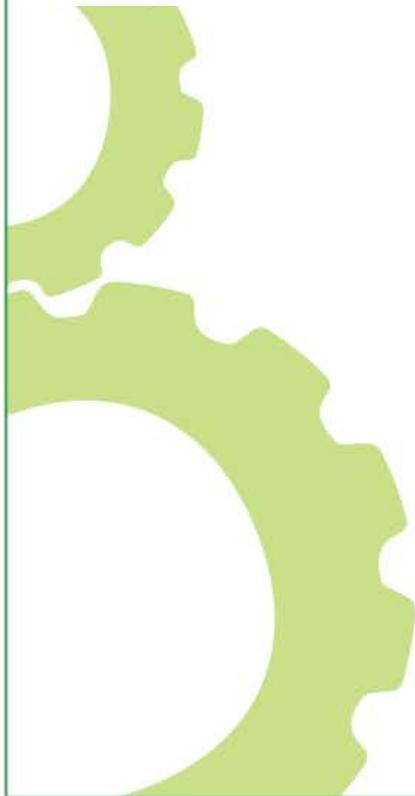


AGP2 GENDER TOOLKIT

Volume I and II

August 2018



The production of this training document has been made possible by the generous support of the Government of Canada through Global Affairs Canada (GAC)



Global Affairs
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Acronyms

ADDIE	Analysis, Design, Development, Implementation, and Evaluation
AGP 2	Agricultural Growth Program 2
AGP 2 – CDSF	Agricultural Growth Program 2 – Capacity Development Support Facility
AGP2 GALS – HT	Agricultural Growth Program 2 Gender Action Learning System for Household Transformation
ERWCC	Empowering Rural Women Through Community Conversation
GAC	Global Affairs Canada
DAs	Development Agents
FAGP CU	Federal Agricultural Growth Programme Coordination Unit
FHH	Female Headed Household
GALS	Gender Action Learning System
GBT	Gender Balance Tree
MW	Married Women
MoANR	Ministry of Agriculture and Natural Resources
PALS	Participatory Action Learning System
PIM	Programme Implementation Manual
PMF	Performance Monitoring Framework
SMS	Subject Matter Specialists
WEMAN	Women’s Empowerment Mainstreaming and Network for Gender Justice in Economic Development

Acknowledgment

The AGP2 Gender Toolkit is an initiative of the Capacity Development Support Facility (CDSF) with financial support from the Canadian Government through the Global Affairs Canada (GAC). The Gender Toolkit identifies proven, effective tools to promote gender mainstreaming and gender equality at household and community levels, and tailors them for application and implementation within the Government of Ethiopia's Agricultural Growth Program.

The materials in Part 1 of the Gender Toolkit have been adapted for the AGP2 context from Gender Action Learning System (GALS), developed by the Global Program of Oxfam Novib, under the project of Women's Empowerment Mainstreaming and Network for Gender Justice in Economic Development (WEMAN). GALS was initially adapted from a community-led planning methodology called Participatory Action Learning System (PALS), both of which were developed by Linda Mayoux. The Role Identification Tool, the 24-hour Activity Sheet Tool, and the Access and Control Table Tool were initially developed as part of the **Harvard Analytical Framework**. The Household Action Plan format is adapted from the **Gender Model Family** approach developed by SEND West Africa. The CDSF Team would like to acknowledge Oxfam Novib, WEMAN and SEND West Africa for their groundbreaking work.

Introduction

The Ethiopian Growth and Transformation Plan (GTP2 2015 – 2020) stipulates in its strategic pillar “to promote women’s and youth empowerment, ensure their effective participation in the development and democratisation process and enable them to equitably benefit from the outcomes of development”. This further exacerbates the poor nutritional status of women, as well as limits their engagement in economic activities. The MoANR Gender Equality Strategy 2017 stipulates that although Ethiopian women represent half of the population and contribute about 70 per cent of the food production in Ethiopia, they do not share equally in the fruits of development due to prevalent gender inequality instituted in attitude and behaviors of individuals, societal norms and values, institutions and market forces. On top of this, lack of labour and time saving technologies, both for domestic and agriculture-related activities perpetuates the time constraints and drudgery of the activities that women are engaged in. This further exacerbates the poor nutritional status of women, as well as limits their engagement in economic activities.

Most Female Heads of Households (FHHs) have to share-out or lease-out their plots to other farmers, often on the basis of getting an equal share of the produce since they do not have sufficient labour at their disposal. Further, these households often have less access to oxen and face financial limitations to hire labour for ploughing and managing their land. Alternatively, women are not encouraged to plough land because of cultural sensitivities as this job is perceived to be solely men’s activity. The fact that lease arrangements are often made on an annual basis, the leasee or the shareholder applies limited amounts of inputs and technologies (fertilizer and improved seeds) on the FHHs’ plot. This has resulted in the limited productivity and meagre shares to FHHs, which is often inadequate to meet the food and cash needs of the family.

Although networking is an essential source of information, FHHs are reported to have fewer networks than MHHs. Women are seen to have less access to information due to several constraints, including lack of time - to get access to trainings and participate in demonstrations. The female heads reported about 10 to 15 percent less access to extension and advisory services across the four regions as well as the nation as a whole¹.

The absence of standard gender mainstreaming training and Capacity Development reference material in AGP is a critical bottle neck to mainstreaming gender throughout the AGP system, from the federal to kebele and community levels, and across all program components. Agricultural extension frontline officers are not trained in basic gender mainstreaming and support but working on providing gender mainstreaming support to MW, FHH and men small holder farmers. Due to this, AGP IAs do not adequately mainstream gender considerations in a way that will meet the program’s target of 40% women’s participation at the beneficiary level.

¹Lulseged et al (2015)

This toolkit is intended to bridge the existing knowledge gap of regional and woreda experts who implement AGP activities on behalf of their IAs.

The AGP Gender Toolkit will show woreda and kebele level experts how to implement gender-related activities as outlined in the Project Implementation Manual (PIM), and how these inputs are measured through the AGP M&E Manual (and PMF). The toolkit has been conceptualized and developed using an instructional design process called Analysis, Design, Development, Implementation, and Evaluation (ADDIE). Based on the PIM, the toolkit will provide concrete tools and techniques to address tasks assigned to Woreda and Kebele level frontline agricultural extension support providers.

The AGP Gender Toolkit is modular: new tools will be added over time, always with an emphasis on hands-on, practical tools that can be used by Development Agents (DAs) and agriculture-related Subject Matter Specialists (SMS) at the Woreda and Kebele levels. All tools selected are based on best practice methodologies proven to be relevant for the agricultural sector in Ethiopia. This toolkit is a living document and whenever needed the FAGP CU Gender technical team will revise it.

About AGP2 – Gender Mainstreaming Objective

The Project Implementation Manual (PIM) of AGP2 clearly states that 40% of the project beneficiaries should be women small holder farmers. Women small holder farmers include both married women (MW) and female-headed households (FHH). Therefore, within all AGP components, the interests and needs of MW and FHH should be equitably addressed through agricultural extension support in order to meet AGP2 objective of increasing production, productivity and commercialization.

AGP 2 Gender Action Learning System for Household Transformation (AGP2 GALS – HT)

AGP2 Gender Action Learning System for Household Transformation (AGP2 GALS - HT) has been adapted to be used in supporting married women, female headed households and male small holder farmers in AGP2 Kebeles to transform gender relations at the household level.

Originally GALS – HT has been derived from the GALS methodology designed to promote a community-led empowerment which aims to give women, as well as men, more control over their lives and to catalyze and support a sustainable movement for gender equity. GALS includes a series of participatory tools, including tables and diagrams, that aim to stimulate discussion and action to give women as well as men more control over their lives as the basis for individual, household, community and organizational development.

GALS is not only a ‘methodology for women’, but a mainstreaming methodology for women and men to address gender issues important to the effectiveness of any agricultural production and productivity development. GALS has evolved from the generic Participatory Action Learning System (PALS) methodology developed in 2001 for small business and organizational planning with women, and later men, in savings and credit groups and small cooperatives. GALS in different forms has been used to promote gender mainstreaming and enterprise management, addressing demands of women and men in African countries like Ethiopia, Rwanda, Tanzania, Uganda and worldwide.

To address gender-related challenges of MW and FHH in AGP2 kebeles, the GALS -HT is best used at the community and household level.

How to use AGP 2 Gender Action Learning System for Household Transformation (AGP2 GALS – HT)

Development Agents are the frontline officers responsible for introducing AGP2 GALS – HT in the community where they are working through applying the tools in this package. The tools will help married couples, female headed households (FHH) and small holder farmers to understand the gender inequalities reflected in their day to day life and take action on sharing household responsibilities, decision making, resources and benefits. It is advisable to start from an area/community, where the DAs feel that they are more comfortable to implement the tool (DAs are the one who decides on this).

Below are key characteristics that DAs should be able to demonstrate when applying GALS – HT. Tools that are included in this gender toolkit must be demonstrated with married couple and FHH groups separately to effectively identify contextual gender- related challenges of each group.

<p>GALS – HT Facilitators (DAs) Attitudes, values and behaviors</p> <ul style="list-style-type: none">• Should be models themselves• Gender-responsive (should use gender sensitive languages, facilitation methods)• Committed to “walk the talk.”• Respectful and respected• Approachable and patient	<p>Knowledge and skills required from GALS – HT Facilitators (DAs)</p> <ul style="list-style-type: none">• Understand gender concepts and issues within community• Good communicators and listeners• Good facilitation skills• Ability to manage and resolve conflict• Knowledge on the community dynamics, culture and language of the area
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Tips: Gender Responsive Facilitation Method & Use of Gender Sensitive Language

Whenever you provide support, remember that you are one of the change agents responsible to provide professional services to women and men for the bright future of their families and for themselves.

Keep in mind that women's household and child-related responsibilities can constrain their participation in training activities. Try to organize sessions so that logistics, including start times, end times and distributions of breaks, can facilitate women farmers' maximum participation. Avoid using gender insensitive language - proverbs, phrases, and expressions, etc.

Avoid using jokes that could make women participants uncomfortable or belittle their role in the family and community.

Rural women might lack confidence to try new things. Always use different inspirational and practical stories that are relevant to their situation and motivate them to build their capacity. (e.g., Telling them stories of successful rural women and women's agribusinesses in their areas.)

Always be committed to ensure all women (MW & FHH) and men are getting the best out of your capacity development support. Never leave any individual behind as it has an impact on their empowerment. It gives you a sense of professional achievement.

Keep your training content and messages simple and gender responsive.

After a general community sensitization and discussion of how both men and women's efforts are important for agricultural production, income generation and family well-being, and suggesting that GALS - HT can help to improve all these areas, DAs can help women and men form two separate groups to challenge existing gender-related bias and to support the process of household gender transformation.



A world where women and men are able to realise their full potential as economic, social and political actors, free from all gender discrimination, for empowerment of themselves, their families, their communities and global humankind.

AGP-GALS-HT

TOOL 1:

Role Identification Tool

Roles and Responsibilities	Male Adult (Husband Or any male in the HH ²)		Female Adult (Wife)		Boy Child		Girl Child	
Productive Roles								
Farming (poultry, dairy production, crop production, vegetable and fruit production, fishery)								
Irrigation management								
Trading / Marketing (small agribusiness)								
Farm land preparation/clearing								
Plaguing								
Sawing								
Weeding								
Seeding								
Off-farm Employment								
Other								
Reproductive Roles								
Child Care								
Elder Care								
Purchase of food for family consumption								
Preparation and cooking of food								
Housekeeping / cleaning								
Collect water for household use								
Collect firewood								
Washing cloths								
Support of children for schoolwork								
Family Health Care								
Roles and Responsibilities	Male Adult (Husband Or any male in the HH)		Female Adult (Wife)		Boy Child		Girl Child	
Community Roles								
Relaxation – leisure time								
Participation in community based political activities								
Participation in edir, equb, debo and other community based practices								

Social activities, visiting, drinking, etc.				
School committees				
Water user associations / WASH committees				
Community development work				
Support for sick or needy				
Other				

How to Use AGP-GALS-HT Tool 1: Role Identification Tool (Notes for Facilitators)

To Identify Roles and Gender Division of Labour:

This tool can be used in same sex or mixed sex groups, with a single family or a group of families. If a group is very large or diverse, it may be better to break into smaller units of people with similar backgrounds, since they are more likely to have similar divisions of labour. The maximum group number shouldn't exceed ten married couples or FHH families.

Picture of community members under the tree who are attending the community meeting

Markers and large sheets of paper are required. Draw the above table on the sheet of paper and represent each line with a word and/or an image, or share a copy of this page so that participants can see the image. An alternative is to draw the table on the ground. Notebooks/paper and pens will be needed to make a copy of the calendar and for the note-taker to record the discussion.

The facilitator introduces the tool by saying that it is intended to identify who usually does what in your family or community. Each line on the chart represents a different kind of work or task. Ask the group who usually does this kind of work in your community: adult women, adult men, girl children or boy children. Place a tick in each appropriate column. If more than one column is checked off, the facilitator can ask a follow-up question: "if many people are involved in this task,

² In the case of FHH, any male adult in the household who is sharing responsibility can participate in this exercise of identifying roles and responsibilities

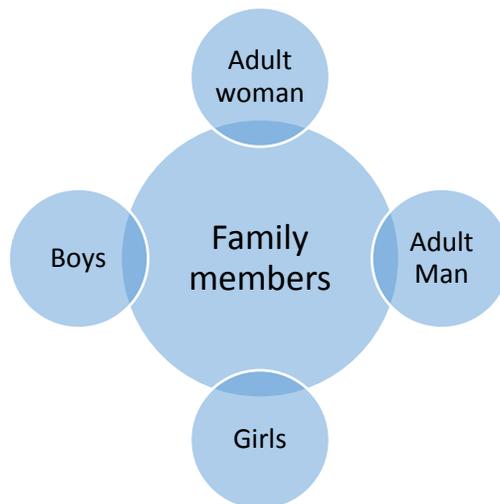
who has the largest burden of work or responsibility for it?” Then make this kind of circle around the tick in that column.

To Identify Time spent on Activities:

This tool can also be used to discuss how much time different activities take, to understand how much time in the average day is devoted to that task. **An alternative is to switch to the 24-hour Activity Sheet tool.**

To use this tool to discuss the burden of time spent, Identify two types of seeds or other objects such as seeds and sticks: one kind will be used to represent tasks that occur routinely, and the other kind to represent tasks that are usually less frequent, occurring weekly or less often (but that still take time when they do happen). The group should decide if each seed or stick represents half an hour (30 minutes) or one hour (60 minutes) of work.

Place the sheet of paper with the table on the ground. Ask participants to divide into groups by age and sex: adult women, adult men, girls and boys. 



Distribute piles of each or the two objects (seeds/sticks) to each group.

Ask each group to discuss how much time in a usual day they think they spend on that activity. They should distribute that number of seeds into the corresponding square. If an activity is not a daily task (such as involvement in ceremonies), they can use the object representing the less-frequent tasks, but still consider the amount of time involved. More of each object represents tasks that are more time consuming.

Ask each group to present its work chart to the others for their reactions and comments. Are there serious disagreements? If so, note these and whether a consensus is reached. Discuss issues regarding periods of heavy or lighter workloads, differences in activities and workloads between different social groups, and any problems associated with daily activities. Does each group seem to have similar or different amounts of leisure or social time compared to work time? Does the overall share of responsibilities and work time between men and women and between girls and boys seem fair? Why or why not? The note-taker should keep track of major issues discussed and conclusions reached.

Time	Adult Man 	Adult Woman 	Boy Child 	Girl Child 
4:00 AM				
5:00 AM				
6:00 AM				
7:00 AM				
8:00 AM				
9:00 AM				
10:00 AM				
11:00 AM				
12:00 PM				
1:00 PM				
2:00 PM				
3:00 PM				
4:00 PM				
5:00 PM				
6:00 PM				
7:00 PM				
8:00 PM				
9:00 PM				
10:00 PM				
11:00 PM				
12:00 AM				
1:00 AM				
2:00 AM				
3:00 AM				

How to Use AGP-GALS-HT Tool 2: 24H Activity Sheet Tool (Notes for Facilitators)

This tool can be used with a single-family unit (a married couple or a female-headed household), or it can be used with a larger group divided into adult women, adult men, girl children and boy children (each of whom only complete their own column). If a group is very large or diverse, it may be better to break the group into smaller units of people with similar backgrounds or similar divisions of labour.

The facilitator introduces the tool by saying that this tool is intended to identify what a typical day looks like for different social groups. In the larger group, decide what kind of day is considered a “typical day”. If the amount of work people have varies widely between seasons or between “working” and “non-working” days, more than one activity sheet can be completed by each group.

Markers and large sheets of paper are required. Draw the table on the sheet of paper. An alternative is to draw the table on the ground. Notebooks/paper and pens will be needed to make a copy of the table for each group, and for the note-taker to record the discussion.

If the tool is being used in single-family groups, the facilitator or note-taker should instruct the family to complete each column in turn, **starting with Adult Man**. It is very important to start with the adult man, however for an FHH this column should only be completed if there is an adult male child or relative who contributes labour in that household *regularly or on a daily basis*. In each line, write **one or two words** representing what that person is usually doing at that time of day, on a typical day, such as: sleeping, farming, cooking, attending school, visiting friends, cleaning house. Each row should be filled – if no work is being done, the person can record “resting” or “leisure”. The column for the Adult Man should be completed by the male head of household first, then the next column should be completed by his wife (or by wives together in a polygamous household, if more than one wife is in attendance). For a female-headed household, the first column should be left blank unless there is an adult male child present in the household or an adult male relative who regularly contributes labour to that household (on a typical day, but not if they are only occasionally contributing labour). The parents can complete the column for children if the children are not present.

If the tool is being used with a larger (multi-family) group, separate the group into Adult Men, Adult Women, male children and female children. Then each group can collectively fill in their individual column, deciding as a group what activity the majority of them are involved in for each hour of the day, on a “typical” day. Then the note-taker or facilitator can combine all the findings from each separate group into one average or representative community timesheet for discussion by all groups together.

After completion of the 24-hour Activity Sheet by each family or by each part of the larger group, start a discussion by asking: "What do you notice about each of the columns? How is work distributed between each part of the family?" Discuss issues regarding periods of heavy or lighter workloads, differences in activities and workloads between different social groups, and any problems associated with daily activities. Does each group seem to have similar or different amounts of leisure or social time compared to work time? Does the overall share of responsibilities and work time between men and women and between girls and boys seem fair? Why or why not? The note-taker should keep track of major issues discussed and conclusions reached.

AGP-GALS-HTTOOL 3: Access and Control Profile

ASSETS AND RESOURCES	WHO HAS ACCESS		WHO HAS CONTROL	
	Male	Female	Male	Female
Land				
Large farming equipment				
Small farming tools (hoe, spade)				
Farming inputs (seeds, fertilizer)				
Large livestock (cattle, oxen)				
Small livestock (sheep, goats, pigs)				
Chicken and other fowl				
Other animal (specify)				
Bicycle				
Communication assets (radio, cellphone)				
Labour of other family members				
Labour from outside family				
Cash from own employment				
Cash from sale of farm products				
Credit (from bank, moneylender)				
Savings				
Other income source (specify)				
Extension services				
Other technical training (specify)				
Decision-Making:	Who is involved?		Who decides?	
Purchase of fertilizer				
Purchase of improved seeds and related agricultural inputs				
Purchase of household items				
What type of seed, plant, vegetable to produce each year				
Purchase of an Ox or milk cow				

Decision-Making:	Who is involved?		Who decides?	
Selling of products (crop, fruit, vegetable)				
Selling of animal source products (milk, butter, cheese, egg etc)				
Selling of animals (Ox, cow, sheep, goat, chicken etc)				
Weekly, monthly or quarterly family income saving				
Use of microfinance credit/saving services				
Children's primary education				
Children's secondary education				
Family Planning				
Health Center visits				
Attending community meetings				
Voting / political participation				

How to Use AGP-GALS-HT Tool 3: Access and Control Profile

In each row, place a check-mark in the column for the person in the family who has access to that resource, or who usually participates in the decision making on that issue. Next, put a check-mark to identify who has control over that resource or who normally has final say over that kind of decision.

The idea of this tool is to identify:

- What resources do women have access to and control over which men do not?
- What resources do men have access to and control over which women do not?
- Also analyze assets of boys' and girls' in the family, and who is advantaged.
- Do women and men have equal access and control over resources or does one group have an advantage over the other? Which group? Why?
- Is this situation fair to all members of the family?

The information from this tool can then be transferred onto the Gender Balance Tree or can be used in making the household action plan or the vision board.

Introduction to Gender Balance Tree (GBT)

In Ethiopia the tree has a socio-cultural bond with the society. Different ritual, social and cultural practices are exercised for several reasons that has a great meaning for the society. Based on the socio-cultural values of the society, in most of rural Ethiopia, trees are used as a spot for traditional court system, as a shade for traditional school for children and as a venue for community assembly etc. For all these reasons, Ethiopians have a strong bond with the tree.

Taking the practical bond between the community and the tree into consideration; households are like trees - they need to be properly balanced if they are to bear rich fruit. If the roots are not equally stretched and strong on both sides, then the tree will fall over in the first storm. If the fruits on one side are heavier than on the other, then the tree will fall over and there will be no harvest next year.

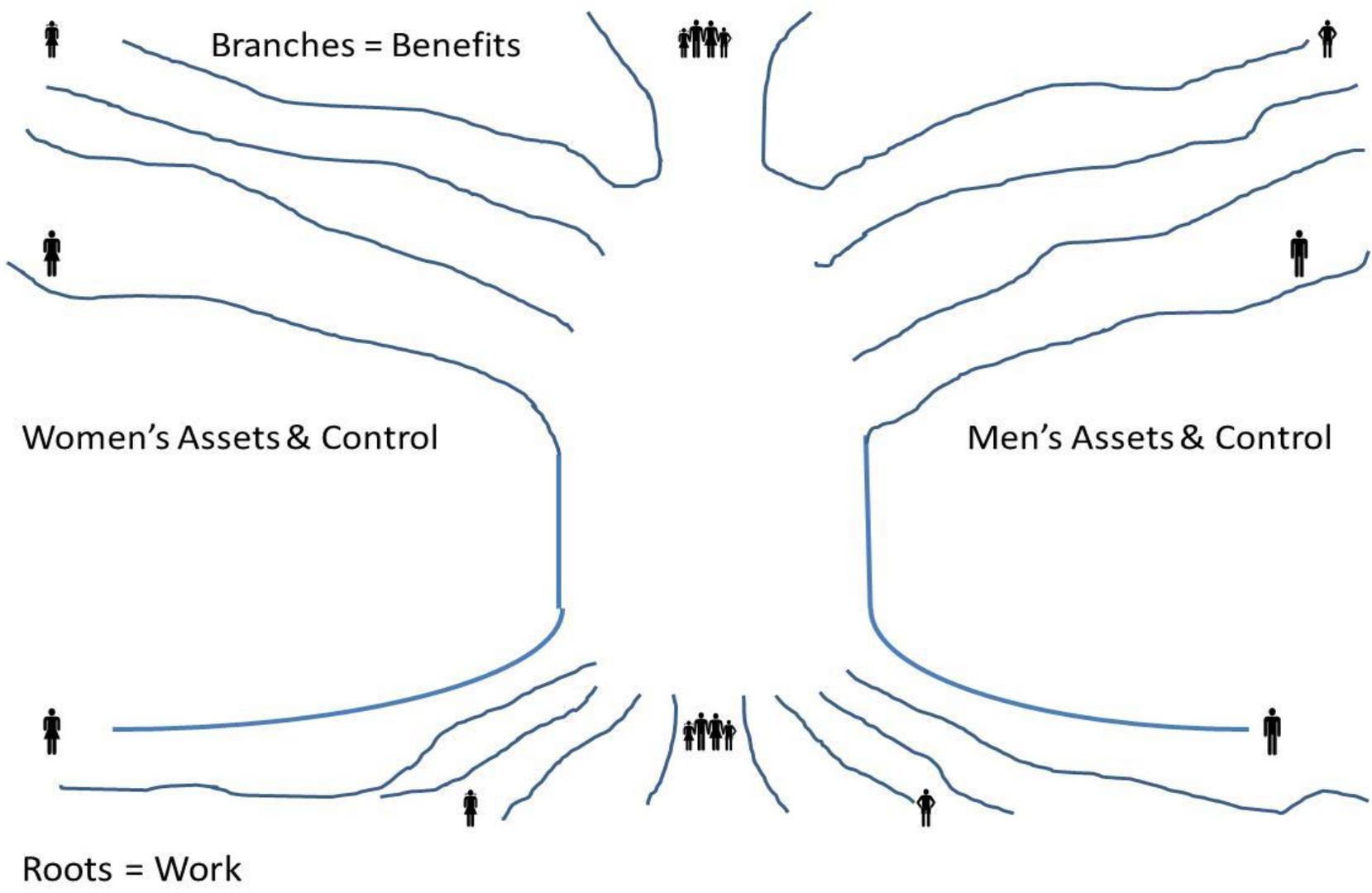
Inequalities between women and men in households are a key cause of imbalances and inefficiencies in the household 'tree' that makes them fail. Often women and men do not work equally, leading to inefficient division of labour inputs to the 'tree'. Women and men do not benefit equally in the fruits and unproductive expenditures may cause the 'tree' to fall over. The household 'trunk' is often made to bend one way or the other because of inequalities in ownership and because decisions are not shared. This means everyone goes his or her own way without caring about the other and the whole tree becomes weak.

It is important that the forces acting on each side of the 'trunk' are equal to help it to grow straight and help the flow of goodness from roots to branches instead of the tree being blown this way and that by power inequalities - and maybe even uprooted altogether. The gender balance 'tree' (GBT) aims to portray these imbalances, so everyone contributes equally, and everyone benefits and the household tree can grow straight and strong with strong roots and big fruits, and is sustainable.

The 'Gender Balance Tree' has proved very effective in highlighting the high frequency of gender imbalance in many households' where women do most of the work, but men control and spend most of the income. For women, the burden of unpaid household work and lack of control over income from their income-earning activities prevents them from increasing their economic efficiency and/or using income for productive investment and/or their own or household wellbeing. For men, gendered norms of behavior and peer pressure (e.g. some male drinking) may often prevent them from using income productively. Women and children can be left behind with very little income. This leads to discord, unhappiness and even violence in families, mainly perpetrated by men on women and children.

The 'Gender Balance Tree' can be used separately with married couples and with female headed households. Since your approach to these two groups is different, you should approach these

groups separately. The GBT uses information from the Role Identification Tool and the Access and Control Tool.

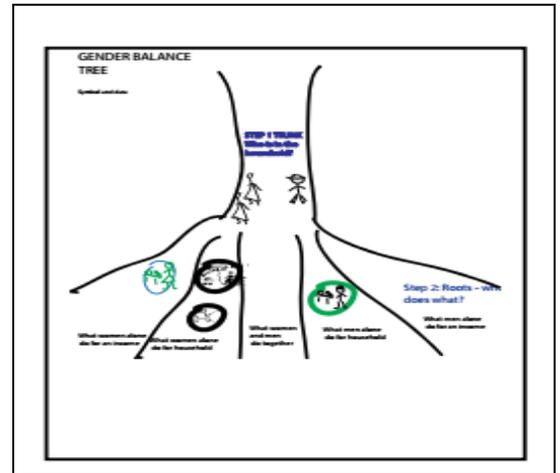


Step 1: Trunk: who is in the household?

In the trunk of the tree, put symbols for each household member on either side inside the trunk. Working women (in case of female headed household women and any family members in the household and in cases of polygamy family co-wives living in the same family) should go on the left side of the trunk in one color (e.g. green), working men on the other in another color (e.g. blue), with dependents in the middle to the side of their respective sex in their respective color, as shown.

Step 2: Roots: who contributes what work?

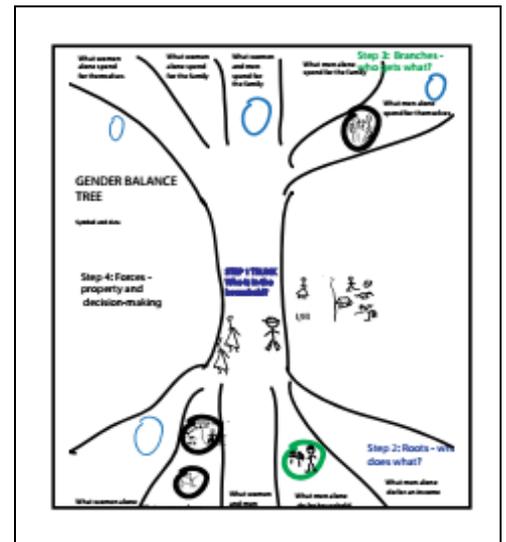
There are two roots for women and two roots for men on the respective side of the trunk. The central root is for joint activities. On the outside root on each side put the activities which people of that sex performs alone for themselves. Circle those that take most time in black as something you may want to change. Circle those that earn most income with a different colour ring. In each case you can make the circle thicker or thinner to indicate more or less time is needed or income is produced. In the central root put those activities that both women and men do, putting the symbol on the side and color of the sex who does most. Again circle those that take more time or earn more income.



Step 3: Branches who gets what fruit?

There are four branches – two for women and girls and two for men and boys, with a central branch trunk for joint household expenditures. On the outside branch on each side, draw symbols for personal expenditure that each sex makes for themselves alone. Ring the largest personal expenditures in black with thickest line for largest expenses. Household expenditure that benefits more people, even if only one person pays for it, should be closer to the trunk branch on each side. Ring the largest expenditures in black, with thickest line for largest expenses.

Put similarly ringed symbols for joint expenditures in the middle top branch - putting the symbol to the side of the sex who contributes the most. Ring the largest expenditures in blue as probably things you want to keep.



Step 4: What is pushing the tree?

On their respective side of the trunk put symbols for the property which women and men own (e.g. who owns the land, who owns the livestock), and for the types of decisions which women and men make (which decisions are made by women only, which by men only, which are made jointly). Use the information from the Access and Control Profile Tool

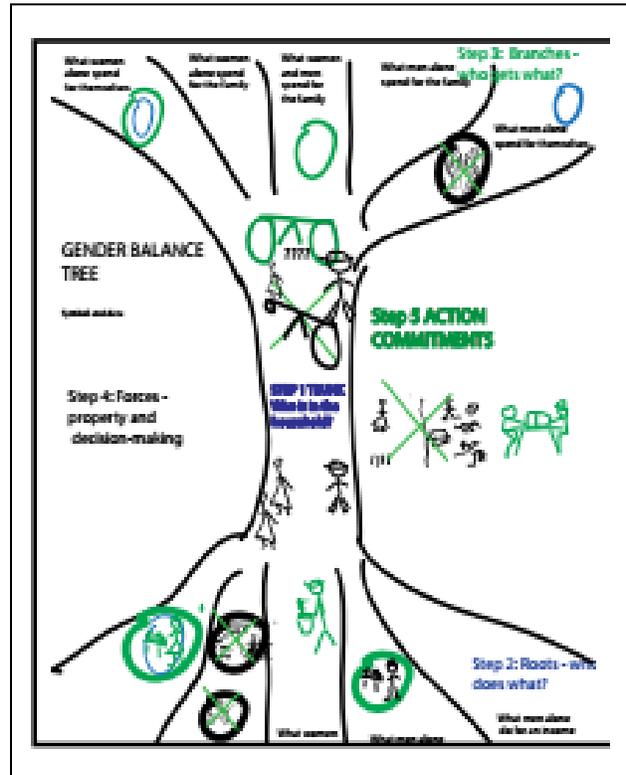
Step 5: Action: what do we want to change?

Once the tree is fully drawn, ask the families to consider the following questions:

- Does the tree balance?
- Are women doing most of the work with men owning most of the property, income and getting most expenditure?

Put a symbol representing the degree of gender balance at the top of the trunk.

Ask how people think they can make the tree balance better? Which tasks should be done jointly, which expenditures could be cut, what property should be shared? Of the income earning activities can you increase income or decrease time? Identify 5 action commitments - things you want more of or less of to make the tree balance - tuber fruits on the roots, mango fruits on the branches or banana fruits on the stem. Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place – as unripe fruits which you want to change and turn red.



Action Plan for Commitment

Tool 5: Family Action Plan through Setting Vision

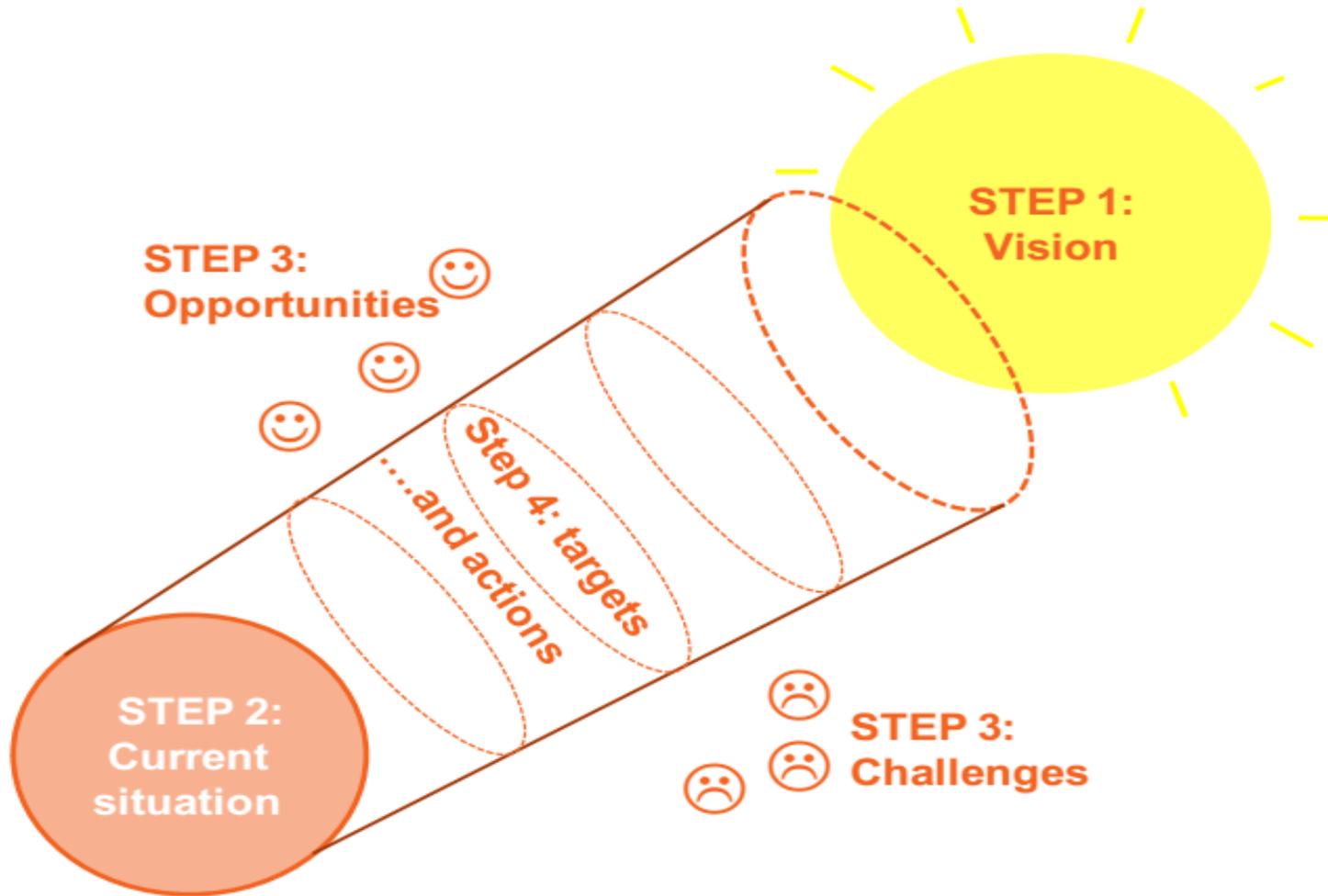


Figure 1 Diagram to set personal vision

The above diagram shows the graphic representation on how you can set your future vision through stepping on your current situation. Setting your vision will help you to design your action plan that directs you to share responsibilities in the household as well as fairly allocate equitable work distribution among all family members.

It will also help you to follow a transformational approach in your life and follow a straight path toward your vision. Use the descriptions in the following table to set your long-term vision and short term objective.

Long Term Vision (5years)	Short Term Objective	Challenges	Opportunities
<ul style="list-style-type: none"> • Support married couple and FHH to come up with their vision. • How would they see themselves after 5 years? • Where they would like to see their family at the end of 2016 EC? <p>Example of long term vision can be:</p> <p>*Through discussion and agreement with all family members, decide what to produce, increasing year-round production and double family income at the end of 2016</p> <p>*Saving of money to buy a milk cow so the mother starts a dairy business</p> <p>*Saving a certain amount of money to finance higher education of their girl child</p>	<ul style="list-style-type: none"> • Depending on their 5-year vision, what they would like to achieve every year? • Extracting annual incremental objectives out of the 5 year vision • Annual objectives need to be results-oriented to realize their 5-year vision. • Pieces of activities in each year will contribute a lot to reaching their 5-year vision 	<ul style="list-style-type: none"> • Convincing self to change lifestyle and involve self in HH activities • Resisting societal pressure and negative response while involved in the HH activities. • Convincing other society members to be part of the new transformational change to challenge gender related norms 	<ul style="list-style-type: none"> • Trainings and support provided on gender • Agricultural extension services • Sharing experiences and practical challenges • Increased family harmony in the HH • Lead personal life with family centered shared values, objectives and vision

After setting vision and short-term objectives, support the group to use the next tool to write a personal action plan. Each married couple and FHH needs to have their own personal action plan that they can use in playing a significant role inside and outside the household arena.

Household Production Planning using GALS Action Plan

Tool 6: AGP-GALS-HT Household Action Plan Tool

Labour sharing action by:	Husband/Adult Man	Wife	Male child	Female child
<p>Household work</p> <p><i>What commitments are you willing to make to share tasks more fairly?</i></p>				
<p>Farm Work</p> <p><i>What commitments are you willing to make to share tasks more fairly?</i></p>				
<p>Community work</p> <p><i>What commitments are you willing to make to share tasks more fairly?</i></p>				

How to Use AGP-GALS-HT Tool 6: Household Action Plan Tool

This tool is meant to be used by a single-family group. It should only be used after the Role Identification Tool and the 24-hour Activity Sheet Tool have been used and discussions have been held about what the data collected demonstrates.

The objective of this tool is for different members within a household to identify commitments that they could make to change the division of labour within the household, so that work is more fairly divided between family members, and leisure time is also more fairly divided.

Instructions:

1. This is not a group exercise. Each family (man and woman) is given a copy of the Family Action Plan.
2. Ask each family to review the findings from the role identification and daily activity schedule (24-hour activity sheet).
3. Ask each family to discuss how they will share the tasks from now on. The man should identify what he can do to help his wife, starting with household labour. They both should decide how the boys and girls will assist. When discussing farm work or community work, each family should keep in mind the overall division of labour (including household labour) when reassigning tasks, as well as who has the largest responsibility in that specific area. The Household Action Plan should not be adding major new and additional activities to adult women if the role identification and 24-hour timesheets have identified that their typical day is already filled with significantly more work than other family members.
4. Once the family has discussed the plan for sharing tasks, they should write it down.

Note for discussions with Female-Headed Households: The “Adult Man” column should only be completed if there is an adult male child or another adult male relative who will be able to make and keep commitments to take on tasks that result in a fairer distribution of work within her household. FHH with young children may not be able to redistribute as many tasks with other family members.

AGP2 Gender Toolkit Volume II

Empowering Rural Women Through Community Conversation (ERWCC)

If women in rural areas had the same access to land, technology, financial services, education, and markets as men, agricultural production could be increased, and the number of hungry people reduced by 100–150 million.

FAO (2011) 'Closing the gender gap in agriculture'

What contents are covered in AGP2 Gender Toolkit Volume II?

This part of the toolkit gives step-by-step instructions of how to hold community level conversations on gender for approximately 5 to 12 participants. While involved in the conversations participants:

- critically review agricultural and domestic tasks, and look at why women and men are expected to work in different jobs in intra- and inter-household activities
- are encouraged to reflect on their own perceptions of daughters and sons: how are they actually socializing their children?
- discuss how all community members (women, men, girls and boys) can contribute to encourage married women and female headed households, and enable their participation in inter-household activities.

Guided discussions help connect the activities and provide participants space to ask questions and talk about new ideas.

Why is this toolkit important?

Due to socio-economic and socio-cultural values, gender equality in the agriculture sector is a national challenge that Ethiopia is facing. Gender related challenges of MW and FHH have their own features. Married women have face challenges in terms of equitable access and control over family resources, as well as equal participation in and benefit out of agricultural productions systems. Female-headed households face patterns of vulnerability in the community, as well as increases in labor burden, which may be accompanied by limited access to and control over water resources, agricultural inputs and other socio-culturally rooted values. Using open dialogue to uncover and understand these challenges can promote social and economic development that benefits all community members.

This toolkit is intended to be used by experts at the Keble level like DAs, Women Affairs staff, Woreda Experts and even Health Extension Officers who are working at the community level to promote gender equality at the household level and ensure equitable participation of married women, FHH and male small holder farmers.

What will Participants Gain from Community Conversations

- A space to talk, discuss and exchange ideas about gender perceptions and roles in their households and at the community on issue such as:
 - ✓ Myths on women’s and men’s participation and roles in public sphere agricultural activities
 - ✓ Women’s and men’s division of labor in the household
 - ✓ Women’s and men’s access and control over resources as well as decision making power
 - ✓ Women’s and men’s participation and role in the community especially in Equb, Edir, Water Users Association, saving groups and social gatherings in the community

What does this toolkit assume?

This toolkit assumes that DAs, Women Affairs staff etc who are the **facilitators** of the community conversations understand that the concept of gender is socially constructed and changes over time and space (rather than being biologically fixed and culturally static). Facilitators are expected to be able to lead critical discussions reflecting the origins of the cultural notions of “girls” and “boys”, “women” and “men”.

How can you lead community conversation?

Be a Role Model for Women’s Participation and Equality!

Gender messaging is not simply conveyed through verbal and written communications, but also in how the DAs and other frontline agriculture staff engage with the communities and each other. If possible, it is advised 2 persons team of facilitators (woman and man) can jointly lead the community conversation. This create enabling environment with FHH and MW (they feel comfortable) to actively participate in the community conversation. Facilitators should always remember that they are a role model in a training that they are facilitating. In other words, participants are most likely to follow your example if you are gender responsive yourself. Using gender-sensitive/ responsive language and highlighting examples with successful women and men can create an environment where all participants are able to get the most from the training. Even when planning ice-breakers and energizers,

facilitators should try to avoid jokes or language that could make women participants uncomfortable.

Who are the Facilitators?

The facilitators of this training could be DAs, Kebele Women Affairs staff or Woreda Experts. Any of them should speak the local dialect or language. Particularly in groups with female participants, the facilitators must make sure equal participation of women and men farmers.

What should the facilitators do?

The facilitator has a variety of very important jobs to ensure the training is reaching target trainees. The following effective and gender responsive training facilitation approach is advised to be applied whenever the training is conducted at FTCs or at the community level:

1) Encouraging participation

This is done by creating a safe space (creating a situation where all participants can be open to discuss issues in the community) to talk about controversial issues, involving all participants in a discussion, and having an idea of the material and how participants might respond. To flatten hierarchies in communication, the facilitators are advised to sit with the participants in a circle on the ground.

Include women farmers, both Female Headed Households (FHH) and married women (MW) farmers in Male Headed Households (MHH), in all training programmes, even if they share the responsibility with their husbands or other heads of households. Let individuals from each category share their experiences of how they divide roles and responsibilities in their household. Highlight examples of collaboration and role-sharing for participants to learn.

Encourage and motivate women to share their experiences, to ask questions, and to offer answers. Often, women are shy to speak their mind and share their experiences. Try to link and create enabling environment for MW and FHH to create network exchange their experiences. Organize women-only small group follow-up opportunities after the initial training.

2) Directing the conversation

While participation should be encouraged to lead, sometimes it is important for the facilitator to direct the conversation away from negative themes (such as those that reinforce stereotypes about gender, or insult other participants) and towards a positive, productive discussion that encourages collective participation. This is a difficult balance and one of the reasons why the facilitator is so important.

Repeat, reinforce or validate comments, suggestions, interventions or other inputs made by women participants during the training session. Also reference constructive inputs made by men to create a supportive environment to encourage more inputs.

Make sure the discussions are oriented with gender-neutral and gender-inclusive language, examples and images. For example, while “farmer” may be a gender-neutral term, it still creates an image in the mind of each person listening as the socio-economic and socio-cultural stereotype refers only men-not women-as farmers. By regularly referring to or talking about “female and male farmers” and referencing female farmers both in male-headed households and female-headed households, a wider range of images are recalled for all participants. Similarly, when describing the work of Development Agents or extension workers, use both male and female pronouns, or provide examples showing the work of both male and female farmers.

3) Sticking to the agenda

The facilitator must respect the participants’ time in attending training and sticking to the time limits set in the agenda is a good way to do that. When participants know that time limits are being obeyed, they may also be more attentive during the sessions.

4) Participating in activities and discussion

While the participants should be talking more than the facilitator, it can be helpful for the facilitator to share observations of his or her own during the activities and discussions. Although this participation is infrequent, it helps show that the facilitator does not have all the answers and is also here to learn from the discussion.

5) Sharing responsibilities

Just as the facilitator does not need to pretend to know everything about gender equality, he or she also does not need to do everything. Feel free to have a participant volunteer take notes if no other facilitators are available, or have participants hold up props while you talk, or have participants share the lead in discussions. This can also help keep quieter participants involved, and louder participants busy.

KEY FACILITATION SKILLS

Open-ended questions	To stimulate many responses
Wait for responses	To give time to think of an answer. Don't bombard them with more questions
Eye contact and names	To encourage people to contribute
Listen carefully	To understand, rephrase, and lead a discussion
Encouragement	To promote more responses ("That is an excellent point")
Rephrasing	To clarify understanding and show appreciation
Redirecting	To get others involved
Probing	To get out more information and views
Observing	To check on who is not participating
Active Listening	To listen with the eyes as well as the ears and check out body language cues
Summarizing	To help participants understand and reach an agreement

Source: iDE Zambia (2015: 3)

Empowering Married Women and Female Headed Households

What is a Household?

Discussing and understanding household dynamics as a base to analyze how gender issues are deeply imbedded in day to day life of each member of the household.

The term "household" encompasses a complex network of people—wife, husband, children, widowed, divorced, co-wives, extended family, etc.—who each contribute to agriculture production and influence what other members can or cannot do. The following questions may help determine the most appropriate roles for each household member (or combination of persons). Discuss the following questions one by one to let all participants understand roles and responsibilities of each member of the household :

- Who is the main decision maker regarding overall agricultural production?
- Who is the main decision maker regarding production of this specific crop?
- Who contributes most of the labor and effort involved in cultivating this crop?

- Who controls the marketing, sales and income derived from this crop?
- Who is best positioned to share information within the household?
- Who influences the roles that different household members play (or could play) regarding this crop?
- Who in the household typically goes to the market? Who sources or harvests food?
- Who is responsible for obtaining, preparing, and processing food?
- Who distributes food? And who receives the “best” or preferred food?
- Who is responsible for making these decisions? Are they made individually or jointly? How?

What is Empowerment?

World Bank Group (2011) defines empowerment as:

The term empowerment has different meanings in different sociocultural and political contexts and does not translate easily into all languages. An exploration of local terms associated with empowerment around the world always leads to lively discussion. These terms include self-strength, control, self-power, self-reliance, own choice, life of dignity in accordance with one’s values, capable of fighting for one’s rights, independence, own decision making, being free, awakening, and capability—to mention only a few. These definitions are embedded in local value and belief systems.

Women’s Empowerment³

Women’s empowerment is defined by its core components:

- (1) Women’s sense of self-worth;
- (2) Women’s right to have and to determine choices;
- (3) Women’s right to have access to opportunities and resources;
- (4) Women’s right to have the power to control their own lives, both within and outside the home; and
- (5) Women’s ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

What approaches works well to start with?

The following approach is advised to be used by experts who provide support at the community level to educate the community members (women, men, girls and boys) on areas of gender issues. Remember that having full participation of all community members in all gender equality activities is very essential.

- 1) **Identify Local Gender Champions:** in all kebeles and share gender equality goals with community leaders and members during early conversations about the advantage of

³ United Nations Population Information Network. Guidelines on Women’s Empowerment. See also “Women’s Empowerment in Agriculture Index” in the FAO Term Portal.

gender equality in the community. Not only will this help establish gender-related expectations, but it will also identify some of the local norms or contextual factors that may create barriers to women's participation or their ability to realize the benefits of gender equality. Some individuals may also emerge as "gender champions" who can help secure local buy-in for gender goals, persuade hesitant women and men to join, and tackle problems that may arise during gender equality activities at the community level. Local Gender Champions might be religious leaders, Kebele Chairpersons, Edir Chairpersons, School Directors, or others who are opinion leaders in the community.

- 2) **Use Diverse Social Networks and Groups:** While most communities have existing channels to communicate information, important messages might be left out or distorted along the way, and some individuals may still not be reached. Use Equb, Edir, Debo, saving groups, religious institutes and leaders, schools and other similar community level social gathering systems to share information.
- 3) **FTC to FTC and household level visits:** While group meetings are helpful in sharing basic messages, it may take more personalized interactions to ensure that men and women are comfortable with gender goals and agree to support women's engagement—not just as a theoretical concept, but specifically regarding the women in their own families and households. Home visits conducted by DAs and Women Affairs staff and gender champions present opportunities to talk with husbands, wives, and other members of the household(s), form a better understanding of the individuals and dynamics involved, respond to questions and concerns, and encourage participation as appropriate. It may take more than one visit, especially if attendance drops or problems emerge.

Community Discussion 1: Visioning successful male and female farmers (20 mins)

What is this discussion?

Let participants imagine opportunities and challenges in becoming a successful farmer if they were the opposite gender.

Participants can reflect on challenges in ongoing project interventions or envision their opportunities in farming activities.

Steps

Step 1: Divide the participants into two mixed gender groups.

Step 2: Ask participants to imagine themselves as a farmer of the opposite gender. Give participants to let them imagine the new identity and life

Step 3: For one group, ask: “what are the opportunities to becoming a successful female farmer? What are the challenges to becoming a successful female farmer?”. For another group, ask the same two questions, but regarding male farmers.

Step 4: Ask the males, who are imagining that they are female farmers: “as female farmers, what will help you become successful?”

Step 5: Ask one group member to present the opportunities and challenges for the gender they discussed. As a larger group, discuss the differences between what the male and female groups described.

Step 6: Ask male farmers to give any feedback if women farmers missed anything or ask the reverse to female farmers if male farmers missed anything that they need to share

Challenges for Female Farmer	Opportunities for Female Farmers
<ul style="list-style-type: none"> ▪ Not being allowed to plow ▪ Household workload and coming late to meetings ▪ Not allowed to start water pumps ▪ Are not involved in water user’s association ▪ Not involved as an opinion leader in social gathering ▪ Not getting regular agricultural extension services ▪ ----- ▪ ----- 	<ul style="list-style-type: none"> ▪ Collective labor support through other farmers ▪ Confidence to speak up in groups, community meetings and gatherings ▪ Increasing cropping areas ▪ Elected as a leader in community-based groups ▪ Participate in water user’s association actively as a member and leader ▪ -----

Eg.

Challenges for Male Farmer	Opportunities for Male Farmers
<ul style="list-style-type: none"> ▪ The high cost of inputs and pesticides ▪ Absence of land to produce ▪ Taking care of children, household activities and farming at the same time due to the death of spouse ▪ ----- ▪ ----- ▪ ----- 	<ul style="list-style-type: none"> ▪ ----- ▪ Own personal/family land ▪ High involvement in community gathering ▪ Member or leading committee of water users association ▪ Getting regular agricultural extension services ▪ ----- ▪ ----- ▪ -----

Step 6: summarize the group presentation with the whole group by explaining how opportunities for both gender has an impact on the socio-economic empowerment of a certain gender. Also explain how challenges that direct relation with a certain gender have can holdback self and societal development.

Community Discussion 2: Recognizing MW and FHH challenges in the household and on farm and discussing upon their empowerment in the community

Women in Ethiopia play vital roles in agriculture, but they are rarely recognized as farmers, and extension services are less likely to reach them. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that MW and FHH smallholders and their families face and allow participants to come up with potential solutions for this fictional village—and for their own community.

After reading the story, let the participants understand and analyze the story. Encourage whole group discussion, sharing possible solutions that can be applicable in the community to overcome the challenge of women farmers and reinforce active participation of women farmers in public sphere activities.

Case Story 1: Values of workload sharing

Sinidu and Mamo are couples who are living in Cheha woreda in SNNPR. They were invited to attend a weekly family matters community conversation session at the nearby FTC and they attended for about six weeks. Gradually, both of them started to realize the value of sharing household responsibilities. Especially, Mamo was very concerned how much time his wife would have to spend performing household chores and taking care of the family as well as involved in all farm activities. He understood the value of sharing household roles and was pleased with her initiative, so he wanted to support Sinidu.

He started to carry water and firewood for Sinidu and look after for their children as well as to feed the children when she was busy. Sinidu was very happy as her burden of work in the household was reduced. But neighbors started to gossip that Sinidu bewitched Mamo. They were saying that a man with his full health can never be involved in women's work in the household. Mamo's friends laughed at him and said he was becoming a woman. They said Mamo needed to use his fists sometimes to show who was in charge. Some of the elders in the village said that it was not their culture for men to do women's work.

Mamo became embarrassed but he never stopped being involved in household activities and sharing responsibilities with his wife. Gradually, his neighbors and friends started to appreciate his contribution as they saw the success of the family in all aspects among other families in the community. He became an exemplary husband where others refer him as a role model. Community and religious leaders in their village always refer him as an exemplary husband who loves his family.

Encourage whole group discussion on the following areas:

- Ask participants their impressions about the story
- Ask if they believe that men and women *both* have the ability to be good caretakers and income-earners.
- Discuss how household work is very valuable and important to keeping the whole family going – it is difficult to work hard to earn money without having food, clothing, shelter.
- When household tasks are shared more equally between men and women, women can be more productive on their farms, participate in important group meetings, and have better health.
- When men/fathers participate in caring work, they can enjoy more time with the family, be good role models for their sons and daughters, and feel proud of caring for the family and their wives

Case Story 2: Challenges of Isolation

Ayelech had a plot of land of her own which belonged to her husband before he passed away. She started her seed on time, following the new techniques she had learned at the FTC together with the newly formed women farmers group. But planting in rows and weeding took much longer than the old way. While staying at her farm she had to take the baby which she breastfeeds with her, but she worried about the ones she left at the home. She also had meetings once a week with her group, which took time.

When she returned home, she still had to finish all the household work. Her mother-in-law scolded her for being a lazy mother and neglecting the children. She got up earlier and went to bed later and started to feel exhausted and sick. Due to this, she missed several group meetings, so she missed some key information about storage, value addition and marketing. When she tried to visit women group members to ask for information that she missed in the meetings, her mother-in-law and neighbors gossiped about her and said she was disrespecting the family.

Ayelech came less and less often to the meetings. Some of women group members thought she was lazy, while some said she was simply not capable of adopting new practices. But she was stranded with internal and external pressures from her family, neighbors and group members, and was too exhausted to be able to apply new practices and reach her dream of changing the life of her family.

Ask the following questions:

- What is the problem in the story?
- What prevented Ayelech from succeeding?

- What are your suggestions to encourage Ayelech to overcome the challenges she is facing?
- Is there anyone within this group who is struggling with these problems or do you know someone with the same experience? How have you responded to this kind of situation?
- What could be your role to change such unfavorable situations for women in the future?

Case Story 3: Income controlling and decision making

Chaltu was eager to join a loan group, because she wanted to invest in some tools to make her crop production easier, and she wanted to expand production of a variety of groundnuts that was in demand on the market.

Chaltu's husband gave her the money to invest in the loan group, but when it was her turn to take the loan, he took the money and invested it in his own livestock production. Every time she tried to remind her husband that she needed to give back money for the loan repayment, her husband scolded her and said that it was his money to begin with. He also said that his activities are more important because he is the head of the household. Chaltu has already missed three payments to the group, and is started to feel ashamed.

Chaltu worked hard at her crops and had a good harvest. At the end of the season, though, it was her husband who took it the crop to market. He collected the payment and distributed the money as he thought best. He used some to repay his own loans, some to purchase livestock feed, and some on leisure. The rest he gave to Chaltu to buy food items to feed the family. By the time she got this reduced income, there was not enough for her to invest in her own production or purchase the tools she needed.

Ask the following questions:

- What is the problem in the story?
- What prevented her from succeeding?
- What advice can you give to Chaltu and her husband?
- Is there anyone within this group who is struggling with these problems or do you know someone with the same experience?
- How are they coping with these issues?
- What can we do to change the situation?

Case Story 4: Exemplary and Supportive Communities Role Model Men

Awramba is a farming community, where both women and men grew crops. Recently, men had started going away for work in the nearby suburb, leaving women to do most of the farming. Women did their work by hand. Women's production was low, and by the end of the season, many had to sell their crop right away, when the price was lowest. Many of the children went hungry at the end of the season, and malnutrition was common.

The farmers' association in Awramba saw the problems of the women and organized technical trainings in FTC and other different supports to them. The Keble Agriculture bureau formed a loan group supported women to get small loans. Women also started to be active members of the WUA including participation as leading committee members. They got training in the nearby FTC using demonstration plots, and the women started to meet every week for training and experience sharing. The women learned improved planting techniques and new seed varieties of crops, vegetables and fruits to improve their yields. They gained additional knowledge when to plant, weed, and harvest, and how to sort through at the end of the harvest as well as post-harvest storage methods.

Through these activities, the women came to know about nutrition, how to grow a homestead garden, and how to intercrop vegetables and beans to grow a diverse diet. Using the knowledge and skill they gained during cooking demonstrations, they prepared a varieties of fruits, vegetables and staples at home to feed their family. They learned about how to set a good price for their crops, vegetables and fruits, and to estimate the costs of production. The women of the village were very excited about these initiatives, and the opportunity to earn income. When men from Awramba return back to their village they learned about the new way of agricultural practices that their wives adopted and practiced as well as its success. They were so excited and start supporting their wives to be more productive in the new variety of crop, vegetable and fruit production. They also started to promote their experiences to their friends in the neighboring villages.

Ask the following questions:

- What did you learn from Awramba community?
- What have you observed on the status of the family and the community in general whenever we support women to be empowered?
- How can you apply the same practice in your community?
- Would you be one of the role models in your community to work towards women empowerment? If Yes/No.... why?

Role play scenarios that initiate community engagement and conversation

Please use the following role play scenarios and let participants to practice the role play exercise. Different scenarios reinforce different learning experiences for the participants. At the end of each role play exercise ask questions and encourage whole group discussion to ensure key messages in the role play are well understood by all participants.

<p>Scenario 1: A female head of household who divorced recently is coming terms with managing all household and agricultural responsibilities. Her nearest water tap has stopped functioning and she has made several requests to the village head to fix the tap but she has not received any help.</p> <p>Task: Prepare a 3 -4 minutes roleplay on how she can gain support from the community members to solve her problem</p> <p>(Roles: FHH, Kebele Chairperson, Farmer’s association head, 2 community members)</p>	<p>Scenario 2: A family in which the husband and wife both share household responsibilities of cooking, farming and childcare. They are both comfortable in their situation, but the husband is subjected to ridicule by the community for helping his wife manage the household tasks.</p> <p>Task: Prepare a 3 – 5 minutes role play on how the husband and wife can change the community’s mindset</p> <p>(Roles: Husband, Wife, 3 community Members)</p>
<p>Scenario 3: This year the production and harvest has been very small. A female head of household meet with the person who is ploughing her farm to negotiate that they need to share the loan payment for fertilizer. She tried to convince him as she doesn’t have money to pay for the loan. Otherwise, she must sell all her portion of sorghum and she don’t have anything to feed her children.</p> <p>Task: Prepare a 3- 4-minute roleplay on how the woman can convince her partner to share the lone payment for fertilizer.</p> <p>(Roles: woman, partner with plough, Kebele chair person, Farmer’s Association Chairperson, community member)</p>	<p>Scenario 4: Daughter-in-law lives with her parents in law. The husband works abroad. Daughter-in-law obeys her in laws and is responsible for managing household and agricultural tasks. Recently, the production has been poor and the family blames the daughter in law. She is too busy with her other work, and the weather has been poor. The landlord’s wife visits and threatens to give the land to someone else if they cannot produce a better harvest.</p> <p>Task: prepare a 3- 4 minute role play showing how the household can work together to reduce the burden and bargain with the landlord</p> <p>(Roles: Mother in law, father in law, daughter in law, landlord’s wife, community member)</p>

Scenario 5: A female head of household who is always having difficulties of using irrigated water. All her neighbors have access to irrigated water not only for their farm but also for home gardens. She requested WUA leading committee members to let her become a member so that she can access the irrigated water like other farmers. But she must negotiate and convince that she will provide voluntary service like other farmers whenever its her turn to do so.

Task: Prepare a 3 – 5 minutes role play on how the FHH can convince WUA leading committee members that she will be able to fully participate like other men farmers to perform any task as a member.

(Roles: FHH, 2 - WUA leading committee members, Kebele Chairperson, Community leader)

Annex I : Gender Toolkit Implementation Strategy

Entity	Responsibility	How to be implemented
Federal AGP CU	<ul style="list-style-type: none"> ▪ Approve/Endorse ▪ Deliver ToT for Regional AGP CU and IAs (As per the training materials developed by CDSF) ▪ Print the gender toolkit ▪ Distribute to all regions ▪ Follow up and supervise distribution of materials and implementation 	<ul style="list-style-type: none"> ▪ Technical working group established ▪ With technical and financial support and CDSF ToT delivered ▪ Develop checklist to follow up and supervise distribution and implementation ▪ Develop feedback checklist to collect feedback ▪ Collect feedback and propose improvement areas ▪ Review and improve the gender toolkit based on feedback collected
Regional AGP CU	<ul style="list-style-type: none"> ▪ Deliver ToT ▪ Distribute to all Woreda ▪ Follow up and supervise distribution of materials and implementation ▪ Report feedback to FAGP CU 	<ul style="list-style-type: none"> ▪ Cascade ToT with technical support from CDSF to Woreda experts ▪ Using checklist follow up and supervise distribution and implementation ▪ Using feedback checklist collect feedback ▪ Submit feedback to FAGP CU
Woreda (Woreda SMS, AGP FP)	<ul style="list-style-type: none"> ▪ Deliver ToT ▪ Distribute the toolkit to all Kebeles ▪ Follow up and supervise distribution of materials and implementation ▪ Report feedback to RAGP CU 	<ul style="list-style-type: none"> ▪ Cascade ToT with the support of CDSF ZCDOs to Kebele ▪ Using checklist follow up and supervise distribution and implementation ▪ Using feedback checklist collect feedback ▪ Submit feedback to RAGP CU
Kebele (DAs)	<ul style="list-style-type: none"> ▪ Provide training MW, FHH and men small holder farmers ▪ Follow up and support effective utilization of gender toolkit for practical and attitudinal change in the community ▪ Track and report challenges and success during implementing the gender toolkit 	<ul style="list-style-type: none"> ▪ Train MW, FHH and men small holder farmers using Agricultural Growth Program (AGP2) Gender Action Learning System for Household Transformation (AGP – GALS – HT) ▪ Follow up how MW, FHH and men farmers are effectively applying lessons in the toolkit in their day to day household activities ▪ Using feedback checklist collect feedback from MW, FHH and men farmers ▪ Submit feedback to Woreda AGP FP ▪ Develop and submit reports to Woreda AGP FP on the challenges faced and successes during the implementation

