Enhancing gender capacity in the CGIAR Research Program on Livestock

Report of a gender training workshop for partners in Ethiopia

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CGIAR is a global partnership that unites organizations engaged in research for a food-secure future. The CGIAR Research Program on Livestock provides research-based solutions to help smallholder farmers, pastoralists and agro-pastoralists transition to sustainable, resilient livelihoods and to productive enterprises that will help feed future generations. It aims to increase the productivity and profitability of livestock agri-food systems in sustainable ways, making meat, milk and eggs more available and affordable across the developing world. The program brings together five core partners: the International Livestock Research Institute (ILRI) with a mandate on livestock; the International Center for Tropical Agriculture (CIAT), which works on forages; the International Center for Research in the Dry Areas (ICARDA), which works on small ruminants and dryland systems; the Swedish University of Agricultural Sciences (SLU) with expertise particularly in animal health and genetics and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which connects research into development and innovation and scaling processes.

The program thanks all donors and organizations who globally supported its work through their contributions to the CGIAR system

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Background

The International Livestock Research Institute (ILRI), the International Center for Agricultural Research in the Dry Areas (ICARDA) and Transition International (TI) carried out a gender capacity development needs assessment involving six research and development partners of the CGIAR’s Research Program on Livestock and Fish in Ethiopia. The assessment found that the core gender capacities in these partners were very low. Accordingly, gender capacity development interventions were designed including standard tailor-made training materials and facilitation of gender capacity development training workshops to address these gaps.

ILRI and ICARDA gender teams facilitated sequential training workshops to strengthen the gender mainstreaming capacity of research and development among the six partners. The first round of the training was a workshop held 7-10 November 2016 at ILRI Addis Campus. By the end of the workshop, participants drew action plans to transfer the knowledge and skills acquired in their work places. The second round of the training occurred at ILRI Addis Campus on 23-27 October 2017 in which participants drafted action plans to develop organizational gender strategies and interventions in order to apply the new knowledge and skills acquired from the workshop.

Training materials were prepared in both English and Amharic (local language) and distributed in both hard and soft copy to help the trainees to follow and fully participate in the sessions. Moreover, the trainees will use these materials for future reference in the course of implementing the action plans developed in the workshops.

Purpose of the training

Strengthening the gender integration capacities of livestock value chain partners at an individual and organizational level was the main purpose of this training. By the end of the workshop, trainees were expected to be able to:

- Develop gender-responsive programs, strategies and interventions.
- Understand gender accommodative and transformative approaches and how to recognize the differences in practice.
- Identify what characterizes gender-responsive organizations.
- Plan and implement gender-responsive monitoring and documentation activities.
- Design action plans to apply the acquired knowledge and skills.

Profile and composition of participants:

A total of 26 (three female) participants attended the training from three research and three development partner institutions. These include Areka Agriculture Research Centre, Doyogena Woreda Office of Agriculture and Natural Resource Management, Yabello Dryland and Pastoral Agricultural Research Centre (YPDARC), Yabello Woreda Office of Pastoralist Development, Bako
Agricultural Research Centre and Horro Woreda Office of Agriculture and Natural Resources Management and Livestock Agency. Gender focal points at the South Agricultural Research Institute (SARI) and Oromia Agricultural Research Institute (OARI) also participated in the training.

Learning measurement and evaluation approach

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 questionnaire. The result helped to establish the baseline and measure the knowledge gained by participants at the end of the training. It has also helped facilitators identify which learning topics participants were most deficient in.

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

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

Introduction

At the start, participants introduced themselves. Following the introductions and with guidance from the facilitators, participants each listed their overall learning expectations from the training which helped them establish clear learning goals.

The facilitators also encouraged participants to keep learning logs, and reflect on their learning after each learning session.

The main learning expectations of participants were to:

- know how to design a gender strategy;
- learn how to sustain gender mainstreaming after projects phase out;
- gain gender monitoring and evaluation skills;
- develop ability to eliminate gender equality obstacles;
- understand gender responsive approaches;
- experience sharing with participants; general concept of gender mainstreaming;
- learn basic knowledge of gender responsive approaches and their indicators;
- learn how to identify gender issues
- identify a gender responsive program, mainstream gender strategies and increase gender responsiveness in staff.

Analysis of the participants’ expectations revealed that none of the participants listed ‘making organizations gender-responsive’ as a learning expectation, which could also indicate their inability to recognize it. More or less, the learning expectations of participants were in line with the content and scope of the training workshop.
Module 1– Gendered value chain analysis

A sequential training approach has been used to strengthen the gender capacity of the livestock program partners. At the completion of module 1 of the training program, participants drew actions plans to put the learning into action. A practice-oriented learning approach was designed to enable participants apply learning and identify new learning needs. The first module was covered on 7-10 November 2016.

In preparation for the second learning session, the organizers asked participants to reflect and report on their practical learning experiences, the challenges they faced and new learning needs. A checklist of points to be covered in their experience-sharing presentation was shared to guide participants in preparing their presentations.

At the start of the second round of the learning session, participants presented a review of the performance of their action plans, which were implemented after module 1 training. Only two of the institutions (the Areka Agriculture Research Centre and the Yabello Dryland and Pastoral Agricultural Research Centre) implemented the action plans and they shared their experience and results with participants.

Facilitators explained the importance of implementing the work plans following the training on module one since the exercise is part of the capacity development cycle.

Selection of the key gender issues

Following, presentation by the partner institutions (Areka and Yabello), participants were guided to identify the key gender issues that emerged during the implementation of their work plans, or from their day-to-day life experiences, using the gender equity tree.

Exercise: Gender equity tree

The purpose of this exercise was to elicit the key gender issues in livestock value chains and stimulate discussions on learned lessons 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 in the implementing of the planned activities after the first module.

The dairy value chain was selected by most of the participants for this exercise. Each participant wrote one gender issue/problem within the dairy value chain that was hindering women’s participation in the value chain.

The list of gender issues identified during the exercise is provided below: The gender issues were listed as the roots of the gender equity tree (see Picture 1). They included
• Lack of participation in income management (women)
• Women’s workload e.g. on feeding, cleaning
• Discriminatory culture and practices such as women’s role in milking
• Low livestock ownership and lack of women participation in dairy marketing
• Lack of start-up capital
• Lack access to appropriate technologies
• Lack of access to improved breeds
• Lack of access to credit

After listing the key gender issues, participants then came up with a vision that addresses the identified gender issues.

The list of suggested visions is provided below. The vision was placed as the trunk of the tree (see Picture 1).

• Improving gender issues in the dairy value chain
• Empowering women in dairy value chain
• Demonstrating milk churning technologies
• Promoting a gender balanced approach in the dairy value chain
• Encouraging gender sensitive dairy value chain activities
• Ensuring gender equity in the dairy value chain
• Balancing work division in the dairy value chain

After a plenary discussion, participants chose ‘ensuring gender equity in dairy value chain’ as the appropriate vision for the gender issues identified in dairy value chain. They then established the objectives based on the gender issues identified.

The list of objectives is provided below: They were the branches of the three (see Picture 1).

• To demonstrate efficient milk churning technologies
• To create awareness on dairy value chain
• To make visible division of labour in dairy
• To create awareness on dairy marketing
• To improve women’s access to credit
• To enhance women’s access to means of transportation
• To reduce women’s workload: introduce dairy processing technologies
• To encourage women’s participation in dairy income management
• To ensure gender sensitive technology transfer

After the objectives were set, they listed out activities for the specific objectives and these became the leaves of the tree.
By the end of the gender equity tree exercise, the facilitators asked participants to reflect on what they had learned from the exercise.

In summary participants highlighted the following lessons:

- A learning of the cause and effect relationships in the dairy value chain;
- Understanding the logical order of working from the problem to the vision, then the objective then to activities;
- They said using the approach was important in identifying and planning to solve critical issues in the dairy value chain;
- The approach was useful in identifying gender issues exhaustively and would help set the right course to addressing them (right vision and objectives);
- The specific objectives identified would play a key role in designing a gender responsive strategy
Module 2 - Gender strategy development

Facilitators explained that the second module focuses on the development of gender responsive approaches and how to embed these into gender mainstreaming strategies. The findings of the 2015 gender capacity assessment were presented to justify the need to develop the partners’ competence in this area.

Afterwards, facilitators made a presentation and carried out an interactive discussion on gender responsive approaches on a gender continuum i.e. exploitative, accommodating and transformative. Later, participants were asked to reflect on the approaches presented.

A summary of the participants’ reflection is provided below:

- The transformative approach seems to benefit some and disadvantage others.
- Affirmative action mostly fits into the accommodative approach, which does not challenge the existing cultural norms, unlike the transformative approach.
- The transformative approach is important as it is more sustaining and tackles the root cause of a problem.
- Sometimes, without knowing, you might introduce a technology without looking into the gender roles leading to exploitation of women.
- The accommodative approach works in the short-term and is not sustainable.

Exercise: Evaluating own organization based on gender mainstreaming approaches

This exercise helped participants assess their organizations’ gender mainstreaming approaches and position them on a gender continuum. Facilitators divided participants into groups based on the organization they came from. Groups were instructed to rationalize and place their organization on the gender continuum.

Accordingly, participants categorized their organizations under the four gender responsive approaches: gender blind, exploitative, accommodative and transformative (see Picture 2).
Case analysis

Following the exercise about the gender-response approaches, participants evaluated a case study to help assess the differences between the gender approaches and internalize them.

Case 1: Women do not climb trees: Beekeeping in Ethiopia

Participants read and discussed the case study ‘Women do not climb trees: Beekeeping in Ethiopia’. They worked in groups to identify key gender issues, actions, outcomes and gender opportunities from the case. Each group filled out a gender assessment matrix, noting the gender issues that the project implementers encountered at every level of the program cycle (Tool 2.6.1 of the guide). Participants also reflected on the approach used in the case study and where it falls along the continuum. Group responses were then shared in plenary.

A summary of the gender issues, opportunities and actions identified by participants (after reading the case study) is provided below:

Key gender issues within the community

- Perception that women cannot climb trees is a barrier to their participation in beekeeping (wrong perception of the society about women)
- Women cannot travel long distances
- Beekeeping is dangerous for women
- Women’s lack of business skills
- Lack of access to government services
- Women lack financial capital
• Low women’s participation in cooperatives
• Low women participation in the honey value chain

Actions taken by the organization

• Training
• Organizing women in groups / cooperatives
• Enhancing credit access by women
• Establishing demonstration sites for women
• Improved access to modern beehives
• Established training centres
• Improved access to market
• Adult education facilitated
• Amendment of by-laws
• Collection centres established and contracted purchase
• Access to market information enhanced

Outcomes

• Adult women’s roles have changed
• Women’s control over resources has improved
• Confidence of women to engage in beekeeping has increased
• Male dominance in beekeeping has lessened
• Women empowerment for decision-making achieved
• Women are better respected
• Market linkages have been established
• Women participation in beekeeping has increased
• Women’s participation in honey value chain has increased
• Women have become leaders of beekeeping groups

Opportunities for developing a gender-sensitive honey bee value chain within the community

• Existence of NGOs and bee colonies
• Beekeeping
• Demand for honey
• Increased demand for honey
• Existence of women self-help groups
• Room for free participation of women in cooperatives
• Existence of government services
• Access to modern beehives and bee colonies
• Community members’ interest to participate in bee keeping
• Improved beekeeping value chain
• Less cultural resistance to women’s control over income from honey
• Existence of credit services
• Bee keeping does not require much space
At the end of the first day, participants reflected on what they had learn from day one and encouraged to populate their learning logs.

Day two

Recap of the previous day: Facilitators asked participants to reflect on the previous day’s sessions and review what went well, what did not and what could be improved. Their feedback is summarized below.

What went well?

- Understanding equity and equality
- Experience sharing with team members
- Setting gender related issues
- Gender issue identification
- Practical ways of presentation
- Active participation and discussion on both sides

What did not go well?

- Lack of technique to identify gender issues
- Time management

What needs to improve?

- Time management
- Service problem (means of transportation)

Issues to clarify

- Gender responsive approach (with practical examples)
- Barrier to gender equity

After this feedback, facilitators clarified some of the issues raised by the participants.

Generalization of concepts and methodologies

The facilitators presented the basic concepts and methodologies in gender capacity development such as gender mainstreaming, affirmative action, women in development and gender budgeting.

The interactive session allowed participants to define ‘empowerment’, and they described as:

- Encouraging women to be economically self-sufficient and politically active.
- Having power over something.
A woman who is educated, generates income, educates her children, communicates with the husband, and manages her resources.

**Designing a gender mainstreaming strategy**

Facilitators made an interactive presentation on the meaning of gender mainstreaming, its history and importance and how to design a gender mainstreaming strategy for an organization or project.

The summary of the presentation was:

- A gender mainstreaming strategy is important for an organization because it points out where the organization is going in terms of gender equality;
- The strategy gives a sense of ownership and accountability for gender objectives and also systematizes gender work and vision;
- It is not the sole responsibility of the gender expert to implement the gender strategy rather each person in the organization should be involved in putting it into effect.

**Exercise: Designing a gender mainstreaming strategy**

Facilitators organized participants in small groups based on their organization and asked them to:

- Recall the gender issues developed so far
- Each participant was also requested to
  - Write down two gender equity objectives they would want their organization to achieve internally such as in its mission and internal policies.
  - Write down two gender equity objectives they would want their organization to achieve externally as with target groups, collaborations, interventions, research etc.
  - Share with team.
  - With others in a team, prioritize one internal and one external objective.
  - Afterwards populate the matrix 2.6.3 of the guide 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.
Module 3: Gender responsive organizations

Day three

The third day of the training began with participants reflecting on the previous day’s sessions in terms of key lessons, what went well, what did not, and what could be improved. The following is a summary of their feedback.

Key lessons learnt

- Basic concepts such as gender mainstreaming strategies, gender budgeting, issues of women empowerment, women in development etc.

What went well?

- Good exercises and presentations, participatory discussions, clear explanations.

What to improve?

- Time management
- Include an energizer

Issues to clarify?

- Designing gender mainstreaming strategy
- How to do gender budgeting
- How can we integrate knowledge for men and women in programs

These issues were clarified in a participatory manner by soliciting input from participants.

Introduction to module 3

Facilitators made a presentation on the objective of the module and its focus. They further presented learning questions. The presentation also defined gender responsive organizations and they relate back to gender mainstreaming strategies discussed on day 2.

This part of the training sought to increase participants’ knowledge of gender responsive organizations and to help them understand the gender dynamics in their own organizations and design actions towards making their organizations more gender responsive.

Kick start exercise: The thumbs up game

This exercise sought to promote self-reflection amongst participants about beliefs, behaviour and attitudes related to gender stereotypes. The facilitators provided two cards (red and green), and asked participants to sit in circles. This activity was adapted, on request of the participants by using cards instead of thumbs.
The facilitator reads out statements and participants.

- Put up the green card in the place of thumbs up (when they agree with a statement)
- Put up a red card in the place of thumbs down, when they disagreed with a statement.
- Did not not raise any card, in place of horizontal thumbs sign, if their views were neutral about a statement.

The results of the participants feedback from the exercise are given in Table 1.

Table 1: Results of ‘thumbs up game’ group exercise

<table>
<thead>
<tr>
<th>Statement</th>
<th>Up (green)</th>
<th>Down (red)</th>
<th>Silent/neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men should be breadwinners</td>
<td>5</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>The pressure on men to always be breadwinners is hard to live with</td>
<td>16</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Men are not as good as women in caring for children</td>
<td>20</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Women are not as good as men in technical jobs i.e. driving</td>
<td>1</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Women are better managers than men</td>
<td>8</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Women are better in managing conflict than men</td>
<td>2</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td>It is too difficult to find capable women who can take up leadership position</td>
<td>3</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>A man can never work under a female boss</td>
<td>0</td>
<td>23</td>
<td>2</td>
</tr>
</tbody>
</table>

This game demonstrated that perceptions influence behaviour and the processes within organizations. A short discussion on gender norms and stereotypes followed, and participants reviewed how these influences relations at work and the position of women and men in organizations.

**Exercise: Case analysis**

To further enhance comprehension of gender at workplace, participants, working in groups, were given a case from the International Wheat and Maize Improvement Center (CIMMYT) to read and answer the following questions. (See annex 5)

1. What was the situation at the starting point?
2. What kind of actions were taken and what was the result?
3. What were some of the obstacles and how were they dealt with?
4. What did you find most interesting? Learning point? Why?
5. Is the organization gender responsive now and why?
6. In your opinion what else should be done?

The following is a summary of participants’ responses from the case analysis:

**Situation**

- Lack of gender equity in staff composition, and low number of women staff
- Top down approach in decision-making
- Low women representation in leadership and management
- Gender equality is not a priority for the leadership
- Women representation in technical/professional jobs is so low
- Minimal women empowerment efforts
- The ideal CIMMYT worker mental model increases women’s workload back at home

**Actions**

- Strengthening communication between management and staff
- Sharing of roles between male and female staff
- Explicit commitment of the donor to gender issues
- 360-degree performance appraisal
- Developing new ways of understanding gender equity and norms
- Giving opportunities to employees to give inputs to managers
- Interrupting the norms by forming external action research teams
- Attention given to the technical and supporting staff

**Results**

- Communication between the staff and management improved
- Changed work behaviour and practice
- Changed behaviours of top managers on women e.g. now women are in the leadership positions
- Reporting improved
- Work environment and gender neutrality of the recruitment system improved
- Gender equality improved i.e. in terms of leadership and staffing
- Improved gender balance
- Improved transparency in terms of communication and decisions-making processes
- Reduced managerial bias

**Obstacles**

- Time shortage to implement the action
- Financial limitation
- Low number of women staff within the organization
Learning

- The mental models are interesting – how they assessed and developed the actions to change the mental models
- The dedication or commitment of the deputy director

At the end, participants agreed that CIMMYT is a gender responsive organization since there is gender equity within the organization, but with some pending issues to be resolved.

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. Participants learned to differentiate between ‘vision’ and ‘mission’, and also shared the gender vision and mission of their respective organizations.

Afterwards, facilitators presented and discussed what a strategizing vision journey for gender responsiveness is all about and steps to be included.

The summary of participants’ reflection on the logic of simple vision journey vs the gender equity tree is provided as follows:

- The ‘simple’ vision journey begins by stating the vision while the gender equity tree begins from a current situation analysis.
- The ‘simple’ vision journey has additional points i.e. challenges and opportunities but the gender equity tree does not.

Exercise: Gender responsive organization

The purpose of this exercise was to help the participants analyse the gender responsiveness of their organizations. Participants were organized into groups based on their organizations, and asked to respond to preset questions and evaluate their organizations. This was the starting point for developing a draft gender strategy for each organization.

Questions

1. How gender responsive is my organization?
2. What are some current strengths and weakness?
3. How should my organization look like to be gender responsive? What are some possible outcomes?
4. What kind of actions need to be taken?
5. What opportunities are there that can be leveraged?
6. What possible challenges need to be addressed?
Table 2: Participants’ responses on gender responsiveness in their organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Response</th>
</tr>
</thead>
</table>
| Southern Agricultural Research Institute/Areka Agricultural Research Centre | **Vision:** To have a gender responsive research system  
**Current situation:** Low levels of women participation at the professional and leadership level  
**Opportunities:** Existence of gender focal points at regional level, affirmative action; gender supportive policies and regulations  
**Challenges:** Attitude, budget and lack of gender responsive strategic planning  
**Targets:** Researchers and technical assistants, supportive staff  
**Actions:** Secondary data collection, review and analysis, baseline assessment, training, capacity development and panel discussions  
**Reflection**  
- The vision part seems very broad as it is talking about the whole system  
- They should implement it at Areka as part of SARI and not in all the six centres of SAR. Areka to serve as an example/model.  
- The situation and the vision do not seem to connect well.  
- Your vision is not fulfilling the basic component of establishing SMART visions such as time bound, specific, and smart and so on.  
- The action points and situational analysis do not connect well. |
| Doyogena Bureau of Agriculture and Natural Resource Management | **Vision:** Increasing the number of women leaders and staff members by 30% in 2019  
**Current situation:** Low number of women in leadership and management positions; lack of gender facilities  
**Activities:** increase the number of female staff, affirmative action, capacity development for staff  
**Challenges and opportunities:** Insufficient budget, low focus on female staff, workload of female staff, government policies, support of NGOs training |
| **Yabello Pastoral Development Office** | **Vision:** 50% of the female staff to join the leadership by 2020  
**Current situation:** No female staff in leadership  
**Opportunities:** Educated staff members, government policies  
**Challenges:** Finance, lack of gender expert, time  
**Target:** All staff members  
**Action:** Training on attitudinal change  
**Reflection**  
- Training only cannot be the solution, and the vision seems too ambitious as it is to be achieved within a very short period of time  
- To shape up the vision we can remove the percentage (50%)  
- Lack of gender expert as a challenge should not be listed as challenge because of skills gained from this current training by ILRI and ICARDA |
| **Yabello Pastoralist and Dryland Agricultural Research Centre (PDARC)** | **Vision:** To be a model gender equitable research centre  
**Current situation:** Budget constraints, workload, ethnic conflicts, cultural barriers and perception of top leaders  
**Opportunities:** Existence of institutional policy to include at least 30% female in research activities, demand for gender disaggregated data and government strategy to consider gender in the research system  
**Targets:** Research strategy, community and top-level management  
**Actions:** Training, developing gender sensitive projects, implementation of gender analysis tools, encouraging women to participate in research activities, empowering female researchers and establishing gender committee at the research centre level. |
### Bako Agricultural Research Centre / Oromia Agricultural Research Institute

**Vision:** Need to achieve gender equity in five years

**Current situation:** Organization is gender responsive i.e. there is fair staff composition at lower level. However, there is no female scientists taking part in leadership, better attitude towards gender balance.

**Opportunities:** No discrimination while hiring, presence of a gender focal person

**Challenges:** Lack of gender strategy and low attention to the focal person; lack of competent women for the leadership position

**Action:** Capacity development: training and experience sharing

**Targets:** Targeting women staff members

**Reflection**
- Some of the points that are raised as challenges are not but rather are effects of some other challenges
- A thorough situation analysis should be carried out
- Question: How has the organization been functioning without a gender strategy? Answer: Though there is no gender strategy there is an existing understanding emanating from the gender awareness activities carried out on different occasions. Currently the centre has a gender focal person, and the approach used is neither transformative neither exploitative.
- Question: On what is your vision based? Answer: It is based on the weaknesses that we have identified
- Question: There are no female scientists at the centre, and how come you can say that there is fair staff
Composition? Answer: Fair staff composition exists at the lower level.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Vision:</th>
<th>Current situation:</th>
<th>Challenge:</th>
<th>Opportunities:</th>
<th>Action:</th>
<th>Target:</th>
<th>Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horro Bureau of Agriculture and Livestock Development Agency</td>
<td>Attitude change within a year</td>
<td>Lack of awareness and low attention to gender</td>
<td>Attitude of staff, finance, lack of materials on gender issues</td>
<td>Availability of human resources at the centre level</td>
<td>Training, experiential sharing, discussion</td>
<td>All staff members</td>
<td>You have all the components that are needed to analyse the level of gender responsiveness of your organization. They are more concerned about the social aspects which is basic. But the current situation does not thoroughly look into the gender issues for example the number of women in your office is not included in the current situation analysis. One year for the vision is too short for e.g. in one year you cannot see the result of training and does not seem feasible to make the anticipated changes.</td>
</tr>
</tbody>
</table>

Each organization presented the results, which were critiqued by the rest or the participants, with input from the trainers (as indicated in Table 2).
Day four

Facilitators started the day’s training by supporting participants to reflect on their overall learnings. Participants were asked to think of what they have learnt for a minute, and complete the sentence:

They summarized the key learnings they had gained as

- Making our organization gender responsive.
- Gender awareness and approaches such as exploitative, accommodative and transformative.
- Developing a gender mainstreaming strategy
- Drawing a gender equity tree to understand gender issues
- The importance of a gender equity tree to make our organization gender responsive
- The need for culture and behaviour change
- How to empower women
- The need for current situation analysis before devising actions, objectives and vision
- Developing a transformative action such as identifying barriers to gender equality
- How to align our situation with actions, vision and objectives
- Lessening women’s workload, expanding women friendly technologies etc
- When looking into gender issues it is important to look into both men and women in the organization
- The importance of gender balance in research; men should not be the only breadwinners

Exercise: Applying the gender at work analytical framework

This exercise was a continuation of module 3. The objective of the exercise was to expose the 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.
Figure 2: Participants responses to the gender at work analytical framework

- Wrong perception
- The leadership does not consider gender equity and prioritize
- Gender equity in leadership overlooked
- No female in management position
- Low number of women staff members
- No women in the management and leadership position
- Low women representation in professional / technical positions
- The ideal CYMMIT worker model - lack of work-family adjustments
- Top-down decision making
- Believe in individual achievement
- Leadership resistance
- Accountability mechanisms that hold the organization accountable to women staff not in place

The summary of reflections on the exercise was as follows:

- Module 1 is also helpful to understand this framework. This framework helps to systematically organize/prioritize the gender issues that we have collected through the tools we will use.
- 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.
- Quadrant 2/Individual – Formal/ and quadrant 4 /Informal- Systemic/ has so many issues in this specific example. If it were in our organization, we would emphasize on these issues in those specific quadrants.
- The quadrants show the areas to emphasize. When we intervene in one quadrant then it 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.
Module 4: Gendered monitoring and evaluation

Monitoring and documentation
Facilitators made an interactive presentation and discussion on why monitoring and documentation need to incorporate gender issues. This session built on what was discussed on the second day of the training. The presentations covered the following aspects:

- Definition of scope of gender responsive monitoring
- Developing gender responsive indicators

Video screening: Addressing gender inequalities in the dairy value chain
Participants watched a video of a case study from Kenya and shared their observations and reflections which are summarized below.

Situation before

- Women were overloaded with household chores such as fetching water, collecting firewood, cooking, milking cows, child care, washing clothes and other household chores etc
- At the beginning, women did not benefit from the milk income and only men collected the money
- There is a perception that women become arrogant if they control the household income
- Men decided about investment and no joint decision-making occurred at the household level
- There are issues/disagreements between husband and wife in the household since she does not know what he does with the money and she has no money to feed the family.
- Cheating/hawking of milk in the informal market was common
- Women are entitled to depend on the husband
- Men were the only dairy cooperative members
- Milk volume/supply decreased
- Shortage of feeds for animals
- All domestic activities were left for women

Action

- Problems discussed by cooperative leaders
- Call for a general meeting involving men and women
- Women expressed their concerns
- Rescheduling of technical committee meetings so that women can attend
- Agreed to register women as cooperative members
• Agreed on mechanisms to share income
• Organized training such as in business skill development
• Dissemination of information from the meetings

Result

• Women became members of dairy cooperatives
• Perception of men changed, and men started sharing the role of women
• Wives and husbands started sharing the dairy income
• Disagreement among family members reduced
• Discussions within the family improved
• Children got pocket money
• Milk sharing model was put in place
• Men and women start sharing costs
• Awareness about business skills was raised, and the supply of milk increased

This video was also used to brainstorm on the possible gender responsive indicators.

Gender strategy presentation

Participants were asked to present the draft gender strategy that they had designed for each of the participating organizations. Two partners were allowed to present gender strategies from two organizations so that others would learn from them.

1. Yabello Pastoral and Dryland Agriculture Research Center (see presentation)
Presented the proposed/draft internal and external level gender strategy for their organization. A summary of plenary feedback on their presentation is highlighted below.

• Objective 1 (Improving leadership position of female staff) is general and is not smart. It should be rephrased as ‘to create staff awareness on gender’.
• The outcome indicators are focused on increasing the number of women therefore Objective 1 should be rephrased as ‘increasing the number of female staffs in leadership position’.
• Affirmative action cannot be implemented at the research centre level as it does not have the mandate to recruit researchers.
• Gender mainstreaming activities should be refined further.
• Objective 2 (To empower women in technology demonstration) is not clear on what it is trying to achieve.
• The activities require a longer period of time and also should be time bound
• Refine the actions, output indicators, and indicate the responsible persons.
2. **SARI-Areka Research Center (see presentation)**

Presented both internal and external level gender strategy for their organization. Plenary feedback on the presentation included the following highlights:

- Training of staff alone is not enough. Specify the kind of training.
- It is not possible for the centre to independently make changes in the entire system

**Day five**

**Sex-disaggregated data collection**

Facilitators made a presentation on the definition and the difficulties in collecting sex-disaggregated data.

Participants’ reflections on sex-disaggregated data collection and its challenges were:

- It is a monitoring and evaluation tool to use to measure whether or not a project has an impact.
- There was a heavier workload on women but with time men have started sharing roles.
- I saw the different roles that men and women are playing in agriculture.
- When women are empowered they can be in control of the resources including income.
- When there is equality in agriculture, the income of the household increases.

**Gender responsive monitoring**

Participants were introduced to the **Women Empowerment in Agriculture Index (WEAI)**. This tool was new to all the participants. A video was screened and participants discussed the possibilities of using the WEAI tool in monitoring project impact.

**Developing learning questions and action plans**

Participants formulated their own learning questions and action plan to practice all the learnings of the modules 2, 3 and 4. Since all the organizations had started on their gender strategies, common dates and actions where set as indicated in the table below.
Table 3: Partner organization’s gender strategy action plans

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time frame</th>
<th>Expected output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing the draft gender</td>
<td>Up to 15 November 2017</td>
<td>Approved gender strategy by respective heads of organizations</td>
</tr>
<tr>
<td>strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementing the strategy</td>
<td>May 2018</td>
<td>Activities implemented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data gathered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Result documented</td>
</tr>
<tr>
<td>Reporting</td>
<td>30 June of 2018</td>
<td>Final report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One success story</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gender strategy document</td>
</tr>
</tbody>
</table>

The checklists and format for documentation and reporting of action plan implementation were also distributed and discussed. Going forward, each organization will be developing a specific gender strategy at the centre level by 30 June 2018.

**Closing, evaluation and participant feedback**

On the last day of the workshop, facilitators walked participants through the whole learning process and reviewed the training outputs posted on the walls of the training room.

Participants then completed post-training and reaction evaluation forms.

**Figure 3: Post-training self-assessment**
Before the training, 30%, 52%, 13% and 5% of the participants rated their overall level of knowledge and skills as ‘low’, ‘sufficient’, ‘high’ and ‘very high’, respectively. After the training, 35%, 57% and 9% of the participants rated their overall level of knowledge and skills as ‘sufficient’, ‘high’ and ‘very high’, respectively.

Figure 4: Reaction evaluation
Overall, 82% of the participants indicated that they had ‘high’ or ‘very high’ satisfaction levels with the training process. About 87% of the participants expressed that they have confidence to apply the learning in their work places. Participants also indicated that the learning materials were helpful in continuing the learning process and for sharing with others.

**Overall feedback on the training**

Using the ‘voting with feet’ technique, the participants provided an overall feedback on the scale of 1– not satisfied, 2–somewhat satisfied, and 3–very satisfied. The majority of the participants were ‘very satisfied’ and two where ‘somewhat satisfied’. Specific responses included:

- The training was very interesting and participatory
- The topic addressed important and practical issues
- There is a need to improve time management
- There was insufficient time to exhaustively cover some of the topics

Besides this evaluation, at the end of each day, a quick check-in was done using a ‘moodmeter’, indicating the sad, happy and neutral faces to gauge participants views of the training.

Finally, a common workplan was developed for completion the draft gender mainstreaming strategy, implementation of action plans and reporting on the action plans.

**Reflection on the gender capacity development guide.**

Adaption of the guide

1. The gender issues were elicited immediately after presentation of field experiences. This provided a smooth transition from module 1 to 2.
2. In module 3, the mind map exercise was skipped
3. In module 4, a video was used to simulate the discussion around gender approaches and indicators to monitor impact of the approach
4. The gender at the workplace framework was only applied to the CIMMYT case due to time constraints and the discussion was done collectively.
5. Under module 4, presentation of organizations’ strategies was done at the end of day 4, instead of before the introductory session. We started with recaps of modules 2 and 3, then introduced module 4.
6. At the end of each day, a moodmeter (smiley faces) was used to gauge the participants’ satisfaction with the training

Areas to improve

1. Adding more examples and visuals e.g. examples of gender budgeting, accommodating and transformative approaches
2. Module 3 and 2 can be executed together
3. Need more instructions on how to use the mind map
4. Develop the section on the Women’s Empowerment Index further. It’s too shallow.
### Annex 1: Training program

#### Day 1

**Reflection of module 1, module 2: Strategy development**

<table>
<thead>
<tr>
<th>Day 1 Activity</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Opening and introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Opening</td>
<td>Official opening</td>
</tr>
<tr>
<td>Introduction to the workshop</td>
<td>Self-introduction and presentation of workshop content; Presentation of workshop learning tools; and</td>
</tr>
<tr>
<td><strong>2. Feedback and selection of key gender issues</strong></td>
<td></td>
</tr>
<tr>
<td>Group’s presentations:</td>
<td>Each organization or team presents key gender issues collected &amp; analyzed (from module 1).</td>
</tr>
<tr>
<td>Reflection</td>
<td>Feedback / recap of module 1 based on presentations. Short discussion on learned lessons, methods and tools</td>
</tr>
<tr>
<td>Introduction to module 2</td>
<td>Quick presentation of the objectives and learning questions of this module 2</td>
</tr>
<tr>
<td></td>
<td>Coffee/snacks</td>
</tr>
<tr>
<td><strong>3. Gender responsive approaches: definitions and examples</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation and discussion</td>
<td>Definitions and differences between gender strategies and approaches</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>Story telling/reading</td>
<td>Practical exercise: Story telling / reading- Example of gender responsive approaches</td>
</tr>
<tr>
<td></td>
<td>Coffee/snacks</td>
</tr>
</tbody>
</table>

#### Day 2

**4. Assessing an existing gender mainstreaming strategy**

<table>
<thead>
<tr>
<th>Day 2 Activity</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up - recap</td>
<td>Recap of the previous day: what has been learnt?</td>
</tr>
<tr>
<td>Generalization of concepts</td>
<td>Presentation and Q&amp;A on the definition of gender mainstreaming, its history, main critiques and discussions</td>
</tr>
<tr>
<td>Presentation of a real case</td>
<td>One of the participants present how their organization deals with gender mainstreaming in practice. Or use of one of the examples read at the end of the last session.</td>
</tr>
<tr>
<td>Group work</td>
<td>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</td>
</tr>
<tr>
<td>Presentation of assessment matrices and peer feedback</td>
<td>Presentation of assessment matrixes and peer feedback</td>
</tr>
<tr>
<td></td>
<td>Coffee/snacks</td>
</tr>
</tbody>
</table>

**5. Developing a gender equity vision**

<table>
<thead>
<tr>
<th>Day 2 Activity</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
<td>Development of a Gender Equity Tree by each group</td>
</tr>
<tr>
<td>Presentations and peer feedback</td>
<td>Each group presents its Gender Equity Tree and the rest give feedback</td>
</tr>
</tbody>
</table>

**6. Designing a gender mainstreaming strategy**

<table>
<thead>
<tr>
<th>Day 2 Activity</th>
<th>Day 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentation</td>
<td>Drafting your own gender mainstreaming strategy</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>Experimentation</td>
<td>Drafting your own gender mainstreaming strategy</td>
</tr>
<tr>
<td></td>
<td>Coffee/snacks</td>
</tr>
<tr>
<td>Plenary session</td>
<td>Participants will share Q&amp;A on the tools and development of their own GM strategy</td>
</tr>
<tr>
<td></td>
<td>Reflection and End of day 2</td>
</tr>
</tbody>
</table>

#### Day 3

**Gendered module 3: Gender responsive organizations**

<table>
<thead>
<tr>
<th>Day 3 Activity</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Warm up</strong></td>
<td></td>
</tr>
<tr>
<td>Warm up - recap</td>
<td></td>
</tr>
<tr>
<td>Introduction to this module</td>
<td>Quick presentation of the objectives and learning questions of this module, content, outcomes of the CA on gender at the workplace and questions</td>
</tr>
<tr>
<td>Reflection and generalization</td>
<td>Reflection on the presentations through discussion</td>
</tr>
<tr>
<td>Coffee/snacks</td>
<td></td>
</tr>
</tbody>
</table>

2. What is a gender responsive organization?

| Practical exercise | Experience-Reading an example of a gender responsive organization (Participants pack). Participants to write down answers to the questions. |
| Reflection and generalization | Group discussion on what a gender responsive organization looks like and presentation of elements of a gender responsive (or sensitive) organization |

3. Strategizing

| Practical exercise | Organizations work by themselves and develop action points |
| Lunch |
| Plenary | Presentation of gender strategies |

Day 3

4. Feedback from earlier modules

| Reflection | Recap of module 2 and 3 - short discussion on learned lessons |

5. Obstacles that can be encountered and solutions

| Presentation | Present the Gender at Work analytical framework |
| Practical exercise | Participants apply the gender and work analytical framework with on the CIMMYT case. |
| Coffee/snacks |

Gendered module 4: Monitoring and documentation

1. Introduction to this module

| Introduction to the module | Quick presentation of the objectives and learning questions of this module, content, outcomes of the CA on monitoring and documentation and questions |

2. Definition and scope of gender responsive monitoring

| Generalization of concepts and methodologies | Introduction to gender responsive monitoring |

3. Developing gender responsive indicators

| Generalization of concepts and methodologies | Gender responsive indicators: definition and examples |
| LUNCH |
| Practical exercise 1 | Developing indicators for a few key gender issues (group) or for own project. Possibly select or adapt indicators from the participants pack |
| Video | [https://www.youtube.com/watch?v=qchs4ucb_08](https://www.youtube.com/watch?v=qchs4ucb_08) |
| Reflection | Gender responsive indicators: some tips and more information |

Day 5

| Recap | Recap |

4. The collection and use of sex-disaggregated data in monitoring and gender analysis

| 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 scientist can give feedback to others. |

5. Practicum gender responsive monitoring

<p>| Practical exercise | <a href="https://feedthefuture.gov/video/womens-empowerment-agriculture-index">https://feedthefuture.gov/video/womens-empowerment-agriculture-index</a> |
| and or video women in diary value chain |</p>
<table>
<thead>
<tr>
<th>Reflection</th>
<th>Discussion about the WEAI and its application in the different organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coffee/snacks</td>
</tr>
</tbody>
</table>

**7. Develop learning questions and work plans**

| Experimentation | Participants will formulate their own learning questions and plan to practice all learnings of the module 2, 3, and 4 |

**8. Evaluating workshop**

<table>
<thead>
<tr>
<th>9. Evaluation of the workshop</th>
<th>Evaluation of the workshop (post evaluation), reaction evaluation, and recommendations for future interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Closing of workshop and award certificates</td>
</tr>
</tbody>
</table>
Annex 2: List of participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Zekaria Bassa</td>
<td>SARI- Areka</td>
<td>M</td>
</tr>
<tr>
<td>2. Tsegaye Bekele</td>
<td>SARI- Areka</td>
<td>M</td>
</tr>
<tr>
<td>3. Alemayehu Bashe</td>
<td>SARI- Areka</td>
<td>M</td>
</tr>
<tr>
<td>4. Berekrt Tuffo</td>
<td>SARI- Areka</td>
<td>M</td>
</tr>
<tr>
<td>5. Addis Shiferaw</td>
<td>YPDARC</td>
<td>F</td>
</tr>
<tr>
<td>6. Ahimed Mohammed</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>7. Yonas Assefa</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>8. Abdia Dawe</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>9. Tegene Ayele</td>
<td>SARI</td>
<td>M</td>
</tr>
<tr>
<td>10. Sediya Abdulqadir</td>
<td>YPDARC</td>
<td>F</td>
</tr>
<tr>
<td>11. Namomsa Firdisa</td>
<td>Horo Bureau of Agriculture / Livestock Agency</td>
<td>M</td>
</tr>
<tr>
<td>12. Melkitu Keba</td>
<td>Horo Bureau of Agriculture / Livestock Agency</td>
<td>F</td>
</tr>
<tr>
<td>13. Wakuma Adamu</td>
<td>Horo Bureau of Agriculture / Livestock Agency</td>
<td>M</td>
</tr>
<tr>
<td>14. Diriba Mengistu</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>15. Dr. Belay Elias</td>
<td>Doyo Gena Bureau of Agriculture and Natural Resource Management</td>
<td>M</td>
</tr>
<tr>
<td>16. Amsale Bubamo</td>
<td>Doyo Gena Bureau of Agriculture and Natural Resource Management</td>
<td>M</td>
</tr>
<tr>
<td>17. Tarekegn Maheos</td>
<td>Doyo Gena Bureau of Agriculture and Natural Resource Management</td>
<td>M</td>
</tr>
<tr>
<td>18. Tekalign Dubago</td>
<td>Doyo Gena Bureau of Agriculture and Natural Resource Management</td>
<td>M</td>
</tr>
<tr>
<td>19. Garoma Ararso</td>
<td>Horo Bureau of Agriculture / Livestock Agency</td>
<td>M</td>
</tr>
<tr>
<td>20. Tilahun Geneti</td>
<td>OARI – Researcher</td>
<td>M</td>
</tr>
<tr>
<td>21. Wano Ermias</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>22. Temesgen Janbera</td>
<td>Bako Agriculture Research Center</td>
<td>M</td>
</tr>
<tr>
<td>23. Effa Wokejer</td>
<td>Bako Agriculture Research Center</td>
<td>M</td>
</tr>
<tr>
<td>24. Tesfaye Tadesse</td>
<td>Bako Agriculture Research Center</td>
<td>M</td>
</tr>
<tr>
<td>25. Kare Durio</td>
<td>YPDARC</td>
<td>M</td>
</tr>
<tr>
<td>26. Garoma Ararso</td>
<td>Horo Bureau of Agriculture / Livestock Agency</td>
<td>M</td>
</tr>
</tbody>
</table>
Annex 3: Training evaluation data collection tools

Gender Capacity Development of Research and Development Partners, Info-Center, October 23-27, 2017

Pre/post-workshop evaluation

Gender/sex: 1. Female 2. Male

Type of participant: 1. Researcher 2. Development/extension 3) Other

Please evaluate your level of knowledge and skills in the training content (1 = Low, 2 = Sufficient, 3 = High, 4 = Very High).

<table>
<thead>
<tr>
<th>Training content</th>
<th>Level of knowledge, skills and attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Low</td>
</tr>
<tr>
<td><strong>Gender Strategy development</strong></td>
<td></td>
</tr>
<tr>
<td>Gender mainstreaming concepts</td>
<td></td>
</tr>
<tr>
<td>Gender responsive approaches</td>
<td></td>
</tr>
<tr>
<td>Gender-blind versus gender-aware approaches</td>
<td></td>
</tr>
<tr>
<td>Gender exploitative approach</td>
<td></td>
</tr>
<tr>
<td>Gender-accommodating versus gender-transformative</td>
<td></td>
</tr>
<tr>
<td>Assessing gender mainstreaming in programs</td>
<td></td>
</tr>
<tr>
<td>Developing a gender mainstreaming strategy</td>
<td></td>
</tr>
<tr>
<td><strong>Gender responsive organizations</strong></td>
<td></td>
</tr>
<tr>
<td>What a gender responsive organization looks like</td>
<td></td>
</tr>
<tr>
<td>How to assess the gender responsiveness of an organization</td>
<td></td>
</tr>
<tr>
<td>How to make an organization gender responsive</td>
<td></td>
</tr>
<tr>
<td>Orgnaizational culture and its impact on gender and organization’s functioning</td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring and documentation</strong></td>
<td></td>
</tr>
<tr>
<td>Why we should conduct gender responsive monitoring</td>
<td></td>
</tr>
<tr>
<td>Differences between monitoring and evaluation</td>
<td></td>
</tr>
<tr>
<td>The design of a gender responsive monitoring system</td>
<td></td>
</tr>
<tr>
<td>Gender responsive research and documenting approaches</td>
<td></td>
</tr>
<tr>
<td>Gender responsive communication</td>
<td></td>
</tr>
<tr>
<td>Developing gender specific indicators</td>
<td></td>
</tr>
<tr>
<td>The collection and use of sex-disaggregated data</td>
<td></td>
</tr>
<tr>
<td>Tools to monitor projects’ impacts on women</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Overall, how would you rate your level of knowledge and skills before the training?</td>
<td></td>
</tr>
</tbody>
</table>
Gender Capacity Development of Research and Development Partners, Info-Centre, October 23-27, 2017

---

**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).

<table>
<thead>
<tr>
<th>Training elements</th>
<th>Rating scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Dissatisfied</td>
</tr>
<tr>
<td><strong>Training objectives</strong></td>
<td></td>
</tr>
<tr>
<td>The training objectives were relevant, realistic and clearly defined.</td>
<td></td>
</tr>
<tr>
<td><strong>Training content</strong></td>
<td></td>
</tr>
<tr>
<td>The training content was relevant, adequate, well organized and easy to follow.</td>
<td></td>
</tr>
<tr>
<td>The training event was flexible to accommodate the learning needs/expectations of participants.</td>
<td></td>
</tr>
<tr>
<td><strong>Training process and methods</strong></td>
<td></td>
</tr>
<tr>
<td>The training process and methods helped me better understand the training content.</td>
<td></td>
</tr>
<tr>
<td>The balance between presentations and practical sessions was good.</td>
<td></td>
</tr>
<tr>
<td>Training facilitators provided helpful comments, feedback and examples.</td>
<td></td>
</tr>
<tr>
<td><strong>Training materials</strong></td>
<td></td>
</tr>
<tr>
<td>Training materials were relevant, well-organized, adequate and easy to read.</td>
<td></td>
</tr>
<tr>
<td>I will refer to the training materials at my work.</td>
<td></td>
</tr>
<tr>
<td><strong>Training time and duration</strong></td>
<td></td>
</tr>
<tr>
<td>The timing of the training was appropriate.</td>
<td></td>
</tr>
<tr>
<td>Adequate time was allotted for practical sessions and discussion.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning satisfaction and intention to apply learning</strong></td>
<td></td>
</tr>
<tr>
<td>I have gained adequate knowledge and skills from the training program.</td>
<td></td>
</tr>
<tr>
<td>I can apply the knowledge and skills gained in my work context.</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Overall, how satisfied are you with the training course?</td>
<td></td>
</tr>
</tbody>
</table>
Annex 4: Training materials

- Module – 2 Gender development strategy ([download](#))
- Module – 3 Gender responsive organizations ([download](#))
- Module – 4 Gender monitoring and documentation ([download](#))
Annex 5: Case study: “Women don’t climb trees”: Beekeeping in Ethiopia

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, less than 1% of honey-cooperative members were women. But beekeeping holds promise for women, because 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 – creating space for women

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 facilitated 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.

The forum agreed on a programme that addresses constraints of involving women at various stages in the value chain. They did the following:

- Training and extension services provided to women
- Introduction and provision of improved hives on credit
- Organized self-help groups for women beekeepers and strengthened them through capacity development
- Collection centres were set up in convenient places to make it easier for the women to deliver their honey and access information on prices and quality.
- Organized contract purchases - Ambrosia honey processors buys raw honey from the cooperatives under contract.
• Set new bylaws. The cooperatives and the Zembaba union 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.

A hive of activity

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.

Annex 6: The training process in pictures

Partial view of participants

Wole Kinati responds to questions from participants

Annet Mulema leading a session at a livestock value chain development partners’ workshop

Group assignment presentation

Mamusha Woldegiorgis briefing participants

Participants working in groups