



Report of the 'integrating gender into agricultural programs' workshop, Addis Ababa, 18-20 August 2014



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The Africa Research In Sustainable Intensification for the Next Generation (Africa RISING) program comprises three research-for-development projects supported by the United States Agency for International Development as part of the U.S. government's Feed the Future initiative.

Through action research and development partnerships, Africa RISING will create opportunities for smallholder farm households to move out of hunger and poverty through sustainably intensified farming systems that improve food, nutrition, and income security, particularly for women and children, and conserve or enhance the natural resource base.

The three regional projects are led by the International Institute of Tropical Agriculture (in West Africa and East and Southern Africa) and the International Livestock Research Institute (in the Ethiopian Highlands). The International Food Policy Research Institute leads the program's monitoring, evaluation and impact assessment. <http://africa-rising.net/>



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Cover photograph by Apollo Habtamu (ILRI)

Contents

Purpose and background of the workshop	2
Sessions - Overview and outcomes	3
Outcomes, recommendations and next steps	6
Follow-up plans	8
Annex 1: Agenda.....	9
Annex 2: Participants.....	10
Annex 3: Pre- and post-workshop assessment results.....	12
Annex 4: Pre-workshop evaluation questionnaire	13
Annex 5: Post-workshop evaluation questionnaire	14

Purpose and background of the workshop

The workshop was proposed by the Africa Research in Sustainable Intensification for the Next Generation (Africa RISING) project and CG's livestock and fish program, in response to a perceived need to strengthen the capacity of local partners and staff (including agricultural scientists, development practitioners and development agents/extensionists) to integrate gender in the agricultural interventions in the Ethiopian Highlands. The main aim of the projects is to improve food, nutrition, and income security, particularly for women and children, and conserve or enhance the natural resource base for small-holder crop-livestock farmers. Gender mainstreaming is an integral component of the project and requires trained partners who are able to collect, analyse and interpret sex/gender-disaggregated data and understand the local cultural values and sensitivity of the topic.

A team of facilitators was assembled from ILRI, IWMI and University of Florida, using workshop materials previously tested in countries in Africa, Asia and Latin America, and developed under the USAID funded Modernizing Extension and Advisory Services (MEAS) program. A pre-workshop meeting was held to discuss the structure of the workshop, the activities involved, logistics and assignment of roles. The workshop took place at the International Livestock Research Institute, Addis Ababa, Ethiopia.

The objectives of the workshop were to introduce workshop participants to:

- Different concepts of gender and the importance of integrating gender issues in agriculture
- Basic tools and techniques for conducting gender analysis in agricultural development work
- Gendered approach to assessing agricultural value chains
- Different gender energizers that can introduce gender issues
- Participatory communication strategies that address gender issues

Workshop emphasis was placed on the areas of weaknesses noted in the pre-workshop assessment conducted to identify the partners' gender capacity needs.

Sessions - Overview and outcomes

Day One - Summary

The workshop opened with an introduction by the director of the LIVES program, Dr. Azage Tegegne, (LIVES <http://lives-ethiopia.org/>) who provided an overview of the importance of integrating gender into agricultural programming. Dr. Azage was followed by Dr. Kindu Mekonnen, Crop-Livestock Systems scientist from Africa RISING (Africa RISING <http://africa-rising.net/>) who was representing Dr. Peter Thorne, Project Director. The facilitators introduced themselves, the workshop objectives and approach. The workshop began with an ice breaker to get participants to know each other and introduce a second person to the group, by mentioning their name, job and previous experience with gender. The workshop had 43 registered participants with 23 men and 19 women (see registration list Annex 2). Participants represented a diverse number of organizations and previous gender experience, with a number of gender focal persons attending. Participants came from multiple geographic locations in Ethiopia, which assisted with a wide representation of gender experiences.

In the morning sessions, participants were introduced to the concepts of gender, with an emphasis on differentiating between sex and gender. Interactive sessions explained the importance of examining gender roles and integrating gender into agricultural development programs. Two videos were shown on the roles of men and women in agriculture, and a discussion initiated on participant's observations of gender dynamics and extension approaches within the videos. Afternoon sessions focused on gender frameworks and how to apply common gender analysis tools. Key questions to be answered in gender analysis include:

- Who does what? When? Where?
- Who has what? How do you define ownership?
- Who decides and how? (Gendered decision making)
- Who gains? Who loses? (specifically in agricultural development programs)

It was stressed that while conducting gender analyses participants need to be conscious of additional variables, including the cultural context, as each situation will be different. The day ended with a 'Gender Energizer', a game aimed at unpacking gender stereotypes in society.

Day Two – Summary

Day Two began with rapid review of Day One activities. Following the summary, participants applied gender analysis tools presented the previous day to a case study. The following tools were distributed to small groups to assess the tool's assets and challenges and when they might be used in the field:

- Gender Activity Profile
- Gender Access and Control of Resources
- Seasonal Calendar Activity
- 24 Hour Day Activity

This session was followed by a brief lecture on “Participatory Strategies to Increase Gendered Responsive Extension Programming” which focused on engendering the project planning cycle. The importance of having sufficient funds to incorporate gender analysis, as well as integration of both quantitative and qualitative data was stressed. This session also included a discussion on participant’s strategies for engaging communities in their work, both before and after the presentation. Participants’ current strategies for community involvement included:

- Community Conversations
- Community meetings – participants determine “wealth” of community members to create criteria for participation
- Community participatory planning that includes youth, women, and mixed sex groups
- Early Marriage Project – an effort to reduce early age marriages- creates groups around topics
- Using Role Models – such as model farmers to share skills with the community
- Participatory variety selection – gender differences considered when selecting varieties
- Farmer Research groups – farmers do their own household research
- TOT for extension workers

Future trainings could focus on:

- Inviting couples together to attend training
- Identify appropriate location and time to encourage women’s’ participation
- Bottom up approach
- Engage more people in planning processes from the beginning
- Change mindsets
- Engage both males and females to set their own priorities
- Include influential people from the community
- Encourage women to lead knowledge platforms
- Religious leaders participation is essential
- Encourage women to reflect on their own mindsets to avoid reproducing gender stereotypes
- Consider practical gender needs
- Celebrate women’s involvement in events, like World Milk day
- Use school clubs as a center for gender training
- Mainstream gender in farmer curricula
- Understand the social and cultural context before initiating projects
- Follow up after training is important

The afternoon session was on “Applying a Participatory Gendered Approach to Your Work”. This interactive exercise is a role play where the men in the group take on the role of women and vice versa. The scenario given was a male and female extension worker introducing a new technology to a farm household. Small groups presented in a “fish bowl” approach to each other. Observers were asked to reflect on:

- What do you see the extension agents doing related to gender sensitive approaches
- What did you hear the extension agents say to encourage adoption of the technology from a gender sensitive perspective
- What did you learn from this exercise that you can use in your work

This session was highly interactive and enjoyed by participants as they reversed the roles. Take-away observations from the role plays included:

- Rigidity of farmers to accept new technologies – focus on the benefits
- Superiority of the husband in the household- acknowledge the cultural role but discourage the women to participate
- If the extension workers already has the technology, bringing it with them to demonstrate makes the understanding and uptake easier
- The need to make certain the technology being introduced is what the community needs instead of it being pushed by an external agent
- Projects should have a business model approach to encourage sustainability
- Importance of using peer/role models (such as model farmers) to encourage adoption

Day Three – Summary

The final day of the work shop focused on an extensive exercise that incorporated learning from many of the previous sessions. “Integrating Gender into Agricultural Value Chains” is an exercise on mapping gender relations and roles along the value chain, identifying gender based constraints, assessing the consequences of the constraints, and prioritizing actions. Emphasis was also placed on how to monitor and evaluate the success of proposed interventions. Participants’ self- selected one of four different value chains common to Ethiopia such as potato, poultry, teff, shoats (sheep and goats) and fava beans. They were asked to map the value chain from producers to consumers and the different gender roles along each value chain. Discussions helped many participants understand the hidden roles women play in the value chain, and areas where men can contribute to improved gender equity. At the close of the exercise, each value chain presented their representation of the chain including gendered access and control of resources, as well as recommendations for improving gender equity in the value chain.

The workshop concluded with distribution of certificates and flash drives with all the workshop materials. Participants were highly engaged and wished to continue sharing information, so a Google Group was created specifically for the participants to stay connected exchange ideas. It’s called – Africa RISING – Gender Action Group, and is managed by ILRI and IWMI scientists. Seven gender champions were selected to drive the gender agenda within Africa RISING’S action sites. Digital stories were also recorded, capturing participants’ key lessons, how they plan to use the knowledge and anticipated challenges in applying the knowledge and skills.

Outcomes, recommendations and next steps

Various participants in the workshop had greater familiarity and experience with gender, but all groups of participants clearly needed further support, training, and assistance to translate gender into practical changes in their work. The group that was relatively new to gender analysis received a strong introduction to the topic, but clearly demonstrated a need for further support in deepening their understanding of basic concepts and how to translate these into practice. Those with more experience with gender articulated a need for further training and technical assistance in order to effectively transmit gender insights to work with colleagues, and to understand how to design and implement monitoring instruments, how to analyze data collected, and how to integrate findings into concrete project activities on an on-going basis.

All participants stressed the excitement and interest in learning practical ways to integrate gender from exercises and tools that were shared in the workshop. They also appreciated the diverse backgrounds of the participants, the ease with which the facilitators shared their knowledge, expertise, and personal experiences, and the fun, interactive ways to engage communities and colleagues in discussing a sensitive topic. A number of participants had attended previous gender trainings but were unable to apply the information learned in concrete ways. They all indicated that the participatory facilitation and exercises woven throughout the workshop was invaluable in understanding and integrating gender into their work. These reflections demonstrate the importance of understanding gender analysis as part of a longer-term learning cycle that includes discussing and reflecting on specific work experience, understanding and integrating new concepts and tools for addressing gender, and applying these new ideas in an on-going process of practical adaptation and monitoring.

In order to take advantage of the adult learning cycle, workshop participants need support and on-going technical assistance to experiment with concrete practical activities in their daily work, punctuated by further trainings to deepen skills in gender analysis and communication, to exchange ideas and learn from one another, as well as to learn about emerging new ideas and approaches to gender. The most effective way to facilitate this process and disseminate gender integration among scientists and extensionists is to support the development of a gender learning community in which participants can learn together and support one another in their efforts to innovate with gender integration. It is hoped that the Google group that is created will greatly contribute towards this continued learning and sharing of experiences in integrating gender in agricultural development programs and projects.

The workshop revealed several concrete examples of the need for on-going training, technical assistance, and collaborative learning for participants:

- **Greater depth in understanding of gender-related concepts:** Some people had difficulty understanding such basic concepts as “access and control” over resources. Other participants did not have a strong agricultural background and were figuring ways to introduce the new approaches into their work. Many people tended to equate gender with the establishment of equal numbers of male and female participants, without fully comprehending the logic and multiple approaches of deeper gender analysis.
- **Elaboration and use of gender indicators:** A number of participants indicated a desire for more information on project planning and measurement of gender impact. Further

assistance and training will be needed to assist people in understanding how gender indicators can be incorporated as part of the cycle of each specific project, and how specific projects and activities may contribute to changes measured by more global gender indicators.

- **Learning about new gender tools and approaches:** With the resurgence of concerns with incorporation of gender into agricultural programming and projects, new gender approaches and tools are being generated. Some workshop participants indicated interest in further training, with particular focus on applying gender analysis to local case studies.
- **Incorporation of participatory approaches:** Use of participatory approaches in work with agricultural communities was a small segment of the workshop but participants articulated great interest in this methodology and a need for assistance to develop more skills in this arena. Discussions about developing future gender workshop materials that include a larger focus on training facilitators to work with bio-physical scientists using a participatory approach are in progress with the CGIAR Gender Network.
- **Integrating gender in the project cycle:** Many participants expressed challenges in understanding how to integrate gender analysis into their projects and programs, ideally from the beginning design phase, but also as needed in on-going programs. There is an intent to expand on this aspect in development of the next phase of more advanced gender training materials.
- **Need to capacitate teams, rather than individuals:** Some workshop participants discussed the need to sensitize their organizations, particularly policy makers, about the need to mainstream gender. They also discussed the need to mainstream gender across multi-disciplinary teams and needing strategies to do so. It is unrealistic to expect one individual of a diverse team to take on the role of sole gender specialist, and to train their colleagues, without greater support for learning about training methods and how to translate gender concepts into terms that are relevant for their colleagues. Most workshop participants' work plans included passing on their learning to colleagues in their home institutions, but many expressed the need for support in helping to build a learning community within their organization.

Results of the pre and post workshop evaluations are available in Annex 3. The results indicate a larger percent change among both male and female participants for questions 5, 7, 12 and 14. However, the %change seems to be higher amongst the male compared to the female participants. Females expressed greater change on question 15.

Follow-up plans

- Continued dialogue with scientists and staff of ILRI, Africa RISING and LIVES projects to create additional opportunities for collaboration on gender research and training materials through upcoming funding opportunities.
- Maintenance of the Gender Google group to share information and continue learning.
- Development of more advanced gender training materials with an emphasis on engendering the project planning cycle, including development of gender indicators.
- Co-development of more case studies that are culturally and geographically appropriate and can assist participants with practical application of gender analysis.

Annex 1: Agenda

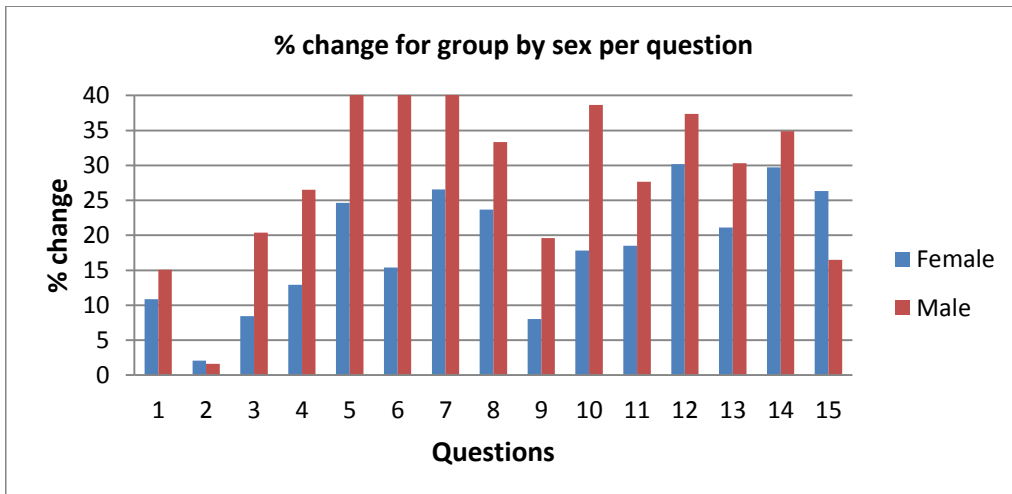
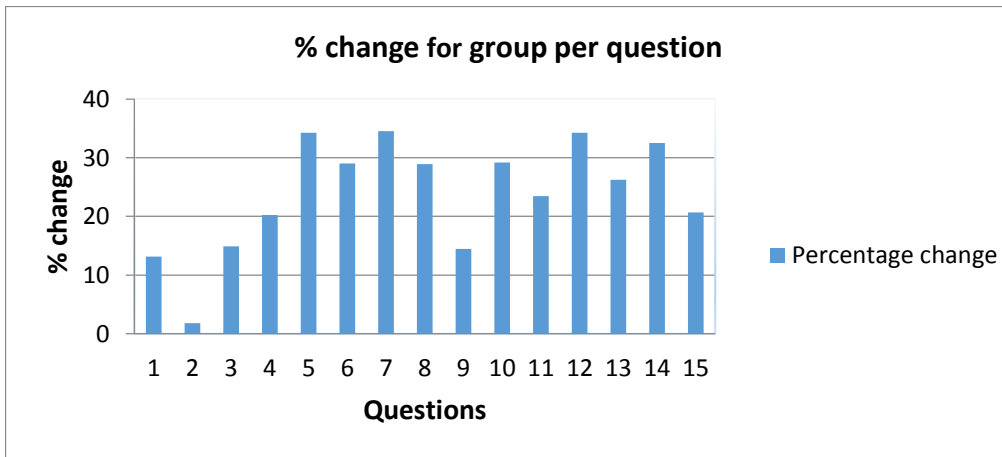
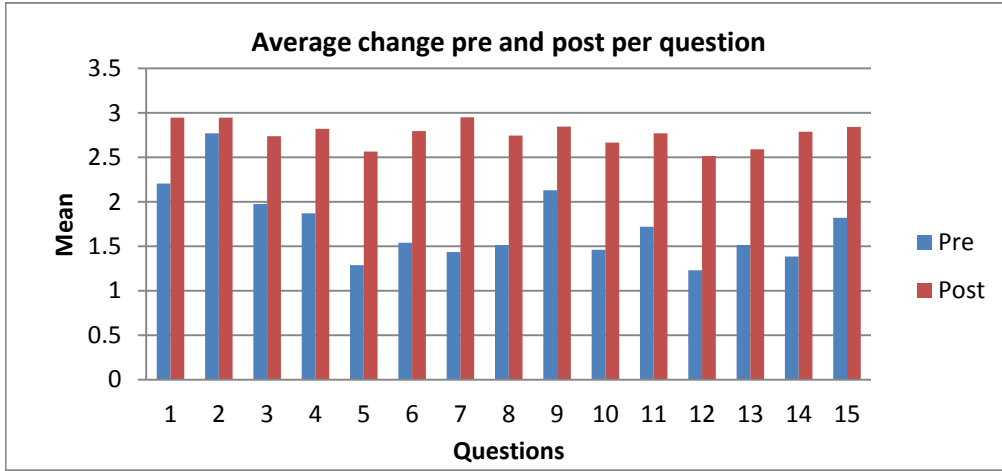
Day One	
8:00 a.m.	Registration
8:30 a.m.	Welcome Remarks and project overview
9:00 a.m.	Welcome, Introductions, Logistics, Workshop Overview, Expected Outcomes, Norms, and Participant Expectations
9:30 a.m.	Session #1: Explorations into Gender
9:50 a.m.	Session #2: What is “Gender?”
10:30 a.m.	BREAK
10:45 a.m.	Session #3: Making Connections
12, noon	LUNCH & “Gallery Walk”
1:30 p.m.	Session #4: Gender Analysis and Tools
3:00 p.m.	BREAK
3:30 p.m.	Session #5: Gender Energizers
4:30 p.m.	Daily Wrap-Up
Day Two	
8:30 a.m.	Rapid Summary of Day #1
8:40 a.m.	Session #6: Gender Analysis Application and Tools
10:00 a.m.	BREAK
10:15 a.m.	Session #7: Participatory Strategies to Gendered Responsive Extension Programming
12, noon	LUNCH
1:30 p.m.	Session #8: Applying a Participatory Gendered Approach to Your Work
3:30 p.m.	BREAK
4:00 p.m.	Daily Wrap-Up
Day Three	
8:30 a.m.	Rapid Summary of Day #2
8:40 a.m.	Session #9: Gender and Agricultural Value Chains
10:00 a.m.	BREAK
10:15 a.m.	Session #9: Continued
11:15 a.m.	Workshop Evaluation and Closing Activities
12, noon	LUNCH

Annex 2: Participants

Name	Sex	Organization	Position	Email
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Annex 3: Pre- and post-workshop assessment results



Annex 4: Pre-workshop evaluation questionnaire

“Integrating Gender into Agricultural Programs” Pre-Workshop Evaluation

Rate your **ability to complete** the activities listed below using the following scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not At All

- _____ **Define** where and how “gender” is a part of one’s professional career.
- _____ **Differentiate** between gender and sex.
- _____ **Explain** why examining gender roles is important to Extension and agricultural systems and why Extension has not successfully addressed gender in the past.
- _____ **Analyze** the connections among Extension work, gender, and agricultural productivity.
- _____ **Demonstrate** a short, interactive energizer that can introduce gender issues.
- _____ **List** the key elements of gender analysis.
- _____ **Identify** some basic tools for conducting a gender analysis.
- _____ **Describe** how gender analysis tools can be applied to Extension work.
- _____ **Explain** the concept of gender mainstreaming.
- _____ **Apply** a specific GA tool to an Extension situation.
- _____ **List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.
- _____ **Compare and contrast** techniques to engage mixed and single gender groups.
- _____ **Identify** methods for monitoring and evaluating gender responsive programming.
- _____ **Assess** when and how to apply gender analysis tools and participatory techniques to various Extension situations.
- _____ **Define** the key elements of an agricultural value chain.

Annex 5: Post-workshop evaluation questionnaire

Name: _____ Organization: _____

“Integrating Gender into Extension” Post-Workshop Evaluation

Rate your **ability to complete** the following activities using the following scale:

3=To A Great Extent 2=Somewhat 1=Very Little 0=Not At All

- _____ **Define** where and how “gender” is a part of one’s professional career.
- _____ **Differentiate** between gender and sex.
- _____ **Explain** why examining gender roles is important to Extension and agricultural systems and why Extension has not successfully addressed gender in the past.
- _____ **Analyze** the connections among Extension work, gender, and agricultural productivity.
- _____ **Demonstrate** a short, interactive energizer that can introduce gender issues.
- _____ **List** the key elements of gender analysis.
- _____ **Identify** some basic tools for conducting a gender analysis.
- _____ **Describe** how gender analysis tools can be applied to Extension work.
- _____ **Explain** the concept of gender mainstreaming.
- _____ **Apply** a specific GA tool to an Extension situation.
- _____ **List** key issues affecting work with women farmers, including gender-sensitive message design and communication strategies.
- _____ **Compare and contrast** techniques to engage mixed and single gender groups.
- _____ **Identify** methods for monitoring and evaluating gender responsive programming.
- _____ **Assess** when and how to apply gender analysis tools and participatory techniques to various Extension situations.
- _____ **Define** the key elements of an agricultural value chain.

The **best part** of this workshop was:

The **major benefit to the organization** because of my participation in this workshop is:

A **key insight** or **new learning** I gained from participating in this workshop is:

Two or three actions I will **commit to completing** because of this workshop is:

Some ways **to improve** future workshops are:

THANK YOU!