gender strategy development
2. Feedback and selection of key gender issues	
9.45	Group's presentations: Each organization or team presents key gender issues collected & analysis (from module 1).
10.15	Feedback / recap of module 1 based on presentations. Short discussion on learned lessons, methods and tools
10.30	COFFEE/SNACKS
3. Gender responsive approaches: definitions and examples	
11.15	Presentation and discussion: Definitions and differences between gender strategies and approaches
12.30	LUNCH
13:30	Discussion and Q&A on participants' own organizations
4. Assessing an existing gender mainstreaming strategy	
14.15	Generalization of concepts: Presentation and Q&A on the definition of gender mainstreaming, its history, main critiques and discussions
14:45	COFFEE/SNACKS
15.15	Practical exercise: Participants will fill in the gender assessment matrix either using the experience of one of the participants or one of the examples read at the end of the last session
15.30	Group work: Development of a Gender Equity Tree by each group
16.30	Presentations and peer feedback: Each group presents its Gender Equity Tree and the rest give feedback
17.15	Reflection and end of day 3
5. Designing a gender mainstreaming strategy	
13.30	Experimentation: Drafting own gender mainstreaming strategy by participants
14:30	COFFEE/SNACKS
15.00	Plenary session: Participants share Q&A on the tools and development of their own GM strategy
17.00	Reflection and end of day 3

Day 4

Module 3: Gender Responsive Organizations

Day 3	Activity
8.30	Warm up – recap of Day 3
9.00	Introduction to this module: Quick presentation of the objectives and learning questions of this module, content, outcomes of the CA on gender at the workplace and questions
10.30	Reflection and generalization: Reflection on the presentations through discussion
10:45	COFFEE/SNACKS
3. What is a gender responsive organization?	
11.14	Practical exercise: Experience-Reading an example of a gender responsive organization. Participants to write down answers to the questions.
11.45	Reflection and generalization: Group discussion on what a gender responsive organization looks like and presentation of elements of a gender responsive (or sensitive) organization

4. Strategizing	
12:00	Participants from organizations work by themselves and develop action points
12:30	LUNCH
13:30	Organizations work by themselves and develop action points- Ctd
5. Obstacles that can be encountered and solutions	
14:30	Present the Gender at Work analytical framework, and apply it with the participants on the CIMMYT case.
15:00	Practical exercise: Participants apply the framework on their own organization and discuss the questions (Tool: 3.3.1 Gender at Work Analytical Framework).
15:30	COFFEE/SNACKS
16:00	Participants apply the framework on their own organization and and discuss the questions – Ctd
17:30	Reflection and End of day 4

Day 5

Module 4: Gendered Monitoring and Documentation

Day 4	Activity
8.30	Warm up – recap of day 4
9.30	Quick presentation of the objectives and learning questions of this module, content, outcomes of the CA on monitoring and documentation and questions
2. Feedback from earlier modules	
10:30	COFFEE/SNACKS
3. Definition and scope of gender responsive monitoring	
11.00	Generalization of concepts and methodologies: Introduction to gender responsive monitoring
4. Developing gender responsive indicators	
11:30	Generalization of concepts and methodologies: gender responsive indicators: definition and examples
12:00	Practical exercise: Developing indicators for a few key gender issues (group) or for own project. Possibly select or adapt indicators from the participants pack
12:30	Reflection: gender responsive indicators: some tips and more information
12:45	LUNCH
5. The collection and use of sex-disaggregated data in monitoring and gender analysis	
13:45	Generalization of concepts and methodologies
14:30	<i>Example: View the video link on youtube & plenary reflections on the video “Addressing gender inequalities in the dairy value chain” (93) Addressing gender inequalities in the dairy value chain - YouTube</i>
15:00	COFFEE/SNACKS
15:30	Generalization of concepts and methodologies: Short presentation and Q&A on the use of sex-disaggregated data (participants have read the material). One of the more advanced partners / gender scientists can give feedback to others.
16:30	Group’s presentations: Each organization or team presents strategies they have developed (days 1-3) and/or tested. Strategies to be organized according to the gender continuum by other participants. Learning from modules 2-4
17:15	Reflection and End of day 5
17:30	Post training workshop Evaluation

Annex 2: GCD training participant list

Name	Sex	Organization	Position
Woinshet Mohamed	F	DBARC	HR
Yifru Worku	M	DBARC	crop researcher
Zerihun Kebede	M	DBARC	research head
Tilahun Getachew	M	DBARC	NR researcher
Shenkute Goshime	M	DBARC	animal breeding researcher
Liulseged Alemayehu	M	DBARC	feed & nutrition researcher
Yehuala Kassa	M	DBARC	agricultural extension researcher
Erdachew Yitagesu	M	DBARC	animal health researcher
Abebe Tachbele	M	M/Mama	HR
Amitate Gibaye	M	M/Mama	Agri. extension
Legese Asfaw	M	M/Mama	L&F gender expert
Tesfaye Tafese	M	M/Mama	trade and industry
Aberash G/Tsadik	F	M/Mama	cooperative
Adefris W/Meskel	M	M/Mama	L&F extension
Dejene Legese	M	M/Gera	Agri. extension
Asrat Eshete	M	M/Gera	L&F extension
Genet Wubetu	F	M/Gera	Women & Youth affair
Senait Nega	F	M/Gera	trade and industry
Abrham Shenkute	M	M/Gera	Office of agriculture
Eshetu Yirga	M	M/Gera	cooperative
Lemlem Negash	F	M/Mama	Women & Youth affair
Asrat Arke	M	BARC	animal health researcher
Tesfaye Gefero	M	BARC	Socioeconomics researcher
Wondimagegn Addisu	M	BARC	NR researcher
Ashenafi Abirham	M	BARC	crop researcher
Addisu Gebiremichael	M	BARC	animal breeding researcher
Muluken Zeleke	M	BARC	feed & nutrition researcher
Melaku Tarekegn	M	BARC	HR
Melaku Mamo	M	Adiyo	L&F extension
Getachew W/Mariam	M	Adiyo	Agri. extension
Bahiru Eshete	M	Adiyo	L&F gender expert
Dameneshe Demeto	F	Adiyo	Women & Youth affair
Habtamu Haile	M	Adiyo	HR
Eshetie Alemu	M	SDARC	feed & nutrition researcher

Girma Nigussie	M	SDARC	NR researcher
Yeshiwas wale	M	SDARC	animal breeding researcher
Abebe Tibebe	M	SDARC	animal health researcher
Birhan Abebe	M	SDARC	HR
Mulatu Gobeze	M	SDARC	animal breeding researcher
Kindye Ayen	M	SDARC	Socioeconomics researcher
Meseret Ayal	F	SDARC	crop researcher
Misganaw Birhanu	M	Zikuala	cooperative
Zwdie Takele	M	Zikuala	L&F extension
Adise Minaye	F	Zikuala	HR
Kaba Sisay	F	Zikuala	Women & Youth affair
Tesfaye Wele	M	Abergele	Women & Youth affair
Mebrate Negaw	M	Abergele	cooperative
Belete Alefe	M	Abergele	L&F gender expert
Tadese Kiros	M	Abergele	L&F value chain expert
Abebayehu Gebru	F	Abergele	HR
Alemayehu Aba	M	Abergele	Extension communication
Wubetu Mengistu	M	Zikuala	Agri. extension
Zenebe Gebeyehu	M	Zikuala	Agri. Extension gender expert
Lijalem Abera	M	Zikuala	L&F extension

Annex 3: Training evaluation data collection tools

Pre/Post-Workshop Evaluation Sheet

Section A: Participants Background

1. Gender/sex: i. Female ii. Male [*Tick Appropriately*]
 2. Type of participant: 1. Researcher 2. Development/extension 3) Other (Specify) _____
 3. Education Level:
 i. Diploma ii. B.A (Sc.) iii. M.A (Sc.) and above iv. Other (specify) _____
 4. Managerial Level associated to current position in the organization:
 i. Entry level ii. Middle level Management iii. Senior Management iv. Other (Specify) _____

Section B: Knowledge and skill in training material

Please evaluate your level of knowledge and skills in the training content

(1 = Very Low 2 = Low 3 = Sufficient 4 =High 5 = Very High)

Training content	Level of knowledge skills and attitudes				
	1 Very Low	2 Low	3 Sufficient	4 High	5 Very High
1. Gender Value Chain Analysis					
1.1 Importance of gender analysis for value chain development					
1.2 Key conceptual and methodological components of gendered value chain analysis (GVCA)					
1.3 Tools and frameworks for GVCA exist and how to select the most relevant one					
1.4 How to apply or facilitate tools and frameworks					
2. Gender Strategy Development					
2.1 Gender mainstreaming concepts					
2.2 Gender responsive approaches					
2.3 Gender-blind versus gender-aware approaches					
2.4 Gender exploitative approach					
2.5 Gender-accommodating versus gender-transformative					
2.6 Assessing gender mainstreaming in programs					
2.7 Developing a gender mainstreaming strategy					
2.8 Gender mainstreaming concepts					
3. Gender Responsive Organization					
3.1 What a gender responsive organization looks like					
3.2 How to assess the gender responsiveness of an organization					
3.3 How to make an organization gender responsive					
3.4 Organizational culture and its impact on gender and organization's functioning					
4. Monitoring and Documentation					

4.1 Why we should conduct gender responsive monitoring					
4.2 Differences between monitoring and evaluation					
4.3 What a gender responsive monitoring system consist of					
4.4 The design of a gender responsive monitoring system					
4.5 Developing gender specific indicators					
4.6 The collection and use of sex-disaggregated data					
4.7 Tools to monitor impact of projects and programs on women					
4.8 How to use the WEAI					

Section C: Overall Post-Training Assessment

Please rate the usefulness of each workshop session/activity. Use a scale from one to five with one being the lowest and five being the highest.

1. Introduction to general gender concepts
1____ 2____ 3____ 4____ 5____
2. Gender issues in the VC
1____ 2____ 3____ 4____ 5____
3. Practical exercise for Gendered Value Chain Analysis (GVCA)
1____ 2____ 3____ 4____ 5____
4. Gender Strategy development
1____ 2____ 3____ 4____ 5____
5. Practical exercise on Gender Strategy development
1____ 2____ 3____ 4____ 5____
6. Gender responsive Organization
1____ 2____ 3____ 4____ 5____
7. Practical exercise on Gender responsive Organization
1____ 2____ 3____ 4____ 5____
8. Monitoring and Documentation
1____ 2____ 3____ 4____ 5____
9. Practical exercise on Monitoring and Documentation
1____ 2____ 3____ 4____ 5____

Were the workshop materials clear and easy to understand? [Yes/No]

Explain your Response above -----

----- .

Please tell us what you found most useful in the workshop and why.

----- .

How might we improve the workshop in the future?

Commentes or suggestions:

Reaction evaluation

Gender: 1. Female 2. Male

Type of participant: 1. Researcher 2. Development worker
3.Others.....

Please evaluate your level of satisfaction and learning in the training course on a 1 to 4 rating scale (1 = Dissatisfied, 2 = Somehow satisfied, 3 = Satisfied, 4 = Highly satisfied).

Training elements	Rating scale			
	1 Dissatisfied	2 Somehow satisfied	3 Satisfied	4 Highly satisfied
Training objectives				
The training objectives were relevant, realistic and clearly defined.				
Training content				
The training content was relevant, adequate, well organized and easy to follow.				
The training event was flexible to accommodate the learning needs/expectations of participants.				
Training process and methods				
The training process and methods helped me better understand the training content.				
The balance between presentations and practical sessions was good.				
Training facilitators provided helpful comments, feedback and examples.				
Training materials				
Training materials were relevant, well-organized, adequate and easy to read.				
I will refer to the training materials at my work.				
Training time and duration				
The timing of the training was appropriate.				
Adequate time was allotted for practical sessions and discussion.				
Learning satisfaction and intention to apply learning				
I have gained adequate knowledge and skills from the training program.				
I can apply the knowledge and skills gained in my work context.				
Overall Assessment				

Overall, how satisfied are you with the training course?				
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What did you like most about the training? -----
-----.

What aspects of the training methodology did you like? Why? -----
-----.

What aspects of the training methodology did you NOT like? Why? -----
-----.

What aspects of the training could be improved? -----
-----.

Annex4: Training materials

- Module – 1 Gendered Value Chain Analysis (GVCA) ([download](#))
- Module – 2 Gender strategy development ([download](#))
- Module – 3 Gender responsive organizations ([download](#))
- Module – 4 Gender monitoring and documentation ([download](#))

Annex 5: Case Studies

Case 1. Improving Honey VC in Ethiopia

Adapted from Gizachew Sisay

A single hive hums with an average of 60,000 bees, all industriously gathering nectar, building hexagonal honeycombs, and tending their larvae, and led by a queen. Multiply that by the 10 million colonies in Ethiopia, and that is a lot of bees, and a lot of honey. Ethiopia is the largest honey producer in Africa, and honey is an important product. It is the basic ingredient in tej, a traditional honey wine.

Demand for honey and other bee products is rising, both within Ethiopia and internationally. There is great potential for increasing both production and quality: current output is somewhere between 10 and 25% of the potential, and quality is poor. Over 95% of Ethiopia's beekeepers use traditional techniques. Many hives are made of hollow logs hanging in trees or are kept in a shed, and processing methods are frequently crude.

Women help with honey production, but climbing trees is out. "Not appropriate!" say the men. "Too dangerous!" "Too far away from home!" Plus, women do not normally travel long distances to markets or for training. Traditionally, beehives are owned and supervised by male in the household and thus decision regarding how much, where and when to sale as well as controlling the products are done by them. Many women are illiterate and have few business skills. That limits their opportunities as entrepreneurs and

leaders. At the start of Oxfam GB's honey programme, fewer than 1% of honey-cooperative members were women.

But beekeeping holds promise for women, for many of the same reasons as in elsewhere it needs relatively little capital, does not rely on land or expensive inputs, and helps families during emergencies. Four modern hives can earn as much as half a hectare of maize or teff. However, in order to transform the VC, all the stakeholder along the VC need to work together.

In recent years, the government is trying to increase honey production by giving due emphases to the sector. The general policy environments are improved to encourage investors to invest on beekeeping. Beekeeping Cooperatives are being established. However, cooperatives still tend to exclude women from membership as their bylaws recognize headship as legitimate members.

Case 2. "Women don't climb trees": Beekeeping in Ethiopia

A single hive hums with an average of 60,000 bees, all industriously gathering nectar, building hexagonal honeycombs, and tending their larvae, and led by a queen. Multiply that by the 10 million colonies in Ethiopia, and that is a lot of bees, and a lot of honey. Ethiopia is the largest honey producer in Africa, and honey is an important product. It is the basic ingredient in tej, a traditional honey wine. Demand for honey and other bee products is rising, both within Ethiopia and internationally. There is great potential for increasing both production and quality: current output is somewhere between 10 and 25% of the potential, and quality is poor. Over 95% of Ethiopia's beekeepers use traditional techniques. Many hives are made of hollow logs hanging in trees or are kept in a shed, and processing methods are frequently crude. Women help with honey production, but climbing trees is out. "Not appropriate!" say the men. "Too dangerous!" "Too far away from home!" Plus, women do not normally travel long distances to markets or for training. Many are illiterate and have few business skills. That limits their opportunities as entrepreneurs and leaders. At the start of Oxfam GB's honey programme, fewer than 1% of honey-cooperative members were women. But beekeeping holds promise for women, for many of the same reasons as in Rwanda (see Case 5.1): it needs relatively little capital, does not rely on land or expensive inputs, and helps cushion families during emergencies. Four modern hives can earn as much as half a hectare of maize or teff.

Keen to promote the honey industry, the regional government of Amhara, a big state in northern Ethiopia, offers farmers loans through the cooperatives so they can buy the modern hives. But women rarely benefit, as relatively few are members of the cooperatives. A forum on honey Oxfam GB works with Zembaba, an umbrella organization of nine beekeepers' cooperatives, which have over 3,700 members (about one-fifth of whom are now women as a result of Oxfam's intervention). Zembaba is the only beekeepers' union in Amhara. It markets honey under the "AMAR" brand, a registered trademark that is well known in Ethiopia. Oxfam GB has a strong commitment towards putting women at the heart of development. Its programme is designed to increase women's involvement in beekeeping and honey production. It first identified all the actors: producers, traders, processors, service providers and consumers. It analysed the value chain to see how it might function more efficiently and with more engagement from women. It established and facilitates a stakeholders' forum, composed of the Amhara government authorities, the private sector,

the producer cooperatives and the Zembaba union, to discuss problems and find ways to overcome them.

Multifaceted programme for women beekeepers

The forum agreed on a programme that addresses constraints of involving women at various stages in the value chain. Oxfam guides and supports this programme.

- **Training.** The Zembaba union and two NGOs, SoS Sahel and the Organization for Rehabilitation and Development in Amhara (ORDA), provided training and extension services to women beekeepers, introduced the modern hives, and encouraged the women to join the cooperatives.
- **Training centre.** Oxfam and Ambrosia PLC, the largest honey processor in Ethiopia, established a training and demonstration centre in a village called Rim, a major honey-producing area. Groups of women beekeepers visit the centre to improve their skills.
- **Improved hives.** The cost and availability of the improved hives is a key constraint. Oxfam had supported the Zembaba union to set up an enterprise to produce and sell such hives on credit.
- **Self-help groups.** The Zembaba union helped 440 women beekeepers organize themselves into 22 self-help groups, which enable their members to save small amounts of money regularly and lend it out to each member in turn. Oxfam also started a functional literacy programme to teach the women how to read and write, and to give them the skills they need to manage their organizations and their hives.
- **Collection centres.** To make it easier for the women to deliver their honey, the cooperatives established collection centres in convenient places. Women bring the honeycombs in a bucket or container to the collection centre, where staff (most of whom are local women) check the quality, weigh it, and pay the producer. The staff use a press or extractor to separate the honey from the wax, and then put it in a plastic barrel ready for sale. Information on prices and quality is posted at collection centres, and the staff keep the producers informed about changes.
- **Contract purchases.** Ambrosia can process up to 3,400 tons of honey a year. It buys raw honey from the cooperatives under contract. It pre-finances them so they can pay producers in cash when they deliver the honey to the collection centres.
- **New bylaws.** The cooperatives and the Zembaba union have amended their bylaws to allow more than one person in a household to join. That means women can be full members along with their husbands.

As a result of these interventions, the honey business has expanded and more women now harvest and market honey. Quality improvements have made it possible to shift from the tej market to table honey, which fetches 50% more. Productivity has risen from 5–10 kg/hive/year to 20–30 kg. The old, male-dominated traditional chain has been transformed: it is now more organized, is better linked to the market, and involves both men and women. The community perception of women's role in beekeeping has changed. Women now make up 45% of the cooperative members, and some have taken leadership positions. Oxfam plans to study the impact of the women's activities on the relationships between men and women in the household. It also hopes to push for more participation by women in processing and marketing honey.

Case 3: Gender responsive organizations

SACCAWU

SACCAWU, the South African Commercial Catering and Allied Workers Union, organizes workers in the service, commercial and catering industries. It is mainly women who work in these industries. In SACCAWU, 65% of its members are women but they only constituted 35 percent of the leadership.

SACCAWU stood out from other unions as it employed a full-time gender coordinator and created a gender department. SACCAWU also had gender equitable policies.

However, despite having an anti-sexual harassment policy and manual, women members felt unsafe from unwanted sexual advances. The union leadership constantly rejected a call for quotas for women's leaders, and it was reluctant to address everyday practices within the union (such as holding meetings at night) that (re) produced gender inequality.

There were deeply held cultural beliefs among union staff and members that reinforced men's power over women. Gender issues were often marginalized to be a concern of the gender coordinator and department, so the structures that were created also worked against gender mainstreaming.

The gender team, headed by the gender coordinator, started a process aiming at changing attitudes, knowledge, policies, programs and practices within the union. They developed leadership of women from their membership base, at local level. A second layer of women's leadership was built and women learnt to work together and support each other. The team also educated the members about sexual harassment. They used an organizational renewal process as an opportunity for including their ideas on gender equality and managed to get the problem of lack of women leaders into this process.

CIMMYT

The Centro Internacional de Mejoramiento de Maiz y Trigo (CIMMYT), member of CGIAR, has a world-wide reputation for its research into increasing sustainable production of maize and wheat, which are staple food crops in developing countries.

In order to ensure that it could retain and attract the highest-quality scientists, CIMMYT made an explicit commitment in 1995 to increasing its recruitment of women and to providing a work environment equally hospitable to and supportive of men and women.

Attention to gender in both research and staffing has been part of its larger policy environment since the early 1990s when the CGIAR Gender Program was established. In 1997, women comprised 24% of all staff. They constituted only 16% of the internationally recruited professional and scientific staff. There were no women at the senior management level.

A key aim of the change process was a “dual agenda”: not only a more gender-equitable organization but also a more effective organization as a whole. The Deputy Director General decided to address gender-staffing issues seriously and explicitly at CIMMYT. The explicit commitment of the donor community to strengthen attention to gender also provided a powerful incentive for CIMMYT to address gender staffing.

On the other hand, however, CIMMYT has had a long history of low female representation in the professional ranks, and only one woman in a senior management position. Moreover, the previous leadership did not consider gender equity to be a priority, thus there was a legacy of resistance to such issues in the organization.

An external action-research team was set up. The team developed an analysis that looked at the “mental models” that drove the current work environment and strategic challenges facing CIMMYT, and the implications of these challenges for both gender equality and organizational effectiveness.

One of these mental models: “Belief in Individual Achievement” had been built on beliefs about how good research is done, that fostering individual achievement was the best route to ground-breaking research. The assumption seemed to be that if CIMMYT hired the best and the brightest, gave them resources, autonomy, and latitude in defining the problems they wished to work on, they would produce and scientific breakthroughs would be attained. One of the consequences of this mental model was that it led to a devaluation of all forms of support. Those who contributed in terms of strengthening collaborations, problem-solving, facilitating effective work processes, developing new methodologies or managing tended to believe that their contributions were invisible. Many, at all levels, spoke of this invisibility, but those in administrative, non-scientific positions—which includes many national and female staff—particularly felt this. Because of gender segregation in the workforce, women tended to be over-represented in formal support positions.

Another mental model “Default to Hierarchy”, related to the largely unquestioned assumption, rooted in CIMMYT’s past success, that hierarchy was the best way to organize. Lines of authority and decision-making were vertical, there was a strong reliance on top-down information flow, and power and influence were concentrated at the top. The deeply entrenched hierarchical norms had gender implications as well. Because women were less well represented at higher levels of the hierarchy, their perspectives, skills, and experience were not being accessed effectively, and their contribution to CIMMYT’s overall mission was not being realized. As a result, many women felt unconnected and undervalued.

Another mental model was that of “the ideal CIMMYT worker”. This was an image strongly rooted in CIMMYT’s past. The ideal worker was instilled with missionary zeal, willing to sacrifice everything and endure hardship to get the job done. Despite some very positive aspects, this value of commitment and dedication had some unintended consequences for staff’s ability to integrate work and personal life and for work structure and style. The image of the ideal worker as someone with a traditional family and stay-at-home spouse had clear gender equity implications. First, it privileges traditional families, while women working at CIMMYT were likely to be single or in dual-earner families. Second, it is still rare to find

husbands whose primary role is to care for the family. Consequently, women were at a disadvantage in this respect as well.

The staff then developed a number of concrete action steps (experiments). One was to use a 360° performance appraisal. A 360°, or multi-source performance appraisal system, supplements managers' assessment of staff performance with that of peers and direct reports. The goal of this experiment was to interrupt the norm of default to hierarchy by giving people an opportunity to provide input on managers' and supervisors' performance. Although seemingly gender neutral, this experiment had significant potential to affect gender equity. Not only does it provide a way of lessening managerial bias against or discomfort with providing feedback to women, but it also makes visible many of the work functions that women routinely provide, both formally and informally, such as facilitation, problem prevention, support, and coordination. Staff, especially the women, felt the feedback was fairer and franker than the supervisor-only approach and that it was a more useful assessment of performance than focusing on work outputs alone. As a result of the pilot project, staff recommended that CIMMYT adopt 360° feedback as an integral part of the performance appraisal system. Another action was to strengthen management-staff communications. Both men and women reported significant improvements in communications, but women perceived a more dramatic change. They have also benefited men and, arguably, CIMMYT's effectiveness as an organization. A third action was related to the division of labor. This experiment was intended to challenge the mental model of the ideal worker and core assumptions of work, loyalty, and commitment by redefining the roles and responsibilities of scientists and field workers to allow for more delegation. Initially, the experiment was designed to challenge norms of excessive travel. However, as the experiment moved through the design phase it became loaded with many other goals, particularly that of increasing equity between international and national staff. Yet, after two years, the experiment had still not been implemented. It is not surprising that this experiment has been slow to implement. It has been difficult to develop a constituency for it, as it challenges some of the most deeply held assumptions about workers who are valued and work styles that lead to success, and it involves changes in work practices and behaviors, rather than in management systems.

After two years, there was significant progress in improving the transparency, fairness and gender neutrality of the hiring system, improved communication, and improved quality of interaction in key project planning teams. Several issues remained unresolved, but significant steps had been taken. A significant majority of the women felt that the work environment was more hospitable, making it easier for women as well as men to succeed and contribute. Equally important, men were not experiencing negative repercussions from the efforts aimed at strengthening gender equity. Considerable change had occurred after one year, and continuing change was expected with the launching of the projects on 360° performance assessment and team-strengthening. The central concerns were the aggravated time shortage and that the need to improve work/personal life integration seemed to have fallen by the wayside. The team's assessment was that the factors creating the time famine at CIMMYT run deep in its organizational culture and were being aggravated by the financial pressures.

Some lessons:

Using the dual-agenda approach creates a broad constituency. However, it also makes gender vulnerable to being overshadowed by organizational performance objectives. Even with a strong internal liaison group, time and effort must continually be put into developing an internal constituency who can hold onto gender during implementation.

The CIMMYT experience has also underscored the importance of recognizing, valuing, and building on “small wins” in the long-term and complex change process. It is important to set milestones, to recognize when they have been reached, and to communicate this progress widely.

The action-research team believes that there are two fundamental ways to challenge mental models that shape gender equity and organizational effectiveness. The first is by interrupting the discourse and developing new ways of understanding and talking about gender equity, norms, and work practices in the organization. The second is by interrupting work practices that derive from and reinforce the mental models.

Annex 6: The training process in picture

Mamusha, Wole and Abiro presenting modules & facilitating groupworks



Participants working in groups



Participants presenting results of group assignments



End of workshop and graduation ceremony

