



Gender Transformative Approach (GTA) and SASA-Together Training Report November 21 to 26, 2023 Hawassa



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1. Background

1.1 Introduction

ICARDA has scheduled training on gender transformative approach to implement selected GTA approach in the CGIAR Initiative Projects:

Sustainable Animal Productivity for Likelihoods, Nutrition and Gender Inclusion (SAPLING) and Sustainable Intensification of Mixed Farming System (SI-MFS). The training is intended to improve participants' understanding of gender, gender transformative approach and social norms that restrict the cooperatives established by the project gender equitable benefit from the project.

A six-day gender training was provided for participants drawn from Areka Agricultural Research centers, Women, children, and Social Affairs, Midea Agency and community data collectors from Serera and Lemi kebele of Doyogena District, South Ethiopia Region.

1.2 Objective of the training

The overall goal of the training is to increase participants' awareness, knowledge, and skills in gender basic concepts, gender transformative approach and SASA- Together a selected GTA approach for implementation.

Specific Objectives: The training is intended to achieve the following specific objectives:

1. Provide a six-day practical training focusing on gender basic concepts, gender transformative approach and SASA- Together
2. To discuss on the social norms and positive deviances around gendered participation, access and control, decision making and Gender Based Violence (GBV)
3. Provide guidance on how to implement the selected GTA approach SASA-Together in the two projects in selected two kebeles (Serera and Lemi)

1.3 Date and venue of the training

The training took place from November 21 to November 26, 2023, at the Tadesse Enjory Hotel in Hawassa, Sidam Region. Gashawbeza Haile and Martha Nemera, a gender and SASA specialist with many years of real-world experience in gender and development led the training.

1.4 Training participants

A total 14 (6F) participants representing community (data collectors), research institution (Areka Agricultural Research Institution, media (Hossana government media) and government office and (Women, children, and social affairs), Wachamo University and ICARDA were participated in the training.

2. Training methodology

2.1 Training approach and method

The overall training approach was based on adult learning theory and is a combination of presentation, discussions, small group work, interactive and practical exercises.

The training process was guided by a PowerPoint presentation that sequentially followed the training contents or toolkit followed by group work and practical exercise. During learning process relevant cases and examples and practical experiences were shared. Furthermore, feedback and understanding about each training topics was elaborated by asking questions. Most activities were concluded with “process questions” which helped the trainer to summaries and close the topics and the processes provided participants an opportunity to shares their ideas. Objectives of each training topics were explained at the beginning of each session.



To enhance participants practical skills on gender analysis a gender analysis tools were developed, and participants conducted a gender analysis of Doyogena district. These exercises enabled the participants to understand the gender dynamics existed in the district and they have developed skills on how to conduct practical gender analysis workable to their contexts.

2.2 Training Contents

The training content for the six days training (two days on gender and GTA) and 4 days on SASA- Together includes a divers topic as listed in the table below:

November 21 to 22/2023	
Part-1: Understanding of Gender (Gender basic concepts and terminologies)	▪ Sex and Gender ▪ Social Construction of Gender ▪ Gender division of labour ▪ Gender stereotype

	▪ Gender based violence. ▪ Gender discrimination ▪ Gender equality and equity ▪ Affirmative action ▪ Empowerment ▪ Feminism ▪ Gender issues ▪ Gender labelling and marking
Part-2: Gender and Development	▪ Practical and Strategic Gender Needs ▪ Gender and Development ▪ Gender mainstreaming Concepts ▪ Gender analysis
Part-3: Gender Transformative Approach	▪ Gender Issues in Sheep Fattening and breeding, ▪ Positive deviances ▪ Concept of Gender Transformative Approach (GTA) ▪ GTA implementation in sheep fattening and breeding groups. ▪ GTA Action Plan
November 23 to 26, 2023	
SASA- Start Phase	▪ Stage of change and theory of change ▪ Motivation and barriers to change. ▪ Circle of influence/people, process, and change ▪ SASA stage and activism ▪ Understanding power ▪ Activism ▪ Facilitation skills community conversation facilitation skills ▪ Community assets mapping ▪ Claiming power
SASA Awareness Phase	▪ Experience power imbalance ▪ Positive relationship and positive deviances ▪ Do and do not of raising awareness. ▪ Motivation and constraints in our power poster facilitations ▪ Local activist workplan, activity reporting and monitoring

2.3 Training Material Preparation

Prior to the training, materials important to deliver the training are developed. The training materials development made to ensure proactive participation and engagement of the training participants. Accordingly different case stories, practical exercises, tools, posters for community reflections and rethinking of their norms etc. were developed for group exercises.



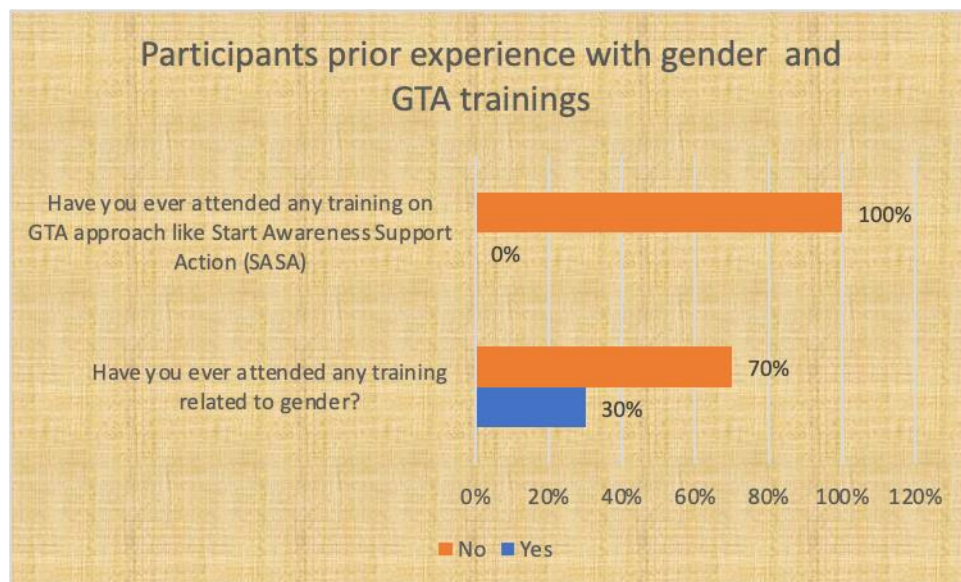
3. Training deliberation and outcome

3.1 knowledge and understanding on gender basic concepts, Gender Transformative Approach and SASA-Together

Pre training assessment was conducted prior to the training session to assess participants' knowledge and understanding on gender basic concepts, gender transformative approach and SASA- Together approach for gender transformation. The pre training assessment result indicated that most of the participants had been involved in different gender trainings. Of the total training participants 30% reported that they had pervious gender training experiences while 70% had no previous exposure to any gender training.

Regarding exposure to Gender Transformative Approach (GTA) and SASA -Together none of the participants had attended prior training.

Figure 1 Training participant previous exposure to gender, GTA and SATA -Together training:

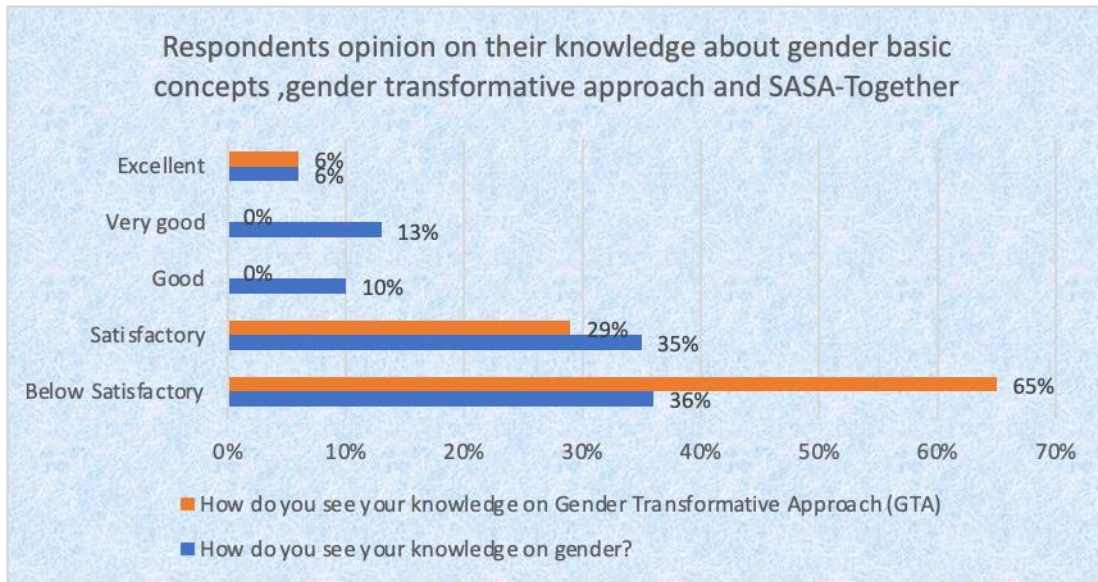


Despite some 30% of respondents reported that they had prior experiences on gender training most of the training participants had limited knowledge regarding gender basic concepts, gender transformative approach and SASA -Together Of the total participants 36% reported their knowledge on gender is below satisfactory while 35% reported satisfactory, 10% reported good 13% very good and only 6% reported excellent.

Observation made during the training session also revealed that most of the participants have confusion regarding the gender concepts. To assess their knowledge, they were given exercises to clarify whether given statements, proverbs and sayings are represent gender or sex. The finding of the exercise indicted that most of the participants have no clear understanding regarding the differences between gender and sex in practical aspects. They had reflected that most of the training they had participated were focused on theoretical aspects and lack practical aspects.



Figure 2: Training participate pre training reflection on their gender knowledge

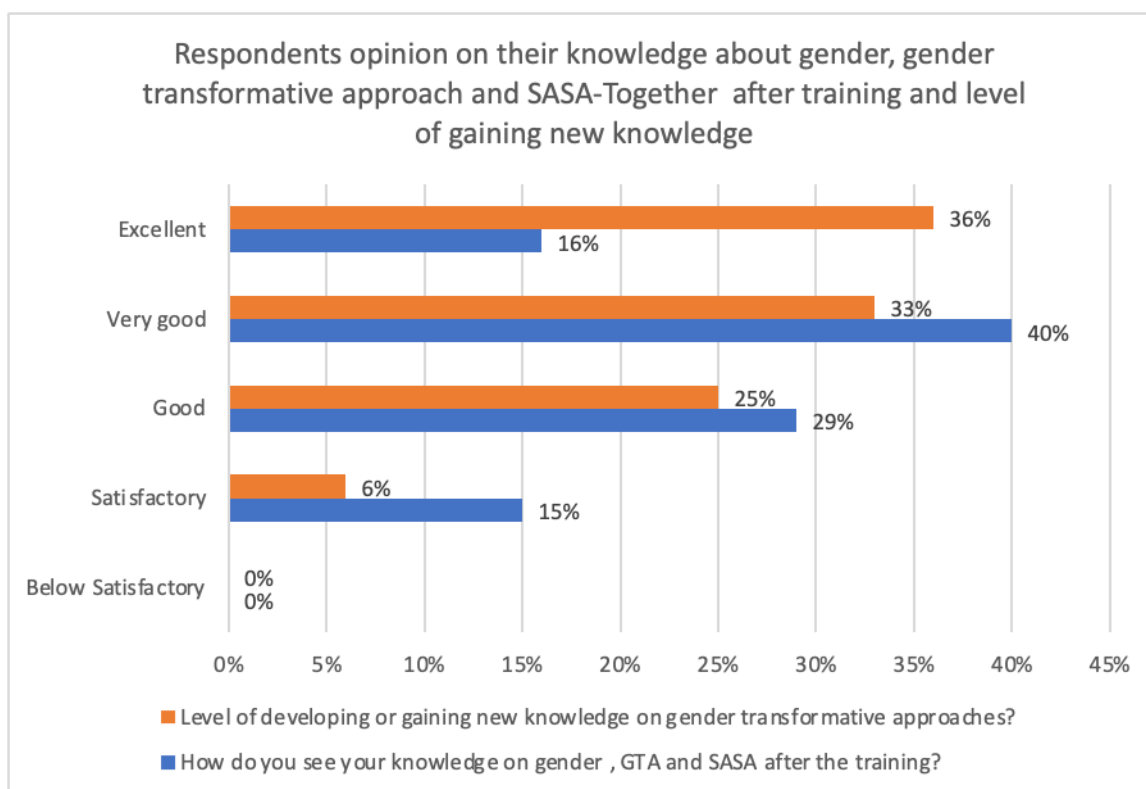


Similarly, the participants knowledge about gender transformative approach and SASA-Together is very limited. Of the total respondent 65% reported that their knowledge is below satisfactory on the mentioned areas while 29% satisfactory, 6% reported excellent.

Gender basic concepts has been discussed with different presentations and exercise to enable participants improve their knowledge on different gender terms and concepts. During the training participants were guided to define sex and gender, and other gender terms through exercises, discussion, presentation on groups exercises and summarize the definitions and concepts based on the discussion on group exercises. Some of confusing gender concepts and terminologies include Gender equality and Gender equity gender labeling (Gender Biased, Gender Blind, Gender Neutral, Gender Sensitive, gender Responsive and Gender Transformative), Gender Markers, Practical and strategic gender need, affirmative actions, gender stereotypes, gender discrimination, Gender Based Violence, women and men empowerment, gender issues, male engagement etc were discussed with practical examples and cases.

The course, which focused on the practical aspects of core gender ideas, helped participants to develop new information and understanding of gender. The post-training assessment examined the level of training participants related to their knowledge on gender, gender transformative approach and SASA-Together after training and level of gaining new knowledge from the training, and as shown in the graph below, 40% reported that their knowledge on gender, GTA and SASA-Together is very good, 16% excellent, 29% good and 15% satisfactory.

Figure 3: Training participants post training opinion on their knowledge on gender, GTA, SASA-Together and gaining new knowledge



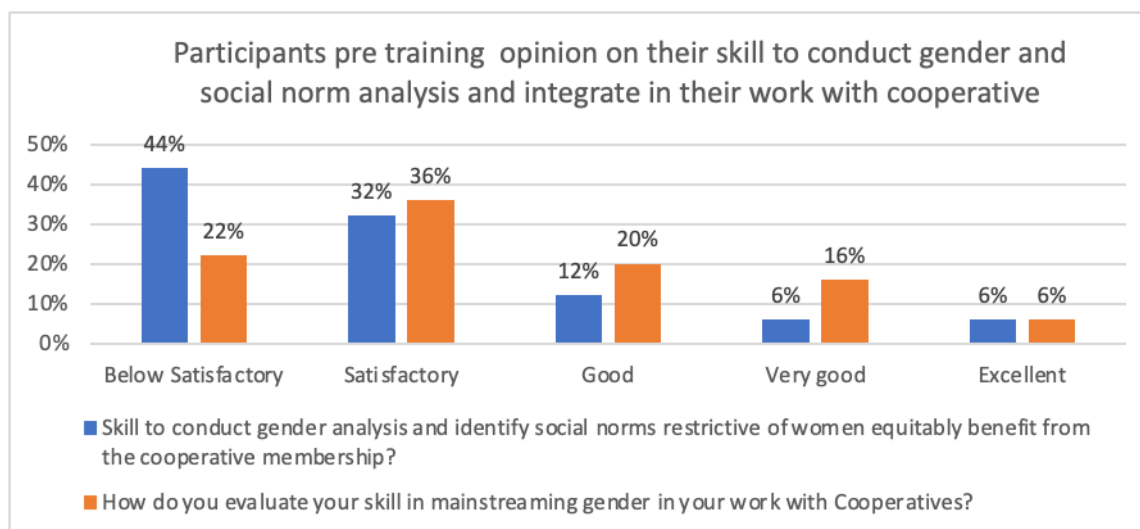
The training has found effective in participants level of developing or gaining new knowledge on gender transformative approach and SASA-Together. In this regard 36% of the responders reported excellent, 33% very good, 25% good and 6% satisfactory.

3.2 Participants gender analysis skills and integration of gender in their work with cooperatives

Participants had limited knowledge and skills to undertake gender analysis. The pre training assessment on participants skill to conduct gender analysis indicated that 44% reported below satisfactory while 32% reported satisfactory and 12% good. Those who reported very good and excellent are 6%.

Similarly, participants skill to mainstream gender in their respective work with cooperatives assessed and 22% are reported below satisfactory, 36% satisfactory while 20% reported good. Only 6% of respondents rated their skills as good and excellent

Figure 4: Participants pre training opinion on their skill to conduct gender and social norm analysis and integrating in their work with cooperatives



Training deliberation on gender analysis focused on theoretical presentation and practical exercise on how to conduct gender analysis with very simplified tools presented. Participants were practically engaged in conducting gender analysis during the training session divided in groups using the Harvard Analytical tool: Activity profile, Access, and control profile, decision making and gender-based violence to understand the power dynamics and work burden and division of labor and norms around.

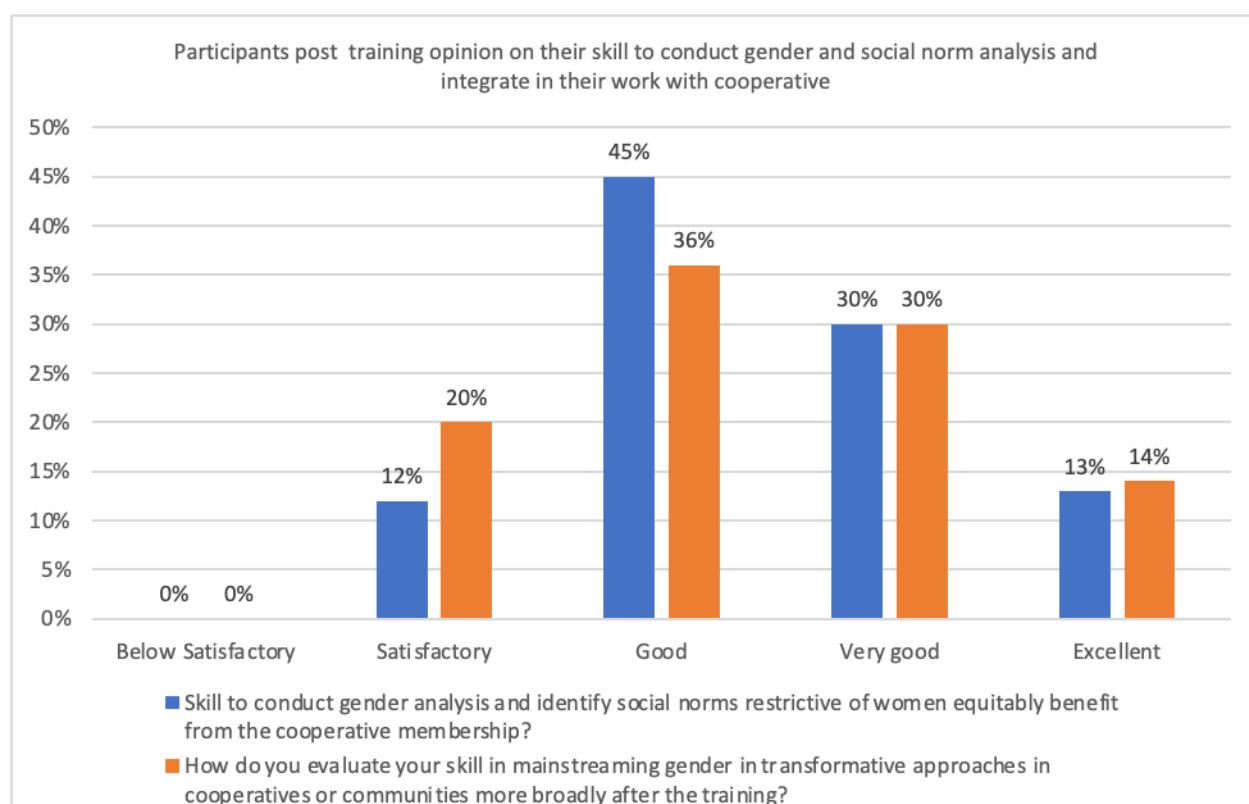
The participants assisted to conduct the gender analysis of Doyogena district using the designed tools for gender analysis. The exercise enabled them to analyze the gender dynamics and social norms associated with which will help them implement gender transformative activities and actions at community level.

The training was effective in improving the knowledge and skills of participants in gender analysis. During the training the participants reflected that the concept and practical exercise made on gender analysis raised their skill to undertake gender analysis. As indicated in the



figure below large percent of the participants 45% reported their skill after the training is good while 30 % reported very good. Similarly, the training improved participants knowledge on how to mainstream gender in their respective work with cooperatives and 36% of respondents related their skill in this regard as good while 30% overgood 20% satisfactory and 14% excellent.

Figure 5: Participants post training opinion on their skill to conduct gender and social norm analysis and integrate in their work with cooperative



Model of equality as Formal equality, Protectionism equality and Substantive equality were discussed. How to mainstream gender in the CBBP and sheep fattening cooperative work were briefly discussed and participants reflected on their experiences of gender integration in their respective work with cooperatives.

Presentation and discussion were also made on key concepts focusing on development perspective of gender and participants were discussed the impact of gender unaware projects as they expose women to further violence unless gender transformative approach is integrated and implemented. Participants further supported to assess their work with CBBP and sheep fattening cooperatives as cooperatives may produce both intended and unintended gendered impacts and there may be a need to conduct gender transformative activities and actions within cooperatives.

Topics on practical and strategic gender needs and interests were also discussed to enable participants understand how projects can design activities that address the different needs and

interests of women and men. The different perspectives of gender and development were also discussed. Participants were assisted to discuss and review their work with cooperatives about the practical and strategic needs. Their review enabled them to understand practical gender needs needed to be addressed through cooperatives and they realized that implementation of the GTA will enable them to address the strategic needs.

3.3 Gender Transformative Approach (GTA) implementation

The main purpose of the training is to enable participants understand gender transformative approach and how to implement the selected gender transformative approach (SASA-Together and the positive deviance role modeling).

Accordingly, the training in this phase covered topics on: Concept of Gender Transformative Approach (GTA), Gender Issues in Sheep Fattening and Community Based Breeding (CBBP) Positive deviances, GTA implementation in sheep fattening and Community Based Breeding (CBBP groups and GTA action plan.

The potential social norms that limit gender equality and equity in the cooperatives discussed and norms around participation, access and control over resources, decision making and GBV and positive deviances were presented and discussed. These norms include.

1. Women are not expected to participate in livestock/sheep marketing.
2. Men are not expected participate in household / reproductive activities and women are assumed not to participate in public activities do not participate in public activities.
3. High lucrative assets including sheep marketing and large loan from cooperatives are dominated by men
4. Married women are expected to submit to their husbands to earn his respect.
5. Women are expected to keep silent of GBV and it is



considered as a family matter.

Participants were assisted to associate these norms in their context and identify more norms around participation and benefits in cooperative membership and they validated the norms mentioned above.

The gender transformative approach to transform these social norms were discussed and the selected GTA approach for implementation were deliberated as elaborated in the next section of the report.

3.4 SASA-Together the gender transformative approach

The SASA-Together selected as key Gender Transformative Approach (GTA) to be implemented at community level to transform the identified social norms that restrict the women cooperative members to benefit from the sheep fattening and CBBP program.

The training on SASA-Together therefore focused on participants knowledge and skills on how to implement the approach at the community level.

Different experiences were made during the training to increase understanding of the participants on SASA concept and their skills through different demonstrations and poster facilitations exercises, questions, and answers. The training participants' feedback and assessment was made during the training methodology, course contents, training materials, and trainer's competence. The evaluation indicated that most of the participants were happy, motivated, and interested to implement what they acquired and contribute their part in the social norm changing process, first to be a model and then to be actively engage in the execution of SASA together.

The training materials that used during the training SASA-Together pack includes, manual, power posters, reporting formats need to be developed and distributed for the trainee to start their SASA-Together implementation in their community

3.5 Training preparation contents and facilitation skills

Participant's feedback about the training methods and approach indicated the organization and presentation of the training were well prepared. The training was participatory and interactive with many questions and answers. The level of engagement and participation from the group was also paramount to the effectiveness of the training. Participants also reflected that they had very good feeling regarding the six days training.

As indicated in the figure below the participants reflected that their six days with the gender, GTA and SASA-Together training were very helpful and a total of 37% reflected that their six days were Excellent while 40% very good and 3% good.

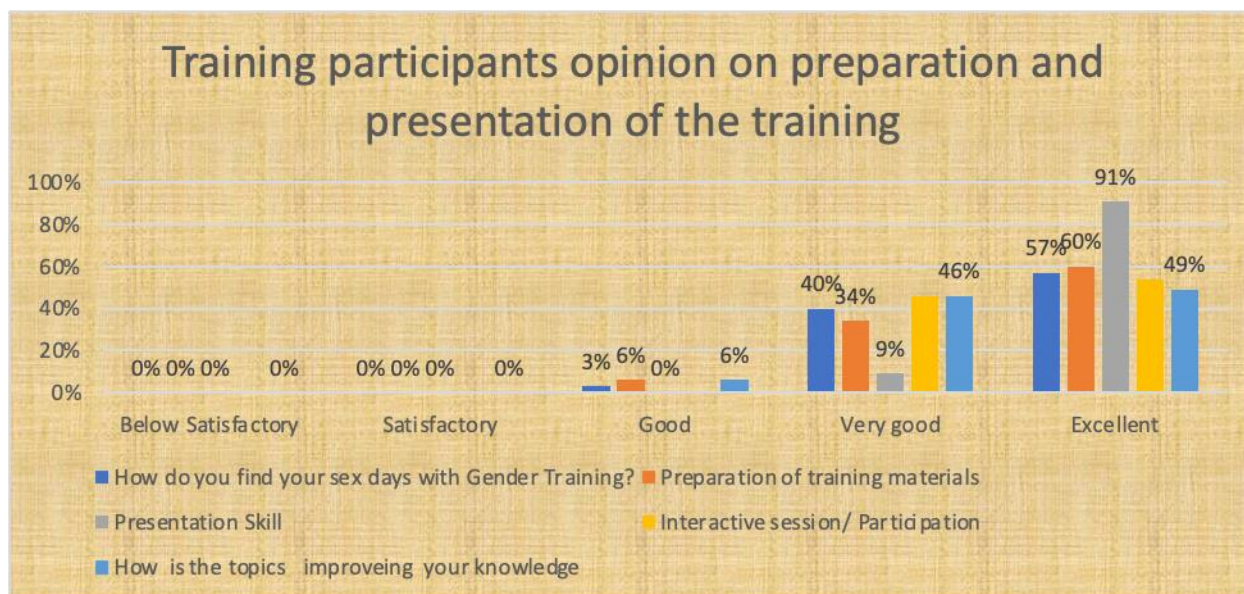
Preparation of the training material rated 60 % excellent, 34% very good and 6% good while the presentation skill rated 91% excellent and 9 very good. The training session was highly interactive as it followed the adult learning cycles.

Participants were proactively engaged and were able to associate each topic of the training with their practical work iCBBP and sheep fattening cooperatives in Lemi and Serara Kebeles, Doyogena district. They also have reflected on what they have learned from the training. The level of interaction and participation of the training session rated 56% excellent and 46% very good.



Most of the training sessions were supported by different energizer exercises that has multiple purpose energizing the participants and at the same time interpreting the energizing exercises with gender and gender transformative approach perspectives with the aim of enabling them associate with their activities in CBBP and sheep fattening cooperatives.

Figure 6: Participants reflection on preparation and presentation of the training



4. Follow up Recommendations

1. According to the post-training assessment, the training participants should receive additional technical support and refresher training to ensure they have the knowledge and skills necessary to implement the GTA and mainstream gender equality and equity in their work with cooperatives.
2. Training participants are expected to cascade the training to their respective project team and community for shared knowledge and action on gender transformative approach. Regular follow up by the gender experts and ICARDA is mandatory for successful GTA implementation.
3. Standard reporting and progress data collection template need to be developed and shared with the GTA implementers to track progress on GTA.
4. All the working manuals, and power posters for community facilitation need to be developed and shared for the GTA implementers.
5. The support of local government leaders, women children and social affairs office is mandatory for community mobilization and asset mapping. In this regards Areka Agricultural Research Institution should work closely at district level for effective collaboration and support.
6. More relaxed selection criteria and equity in input provision has come out as a concern by the participants during the training.

5. Annexes

- 5.1 Training materials (Power Points and case studies)
- 5.2 Pre-training capacity assessment tool
- 5.3 Post training assessment tool
- 5.4 Gender Transformative Approach (GTA) Implementation Action Plan

Acknowledgement: The authors acknowledge financial support provided by the CGIAR Initiative on Sustainable Animal Productivity for Likelihoods, Nutrition and Gender Inclusion (SAPLING) and Sustainable Intensification of Mixed Farming System (SI-MFS) which enabled this training.