

## Gender Sensitization Session Guideline



### FRGII Project

Modified in **2013**

This version of the guideline was originally written  
by Yoko Harada and published by FRG project in 2007

*Use this guideline flexibly. Modify any part of the guideline according to your situation as well as your own experience/practice. For sharing your opinions with others, please inform the project with your modification and actual examples of plans and reports*

© EIAR/ FRGII 2013

Website: <http://www.eiar.gov.et>

Tel: +251-11-646 2633

Fax: +251-11-646 1294

P.O. Box 2003

Addis Ababa, Ethiopia

### ***Background***

Throughout the East Shoa zone, both men and women members of the household participate in the agricultural production. While the sexual division of labor exists and the degree of the involvement by each sex differs from one activity to another, both men and women are substantially involved in a series of productive activities starting from seed preparation to post-harvesting and marketing.

Nevertheless, the women's contribution to the agricultural production has been mostly undervalued and they have been regarded as mere housewives whose responsibilities only rest in the sphere of the reproductive activities. As a result, women's needs and interests in the productive activities are largely overlooked in the agricultural research and the women's involvement in the participatory agricultural research remains extremely low.

### ***Objective of the Guideline***

This guideline outlines how to organize a gender sensitization session with an aim to make the Farmer Research Group (FRG) farmers (men and women) aware of the negative impacts of the existing gender disparities both in the household and in the community and, subsequently, to facilitate the women's effective participation in the FRG activities.

### ***Target Groups***

- Men and women farmers

### ***Training Agenda***

1. Introduction
2. Exercise 1: Division of Labor (Productive / Reproductive)
3. Exercise 2: Access to and Control of Resources
4. Exercise 3: Daily Activity Calendar
5. Discussion
6. Exercise 4: Gender Action Plan Making
7. Discussion / Closing

## Preparation

### Objectives:

- Discuss and confirm the schedule and the objectives of the gender sensitization session among the organizers
- Consider particularly women farmers' availability
- Prepare flipcharts for the use in the session

### Methods:

- *Flipcharts Preparation*
  - Productive Activities<sup>1</sup> (in case of F1 dairy cow)
    - List up the major activities related to the dairy cow management

Activities
Collecting feed
Purchasing feed
Processing feed
Storing feed
Feeding
Watering
Herding
Taking to clinic
Taking care of sick and pregnant
Barn cleaning
Barn repair
Milking
Churning
Selling milk
Selling butter
Selling calves
Selling cow

- Write and draw the activities listed above on the flipchart. Use drawings and photographs so that both literate and illiterate farmers can

---

<sup>1</sup> Productive activities include all tasks which contribute to the income and economic welfare and advancement of the household and community

understand.

Example: Productive activities



Productive Activities

Lat/N		
1		✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓
6	✓	✓
7		✓
8	✓	
9	✓	✓
10	✓	✓
11	✓	✓
12		✓
13		✓

Productive cont...

Lat/N		
14	✓	✓
15	✓	✓
16		✓
17		✓
18		✓
19		✓
20		✓
21		✓
22		✓
23		✓
24		✓

## Reproductive Activities<sup>2</sup>

- List up the major reproductive activities

Activities
Cooking
Washing
Cleaning
Fetching water
Fetching firewood
Grinding
Caring for children
Constructing / Repairing house

- Write and draw the activities listed above on the flipchart. Use drawings and photographs so that both literate and illiterate farmers can understand (see next page for example).

*Example: Reproductive activities*



<sup>2</sup> Reproductive activities are those activities carried out to reproduce and care for the household. They are household and family management activities.

### Access to and Control of Resources

- Resources: anything can be used and owned by villagers such as land, tools, crops, animals, etc.
- Access: The opportunity to make use of resources.
- Control: The power to decide how a resource is used, who has access to it, when it can be sold, etc. the resource belongs to men, women, household, community, state, etc.
- List up the major resources related to the dairy cow management.

Resources
Dairy cow
Feed
Ox
Donkey
Land
Farming implements
Cart
Household utensils
Income
Training
Credit

- Write and draw the resources listed above on the flipchart. Use drawings and photographs so that both literate and illiterate farmers can understand (see next page for example).

Example: Access to and Control of Resources

Access to and Control over resources

1. Seed  
Sanyit 
2. grain  
Milkaan 
3. straw  
Galabaa 
4. Land  
Lafa 
5. Oxen  
Sangaa 
6. Fertilizer  
Xa'ou 
7. Donkey  
Harree 
8. Horse  
Fardaa 
9. Income  
galii 
10. Family labor (Humna mat'i) 

Hor marka jireezya 

Hoolau ~~to~~ Rice ~~Fluke~~ 

Sheep & Goats, chickens

Access to and Control over Resources

	Access		Control	
				
1	✓	✓	✓	✓
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4	✓	✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓
7	✓	✓	✓	✓
8	✓	✓	✓	✓
9	✓	✓	✓	✓
10	✓	✓	✓	✓
11	✓	✓	✓	✓
12	✓	✓	✓	✓



### Daily Activity Calendar<sup>3</sup>

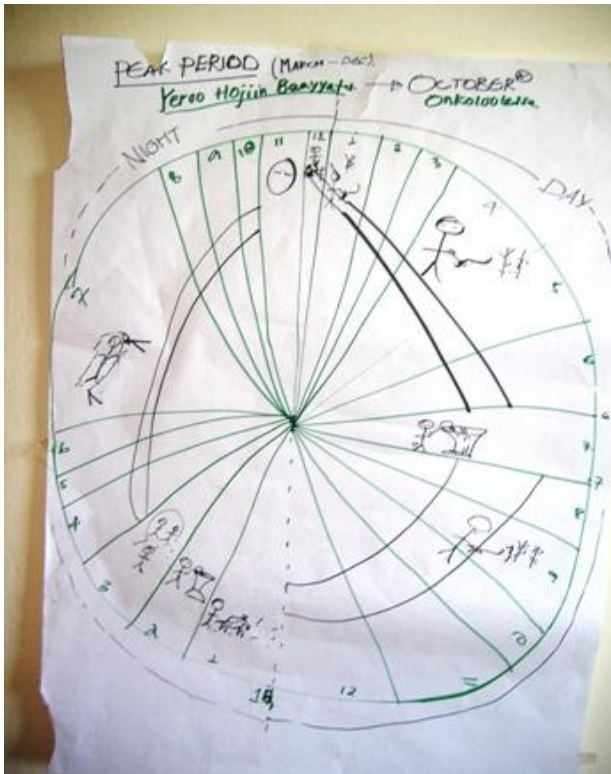
- This exercise can be done using circle or banner-style (horizontal/vertical). See examples in the next pages for your use.

#### Examples; Daily Activity Calendar

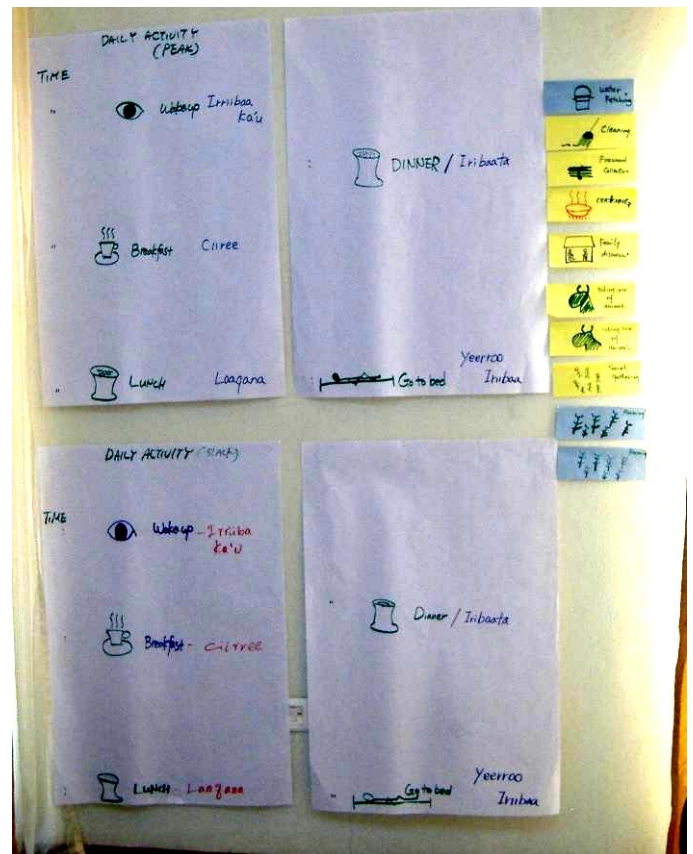
Example 1



Example 2



Example 3



<sup>3</sup> Daily activity calendar aims to understand the roles of men and women at households and the time spent to carry them out by illustrating a typical day activities of men and women.

- Gender action plan
  - Prepare a blank table of objectives, strategy/ activity, when, resource and responsible person.
  - Prepare some examples.

*Example: Blank form of Gender action plan*

Problem: Heavy workload of women

Objective	Strategies/ activities	When	Resources	Responsible person
Women's workload reduced	(What can be done)	(until when)	(any resources needed)	(who is responsible for the implementation)

## **Introduction - Plenary**

### *Objectives:*

- Welcome everybody
- Introduce the facilitators and the objectives of the session
- Explain about the exercises to be carried out.

### *Methods:*

- Explain about the exercises
  - Pointing out the flipchart “Productive Activities”, tell the group that it is the list of a series of activities involved in [the dairy cow management]. Ask them if there is any major activity to be added in the list.
  - If the group agrees to add another activity in the list, request one volunteer to come forward to draw the picture of such activity.
  - After the group decided no more activity to be added, move to the “Reproductive Activities”.
  - Pointing out the flipchart “Reproductive Activities”, tell the group that it is the list of a series of activities (household and family management).
  - After the “Reproductive Activities” is finished, move to the “Access to and Control of Resources”.
  - Clarify what resources, access and control are (refer to the definition shown on page 6). Make sure the participants clearly understand the concepts.
  - Ask the group if there is any major resource related to [the dairy cow management] to be added in the list.
  - If the group agrees to add another activity in the list, request one volunteer to come forward to draw the picture of such resource.
  - After the group decided no more resource to be added, move to the “Daily Activity Calendar”.
  - Explain the group briefly about how to undertake the “Daily Activity Calendar” exercise.



*Facilitator explaining about a flipchart*



*A volunteer drawing one reproductive activity on the flipchart*

**Note:**

- Make sure every participant can see and hear the facilitator.



After the Introduction Session is over, divide the group into a men and a women groups.

## 2. Exercise 1: Division of Labor (Productive and Reproductive)

### Objectives:

- Understand the roles and responsibilities of women and men in the household


### Methods

- Ask the groups to identify which productive activities are done by women or men. If more than one person is involved in the activity, tick two in the column of a main contributor and tick one for those involved in the activity.
- After finishing all productive activities, move to “Reproductive Activity” to do the same.

**TIPS:** Help the participants to understand that women are fully responsible for [the management of dairy cows] as well as the reproductive works in the household.

Men group discussing over the productivity activities



Reproductive Activities		
Lakt/No		
1	✓✓	✓
2	✓✓	✓
3	✓	
4	✓	
5	✓	

Reproductive activities		
Lakt/No		
6	✓	
7	✓	
8	✓	
9	✓	
10	✓	
11		
12		
13		
14		
15		

Outcome from the exercise (Reproductive Activities: Men group)

### 3. Exercise 2: Access to and Control of Resources

#### Objectives:

- Identify who in the household has access to and control of particular resources

#### Methods

- Ask group which family members – women and men – have more access to each resource. If men and women have an equal access, tick one in both columns. If both have an access but either has more access, tick two in the column for more access while tick one for less access.
- After finishing all resources with access, continue with control.

**TIPS:** Help the participants to understand that although women have access to resources but little control over them.



A men group in discussion

Outcome from the exercise  
(Access to and Control of Resources:  
Women group)

Laxx		♀		♂	
1					✓
2		✓			✓
3		✓			✓
4	✓				✓
5	✓				✓
6	✓			✓	✓
7				✓	✓
8	✓				✓
9					✓
10	✓				✓

#### 4. Exercise 3: Daily Activity Calendar

##### Objectives

- To understand the roles of man and woman at household and the time spent to carry them out

##### Methods

- Ask a women group to illustrate a typical day for a woman in the community and a men group for a man; a typical day in the peak as well as the slack season.
  - If the format shown on example 1 and 2 on page 8. Let the farmers list out the typical activities in a day, then, let them add information of from what time to what time, they would be engaged in such activities.

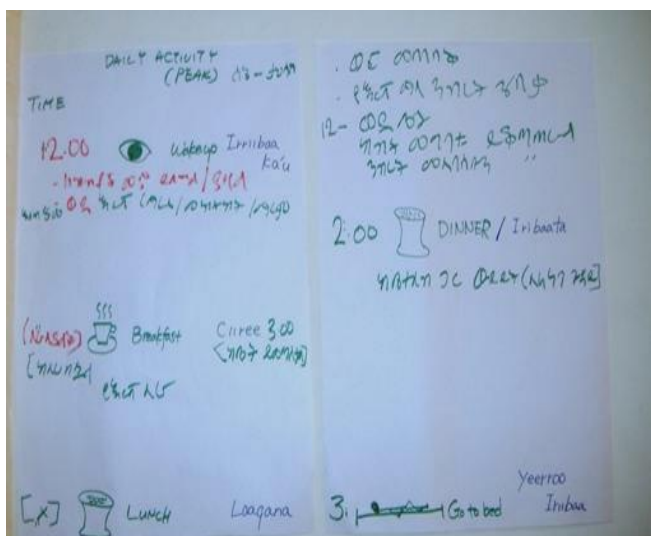
**TIPS:** Help the participants to understand how women combine their various types of activities (e.g. farming and household activities) during one day and what time constraints they face and on the other hand men have lots of time for leisure activities and rest.



Women discussing about the daily activities

##### Outcome from the exercise (Daily Activity Calendar)

Left: Men group / Right: Women group



## 5. **Presentation & Discussion – Plenary**

### Objectives:

- To Share the outcomes of the exercises among all the participants
- To Make the participants aware of the existing gender disparities and the problems caused by such disparities

### Methods:

- **Presentation**
  - Ask each group to select four members to present the outcome of each exercise.
  - Ask the presenters to present the outcome.
- **Discussion<sup>4</sup>**
  - After the presentation, ask participants if they agree with the outcomes of the other group.
  - Let them be aware of
    - Women are busy throughout the day while men have more leisure time.
    - Women are fully engaged in [the dairy cow management] but men are given more opportunities to participate in the training.
    - Women are fully engaged in [the dairy cow management] but they have little control over the relevant assets and little decision-making power.
  - Then, discuss on
    - What would be the negative impact that women, main caretaker of [dairy cow], are not given an opportunity to participate in the research activities as well as to upgrade their technologies/skills on [dairy cow management].  
→ *FRG activities may not bring about the expected output.*



*Men presenting*



*Women presenting*

---

<sup>4</sup> This is an example in the case of dairy cow management. The discussion points should be modified and revised in accordance with a research subject on agenda.



- What would be the negative impact that women are not able to share the decision-making power with men to decide on the issues related to [the dairy cow management].
  - *When urgent decision-making is required, no appropriate action may be taken.*
  
- What could be done to overcome the perceived negative impacts above
  - *Women's participation in the FRG activities should be facilitated and their husband should be well informed of the training so that a husband will be more likely to support the ideas and decisions made by his wife on the matter.*

## 6. Exercise 4 : Gender Action Plan Making - Plenary

### Objectives:

- To devise a plan to overcome the identified problems in the discussion above.

### Methods

- **Action Plan Making**
  - Through the exercises 1, 2 and 3 above, the group should be clearly aware of the problems caused by the unequal sharing of roles and responsibilities as well as the decision-making power between men and women. Discuss what needs to be done to maximize the benefit from the FRG activities and fill out the form below.



*Group in discussion for action plan making*

(Example)

Problem: Heavy workload of women

Objective	Strategies / Activities	When	Resources	Responsible person
Women's workload reduced	(what can be done)	(until when)	(any resources needed)	(who is responsible for the implementation)

Example 1: Sweet potato FRG (October 29, 2007)

Objective	Strategies / Activities	When	Person responsible
Women attend the training	Men take over the household activities during the absence of wives <ul style="list-style-type: none"> <li>- Looking after children</li> <li>- Fetching water</li> <li>- Keeping animal from farm</li> <li>- Collecting firewood</li> </ul>	Whenever wives attend the training	Men

Example 2: F1 Dairy FRG (November 5, 2007)

Objective	Strategies / Activities	When	Person responsible
Reduce women's workload	<ul style="list-style-type: none"> <li>- Looking after animals in feeding and watering</li> <li>- Taking care of children</li> <li>- Guiding children to take the women's work</li> <li>- Preparing fast food</li> <li>- Undertaking social activities (idir payment)</li> <li>- Fetching water and firewood</li> </ul>	When women are on training / not around	Husband/ Man
	<ul style="list-style-type: none"> <li>- Washing</li> </ul>	At slack time	Husband/ Man
	<ul style="list-style-type: none"> <li>- Sharing information</li> <li>- Discussion with wives before decision-making</li> </ul>	When men and women are at home together	Husband/ Man

## **7. Closing - Plenary**

### *Objectives:*

- To confirm with the participants for the implementation of the prepared action plan.
- To wrap up the session

### *Methods*

- Confirm with the participants that the proposed action plan is implemented and its expected outcome is achieved will be checked after a few months, at the time of the FRG session.
- Wrap-up the session and make sure that participants are aware of the followings:
  - Heavier workload of women, which is likely to hinder the women from effectively participating in the FRG activities
  - Women are substantially engaged in the productive activities but due to the time and the cultural constraints, little chance has been given to voice their needs and interests as well as to upgrade their skills/knowledge.
  - The close communication and the responsibility sharing between a wife and a husband will contribute to the betterment of their relationship and of the household management.



## About FRGII

**T**HE PROJECT FOR Enhancing Development and Dissemination of Agricultural Innovations through Farmer Research Groups (FRG II Project) is to enhance the capacity of researchers to take part in innovations through farmer research group approach (FRG approach).

Implemented by a technical cooperation between Ethiopian Institute of Agricultural Research (EIAR) and Japan International Cooperation Agency (JICA), the FRG II covers all the agricultural research institutions in the country through training on the approach, financing FRG based research projects in selected priority research areas and filling gaps and enhance linkages between research and extension through delivery of technical information. For more information, visit

<http://www.jica.go.jp/project/english/ethiopia/001/>