ILRI MANUAL

43

CGIAR RESEARCH PROGRAM ON Livestock

Gender capacity development

Guidelines for trainers

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Annet A. Mulema[1], Wole Kinati[2], Mamusha Lemma[1], Alessandra Galiè[1], Emily Ouma[1], Isabelle Baltenweck[1], Daniel Kangogo[1], Violet Barasa[1], Barbara Rischkowsky[2], Alejandra Maria Mora Benard[3], Wendy Godek[3], Katie Tavenner[4], Marije van Lidth de Jeude[5] and Els Rijke[5]

[1] International Livestock Research Institute
[2] International Center for Agricultural Research in the Dry Areas
[3] International Center for Tropical Agriculture
[4] Includovate Limited
[5] Transition International

April 2021

ILRI thanks all donors and organizations which globally support its work through their contributions to the CGIAR Trust Fund

Editing, design and layout—ILRI Editorial and Publishing Services, Addis Ababa, Ethiopia.

Cover photo—ILRI/Apollo Habtamu

ISBN: 92–9146–646–8

Citation: Mulema, A.A., Kinati, W., Lemma, M., Galiè, A., Ouma, E., Baltenweck, I., Kangogo, D., Barasa, V., Rischkowsky, B., Mora Benard, A.M., Godek, W., Tavenner, K., van Lidth de Jeude, M. and Rijke, E. 2021. *Gender capacity development guidelines for trainers.* ILRI Manual 43. Nairobi, Kenya: ILRI.

Box 30709, Nairobi 00100 Kenya
Phone +254 20 422 3000
Fax +254 20 422 3001
Email ilri-kenya@cgiar.org

ilri.org
better lives through livestock

ILRI is a CGIAR research centre

Box 5689, Addis Ababa, Ethiopia
Phone +251 11 617 2000
Fax +251 11 667 6923
Email ilri-ethiopia@cgiar.org

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Acronyms and abbreviations

APF	AgriProFocus
AWID	Association for Women's Rights in Development
CIAT	International Center for Tropical Agriculture
CRP	CGIAR Research Program
FAO	Food and Agriculture Organization of the United Nations
FGD	Focus group discussion
GAD	Gender and Development
GALS	Gender Action Learning System
GEM	Gendered Enterprise and Markets
GVCA	Gendered value chain analysis
ICARDA	International Center for Agricultural Research in the Dry Areas
ICGW	Interagency Gender Working Group
ICRW	International Center for Research on Women
IDO	Intermediate development outcomes
ILO	International Labor Organization
ILRI	International Livestock Research Institute
M&E	Monitoring and evaluation
NGO	Nongovernmental organization
NRP	National research partners
SNV	Netherlands Development Organization
TI	Transition International
UNDP	United Nations Development Programme

USAID	United States Agency for International Development
VC	Value chain
WID	Women in development

Acknowledgements

The first version of the guidelines was written by Transition International (Els Rijke and Marije van Lidth de Jeude) in collaboration with a team from International Livestock Research Institute (ILRI) (Annet A. Mulema, Mamusha Lemma, Alessandra Galiè, Emily Ouma, Isabelle Baltenweck, Daniel Kangogo and Violet Barasa), International Center for Agricultural Research in the Dry Areas (ICARDA) (Wole Kinati and Barbara Rischkowsky) and International Center for Tropical Agriculture (CIAT) (Alejandra Maria Mora Benard and Wendy Godek). These guidelines were adapted based on feedbacks from training workshops conducted in Ethiopia in 2016 and 2017 and revised by Katie Tavenner (Includovate Ltd).

We thank all donors and organizations which globally support its work through their contributions to the CGIAR Trust Fund and in particular to the CGIAR Research Program on Livestock (Livestock CRP).

1 Introduction and background

- During the period between December 2014 and September 2015, Transition International (TI)[1] and ILRI assessed the gender capacities of 24 Livestock and Fish partners in four countries—Ethiopia, Uganda, Tanzania and Nicaragua—following guidelines written down by TI in a gender capacity assessment and development guide (Mulema et al. 2015a). An overall gender capacity assessment report (Mulema et al. 2015b) summarized and analyzed the outcomes of the assessments conducted by ILRI teams and presented recommendations for the design of capacity development interventions.
- It was recommended to bring the capacity of partners at least to medium level in the areas of gender analysis and strategic planning, gender-responsive programming, budgeting and implementation, as well as knowledge management and gender-responsive monitoring and evaluation (M&E). These core capacities are very basic to implement gender-responsive research and development programs. Partners' knowledge of gender transformative approaches and how they relate to gender accommodating approaches was assessed as low. Therefore, it was recommended to support these partners to develop innovative interventions that aim to transform gender relations. Most organizations need support in implementing a resourced gender (mainstreaming) strategy with the allocation of human and financial resources and linking programmatic with organizational gender actions. These findings were reported back to the partners and desired gender capacity development interventions were identified. Some of these interventions constitute the content of this capacity development package.
- The capacity development intervention presented in this manual will be a combination of training workshops, coaching and mentoring, experimental learning (feedback loops), systematization and experience exchange. The assessment report proposes a structure for capacity development and four thematic modules: 1) gender analysis for value chain development; 2) gender strategy development; 3) gender-responsive organizations; and 4) monitoring and documentation.
- These four modules along with the methodology for capacity development are described in these guidelines. A participant pack is developed which explains the relevant tools, concepts and theories. These guidelines should be read together with the participant pack as the latter explains the contents of the capacity development in detail.

1.1 The capacity development process

- The four modules need to be embedded into a gender capacity development plan per country. These plans should be based on the country capacity assessment reports that were presented and discussed in each country. Each country plan needs to be developed with the participation and commitment of all partners, with clear roles and responsibilities for them. Additional to the roles and responsibilities, they should stipulate the objectives, activities, expected results, indicators, timelines and budget. This plan should contain a clear timeline with an end and start date for all four modules. It is strongly recommended to stick to the suggested timeframe of 17 weeks total plus the closure.
- It is recommended to create a gender capacity development committee or working group in each value chain (VC) that facilitates and coordinates the gender capacity development plan and ensures exchange of information

1 Official website available from: www.transitioninternational.com

and documentation. The working group can consist of a selection of the main stakeholders—the VC coordinator, the gender trainer and the participation organizations (managers and gender focal points).

- Participants (focal points) who have completed the four modules, can be given a certificate at the end by ILRI acknowledging TI contribution.

1.2 Target groups

1.2.1 Gender trainers

- These capacity development guidelines are written for gender trainers who are responsible for developing the gender capacities of partner organizations in a particular country. The gender trainers will adapt the module for their country and participants; they will be given guidance and content for this by TI. It is recommended to appoint one trainer who is experienced in facilitating gender capacity development processes, and an assistant trainer/facilitator.

1.2.2 Partner organizations

- The research and development partners that will be trained by the gender trainers using these guidelines are selected by ILRI based on the capacity assessment outcomes and further discussions in each country. The gender capacity development process should engage all the assessed partners but focus on those organizations that have shown most commitment, interest and motivation for gender equality interventions. The process should be open to other partners that have not been assessed initially but are interested to participate. With these partners the capacity assessment should be done in order to establish a baseline for their organization (see Module 1, week 1). The selection of new partners depends on discussions with national VC coordinators and can follow the same procedure as during the capacity assessment process.

- The four modules are related to each other and although the format allows to participate only in selected modules or activities, it is strongly advised to ensure that the selected partners participate in all modules and activities. A meeting with management and signing of an agreement at the start of the capacity development (see Module 1, week 1) will help to clarify expectations and ensure commitment.

- The partners with better developed capacities according to the capacity assessment could get slightly different roles in activities (even facilitate or co-facilitate, or support in coaching or mentoring others). They could also be given different tasks in workshops/trainings; for example, preparing presentations or giving feedback to others. Whenever possible and useful, this is indicated in the description of the modules.

- During the capacity assessment, it became clear that the difference between national research partners and national development partners is not that clear-cut. Therefore, it is not advisable to treat them (completely) separately in the capacity development. Nevertheless, some partners are focused more on development interventions and others are research based, so organizations could be assigned different roles based on their specialty. Research partners experienced in doing gender-responsive research could be given a special role throughout the capacity development. They can present studies that they have done, frameworks and tools they have used, support in documenting, etc. Development partners working with producer communities could conduct gender analyses with their target groups, experiment with gender transformative approaches, etc. with the support of other participants. In the description of each module, suggestions are given for assigning these various roles, but the gender capacity development plans for each country and interactions throughout the capacity development should provide more clarity on such divisions.

- The capacity development is aimed at strengthening capacities at organizational and individual level. Most direct interactions (trainings and coaching) will be between the trainer and (preferably two to three) individuals who are employed by partner organizations. Throughout the capacity development, attention should be given to ensure that capacities are built and sustained at both levels, and not remain at the level of only the individual. Each module contains some guidelines for this. It is also important to engage the management of each partner organization and select more than one individual to participate in the capacity development.

1.2.3 Gender focal points/teams

- At least two gender focal points (preferably gender experts with decision making influence within their organization, a second person could be the M&E person), preferably mixed gender, need to be appointed in each partner organization. These focal points form a gender team and participate in all four modules, monitor, and coordinate the gender interventions and represent their organization in the national gender capacity development working group. It is possible to appoint a team of three and decide for each training workshop which two people would attend and how they will engage the third person in exercises before and/or after the training. If the appointed focal points did not participate in the capacity assessment process, their capacities should be assessed using the revised tool.
- However, individual participants may differ in their capacities and may be given different roles depending on their individual skills and experiences.
- Finally, all organizations, focal points, and research and development organizations with different capacity levels can participate in the complete module. Some sessions are dedicated to more individualized learnings (for example, developing learning questions and actions and coaching).

1.3 capacity development package

The following course materials are provided:

- Facilitators guidelines with workshop outlines, facilitation methodologies, (PowerPoint) presentations and other materials
- Participants pack with concepts, methodologies, tools and bibliography

1.4 Methods

- The approach for gender capacity building is based on Kolb's experimental learning cycle: experience through practical exercises (1) is followed by reflection on the experience (2), and generalization using more abstract concepts and methodological approaches (3), after which participants will actively experiment in the field (4). This cycle is continuous but limited by the timeframe of the module.
- As an example, the first module on gendered value chain analysis will start with introducing general gender concepts, after which selected tools will be practiced in a classroom setting allowing participants to learn in a controlled setting and reflect on the experience with the trainer. After that, more conceptual and theoretical information will be shared with them. This will be followed by a practicum with actual value chain stakeholders (producers, service providers, etc.) not long after the practical exercise. After experimentation, participants need to reflect again with the trainer and the cycle of experimenting and reflecting continues.
- The authors have selected theoretical backgrounds, tools and methodologies based on their applicability for livestock research and development programs; their current use by ILRI (reference is made to ILRI publications); their use by other international organizations such as the World Bank, ILO, IFAD, FAO, etc.; and the authors' own experience. For each module, a rationale is given for the specific selection and alternatives are proposed when relevant.
- As the target audience in some countries will consist of people who will not necessarily have any gender training or experience, the modules will include an introduction to general gender concepts at the start. It is important to note that the modules can be adapted according to need.
- The modules are designed in a way that they can be facilitated in their current form and content without much need for adaptation other than contextualizing it to the specific country and participants. However, the trainer, in collaboration with ILRI, could use other facilitation methods and tools, and is encouraged to be creative and make adaptations and share it with other trainers. The trainer is also encouraged to use warm up exercises/energizers which are not provided in this guide. The PowerPoint presentations have on purpose been kept very basic, and it

is up to the trainers to use them in their given form or come up with livelier presentations.

- The trainer can also decide to implement modules 2 and 3 together since these are very much related, taking into consideration the length of the workshop. Alternatively, Module 2 can be shortened to one day instead of 2 as outlined in the alternative workshop outline in Section 2.4. Each trainer, supported by ILRI and informed by the participants, can decide this by themselves.

1.5 Facilitating to enhance women's participation

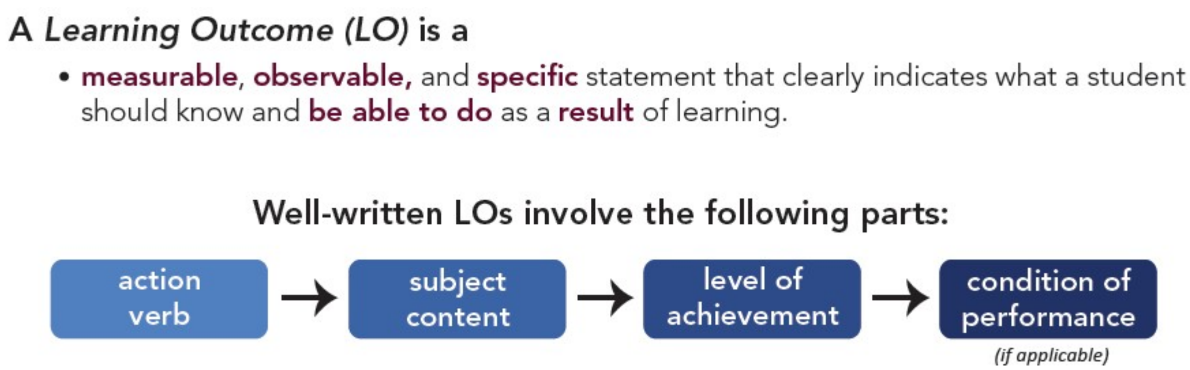
In facilitating the different exercises throughout the capacity building workshop, it is crucial to ensure equitable participation between women and men. Depending on the location/context of the training, women may feel the need to 'defer' to men before sharing their opinion or feel uncomfortable in speaking at all due to gender norms and social restrictions. As a facilitator, you can use the following tips to enhance the participation of women:

- Use encouraging words like "you're doing a great job!" or "that's interesting, can you tell me more about that?"
- Try re-framing questions to the group or to an individual to simplify what you're asking.
- Advocate a positive, neutral stance when eliciting group feedback with "I/we just want to hear your opinions; there are no right or wrong answers!"
- In contexts of substantial social restrictions, divide discussion groups into all-men and all-women. Have them complete an activity/exercise within their groups, then afterwards, select one member of the group to present a summary of their discussion to the entire group of participants.

1.6 Coaching and mentoring in the capacity development process

A key component of this capacity building program is the coaching and mentoring of individuals who are employed by partner organizations. Mentoring is an intentional, developmental relationship in which a person with more experience in a specific area nurtures the development of someone less experienced. In your role as course trainer/ facilitator, you will use these guidelines to structure your engagement with the workshop participants ("mentees") in a 2-way relationship. It's important that during the planning phase of the capacity development process, participants are able to articulate and share their learning goals (outcomes) with their mentors/course facilitators. Developing meaningful learning goals (outcomes) should result in specific statements that explicitly describe the knowledge, skills, values or beliefs participants will be able to demonstrate in a measurable way upon completion of the workshops. See the figure below that describes the four criteria for well-written learning outcome statements (Mohawk College 2020).

Figure 1: The four criteria for well-written learning outcome statements (Mohawk College 2020)



Examples of learning outcome statements for this capacity development process should start with:

Upon the successful completion of this capacity development course, I (the participant), will be able to demonstrate my ability to:

- apply my new knowledge of gender mainstreaming to my department to revise our existing practices;
- evaluate a new gender-responsive management plan for my organization and provide recommendations on best practices; and
- design gender indicators for the collection of sex-disaggregated data.

In developing their own personal and organizational learning goals, facilitators can encourage participants to use the following prompts to guide their thinking:

- Reflect on your personal existing knowledge of gender. Where are your gaps? Are there any areas you are curious about but have never had the opportunity to explore?
- What are the needs of your organization? Is there an upcoming project that requires inputs on the design of gender indicators? Is your department concerned with applying gender-responsive budgeting to its programming? Formal coaching sessions are held between participants and trainers at the end of each workshop. The learning goals can be revised if necessary and can be reported/documented in the final reports produced by the trainers at the end of the capacity development process.

2 Module 1: Gendered value chain analysis (GVCA)

2.1 General contents

2.1.1 Introduction

This module on gendered value chain analysis (GVCA) is the first in a series of four. This module focuses on concepts and methods related to GVCA. GVCA is a methodology that describes existing gender relations in a particular environment, ranging from within households, organizations or firms, to a larger scale of community, ethnic group, or nation. It organizes and interprets, in a systematic way, information about gender relations to clarify the importance of gender differences for achieving development objectives (Mutua et al. 2014) in a particular value chain.[2]

The module consists of a training workshop for all participating gender teams together, field work practicums organized by each participating organization separately and coaching sessions (trainer-gender teams).

2.1.2 Rationale

This module should strengthen the core gender capacity on gender analysis and strategic planning: "the capacity to design and conduct gender analysis within the context of any of the VCs[3]; access to, and level of knowledge and experience in applying gender analytical tools and methodologies; and the capacity to use gender analytical data to inform new research and policies and create new opportunities that can be leveraged to support the program activities and eventual scaling up".

The analysis of gender dynamics, which constrain women from participating in and benefiting from value chains, is essential to the success of all agricultural value chain development projects and, therefore, is a core gender capacity for the research and development partners.

According to the assessment done in 2015 (Mulema et al. 2015a), for the majority of partners, and especially research organizations, the capacity to analyze gender dynamics within their value chains is not developed or only partially present. Knowledge of gender analytical frameworks and tools is limited, and again, the least developed among research partners. Where organizations do use tools or frameworks, these are not specifically developed for gender value chain analysis.

2 More on GVCA (concepts, etc.) in the participants' pack

3 Animal health, genetics, feed and forage, systems analysis for sustainable innovations and value chain transformation and scaling. See also annex 5 of the gender capacity assessmnet and capacity development guide.

Table 1. Gendered value chain analysis

Scores Module 1: gendered value chain analysis	Development partners	National research partners
The capacity to analyze gender dynamics within the value chain	2,8	2,1
The capacity to apply gender analysis tools and frameworks	2,4	1,5
Providing access to gender (analysis) training for female and male staff	2,6	1,9
The ability to understand and use gender analysis tools and frameworks	2,4	1,9
The ability to apply and translate gender (analysis) training in work	2,5	2,0

The first three parameters are measured at organizational level, the last two at individual level. Parameters have been scored using a scale of one to five, in which 1) is very low (no evidence or only anecdotal evidence of gender capacity) and 5) very high (gender capacity exists and is fully developed and integrated into the organization with no more capacity development needed).

The majority of the assessed organizations expressed the need for capacity development that enables them to analyze gender dynamics within their value chains, including the use of gender analytical tools. The core gender capacity on gender analysis and strategic planning is a very key capacity to be developed amongst all partners. Development and research partners should have sufficient capacity to analyze and understand gender dynamics in order to develop gender-sensitive interventions. Research organizations need to include gender analytical frameworks in their research; and for development organizations, it is important to have more understanding of the various existing tools and frameworks and learn how to choose a relevant tool and adapt it to their needs (Mulema et al. 2015b).

Therefore, this module is focused on understanding tools that are developed specifically for analyzing gender dynamics in value chains. This will be achieved by practicing with tools and discussing their pros and cons. The following tools or frameworks, described in detail in the participants pack), have been selected for this module.

Questionnaire for gender-sensitive value chain analysis

A questionnaire or checklist is useful for having an overview of relevant gender and value chain topics as a basis for data collection and to check whether all relevant issues have been considered. A questionnaire for gender-sensitive value chain analysis, which is used by the Netherlands Development Organization (SNV) for mainstreaming gender in economic and value chain development programs, has been adapted to include more specific questions for livestock. Two alternative questionnaires/checklists are proposed (for ILRI and the trainer(s) to decide).

Harvard Analytical Framework: activity profile and access/control profile

The Harvard Analytical Framework is one of the earliest (1985) and widely applied gender planning tools in agriculture. The framework and tools have received criticism (Okali 2012 and March et al. 1999), but their basics can still be found back in most gender analysis for agricultural development. Applying the tools helps participants understand basic gender concepts such as gender division of labor and access to and control over resources, as well as practical and analytical implications of collecting and analyzing sex-disaggregated data. This tool is suitable for any kind of (agricultural) development program. Alternative tools and methods are proposed as well.

Gender-sensitive value chain mapping

The third tool that will be practiced is gender-sensitive value chain mapping. Originally developed by Linda Mayoux and Grania Mackie for the ILO (Mayoux and Mackie 2007), it has been promoted as a key tool by AgriProFocus in their gender in value chains learning trajectories[4] (Agri-ProFocus 2014), the gender in agriculture sourcebook (World Bank et al. 2009)[5], and related mapping tools are used by Oxfam in its Gendered Enterprise and Markets (GEM)

4 http://agriprofocus.com/gender-in-value-chains

5 World Bank, FAO and IFAD 2009

Programme (Oxfam Novib. 2011). Gender-sensitive value chain mapping helps to get a global gender-sensitive picture of the value chain and gender differences in participation and benefits. Mapping is a creative participatory tool which requires gender expertise and participatory facilitation skills and should be followed up with more in-depth gender analysis.

All tools will be applied on the particular value chain in that country and adapted if necessary.

Several other gender analytical tools and frameworks have been developed in the past few decades (Kabeer's social relations framework, Moser framework (Moser and Moser 2005), Parker's Gender Analysis Matrix, etc.). In this module, participants are referred to these tools, their strengths and weaknesses and encouraged to search for other tools and apply those that are most applicable on their respective value chains.

The acquired insights will be further used in the second module, on gender strategy development, which focuses on the development of gender-responsive approaches and programmatic gender mainstreaming strategies. In the fourth module, attention will be given to collecting and using sex-disaggregated data and using gender analysis frameworks in monitoring.

2.1.3 Objectives

This module is developed to assist gender trainers with sufficient guidance and content (conceptual and methodological) to facilitate a capacity development process on GVCA for selected partners in a particular value chain country. Through their participation in this process, the partners will increase their knowledge of GVCA and practice with the application of tools and frameworks in their value chain in such a way that they can replicate these in their work and include other gender analysis frameworks.

2.1.4 Learning questions

- Why is gender analysis important for value chain development?
- What are the important (conceptual and methodological) components of gendered value chain analysis (GVCA)?
- What kind of tools and frameworks for GVCA exist and how to select the most relevant one?
- How to apply or facilitate tools and frameworks?

2.1.5 Time and duration

The module takes place over a five-week period:

Table 2: Training time planner

Week	Content	Trainer time and tasks	Organization time
1 and 2	Preparation, selection and invitation of participants	2–3 days preparing content, reading and adapting workshop	4 hours capacity assessment for new organizations (per org)
		4 hours capacity assessment for new organizations (per org)	1 hour visit per organization
		1 hour visit per organization	
3	Training workshop	3 days facilitation and ½ day reporting	3 days participation in workshop
4	Experimentation and reflection (coaching)	2 hours per organization (face to face or remotely)	1-day fieldwork (incl preparation and reporting) and 2 hours coaching
5	Wrap up and planning	2 days collecting information and reporting	½ hour

Preparation, selection and invitation of participants should be done some weeks in advance to enable participants to secure the dates. The training workshop will take place during three days in total. The partners need to organize a half day field visit (experimentation) after the training, and there needs to be some face to face reflection time after the field work (a few hours in week 4).

2.2 Facilitation guidelines for trainers

2.2.1 Week 1 and 2: preparation, selection and invitation of participants

In the first week, partner organizations and gender teams need to be selected and invited to the capacity development and the first workshop. The workshop (see outline 1.3) and the tools in the participants' pack may need to be adapted by the gender trainer based on local context and needs. In this week, the gender trainer and another representative from ILRI should visit all participating organizations and meet with management to agree on staff time and organizational support. It is advisable to sign a capacity development agreement with each organization, in which the participation of the focal points and contributions from the organization is agreed upon.

Partners that didn't participate in the CA (Mulema et al. 2015b) should be fully assessed in these two weeks (organizational and individual level). If the appointed focal points did not participate in the capacity assessment process, their individual capacities should be assessed as well.

The partners that start with low capacity should participate in the full training and module. The more advanced partners and individuals could get slightly different roles (even facilitate or co-facilitate) throughout the workshop and other activities. The division is based on the outcomes of the gender capacity assessment: organizations with an average score higher than three on the seven relevant parameters of the core gender capacity on gender analysis and strategic planning (see capacity assessment report) are considered "advanced". However, individual participants may differ in their capacities may be given different roles depending on their individual skills and experiences.

Research partners that are experienced in doing gender analysis could be given a special role throughout this module. They can present studies that they have done, and frameworks and tools that they have used.

2.2.2 Week 3: training

The training, detailed in the workshop outline, will take three days of classroom training. It consists of the following main sections:

1. Introduction
2. Assessment of knowledge and experience of participants and introduction to gender concepts
3. Initial assessment of gender dynamics in the value chain
4. Explanation and classroom practice of two tools
5. Overview of (other) existing gender analysis tools and discussion
6. Development of learning questions and actions
7. Evaluation of the workshop

The gender trainer(s) need(s) to familiarize themselves well with the workshop program and adapt it to the local contexts and needs.

1. Introduction of participants

This is a brief introduction of the facilitator and the participants using the spider web exercise or another exercise focused on learning and teambuilding.

Method: the spider web exercise

Step 1

The group is placed in a circle. One person presents him/herself (name, organization) and mentions her/his expectations of the workshop. Expectations should be written down by the facilitator or assistant on a flip chart. They then throw a ball of thread to another person while maintaining the tip of the thread in her/his hands. The next person presents him/herself and does the same, also keeping the thread in her/his hands while throwing the ball. This process is repeated until all participants have presented themselves. By this time the group has formed a web with the thread, which is symbolic for the workshop in the sense that the group has a web of expectations at the beginning that are expected to be fulfilled during the workshop.

Step 2

The last person to have presented him/herself now repeats the name of the person who had thrown the ball of thread to him/her and returns the ball (they don't know this beforehand so they might have a hard time remembering the name but this is part of the process to learn each other's names). This is repeated until the web is totally dissolved. This is also symbolic as the workshop is expected to solve and answer all expectations and initial questions.

Step 3

The flip chart paper with the expectations can be hung in the room and kept there until the end of the workshop. During the evaluation of the workshop, the expectations can be revised in order to see if they were all met.

2. Assessment of knowledge and experience of participants and introduction to gender concepts

The capacity assessment outcomes for all participating organizations will be presented and discussed. The focus is only on the core gender capacity on gender analysis and strategic planning, at all three levels of analysis (environmental, organizational and individual). An overview of scores per country will be provided in a PPT.

A discussion should be facilitated on current knowledge of tools, concepts and methodologies, and expectations: which tools are already known and used by participants? Five of the commonly used generic gender analysis frameworks are (March et al. 1999):

- The Harvard Analytical Framework
- The Moser (Gender Planning) Framework
- The Gender Analysis Matrix (GAM) (Parker)
- The Women's Empowerment Framework (WEP) (Llongwe)
- The Social Relations Approach (Kabeer)

Tools that will be discussed include: focus group discussions (FGDs), interviews, mapping, calendars, etc.

This discussion enables the trainer to know which organizations and individuals are more experienced and (s)he can give them other tasks and responsibilities.

To wrap up the assessment, a short introduction to general gender concepts will be given, linking specifically to issues that were discussed during the assessment. These can include (see participants pack):

- gender and sex;
- gender roles and the division of labour;
- gendered access and control; and
- gender analysis.

3. Initial assessment of gender dynamics in the value chain

For an initial assessment of gender dynamics in the value chain, it is recommended to use the questionnaire for gender-sensitive value chain analysis (participants' pack). The questions in the tool can be adapted in advance by the trainer and/or ILRI gender team to make sure that topics are inclusive on all VC issues relevant in the national context. The main purpose of applying this tool at the start of the workshop is to get insights on what is actually known about gender dynamics in the value chain and what are information gaps. Therefore, it is not necessary to have comprehensive answers to all the questions. The tool will be used as an example of what GVCA might entail and it has to be made clear to participants that proper analysis entails more time and field work.

The questionnaire can be printed out and filled individually first, after which participants can discuss the answers together. Participants should answer each question briefly and to the point and indicate whether information is not (yet) available (to the participant). It could be interesting to use colours to indicate which issues are particularly relevant or crucial. The trainer can use the collective answers for her/his report.

After completion of the checklists, concepts and methodologies are clarified using a PowerPoint presentation and participants will reflect on the checklist itself and start formulating their own learning questions.

This session ends with a discussion on why gender analysis is important for value chain research and development. See arguments in participants' pack. The discussion can be facilitated using the following, or another, method.

Method: why gender analysis for value chain research?

Step 1

Give each participant two blank cards and ask them to write on each of them why they think gender analysis is important for value chain research and development. Ask them to be as specific as possible and even provide examples when available.

Step 2

Ask one participant to read out the card with the most important arguments. Ask other participants if they have any comments on that. Facilitate a short discussion about the reason given and paste the card on a flip chart. If other participants had the same argument, put all cards together with one header that summarizes the issue.

Step 3

Move to the next participant and repeat this process until all arguments are discussed and pasted on the flip chart.

Step 4

Ask if there are any other arguments they can think of. Introduce any of the arguments that are explained in the participants' pack that has not been discussed yet. Include them on the flip chart and finish by pointing out the many reasons for all of them being 'here today'.

4. Explanation and classroom practice of two tools

Start with the Harvard Analytical Framework (see participants pack).

The framework and tools are normally conducted with value chain actors (mostly producers, but also processors, etc.), men and women in separate groups. For each sub-tool, men and women prepare their answers separately and afterwards the groups discuss answers and possible differences. In the workshop, this will be practiced in a role play in which some participants will play to be male and female producers, two people will be facilitators and others can be observers.

The purpose is to practice the tool first in a controlled setting (the workshop) before having the participants conduct the tool with actual VC stakeholders. It could be good to switch roles after 20 minutes and a feedback round. If there are more advanced participants, these could take the role of observers or they could step in when needed. The facilitator should give feedback on the correct understanding of the tool, as well as on facilitation itself. After the practice of the tools, logistics and methodological issues such as how to ensure gender-balanced participation (timing of meetings, location), how to reach respondents etc. are discussed (see 1.7 in the participants pack). These issues are discussed after the practice, deliberately, as participants will have questions and are more eager to learn about solving problems and issues after identifying them by themselves.

After practicing with the tools, other related tools (activity mapping, 24-hour calendar, gender balance trees[6]) should be explained and a discussion should be facilitated on the strengths and weaknesses of the framework (see for instance March et al. 1999 and AWID monitoring and evaluation wiki). More advanced participants can share their experience with these and similar tools.

The second tool is gender-sensitive value chain mapping (see participants pack Section 1.6.1). The trainer should study the original tool from Mayoux and Mackie (2009) before conducting the workshop.

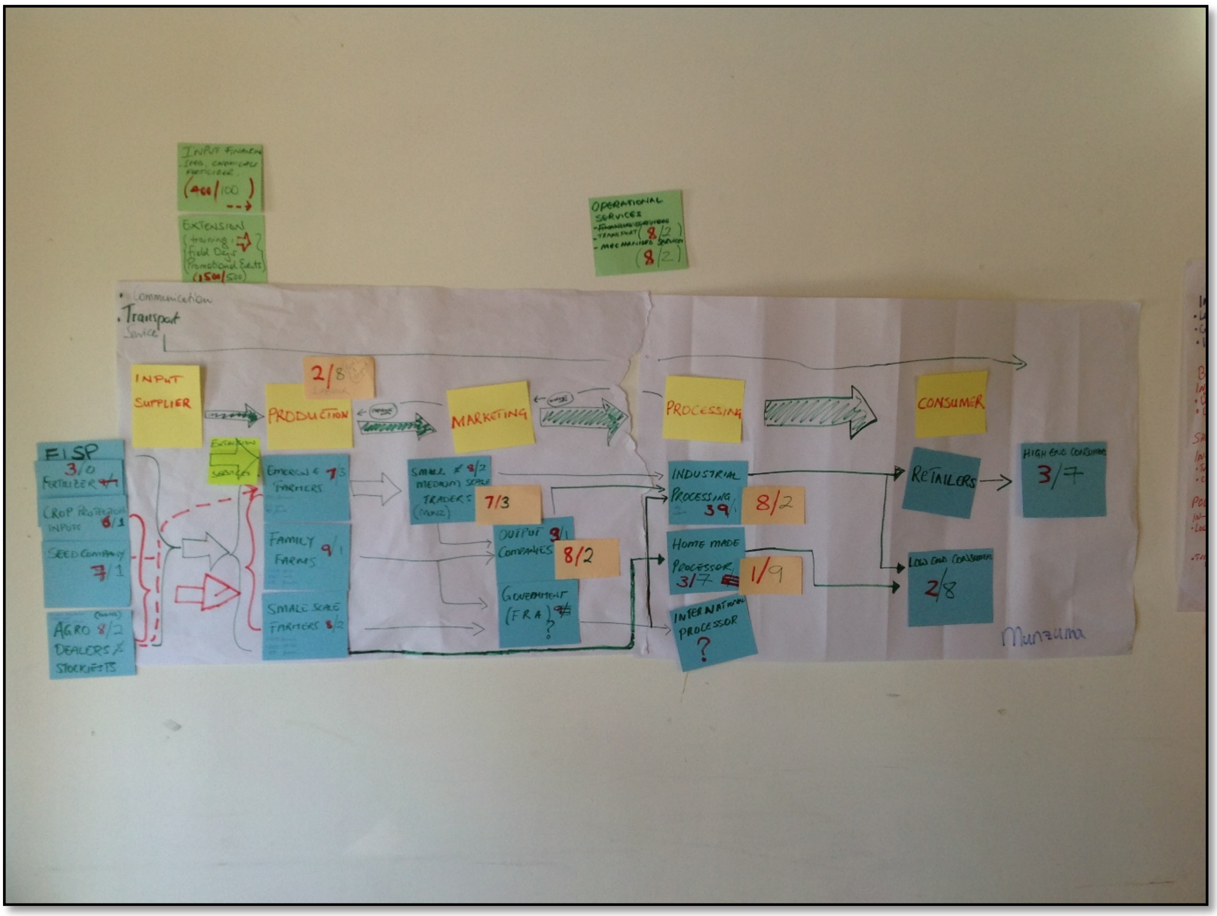
This tool can be used in a quick/rapid way, especially when the aim is to get a preliminary overview of the value chain, women's participation and benefits and some gender-based challenges. This should also be practiced in a controlled setting (the workshop) before having the participants replicate the tool with actual value chain stakeholders (producers, service providers, etc.). This tool should also be followed up with more in-depth gender analysis. Research and development partners can each take up specific roles and responsibilities in follow up analysis and actions.

The trainer can first present the tool using a PowerPoint presentation, after which participants will develop their own map. If the group is large (more than six participants), they can be divided in groups of three to six people. This division can be functional, e.g. researchers or development organizations sit together, or according to specialization of knowledge of a value chain segment (production, processing, etc.). Groups should present the maps and the trainer should give feedback both on correct understanding of the tool for future replication, as well as on the gender issues that come up.

6 All these tools are briefly explained in the participants pack (Module 1)

The maps should be made on big sheets using coloured cards and pens.

Figure 2: Example of a map on the maize value chain from an Agri-ProFocus workshop in Zambia



After all tools are practiced, a session should be organized on methodologies and facilitation. It could be good to read a story or develop one's own on facilitation issues and gender balanced representation (see for example "participatory process") (Mayoux and Mackie 2009 p. 40). The story could be read out and participants could come up with solutions, as well as their own stories.

5. Overview of (other) existing gender analysis tools and discussion

The participants pack gives a brief overview of (other) existing gender analysis tools. The trainer should familiarize themself with March et al. (1999) for all the generic gender tools, AWID M&E wiki, and Njuki and Sanginga (2013). The latter is an example of how to use gender analysis in livestock research.

Practicing with tools[7]

Step 1

Put two copies of all available tools on a table. Hand out a copy of the bibliography to each of the participants. Ask them to revise the available (printed) tools and make a bibliographic search on the internet, using the links provided in the bibliography as a base, but stimulating them to also look for others that they find in the process. Some tools will be more relevant to research or development-oriented organizations.

7 Needs availability of individual computers and an internet connection.

Step 2

Ask participants to select one tool that is most relevant for their work, organization or program. Give them time to practice with this tool (those that selected the same tool could work together). The facilitator(s) help(s) where necessary.

Step 3

Ask each participant to present each tool (those that worked on a tool together can present together or appoint a representative) explaining the objective of the tool, how it works, what obstacles they encountered while using it and how they overcame these. Ask them to give tips to the other participants about how and when to use the tool.

6. Develop learning questions and actions

Based on the experience and discussion in the last exercise, each participant selects a tool to experiment with during week four. At this point they should also develop learning questions and actions which can be revised with the facilitator before closing the workshop. Learning questions are more detailed issues that each participant at her/his individual and organizational level wishes to learn more about, by practice and theory, as well as how learnings are sustained within the organization. It is important that each question is linked with a specific action and time frame. The learning questions need to be developed before finishing the workshop in order not to lose momentum. A form can be provided for each participant to fill in and discuss with the facilitator and agree upon with the organization's management.

7. Evaluation of the workshop

As a last exercise the workshop should be evaluated. If the spider web exercise was done at the beginning (introduction) of the workshop, the flip chart with expectations can be revised in a plenary session to see which expectations were met and which ones remain to be touched upon at a later moment.

2.2.3 Week 4: experimentation and reflection (coaching)

This week is used for 'experimentation', practicing the newly acquired experiences with actual respondents (value chain stakeholders), which should take place not long after the workshop. In the workshop, each gender team has selected a tool or framework they want to experiment with. They need to plan fieldwork activities with their organizations (this should be already agreed upon in week 1, capacity development agreement) and relevant stakeholders, especially value chain producers. Participants (and organizations) could team up for such fieldwork. After experimentation, participants need to reflect again with the trainer.

It is recommended to give the participants 'homework', e.g. a list of key gender questions that they need to answer. The key questions for design (IFAD) or one of the two questionnaires (SNV or World Bank) in the participants' pack can be used for this. The outcomes (the key gender issues) will be discussed and used in the next modules.

The trainer should plan at least one reflection (coaching) session with each organization. This session could be done face to face or virtually using skype or phone. Each session will take approximately two hours of coaching time and one hour of preparation and reporting for the trainer.

2.2.4 Week 5: wrap up and planning

In the last week, the trainer uses the outcomes of the reflection sessions, the workshop evaluation and any other information collected to evaluate and report on the first module. A simplified self- assessment—short questionnaire focusing on the relevant parameters of the core gender capacity on gender analysis and strategic planning—should be conducted to assess the effect of the module on the individual and organizational capacities. Participants can do this individually, filling in a questionnaire that can be sent to them by email (Google Forms or Survey Monkey could be used for this). The trainer should write a short report with conclusions and recommendations. The reports are sent to ILRI and TI and are used for an evaluation of module one and planning of Module 2. The evaluations and learnt lessons from each participant are also used at the start of the next module.

2.3 Workshop outline

Table 3: Module 1 workshop timetable

Module 1: gendered value chain analysis (GVCA)			
Day 1	**Activity**	**Contents**	**Material**
1. Introduction			
8:45	Official opening		
9:00	Introduction	Introduction of the facilitator(s) and the participants, using spider web exercise or another focused on learning and teambuilding.	Ball of wool, flip chart, tape and markers
9:30	Introduction of the CapDev	Quick presentation of the objectives, methodology, timeframe of the CapDev and questions.	PPT on the capacity development (background, objectives, methodology and timeframe)
2. Assessment of knowledge and experience of participants + introduction of general gender concepts			
9:45	Baseline assessment	Presentation of capacity assessment outcomes and discussion on current knowledge of tools, concepts and methodologies.	PPT with capacity assessment outcomes per country (capacity assessment: current status and way forward) focused on core gender capacity A. List with gender analytical tools (can be written on blackboard/flipchart)
10:15	Introduction to general gender concepts	To wrap up the assessment a short introduction to general gender concepts will be given, linking specifically to issues that were discussed during the assessment.	PPT with following gender concepts: gender and sex gender roles and the division of labour gendered access and control gender analysis
10:30	Coffee/snacks		
3. Initial assessment of gender dynamics in the value chain			
11:00	Introduction to gender issues in the VC	Introduction to the value chain and some gender issues through story telling.	Story to be prepared by trainer or one of the advanced partners, supported by ILRI team (see case study Challenge Chains to Change for example)
11:30	Practical exercise 1: questionnaire for GVCA	Practical exercise 1: fill in the questionnaire with all participants, first individually then group discussion.	Participants pack: Tool 1: Questionnaire for GVCA
12:15	Reflection	Reflection: after completion of the checklists, participants will reflect on the checklist itself and formulate their own learning questions.	
12:45	Lunch		

13:45	Generalization of concepts and methodologies	Generalization: after using this tool, concepts and methodologies are clarified using a PPT.	PPT on (see participants pack) Value chains and value chains analysis Gender analysis: activities and roles, access and control, decision making Gendered value chain analysis
14:15	Discussion gender analysis and value chain development	Discussion on: why is gender analysis important for value chain development?	Cards and pens, arguments for gender analysis (see participants pack)
4. Explanation and classroom practice of two tools			
14:45	Practical exercise 2: tool for gender differences in roles, access and control	Preparation for practical exercise: participants to form groups and prepare materials and questions	Participants pack: activity profile and access/control profile (Harvard Analytical Framework)
15:00	Practical exercise 2: tool for gender differences in roles, access and control	Practicing exercise: role play with participants	Flip chart, tape and markers
15:30	Coffee/snacks		
16:00	Reflection	Reflection: feedback on correct understanding of the tool as well as on facilitation skills. More advanced participants can share their experiencs with these and similar tools.	
16:45	Film	Optional: film that shows some tools in practice/sharing of experiences from the group.	Household Approach by Friedrich Eber Stiftung or GALS video Bokonzo/ Uganda, on coffee VC (both videos on https://www.youtube.com/watch?v=2ZWgm6ZYMUU&list=PLEFAE48597B4E4C2C + https://www.youtube.com/watch?v=HcyGLZ8e1M0&list=PLEFAE48597B4E4C2C Video on gender and livestock sector (cattle): https://www.youtube.com/watch?v=cwWBoGjgsjw
17:15	Reflection	End of day 1: short reflection on learnt lessons and attention points for tomorrow.	

Day 2	Activity	Contents	Material
9:00	Warm-up: recap	Recap of the previous day: what has been learnt?	
9:30	Generalization of concepts and methodologies	Generalization: concepts and methodologies practiced yesterday are clarified using a PPT. Also, here more details on how to select respondents, what methods (FGD's, interviews) to use, logistics to ensure a gender-balanced participation, etc. Q&A based on the experiences. More advanced partners could be requested to present something.	PPT on concepts and methodologies: Concepts: gender roles and the division of labour gendered access and control Methods: Facilitation of FGD's

10:00	Practical exercise: gender-sensitive value chain mapping	Explanation of gender-sensitive value chain mapping. The mapping is done in steps and can be presented at once or per step, or participants in groups will be given the tool and can follow the steps in their own pace and ask questions from the facilitator.	PPT and participants pack Gender-sensitive value chain mapping (adapted from Mayoux and Mackie) - possibly with a fictional (poultry) case.
10:45	Coffee/snacks		
11:15	Practical exercise: gender-sensitive value chain mapping	Practical exercise: gender-sensitive value chain mapping. The tool will be practiced in a classroom setting (group work). More advanced participants can take the role as peer advisors/co facilitators (only if they have practiced with this tool).	Flip chart paper, coloured cards, sticky notes, pens and markers and scissors
12:15	Practical exercise: gender-sensitive value chain mapping	Practical exercise: gender-sensitive value chain mapping. Group work continued if necessary.	
13:00	Lunch		
14:00	Reflection	Reflection: presentation of the maps and feedback. The exercise needs a lot of feedback from the facilitator on correct understanding of the tool. More advanced participants can be invited to reflect specifically on gender issues that come up.	
15:00	Generalization	Generalization: after using the tools, methodologies and facilitation are clarified using a story and PPT.	PPT on methodologies and facilitation: Diagram tools and mapping Participatory methods (Participate Initiative 2016) Facilitation of FGDs Ensuring (gender) balanced participation
16:00	Coffee/snacks		
16:30	Film	Optional: film that shows some tools in practice/sharing of experiences from the group.	Household Approach by Friedrich Eber Stiftung or GALS video Bokonzo/ Uganda, on coffee VC (both videos on https://www.youtube.com/watch?v=2ZWgm6ZYMUU&list=PLEFAE48597B4E4C2C + https://www.youtube.com/watch?v=HcyGLZ8e1M0&list=PLEFAE48597B4E4C2C Video on gender and livestock sector (cattle): https://www.youtube.com/watch?v=cwWBoGjgsjw
17:00	Reflection	End of day 2: short reflection on learnt lessons and attention points for tomorrow.	
17:30	End of day 2 - drinks and snacks		

Day 3	Activity	Contents	Material
9:00	Warm up - recap	Recap of the previous day: what has been learnt?	

5. Overview of existing gender analysis tools and discussion			
9:30	Discussion on tools and frameworks for GVCA	Generalization: discussion on what kind of tools and frameworks for GVCA exist and how to select the most relevant one. Critique on tools. More advanced participants can present what they have used and why they chose such tools. Differentiate between research and development partners.	List with all tools, concepts and methodologies (participants pack) Selection of tools Rapid or in-depth Qualitative or quantitative Levels of analysis
6. Develop learning questions and actions			
10:15	Experimentation	Experimentation: participants will formulate their own learning questions and plan to practice with at least one tool with actual value chain actors and supporter groups.	
10:45	Coffee/snacks		
11:15	Experimentation - continued	Experimentation: participants will formulate their own learning questions and plan to practice with at least one tool with actual value chain actors and supporter groups.	
12:15	Lunch		
13:15	Experimentation – presentation	Experimentation: participants will present their own learning questions and plan to practice with at least one tool with actual value chain actors and supporter groups.	
7. Evaluation			
14:15	Evaluation of the workshop	Evaluation of the workshop	
14:45	Closing of workshop – coffee/snacks before parting		

3 Module 2: Gender strategy development

3.1 General contents

3.1.1 Introduction

This second module on gender strategy development will further build upon the insights acquired in module one. This module focuses on the development of gender-responsive approaches and how to embed these into gender mainstreaming strategies. Apart from using the outcomes of the first module on GVCA as an input, it will generate input for the third module on gender responsiveness in organizations and the fourth module on gender-responsive monitoring and documenting.

3.1.2 Rationale

The focus of this module will be on the core gender capacity of gender-responsive programming, budgeting and implementation, while significant attention is given to the differences between accommodating and transformative approaches (the core gender capacity on innovation in gender-responsive approaches). This module will show how the gender-sensitive data produced through the knowledge and skills acquired in the previous module on conducting gender analysis can be used to develop gender-responsive strategies and programs to enhance gender equity.

The outcomes of the capacity assessment in 2015 on relevant parameters can be summarized as follows (Mulema et al. 2015b).

Table 4: Core gender capacity of gender responsive programming

Scores Module 2 strategy development	Development partners	National research partners
The capacity to develop gender-responsive (research) programs	2,6	2,2
Existence, quality and scope of a gender (mainstreaming) strategy including financial and human resource allocation	2,5	1,6
The capacity to develop and apply gender transformative approaches (GTAs)	2,3	1,4
Staff's ability to implement gender-responsive (research) programs	2,9	2,1
Staff's ability to apply gender transformative approaches (GTAs) and other innovative approaches and methods that empower women	2,2	1,8

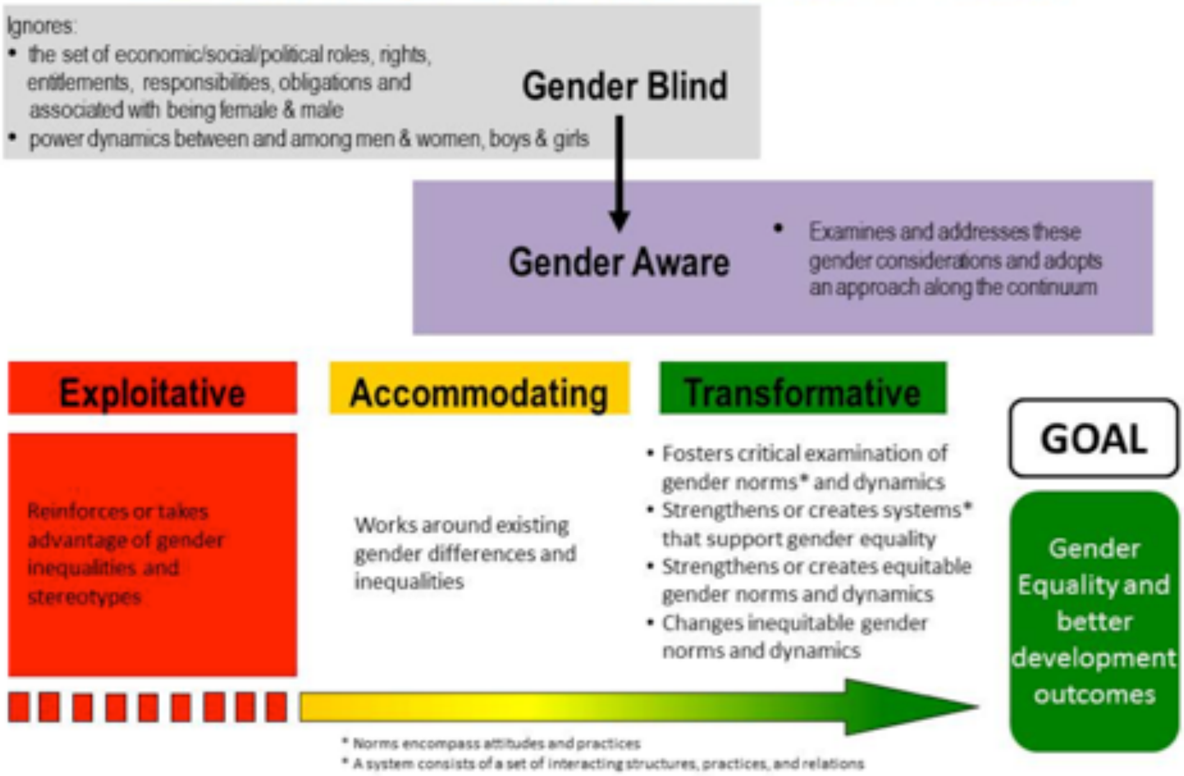
Note: maximum score is 5.

Partners assessed in 2015 (TI and ILRI, 2015b) showed weakness in their capacity to develop gender-responsive programs and ability to implement a gender (mainstreaming) strategy with sufficient human and financial resources. The research partners generally had no gender mainstreaming strategy and no separate budget allocated to specific gender activities, although many expressed a wish to develop both. Most development organizations had the capacity to ensure that interventions benefit women and men equally, as well as the capacity to implement actions towards a more gender-responsive organization. However, they needed support in implementing a resourced gender (mainstreaming) strategy. Organizational commitments to gender equity and capacity to produce gender-sensitive data on value chains need to translate into gender mainstreaming strategies that include guidelines or procedures that ensure the integration of gender-responsive activities and budgets with the allocation of human and financial resources.

Also, most of the organizations did not recognize the relation between the activities and processes they engaged in and the transformation of traditional gender roles. The knowledge of what gender transformative approaches are and how they relate to gender accommodating approaches is important when developing gender-responsive interventions (see participants pack for an explanation of gender transformative approaches in Section 2.4.4).

We will use the 'gender continuum' as originally developed by Geeta Rao Gupta from the International Center for Research on Women (ICRW) and used widely by many organizations including the Interagency Gender Working Group (ICGW)/USAID and ILRI in its LAF gender strategy (see figures 2 and 3). This continuum is based on the level of gender blindness and gender awareness in different approaches that range from gender exploitative to accommodating to transformative.

Figure 3: Relation between gender exploitative, accommodating and transformative approaches (IGWG 2013)



Programs should be gender responsive and consider gender roles and relations, and respond to these either through gender accommodating or through gender transformative approaches (TI and ILRI, 2015a). The continuum is useful to point out at which direction strategies are aimed and for deciding generally where they should be headed.

Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs. It can include gender accommodating or transformative approaches, or a combination of both. Gender mainstreaming strategies have specific objectives, activities, budgets, etc. See the participants pack (sections 2.2, 2.3 and 2.4) for full definitions of the different key gender concepts for this module.

This module will strengthen capacities to design gender-responsive programs with sufficient human and financial resources that are clearly and consciously aimed at gender accommodating or gender transformative strategies. Participants will learn how to recognize various gender interventions using their own programs as well as others as examples. They will either evaluate their existing gender mainstreaming strategies or develop one.

3.1.3 Objectives

This module is developed to assist gender trainers with sufficient guidance and content (conceptual and methodological) to facilitate a capacity development process on designing gender-responsive approaches and developing gender mainstreaming strategies for selected partners in a particular value chain country. Through their participation in this process, the partners will learn how to use gender-sensitive data to develop gender-responsive programs, strategies and interventions; they will increase their knowledge of gender-responsive approaches and gender mainstreaming strategies and apply this with their own programs and organizations.

3.1.4 Learning questions

- What are gender-responsive approaches (from gender accommodating to gender transformative approaches) and how do you recognize the differences in practice?
- How do you develop a gender equity vision for your program or research?
- What is gender mainstreaming and how do you design a gender mainstreaming strategy?

In this module, we focus mostly on programmatic value chain interventions; internal organizational issues are addressed in the next module. Since interventions are focused at the same value chain, participants can look for possible collaboration between their organizations.

3.1.5 Time and duration

The module takes place over a four-week period.

Table 5: Module 2 workshop timetable

Week	Content	Organization time	Trainer time and tasks
1	Preparation and invitation of participants	2 days preparing content, reading and adapting workshop	2 days preparing content, reading and adapting workshop
2	Training workshop	2 days participation in workshop	2 days facilitation and ½ day reporting
3 and 4	Homework and coaching	1 day fieldwork (including preparation and reporting) and 2 hours coaching	2 hours per organization (face to face or remotely)

3.2 Facilitation guidelines for trainers

3.2.1 Week 1: preparation

The participants are given reading materials on gender mainstreaming and are asked to prepare a short presentation with the key gender issues that they collected for their projects in the analysis period of module 1. If one of the organizations has some experience with gender mainstreaming, ask them to prepare a short presentation on this with a focus on its intervention (program or research). Make sure you can handout the case during the workshop (either as a text or PowerPoint slides).

The trainer prepares the workshop and ensures that everyone is attending (dates are agreed upon during the first module).

3.2.2 Week 2: training

The training, detailed in the workshop outline (see 2.3), will take two days of classroom training. It consists of the following sections

1. Opening and introduction
2. Feedback and selection of key gender issues
3. Gender-responsive approaches: definitions and examples
4. Assessing an existing gender mainstreaming strategy
5. Developing a gender equity vision
6. Designing a gender mainstreaming strategy
7. Evaluation
8. Closing

The gender trainer needs to familiarize themself well with the workshop program and adapt it to the local contexts and needs.

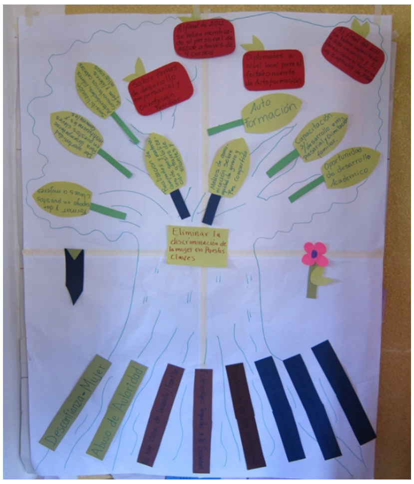
All participants will receive a gendered organization exercise and guidelines (see participants pack 3.6) at the end of the workshop. They can conduct this exercise themselves in the following weeks and use the collected data as preparation for the next module.

1. Opening and introduction

The facilitator starts with a short presentation of the objectives and learning questions of this module, agenda of the workshop and responds to questions from participants.

Although most participants will know each other from the first module, it is recommended to do a warm-up exercise to get all participants in the mood for the day. The trainer is encouraged to think of one themselves considering the (short) time that is envisioned for this activity.

2. Feedback and selection of key gender issues



Each organization or team presents the key gender issues collected in the experimentation and reflection period in module 1. Write and organize all key issues on a flip chart as the roots of a tree (see picture and the gender balance tree exercise proposed for session 5 of this workshop; e.g. tool 2.6.2 from the participants pack). All participants can ask questions and discuss outcomes. Also, the trainer should give feedback and ask at the end if all key gender issues of the value chain the organizations work in are included.

Wrap up this session by reviewing module 1 with references to the presentations that were just made and facilitate a short discussion on the lessons that were learned regarding the used methods and tools.

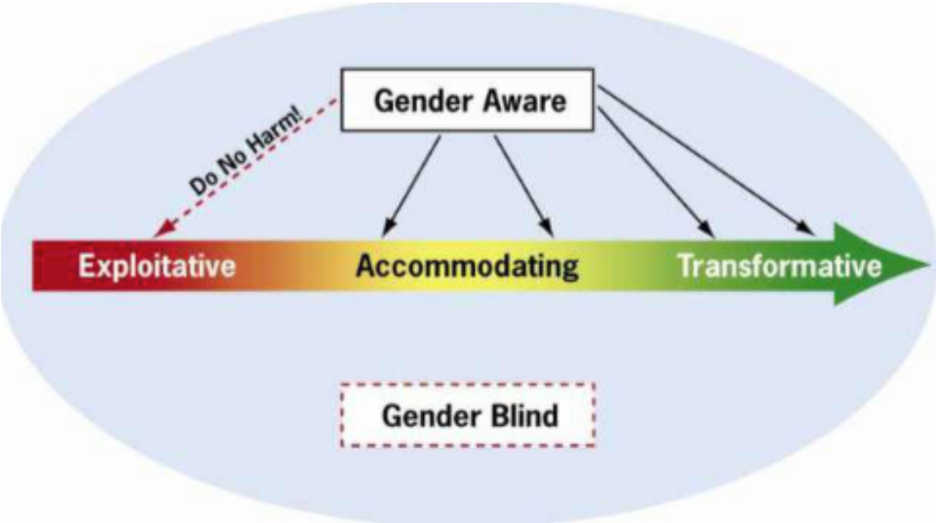
Photo taken by Marije van Lidth de Jeude during the development of a gender equity policy and action plan with ASDIR, Guatemala.

3. The continuum of gender-responsive approaches: definitions and examples (CGIAR 2015)

Start this session with a presentation on different definitions of gender blind, gender exploitative, gender accommodating to gender transformative approaches. We suggest using the table added to the participants' pack in Section 2.4.5 to facilitate a discussion using practical examples from a livestock intervention.

After the presentation allow for some Q&A in which all participants participate asking questions and giving examples on how they conceptualize this within their organizations. Ask each participant to indicate which type of approach their organization is applying at the moment. You can ask participants to write the name of their organization on a post-it and locate-it flipchart on which you (or a volunteer) have drawn Figure 3, which is a simplified version of Figure 2 (see above).

Figure 4 Simplified gender approach continuum (CGIAR 2013 and IGWG 2013)



Finish this session by reading one or two examples of gender integration strategies. There are various best practices in the Challenging Chains to Change publication of Agri-ProFocus (KIT and IIRR 2012), specifically the cases from Chapter 5–7 are of interest here. Choose one or two cases that you think are most relevant for your country/value chain or select them with the participants. Try to include at least one transformative approach. Have participants read each case out loud (they can do a paragraph or page one by one) and discuss each of the cases with them.

4. Assessing an existing gender mainstreaming strategy

Start this session with a presentation and Q&A on gender mainstreaming (see Section 2.2 in the participants pack), its history and some related concepts.

This is followed by a presentation of one or more of the participants on how their organization deals with gender mainstreaming in practice with a focus on external interventions (a program or research). If there is no organization that has a good example, you can use one of the examples from KIT and IRRR (2012) that was presented at the end of the last session.

Ask all participants to assess one of the presented strategies using Tool 2.6.1. from their participant's pack. They can do this in groups of three to five people. Make sure that participants from the same organization are divided over the different groups so they can discuss with peers from other organizations to understand different viewpoints. Later the colleagues from each organization will work together on developing a gender mainstreaming strategy for their program/research.

Finish with a plenary session in which one group is asked to present their matrix (the most complete one) and others can add and comment on it. If groups used different strategies to assess, you can ask each group to present but focusing on the main issues (both positive and those to improve), establishing beforehand the time they have to present.

5. Developing a gender equity vision using the gender balance tree

The purpose of this activity is for participants to define a gender equity vision, objectives and actions towards achieving this. You will need flipcharts, coloured cards, coloured markers and tape to facilitate the exercise.

Divide the group in smaller groups of three to five people. These can be organized according to type of organization (development versus research partners) and other similarities that they have (e.g. work in the same value chain or a certain thematic). All participants should follow the steps presented in Tool 2.6.2. of the participants pack (gender balance tree).

Ask each group to take the following steps:

1) Choose a case study to work on. This can be the project of one of the participants or your own when you replicate this exercise with your organization.
2) Ask the participants to draw a big tree on two or more flipcharts. Put at the roots of the tree the key gender issues for your case. These are the key gender issues that were assessed during the GVCA (module 1) and discussed at the start of the workshop when they were put as roots of a tree. Use only those that are relevant for your case.
3) Define a gender equity vision (or main goal) for your case. This vision will be placed in the centre of the trunk of the tree.
4) Define possible solutions (or specific objectives) that respond to the key gender issue (in the roots of the tree) to achieve your gender equity vision. These specific objectives are the branches of your tree.
5) Define specific actions to achieve your specific objectives. These are the fruits of the tree.

After each group has developed their gender balance tree, ask them to present their outcomes to which other groups give peer feedback.

6. Designing a gender mainstreaming strategy

Participants will be asked to make a first draft for the formulation of a gender mainstreaming strategy for their organization (see Tool 2.6.3. in the participants pack). They can use the outcomes of the gender balance tree (previous session) as an input. This session is mostly meant as an exercise to practice with the tool as in the end the gender mainstreaming strategy should be developed by all personnel of the organization together to make sure it is really mainstreamed in all areas and shared and implemented by all.

In a plenary session, participants' questions regarding the gender mainstreaming tool are shared and discussed. Note that this is just one way of generating input for the gender mainstreaming strategy. In the end, each participant should use what they feel most comfortable with and which applies best in the case of their organization and research or program interventions. Emphasize that assigning a budget to the implementation of the strategy is key to its success (see Appendix A for an optional activity on gender responsive budgeting). Also, emphasize that everybody in the organization is responsible for a successful implementation of the strategy. Even though one person may be assigned to monitor its implementation, this person cannot be held accountable for the actual implementation. Inherent to a gender mainstreaming strategy is that it affects everybody in the organization.

After this, each participant should formulate an action plan to develop a gender mainstreaming strategy for their organization. They will have to conduct a workshop (of at least half a day, but preferably one full day) with all personnel of their organization to generate the necessary input and integrate it in the existing strategic/business plan of the organization. This is ideally done after Module 3 so that both external and internal strategies can be developed.

7. Evaluation

As a last exercise, the workshop should be evaluated. This can be done by asking each participant to write down on a post-it or coloured card two or three aspects that they liked most (including an explanation of why they liked that) and two or three things that they propose to do differently when repeating the workshop (one aspect per post-it). Aspects can refer to content, level of learning, methodologies, tools, or logistics of the workshop. Have each participant read out one aspect to improve and one that they liked and place them on two flipcharts: one with a happy face and the other with a sad face. After each participant has presented, you can repeat the round as often as necessary to get all aspects on the flipcharts. Those that repeat can be placed on top of each other.

8. Closing

Before closing the workshop, a date should be set for the next workshop. Moreover, the trainer should give out the guidelines and explain the gendered organization exercise. The participants can conduct this exercise themselves in the following weeks and use the collected data as preparation for the next module. A planning should be agreed upon to conduct this tool in each organization before Module 3.

3.2.3 Week 3 and 4: homework and coaching

These two weeks are used for experimentation and reflection. Some participants will have developed their own gender mainstreaming strategy. In week three, they will need to finalize the strategy, discuss it with their managers and propose improvements. The trainer will coach participants as they will all have different needs and possibilities. This probably includes a visit to the organization and a discussion of strategies with management in week four.

Participants working in organizations that already have a gender mainstreaming strategy can use these weeks to evaluate the strategy, possibly with VC stakeholders and staff within the organization. Again, the trainer will coach participants and visit them. It is also possible to organize peer (exchange) visits from one organization to another.

The trainer evaluates the module based on the evaluation at the end of the workshop and the strategies that have been developed or the evaluations. They should write a short report with conclusions and recommendations. The reports are sent to ILRI and TI and are used for an evaluation of this module and planning of module three.

3.3 Workshop outline

Table 6: Module 2 strategy development workshop outline

Module 2: Strategy development			
Day 1	Activity	Contents	Material
1. Opening and introduction			

9.00	Introduction to this module	Quick presentation of the objectives and learning questions of this module, agenda of the workshop and questions.	PPT on the capacity development - Module 2
9.15	Warm-up exercise	To be decided by the trainer.	
2. Feedback and selection of key gender issues			
09:30	Groups presentations	Each organization or team presents key gender issues collected in analysis. Write and organize all key issues on flip charts (tree).	Flipcharts and markers
10:15	Reflection	Feedback/recap of Module 1 based on presentations. Short discussion on learned lessons re methods and tools.	PPT on the capacity development - Module 2
10:45	Coffee/snacks		
3. Gender responsive approaches: definitions and examples			
11:15	Presentation and discussion	Definitions and differences between gender strategies and approaches.	PPT on the capacity development - Module 2
12:30	Lunch		
13:30	Story telling/reading	Example of one or two gender-responsive approaches.	Handout
4. Assessing an existing gender mainstreaming strategy			
14:15	Generalization of concepts	Presentation and Q&A on the definition of gender mainstreaming, its history, main critiques and discussions.	PPT on the capacity development - Module 2
14:45	Coffee/snacks		
15:15	Presentation of a real case	One or more of the participants present how their organization deals with gender mainstreaming in practise. You can also use one of the examples read at the end of the last session.	Handout with the case(s)
15:30	Group work	The groups 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.	Flipcharts and markers
16:30	Presentation of assessment matrixes and peer feedback	One group presents their assessment matrix (with a focus on the most important positive as well as to improve aspects) and the other give feedback. If different strategies were assessed, each of these matrixes will be presented and feedback on.	Filled in flipcharts and tape
17:15	End of day one		

Day 2	Activity	Contents	Material
9:00	Warm-up: recap	Recap of the previous day: what has been learnt?	
5. Developing a gender equity vision			
9:30	Group work	Development of a Gender Balance Tree by each group.	Participants pack and tools
11:00	Coffee/snacks		
11:30	Presentations and peer feedback	Each group presents its Gender Balance Tree and the rest gives feedback.	
12:30	Lunch		
6. Designing a gender mainstreaming strategy			
13:30	Experimentation	Drafting your own gender mainstreaming strategy.	Participants pack and tools
14:30	Coffee/snacks		
15:00	Plenary session	Participants will share Q&A on the tools and development of their own gender mainstreaming strategy.	
15:30	Experimentation	Participants will formulate an action plan to develop a gender mainstreaming strategy for their organization.	Participants pack and tools
7. Evaluation			
16:15	Plenary session	Evaluation of the workshop.	
16:45	Experimentation	Establish date for next workshop and explanation of the gendered organization exercise and planning to select one tool and conduct it with staff (Module 3).	Participants pack and Module 3.5 (tools)
17.00	Closing of workshop – coffee/snacks before parting		

4 Module 3: Gender responsive organizations

4.1 General contents

4.1.1 Introduction

This module on gender-responsive organizations differs from the other three modules as it is inward looking, focused on gender at the workplace and internal organizational issues. The contents are, therefore, more of a general nature and not necessarily related to livestock programs and value chains. The module is also different for each organization and exercises and learning questions are specific for each organization.

The module takes four weeks. It consists of a training for all participating gender teams together, further experimentation by each participating organization separately, and coaching sessions (trainer-gender teams), and a final evaluation session.

4.1.2 Rationale

This module should strengthen the internal organizational gender capacity—gender at the workplace. In the capacity assessment version one, relevant parameters are divided over three core gender capacities; in the second version they are all grouped into one core capacity (gender at the workplace). In TI and ILRI's framework for gender capacity assessment (second version, 2016), gender at the workplace is defined as the capacity to promote a gender-responsive workplace with equal opportunities and benefits for women and men.

Key parameters for this capacity are related to workplace policies; internal gender balance and leadership; and staff's knowledge, attitudes and practices towards gender equality at the workplace. These are strongly related to other parameters, such as the organization's mission and vision and organizational commitment to gender equality.

The outcomes of the capacity assessment in 2015 on relevant parameters can be summarized as follows (Mulema et al. 2015b).

Table 7: Module 3 gender responsive capacity assessment

Scores Module 3 gender-responsive organizations	Development partners	National Research Partners
The capacity to analyze gender dynamics in the organization and to develop strategies to deal with these.	3,1	2,7
The capacity to implement actions towards a more gender-responsive organization, including the adjustment of internal policies, procedures, business plans, etc. to make them more gender responsive, affirmative actions towards a better gender balance.	3,1	2,4
Effectiveness in hiring women as staff members and to acquire gender balance.	3,5	2,3
Presence of women in leadership (management) and balanced representation.	3,3	1,8
Staff's knowledge, attitudes and practices towards stimulating women's leadership in programs.	3,7	2,4

At the time of the assessment in 2015 (Mulema et al. 2015b), the capacities of development partners to hire women as staff members and to have a more equal gender balance were stronger than those of research partners. Also, staff from development organizations mostly had positive attitudes toward stimulating women's leadership. Still, gender interventions were not always core to the organization nor were they consistently funded. Both types of organizations found it difficult to implement actions towards a more gender-responsive organization. In Nicaragua, these capacities are better developed and gender efforts were often, to a certain degree, institutionalized within the organizations through gender policies, strategies, tools, trainings, or discussions.

This module strengthens the effectiveness of ¬all three other modules as capacities need to be strengthened throughout the organization and is closely related to the second module on developing gender-responsive interventions. For programmatic interventions to be effective, gender mainstreaming should take place at program and at internal organizational level. This module will help to sustain (institutionalize) the capacities that are developed in the other modules.

The gender mainstreaming strategy (as developed in Module 2) should include both program and internal organizational actions. However, the two modules are separated because internal organizational actions are of a different nature and are implemented and monitored by each organization individually. The programmatic interventions, on the other hand, are (partly) implemented and monitored at value chain level.

The following frameworks (described in detail in the participants pack in Section 3.4.1 and Section 3.5.1, respectively), have been selected for this module.

1. Mainstreaming a Gender Justice Approach/GMLT

The Mainstreaming of a Gender Justice Approach manual from Oxfam Novib and Dutch Ministry of Foreign Affairs (2010) will be used to help participants assess the genderedness of their organization and to introduce them to this manual and the tools. The manual has been selected by organizations themselves since it is very practical and easy to use. It has also been tested and used several years by Oxfam Novib and its partners.

The "12 boxes" framework is helpful in getting more insights into organizational processes and the interrelatedness between the different aspects and can be used to illustrate strong and weak points at a glance. The manual has many practical exercises and it is easy to use by organizations themselves. However, it is more focused on organizational assessment and less on strategy formulation and actual implementation of actions.

Two tools have been selected from this manual and they are explained in the participants pack: assessment of an organization's gendered division of tasks and exploring and unpacking the organization's culture. They have been selected as they can be used by the gender teams independently in preparation for the training workshop.

2. Gender at work analytical framework

The analytical framework developed by Gender at Work (Rao et al. 2015) will be used to help participants get more insights in organizational processes, how change happens, and why changes towards more gender-responsive organizations are most of the times slow and difficult. The framework has been chosen because it is evidence-based, Gender at Work developed it after decades of collective work on gender and organizational change and has studied and analyzed many cases. The framework and the theories are grounded in work by other gender academics such as Acker (1990), Connell (2005), Krook and Mackay (2011), and are used by many international NGOs, multilateral organizations including the UNDP and FAO, academic institutions and others. The original source material requires an advanced understanding of gender theory, and not all participants may fully grasp it, especially if they have not had any experience with gender mainstreaming and organizational change processes.

4.1.3 Objectives

This module is developed to assist gender trainers with sufficient guidance and content (conceptual and methodological) to facilitate a capacity development process on gender-responsive organizations for selected partners in a particular value chain country. Through their participation in this process, partners will increase their knowledge of gender-responsive organizations in such a way that they are able to understand gender dynamics in their own organization and design actions towards a more gender-responsive organization.

4.1.4 Learning questions

- What is a gender-responsive organization and how is it related to gender-responsive programs?
- What actions should you take towards a more gender-responsive organization?
- What obstacles can be encountered and how do you deal with them?

4.1.5 Time and duration

This module takes four weeks.

Table 8: Module 3 workshop time planner

Week	Content	Trainer time and tasks	Organization time
1	Preparation	1 day preparing content, reading and adapting workshop.	3 hours preparing per participant: conducting and reporting on gendered organization exercise.
2	Training workshop	1 day facilitation and ½ day reporting	1 day participation in workshop
3	Experimentation and reflection (coaching)	2–4 hours per organization (face to face or remotely)	2–4 hours coaching
4	Wrap up and planning	2 days collecting information and reporting	½ hour

4.2 Facilitation guidelines for trainers

4.2.1 Week 1: preparation

The trainer prepares and adapts the workshop and ensures that everyone is attending (dates are agreed upon during earlier modules). They should ensure that all participants have conducted the gendered organization exercise and that they have prepared presentations (see Section 2 below).

In this module there will be quite some differences between organizations' (and participants') existing gender responsiveness, their willingness to change, and experiences. Each organization should work at their own pace and develop their own strategies and actions. The trainer should spend more time in the workshop and in coaching each organization separately, adjust the exercises and tailor support to the needs of each organization. More advanced partners and individuals can do other exercises and activities throughout the workshop. They can be encouraged to share examples during plenary sessions.

Although most development partners have stronger capacities in place than research partners, they do not need to get a different role or get different attention based on this distinction.

4.2.2 Week 2: training

The training, detailed in the workshop outline (see below), will take one day of classroom training. It consists of the following main sections.

1. Opening and introduction
2. Feedback on the gendered organization exercise
3. What is a gender-responsive organization?
4. Strategizing
5. Obstacles that can be encountered and solutions
6. Develop learning questions and actions
7. Evaluation

The gender trainer needs to familiarize themselves well with the workshop program and adapt it to the local contexts and needs.

1. Opening and introduction

It is recommended to do a kick-start or warm-up exercise before the introduction to get all participants in the mood for the day and to start a discussion on gender, values and the workplace.

Kick-start exercise: the thumbs up game [8]

The exercise is about beliefs, behaviour and attitudes related to gender stereotypes and is aimed at promoting self-reflection amongst participants.

All participants sit in a circle. The trainer reads out each statement and participants either put their thumbs up (when they agree with the statement) or down (when they disagree) or horizontal (when they are neutral).

The statements need to be adapted by the trainer to be locally relevant. Suggested statements are:

8 Exercise based on Assignment 19 in the Mainstreaming a Gender Justice Approach manual (2010: 99)

- Men should be breadwinners
- The pressure on men always to be breadwinners is hard to live with
- Men are not as good as women in caring for children
- Women are not as good as men in technical jobs; e.g. driving
- Women are better managers than men
- Women are better in managing conflicts than men
- It is too difficult to find capable women who can take up leadership positions
- A man can never work under a female boss

At the end, ask how the participants felt about the exercise. Invite them to share some of their observations and, depending on the time available, ask if they want to discuss one or two statements. Check if the men and women, or people from different organizations, represent different viewpoints. A short discussion can be facilitated on gender norms and stereotypes, and how this influences relations at the work front and the position of women and men.

Encourage participants to use the exercise in their own organization in a similar way as part of an organizational change process.

After this, the module, its objectives, the learning questions and agenda are introduced using a PowerPoint presentation. The capacity assessment outcomes for all participating organizations will be presented and briefly discussed. The focus is only on the relevant parameters as described in 3.2.1.

2. Feedback on the gendered organization exercise

At the end of the workshop of Module 2, participants have received information to help them prepare the gendered organization exercise for assessing one part of their organization.

Two tools are suggested, and they are both described in the participant's pack. The trainer should discuss in advance with the gender team of each organization (preferably in a coaching session) which tool to select and suggest other tools if this would make more sense.

The gender team should have conducted this tool themselves with colleagues in the previous weeks and have results ready in a presentation for which guidelines are given. The presentations should be short and focused on outcomes of the tool and the process of doing such an exercise. Key issues coming out of the tool can be organized using a mind map (see below), or otherwise discussed if all organizations have used the same tool. If different tools are used, it is interesting to focus more on the tools themselves and some pros and cons.

Note: the tools only indicate one small part of the gender responsiveness of an organization. For a holistic picture, a complete organizational assessment would be necessary. The participating organizations could link the outcomes of this exercise with the outcomes of the capacity assessment in 2015. The trainer can also encourage organizations to conduct an actual organizational assessment, if they are interested, and plan it in their learning questions and actions.

Method: brainstorming using a mind map[9]

The purpose of using the mind map diagram is to communicate the feedback on the gendered organization exercise explained at the end of Module 2. A mind map is a diagram used to visually organize information. It is a creative and logical means of notetaking and note-making that literally "maps out" your ideas.

9 More information on mind mapping is available at: http://www.mindmapping.com/ and http://www.tonybuzan.com/

To begin the exercise, the facilitator should request participants to sit with their fellow colleagues (from the same organization). Using a large piece of paper and coloured pens/pencils, ask them to complete the following:

Step 1: start in the centre and draw the main idea, subject or focus (the use of an image or picture is preferred). Depending on the tool used for this exercise, the centre could be "gender at work" or "gender in organization culture."

Step 2: while brainstorming, connect main themes from the central image as 'branches'. Use a key word or image/symbol. For example, assessment of an organization's gendered division of tasks could include branches that illustrate the different departments within the organization with different positions and how they are gendered.

Step 3: Topics of lesser importance are represented as 'twigs' of the relevant branch. The branches form a connected nodal structure. Use multiple colors throughout the mind map for visual stimulation and also for encoding or grouping. For example, twigs could include specific tasks within an organization and how they are gendered or anything else related to the positions of male and female staff that are not yet covered.

Figure 5: Mind map guidelines (and example) [10]

3. What is a gender-responsive organization?

It is recommended to read the case of CIMMYT (provided in the participants pack). The trainer can also look for other stories, including from the group itself. While reading, participants should write down their answers to the following questions:

- What was the situation at the starting point?
- What kind of actions were undertaken? With what results?
- What were some obstacles and how were they dealt with?
- What did you find most interesting/learning point and why?

10 By Nicoguaro - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=15442311

- Is the organization now (more) gender responsive and why?
- In your opinion, what else needs to be done?

They can discuss the case and the questions in small groups, or collectively. Focus the group discussion on what a gender-responsive organization looks like.

Present the list with elements of a gender-responsive (or sensitive) organization (provided in the participants pack). Make clear that these elements are context and organization specific. There is no one, simple definition of being gender-responsive; organizations are in constant change. The list is limited and shouldn't limit the discussion. Participants should be encouraged to add elements and discuss the various components.

4. Strategizing

Organizations work by themselves on the following questions.

- How gender-responsive is my organization?
- What are some current strengths and weaknesses?
- How should my organization look like to be gender-responsive? What are some possible outcomes?
- What kind of actions need to be taken?
- What opportunities are there that can be leveraged?
- What possible challenges need to be addressed?

Note: It is helpful to visualize the strategy using a diagram tool, such as the “vision journey” as used in the GALS process (Mayoux 2014). However, the tool requires some explanation and practice, so either propose to use it to organizations that have already worked with this or a similar tool, or extend the workshop.

It is possible that some gender teams, based on the discussion, decide that more information is needed and might need to conduct an actual organizational assessment. Of course, they will need support from management for this. This could be planned as part of the learning questions and actions. The trainer can suggest using the ***Mainstreaming a Gender Justice Approach*** manual, or other relevant manual or toolkit.

The trainer should sit with each group for some time to help them with suggestions or answer specific questions.

5. Obstacles that can be encountered and solutions

In previous sections, obstacles or challenges have probably already come up, as well as some solutions or actions. Discussing these can help participants to get more insights in organizational processes, how change happens, and why changes towards more gender-responsive organizations are most of the times slow and difficult. Therefore, the trainer can present the Gender at Work analytical framework and apply it with the participants on the same case (the CIMMYT case) as in the previous session, writing the framework on a flipchart and filling in each quadrant.

When they have understood the framework, the participants should apply the analytical framework on their own organization, preferably working on a flipchart paper again. They should read the relevant parts in the participants pack and discuss the following questions.

- What gender mainstreaming actions have been taken so far in/by my organization? In which quadrant are these located (where do we try to change things)?
- Should more attention go to a certain quadrant?
- What kind of obstacles have I encountered and where do these come from?
- What have I learnt from this framework?

The trainer should study the Gender at Work framework as described in the participants pack and preferably also read the latest book (Rao et al. 2015) and website materials (Rao and Kelleher 2016).

The trainer should sit with each group for some time to help and guide them. The trainer can respond to issues and questions and others can give feedback to their peers.

This section on obstacles, and the framework, is most relevant for organizations and participants that have had some experience with gender mainstreaming and organizational change processes. Organizations that are completely new to the subject could use the time for group work to further develop their action plans, applying the same framework and/or study the Mainstreaming a Gender Justice Approach manual (Oxfam Novib and Dutch Ministry of Foreign Affairs 2010).

6. Develop learning questions and actions

Actions and learning questions have already come up in the previous sections. Therefore, this section could be short and mainly aimed at ensuring that key points are written down and don't get lost, and that it is clear for which aspects the team needs support or coaching. The learning questions and actions can be revised with the trainer before closing the workshop.

7. Evaluation of the workshop

As a last exercise the workshop should be evaluated. Expectations can be revised in a plenary session to see which expectations were met and which ones remain to be touched upon at a later moment.

Another way of evaluating the workshop could be the exercise proposed in Module 2.

Before closing the workshop, a date should be set for the next workshop. Moreover, the trainer should ask all participants to apply Tool 2.6.3 from the participants pack, integrating the experience and knowledge acquired during both Module 2 and 3. The idea is that participants facilitate a half or full day workshop with staff and management from their organizations to develop a gender mainstreaming strategy for their organization and interventions (e.g. on internal and external level). This gender mainstreaming strategy should be taken to Module 4 where indicators will be formulated. A planning should be agreed upon to conduct this tool in each organization before the start of the Module 4 workshop.

4.2.3 Week 3: experimentation and reflection (coaching)

This week is used for 'experimentation', practicing the newly acquired knowledge and skills. Each gender team will have different actions and learning questions. One of the tools to apply is Tool 2.6.3 (participants pack) integrating experience and knowledge acquired during both Module 2 and 3. The idea is that participants facilitate a half or full day workshop with staff and management from their organizations to develop a gender mainstreaming strategy for their organization and interventions (e.g. on internal and external level). This gender mainstreaming strategy should be taken to Module 4 where indicators will be formulated.

The trainer should plan at least one reflection (coaching) session with each organization. This session could be done face to face or virtually using Skype or phone. Depending on the needs of each organization, one or two sessions of approximately two hours each are needed.

4.2.4 Week 4: wrap up and planning

In the last week, the trainer uses the outcomes of the coaching sessions—the workshop report and evaluation— and any other information collected, to evaluate and report on the first module. The trainer should write a short report with conclusions and recommendations. The reports are sent to ILRI and TI and are used for an evaluation of module three. The evaluations and learnt lessons from each participant are also used at the start of the next module.

4.3 Workshop outline

Table 9: Module 3 Gender responsive workshop outline

Module 3: Gender-responsive organizations			
Day 1	Activity	Contents	Material
1. Opening and introduction			
9:00	Experience/warm up	Kick start exercise	
9:15	Introduction to this module	Quick presentation of the objectives and learning questions of this module, agenda of the workshop, outcomes of the capacity assessment on gender at the workplace and questions	PPT on the capacity development - Module 3
2. Feedback on the gendered organization exercise			
9:45	Reflection	Each organization or team presents key outcomes of the gendered organization exercise (explained in Module 2). Write and organize all key issues on flip chart (mind map).	Flipcharts Tool: "assessment of an organization's gendered division of tasks"
10:30	Reflection and generalization	Reflection on the presentations through discussion	
10:45	Coffee/snacks		
3. What is a gender-responsive organization?			
11:14	Experience	Reading an example of a gender-responsive organization (Participants pack). Participants to write down answers to the questions.	Participants pack: CIMMYT case
11:45	Reflection and generalization	Group discussion on what a gender-responsive organization looks like and presentation of elements of a gender-responsive (or sensitive) organization	PPT on the capacity development - Module 3
4. Strategizing			
12:00	Experience	Organizations work by themselves and develop action points	
12:30	Lunch		
13:30	Experience	Organizations work by themselves and develop action points	
5. Obstacles that can be encountered and solutions			
14:30	Reflection and generalization	Present the Gender at Work analytical framework and apply it with the participants on the CIMMYT case.	PPT on the capacity development - Module 3, Participants pack
15:00	Experience	Participants apply the framework on their own organization and discuss the questions.	
15:30	Coffee/snacks		
16.00	Experience	Participants apply the framework on their own organization and discuss the questions	
5. Develop learning questions and actions			
16.30	Experimentation	Experimentation: participants will formulate their own learning questions and plan to practice all learnings of the 4 modules	
6. Evaluation			
17.00	Evaluation of the workshop	Evaluation of the workshop	
17:30	Homework	A date should be set for the next workshop and all participants should be asked to apply Tool 2.6.3 so they can bring a full gender mainstreaming strategy (internal and external level) to the last workshop where indicators will be developed.	
17:45	Closing of workshop – coffee/snacks before parting		

5 Module 4: Monitoring and documentation

5.1 General contents

5.1.1 Introduction

This module on monitoring and documentation focuses on gender-responsive monitoring and documenting gendered outcomes of interventions. Gender responsive monitoring and evaluation is central to documenting the outcomes of gender-responsive interventions and how these are achieved.

The module consists of a training for all participating gender teams together, case documentation organized by each participating organization separately and/or as teams (and coaching sessions between trainer and gender teams), and a final evaluation session.

5.1.2 Rationale

This module should strengthen the core gender capacity on knowledge management and gender-responsive M&E, defined here as the capacity to collect and analyze sex-disaggregated data; to monitor, document and report on gender-responsive programming, specific gender outputs and outcomes; and ensuring wide outreach on gender-responsive programming and its results (TI and ILRI 2016). The outcomes of the capacity assessment in 2015 on this capacity can be summarized as follows (Mulema et al. 2015b).

Table 10: Module 4 monitoring and documentation scores

Scores Module 4 monitoring and documentation	Development partners	National research partners
The capacity to collect, interpret and report on sex-disaggregated data	2,8	3,1
Existence and quality of a gender-responsive M&E system and ability to use it	2,4	1,9
Access to and production of knowledge documents and publications on gender	2,1	1,7
Staff's ability to collect, interpret and report on sex-disaggregated data	2,7	2,4
Staff's ability to develop/work with gender-sensitive systems and tools for monitoring, evaluation and learning and measuring changes from gender interventions	2,5	2,1
Staff's access to and ability to produce quality documents and publications on gender	2,1	2,0

The partner organizations assessed by TI and ILRI in 2015 (Mulema et al. 2015b) had knowledge and experience in developing and working with monitoring systems and indicators, as well as documenting outcomes of development interventions. However, these systems were mostly not gender responsive and staff generally did not have the ability to work with gender-responsive M&E systems and tools. Development organizations were slightly better in having a gender-responsive M&E system in place than research partners. Most of the organizations especially, research partners, did collect and interpret sex-disaggregated data and used it for reporting purposes. However, most of them did not use this data for gender analysis, or to monitor changes at the household level or in gender relations.

Sex-disaggregated data was often confused with data aggregated by household. Knowledge documents and publications on gender were rarely produced, let alone accessed by the organizations (Mulema et al. 2015b).

Therefore, the capacity development is not aimed at increasing general monitoring and documentation capacities. It is focused on gender-responsive monitoring and documenting and putting gender central to monitoring systems. Participants need to increase their knowledge of gendered M&E tools and methodologies, be exposed to publications on gender and understand how to collect and use sex-disaggregated data.

For development organizations, the focus will be more on monitoring and documenting the gendered outcomes of their development interventions. For research organizations the focus is on the production of knowledge documents and publications, as well as provision of gender inputs, perspectives and insights to other organizations.

The capacity development modules are closely linked to each other. In the first module, participants have been introduced to some gender analysis frameworks and they have learnt how to apply gender analysis to understand the gender dynamics of the value chain. They have identified some key gender issues in their value chain. In the fourth module, gender analysis will be used to develop appropriate monitoring systems. In the second and third module, participants have learnt to design gender-responsive strategies for their programs and their organizations. In this module, they will learn how to monitor and document the outcomes of these interventions.

ILRI's own indicators will be used as examples. The proposed tool to practice with is the Women's Empowerment in Agriculture Index (WEAI) because this tool is specifically developed to measure women's empowerment and inclusion in the agricultural sector. It has already been used and tested by USAID and IFPRI and found relevant for both research and development actors.

The workshop will focus on designing gender-sensitive monitoring systems, developing and monitoring indicators, collecting sex-disaggregated data and experimentation after the workshop when participants should apply (aspects of) gender-responsive monitoring and document their own development interventions and gender-responsive outcomes. The documentation (cases) can be used by the organizations themselves, as well as by ILRI (after receiving permission of the partners) for communication purposes, like blog posts.

Gender sensitive M&E cannot be done by one person only; it requires input and support from the whole organization. Therefore, it is recommended to include a work session of at least 4 hours with the whole organization to generate input for the development of the gender-sensitive M&E framework. If an M&E framework already exists in the organization, this should be used as a base so the whole organization works towards the same goals. It is not recommended to develop separate M&E documents that focus on gender as that would provide additional workload, will be seen as something separate from the core business of the organization, and will most likely end up in a drawer.

Finally, if (some) participants are not experienced in monitoring and the development of indicators in general, it is advisable to add a one-day training on the subject, prior to this training. Such training falls outside the scope of this guide.

5.1.3 Objectives

This module is developed to assist gender trainers with sufficient guidance and content (conceptual and methodological) to facilitate a capacity development process on gender-responsive monitoring and documenting for selected partners in a particular value chain country. Through their participation in this process, the partners will increase their knowledge of gender-responsive monitoring and documenting in such a way that they are able to design and use gender-responsive monitoring systems and produce quality knowledge documents and publications on gender.

5.1.4 Learning questions

- What is a gender-responsive monitoring system and what does it consist of?

- How do you design and use gender-responsive monitoring systems?
- How do you use sex-disaggregated data in monitoring and gender analysis?
- What are gender-responsive indicators?
- How do you monitor and document gender-responsive approaches?
- How do you produce knowledge documents and publications on gender?

5.1.5 Time and duration

The module takes place over a four-week period.

Table 11: Module 4 training work planner

Week	Content	Trainer time and tasks	Organization time
1	Preparation	2 days preparing content, reading and adapting workshop	2 hours preparing (reading) per participant
2	Training workshop	1 and ½ days facilitation and ½ day reporting	1 and ½ days participation in workshop
3	Experimentation		1–3 days
4	Reflection (coaching) and wrap up	3 hours per organization	1 and ½ hour coaching

The workshop will take one and a half days of classroom training and partners need to organize experimentation and coaching time after the training.

5.2 Facilitation guidelines for trainers

5.2.1 Week 1: preparation

The participants are given reading materials (the Women's Empowerment in Agriculture Index (USAID et al. 2012 and Alkire et al. 2013)). The trainer prepares the workshop and ensures that everyone is attending (dates are agreed upon during the first module and confirmed during the previous one).

5.2.2 Week 2: training

The training, detailed in the outline, will take one and a half day of classroom training. It consists of the following main sections.

1. Opening and introduction
2. Feedback from earlier modules
3. Definition and scope of gender-responsive monitoring
4. Developing gender-responsive indicators
5. Practicum gender-responsive monitoring
6. The collection and use of sex-disaggregated data in monitoring and gender analysis
7. Develop learning questions and actions
8. Evaluation

The gender trainer needs to familiarize themselves well with the workshop program and adapt it to the local contexts and needs.

1. Opening and introduction

In this section, the module, its objectives, the learning questions and agenda are introduced. The capacity assessment outcomes for all participating organizations will be presented and briefly discussed (see PowerPoint presentation).

2. Feedback from earlier modules

Knowledge and skills that have been acquired and practiced in the previous modules, especially modules 2 and 3, are discussed and revisited during this session. Each organization or team will present the gender-responsive (development or research) interventions that they have developed and tested in Module 2 and/or 3. The 'gender strategies continuum' model (see Module 2) can be drawn on a flip chart and used to discuss where each of the presented strategies or interventions fit into this model to discuss again how to recognize gender accommodating versus gender transformative strategies. If organizations did not develop any intervention, they can link up with other teams or observe and provide feedback.

After the presentations and discussions, the trainer should present a short reflection (PowerPoint: recap from modules 2 and 3) on some key issues that were discussed in the previous module(s) and respond to any issues and questions that arise. This is also the moment to recap the connections of the two modules on gender-responsive interventions and organizations with each other, and to discuss, for example, the relevance of linking program and organizational interventions.

3. Definition and scope of gender-responsive monitoring

This session is an introduction to gender-responsive monitoring and can be done using a PowerPoint presentation or other more dynamic and creative facilitation methods. The focus is on explaining and clarifying concepts (gender-responsive monitoring) from the participants pack and responding to any arising questions.

4. Developing gender-responsive indicators

This session focuses on what gender-responsive indicators are and can be done using a PowerPoint presentation. The indicators from the Livestock and Fish gender strategy and M&E framework (participants pack Section 4.3.5) can be used as examples. The presentation should only give a very basic introduction as participants will formulate their own indicators and questions during the practical exercise.

The presentation is followed by a practical exercise. Participants should form groups and develop around three indicators for their own or another selected case. Participants that have developed a gender mainstreaming strategy should develop indicators for their strategy. Others can use the case on poultry rearing, which is provided in the participant's pack.

The indicators are presented and organized using a mind map or a similar diagram tool (see Module 3).

The exercise is finished with a brief presentation on what a good (SMART) and gender-responsive indicator is and some feedback and recommendations based on the trainer's and other participant's own experience.

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

If possible, this session starts with a presentation from one of ILRI's gender scientists or a research partner on methods used in an actual (ongoing) gender-responsive research focusing on gender-responsive data collection and the use of sex-disaggregated data. The presenter should have read the participants pack on the collection and use of sex-disaggregated data and can refer to this material in their preparation. Participants can ask questions and the trainer ends the session with a brief presentation on the collection and use of sex-disaggregated data.

Role play could be used to make the session livelier. For example, doing household interviews and ensuring that the wife and husband are both interviewed. The case could be that the husband is not willing to allow his spouse to be interviewed. Two participants could play this out and other participants should give feedback by role-playing how they would intervene.

The day is finished with a short reflection on learnt lessons and some attention points for the next day. If the participants haven't yet studied the provided materials (i.e. the Women's Empowerment in Agriculture Index brochure (USAID et al. 2012)), they have time to prepare in the evening.

The second day will start with a warm-up and recap exercise. A suggested methodology is the following exercise.

Method: puzzle

As preparation, the trainer needs to collect a gender-sensitive M&E framework from one of the participating organizations. The framework can then be cut (by the trainer or a volunteer) into pieces and participants will need to organize the objectives, activities, indicators, verification sources, etc. as a puzzle.

6. Practicum gender-responsive monitoring

During the practicum, two groups (e.g. development partners and research partners) will work separately on the same case on which they will apply a gender-responsive monitoring tool. A sample case can be used (see previous session), or the trainer or one of the partners could develop their own case during the preparation. If the sample case is used, development partners should imagine they are the NGO M&E team who are responsible for designing a gender-responsive monitoring framework at the start of the intervention. Research partners can imagine they study the case as an external research institute.

The proposed tool to use is the Women's Empowerment in Agriculture Index (or WEAI) or the Women's Empowerment in Livestock Index (WELI) (see participants' pack). Development partners and research partners can apply this tool from their own perspective so that development organizations focus more on monitoring the effect of development interventions and research institutes on researching and documenting gender-responsive approaches.

As a sample activity, the facilitators can request the participants to read the 12-page WEAI brochure (USAID et al. 2012) or refer to the WELI webpage[11], and then facilitate a group discussion around the following questions.

1. What are the five domains of empowerment measured in the WEAI?
2. Do you feel these domains adequately capture gender dynamics among agricultural populations? If yes, why? If no, what is missing?
3. For development practitioners: How could this tool assist you/your organization in monitoring the effect of development interventions?
4. For researchers: Explain why you think the WEAI would be an effective or ineffective monitoring tool for your organization/project.

11 https://www.ilri.org/products/womens-empowerment-livestock-index-weli

Participants, supported by the trainer, can also select another monitoring framework for their case and should be encouraged to do so. Gender-sensitive value chain mapping (Mayoux and Mackie 2007 and World Bank et al. 2009) used in module one, also provides a framework for M&E.

Each group will present their findings and give feedback to the other group with support of the trainer, including (for example):

- Their understanding of the tool
- Pros and cons of the tool
- The application of this tool for their own monitoring
- Data collection aspects, including sex disaggregation of data

Examples from participants themselves can be shared in this session and used for inspiration.

7. Develop learning questions and actions

Based on the experience and discussion in the last exercise, each participant (team) should develop learning questions and actions which can be revised with the facilitator before closing the workshop. The trainer should explain the 'experimentation' exercise, which will take place the week after the workshop and should result in a case documentation (see below).

Since many organizations do not have access to knowledge documents and publications on gender, the trainer could use this moment to share some relevant publications with them (e.g. Galiè et al. 2015; Njuki and Sanginga 2013).

8. Evaluation of the capacity development program (modules 1–4)

As a last exercise, the workshop and the complete capacity development program should be evaluated.

The evaluation should look back at the original expectations and achievement of expected results and objectives, as well as unexpected and unplanned results. It should include contents of the capacity development, as well as the process, facilitation and form/methods. The trainer could also share their own conclusions and recommendations based on the three earlier modules and reports that have been developed.

A suggested methodology is the following exercise.

Method: group evaluation

Participants should form groups of approximately three people who are not from the same organization. The groups should discuss the following questions, ensure that everyone has a say and that everything is recorded.

1. What have you learnt (as an individual and as an organization)?
2. What did you miss? Any topics or expectations that weren't covered?
3. What do you think about the way the capacity development program is organized (facilitation, timing and form). What went well? What didn't go well?

After the group discussions, each group can present to the others, (maximum six in total) two to four issues of the capacity development program contents and form that they really liked and two to four issues that they liked less or were not happy about. Each issue can be written on a coloured card (e.g. green for positive and red for negative) and organized thematically by sticking them on a wall.

Additionally, when all issues are stuck to the wall, each person can be given 3 + 3 small stickers of a different colour and should place stickers on the most important positive and negative issues according to their individual opinion.

Each group should also write down the remaining points of the discussion and hand it to the trainer before leaving the workshop.

The capacity development program will be closed at the end of the training workshop. Participants who completed the capacity development program will receive a certificate (this can also be done during the wrap up session, see Chapter 5).

5.2.3 Week 3: experimentation

This week is used for 'experimentation', practicing the newly acquired experiences on their own work which can take place after the workshop. Participants should apply aspects of gender-responsive monitoring and document their own development interventions and gender-responsive outcomes. Organizations could team up and research organizations could document cases of development organizations. A format is developed for case documentation (participants pack, Section 4.4.3).

The documentation of cases can be used by partners and ILRI for communication purposes, like blog posts.

The gender teams need to plan these activities at the end of the workshop and organize with their organizations, especially with the M&E department or relevant staff member. After experimentation, when the M&E framework is set up, participants need to reflect again with the trainer.

5.2.4 Week 4: reflection (coaching) and wrap up

In the last week, the trainer contacts all participants and organizes one reflection (coaching) session in which the trainer revises the gender-sensitive M&E framework that each partner developed and provides observations for improvement. They will also evaluate the module with the gender teams and the organizations' management and write a short report with conclusions and recommendations. The reports are sent to ILRI and TI and are used for an evaluation of this module.

5.2 Workshop outline

Table 12: Module 4 workshop outline

Module 4: Monitoring and documentation

Day 1	Activity	Contents	Material
1. Opening and introduction			
9:00	Introduction to this module	Quick presentation of the objectives and learning questions of this module, agenda of the workshop, outcomes of the capacity assessment on monitoring and documentation and questions	PPT on the capacity development - Module 4
2. Feedback from earlier Modules			
9:30	Groups presentations	Each organization or team presents strategies they have developed and/or tested. Strategies to be organized according to the gender continuum by other participants.	Flipcharts

10:00	Reflection	Feedback/recap of Module 2 and 3 based on presentations. Short discussion on learned lessons, obstacles, etc.	PPT on the capacity development - Module 4
10:30	Coffee/snacks		
3.Definition and scope of gender-responsive monitoring			
11:00	Generalization of concepts and methodologies	Introduction to gender-responsive monitoring	PPT on the capacity development - Module 4: gender-responsive M&E, monitoring, evaluation
4. Developing gender-responsive indicators			
11:30	Generalization of concepts and methodologies	Gender responsive indicators: definition and examples	PPT on the capacity development - Module 4: gender-responsive indicators
12:00	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.	Coloured cards and markers
12:30	Reflection	Gender-responsive indicators: some tips and more information	PPT on the capacity development - Module 4
12:45	Lunch		
5. The collection and use of sex-disaggregated data in monitoring and gender analysis			
13:45	Generalization of concepts and methodologies	If possible, a presentation from one of ILRI's gender scientists or a research partner, on methods used in a gender-responsive research, with possibility for Q&A	
15:00	Coffee/snacks		
15:30	Generalization of concepts and methodologies	Short presentation and Q&A on the use of sex-disaggregated data (participants have read the material). One of the more advanced partners/ gender scientist can give feedback to others.	PPT on the capacity development - Module 4
16:30	Reflection	End of day 1: short reflection on learnt lessons and attention points for tomorrow. Homework: read material in participants pack	Women's Empowerment in Agriculture Index (WEAI)

Day 2	Activity	Contents	Material
9:00	Warm up and recap	Recap of the previous day: what has been learnt?	
6. Practicum gender-responsive monitoring			
9:30	Practical exercise 2	Practicum (split research and development partners): apply a gender-responsive monitoring framework/tool on a case	Video: https://feedthefuture.gov/video/womens-empowerment-agriculture-index
10:30	Coffee/snacks		
11:30	Reflection	Reflection: discussion and feedback on the practicum. After presentation, each group reflects on the other group. Include sex-disaggregated data collection and analysis.	
7. Develop learning questions and actions			
12:00	Experimentation	Experimentation: participants will formulate their own learning questions and plan to practice all learnings of the 4 modules.	
8. Evaluation			
12:30	Evaluation of the workshop	Evaluation of the workshop and the capacity development (all modules), recommendations for future interventions	
13:15	Closing of workshop – lunch before parting		

6 Final gender capacity assessment and wrap up

It is recommended to conduct the gender capacity assessment again with all participating organizations three months after closing the capacity development program. The guidelines and tools (version two) should be used since this is an improved version of the capacity assessment. Since the two versions are not fully comparable, it is recommended to focus in the reporting on the parameters that were also selected for each module.

The gender capacity assessment should inform ILRI on the change in capacity. The results of the evaluation of the capacity development process are used to further refine gender capacity development responses for each country in the future. In the discussions with partners, the capacity assessment team can focus on significant changes that have taken place within the organization and the participating individuals, such as the development of gender (mainstreaming) policies. Also, the capacity assessment team should assess if there are changes at broader programmatic (value chain) level. Another assessment could be done one or two years later to assess if changes are sustained.

The outcomes of the assessment and the evaluation of the four modules can be presented together with the documented cases in a (half day) wrap up session. Alternatively, this could be published on ILRI and its partners' websites.

The trainer and ILRI could also select the 'best case' and this case will be presented in this session. The presentation can be finished with a moderated discussion around the following questions (have participants write the answers down for themselves first).

- Why is it a good case?
- What could be improved about the case itself (e.g. the way gender is integrated in the intervention) and its documentation?
- What lessons have you learnt for your own case?
- What more do you need to improve on (e.g. tools, methods, etc.)?

Participants who completed the capacity development program will receive a certificate in this final session.

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Useful Links

AWID Monitoring and evaluation wiki: http://awidme.pbworks.com/w/page/36050854/FrontPage

Gender and Value Chains - USAID

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwj89L_m5-vvAhUKVBUIHSbDCMIQFjABegQIBBAD&url=https%3A%2F%2Fwww.usaid.gov%2Fsites%2Fdefault%2Ffiles%2Fdocuments%2F1862%2Fgender_and_value_chain.pdf&usg=AOvVaw1ZuS4z9yb_pAPxM8-XByLB

Gender and Value Chain Analysis – ILRI: https://livelihoods-gender.ilri.org/2014/06/11/new-ilri-gender-manual/

GALS toolkits, videos and songs: www.galsatscale.net/Resources.html#toolkits

Gender in Value Chains – Agriprofocus: http://agriprofocus.com/gender-in-value-chains

WEMAN and sustainable livelihoods: http://www.oxfamnovib.nl/value-chains-and-the-rural-economy-making-it-work-for-women-and-men-weman.html

Women's Empowerment in Agriculture Index. IFPRI. https://www.ifpri.org/project/weai

IFAD, Gender-Sensitive Monitoring and Evaluation: http://asia.ifad.org/documents/627927/627956/65+Gender-Sensitive+M%26E.pdf?version=1.0

Gender at Work: http://www.genderatwork.org/

Gender Mainstreaming Resources:

- https://www.sida.se/en/for-partners/methods-materials/gender-toolboxhttp://web.undp.org/evaluation/documents/EO_GenderMainstreaming.pdf
- www.fao.org/3/a-at227e.pdf
- www.un.org/womenwatch/osagi/pdf/undppaper.PDF
- www.iita.org/c/document_library/get_file?uuid=3de5cd90-981f-45d0-b4fd-7613f5237937&groupId=25357

Videos

Bukonzo coffee Value Chain

Part 1: www.youtube.com/watch?v=2ZWgm6ZYMUU&list=PLEFAE48597B4E4C2C

Part 2: www.youtube.com/watch?v=HcyGLZ8e1M0&list=PLEFAE48597B4E4C2C

Cattle VC

https://www.youtube.com/watch?v=cwWBoGjgsjw

Challenge action tree

https://www.youtube.com/watch?v=u9HoWvZ83Vg

Vision journey

https://www.youtube.com/watch?v=mf2QzpwVY9w

Women's Empowerment in Agriculture Index

https://www.agrilinks.org/events/webinar-ftfs-womens-empowerment-agriculture-index-weai

1 Appendix A: Optional activity on gender-responsive budgeting

The purpose of this activity is for participants to learn about the 5-step framework for gender-responsive budgeting and to consider how they can practically incorporate gender-responsive budgeting into their organization/project/program. The trainer(s) will need flipcharts, coloured markers, and tape to facilitate the activity, and additional copies of the case study example of women's calf rearing in India and corresponding activity listed in the Participant's Pack.

1) First, the trainer(s) must introduce the basic definition, tools available for gender-responsive budgeting and outline the five-step gender aware appraisal tool [listed in the text box below].

Gender responsive budgeting is a method to determine the extent to which a program, project, or government's expenditure has detracted from or come nearer to the goal of gender equality. A gender-responsive budget is not a separate budget for women, but a tool that analyzes budget allocations, public spending, and taxation from a gender perspective and can be subsequently used to advocate for reallocation of budget line items to better respond to women's priorities as well as men's, making them, as the name suggests, gender responsive (Ampaire et al. 2020).

<u>What are the tools for gender-responsive budgeting?</u>

Budlender et al. (1998) lists the following tools for analyzing gender budgeting:

(i) Gender aware policy appraisal

(ii) Gender-disaggregated beneficiary assessments

(iii) Gender disaggregated public expenditure incidence analysis

(iv) Gender-disaggregated tax incidence analysis

(v) Gender-disaggregated analysis of the impact of the budget on time use

(vi) Gender-aware medium-term economic policy framework

(vii) Gender-aware budget statement

The selection of suitable tools depends on availability of data, expertise, and time, although **gender-aware appraisal** has been the most adopted tool. Given the time constraints for the workshop and differing levels of financial expertise among participants, this is the tool recommended as an in-workshop exercise.

There are five steps to conduct a gender-aware appraisal:

Step 1 Situational Analysis: Analysis of the situation of women, men, girls, and boys in a given sector.

Step 2 Assessment of relevant programs and extent to which it addresses gender issues: Assessment of the extent to which projects/programs/policies address the gendered situation described in the first step.

Step 3 Assessment of adequacy of budget: Assessment as to whether budget allocations are adequate to implement gender-responsive projects/programs/policies.

Step 4 Monitoring: Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programs implemented.

Step 5 Assessment of impact: Assessment of the long-term outcomes or impact expenditures might have.

2) The trainer(s) will encourage participants to read the case study aloud (with participants taking turns reading 1 paragraph each and calling on another participant to read the next paragraph – also known as "popcorn reading").

3) After reading the case study and addressing any questions from the participants on the case, the participants are now ready to start reflecting on how they can consider using the five-step framework for gender-responsive budgeting in their own projects and programs by filling out the table and guiding questions (adapted from the National Democratic Institute (NDI) Gender Responsive Budgeting Worksheet). Break the workshop participants into smaller groups of 2–3 people from shared organizations or other similarities (e.g. work in the same value chain or thematic area).

4) Using flipcharts, encourage the participants to draw a table on the flipchart listing each of the 5 steps of the framework alongside the guiding questions.

5) Have each small group select one of their projects or programs to use as an example and ask them to fill out the table using coloured markers.

6) Once the group is done filling out their table, have one of the group members tape the table to the wall and ask them to give a brief 2–3 minute explanation of the project/program addressed and their team's answers to the guiding questions.

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ISBN: 92–9146–646–8

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