

Training manual for  
**Gender Awareness Raising**

The Project for Smallholder Horticulture Farmer Empowerment  
through Promotion of Market-Oriented Agriculture  
(Ethio-SHEP)

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## Proposed Training Schedule

### Day1

Time	Activity
9:00 – 9:30	Introduction: Understanding Gender and Sex
9:30 – 10:15	Tool 1: Roles and Responsibilities
10:15 – 10:45	Tool 2: Daily Activity Calendar
10:45 – 11:15	Tool 3: Access and Control of Resources
11:15 – 11:30	Discussion / Wrap-up

### Day2

Time	Activity
9:00 – 10:15	Recap / Tool 4: Gender Action Plan Making

## 1. Preparation

Preparation

Day 1

Day 2

### Check the following points

- Before the gender training, **inform all the target farmers** to attend gender training with their partners.
- Make sure both **men and women attend** the training.
- While discussing as a group, make sure man and women are **sitting together** so that they can exchange their view and opinions freely!
- Facilitator (Gender experts and Development Agents) needs to **encourage farmers for active participation.**
- Make sure farmers are following what participants are doing and what is the purpose for it.
- Sensitize both men and women on the importance of sharing workload and responsibilities.

After awareness raising:

- Men will understand that women have heavy workload for not only farm work but also to support their families. After awareness raised, men will support their wives so that women can work field more effectively.
- Women will have more time for farming that will increase their household income.



It is common to find some farmers are not actively participating in discussion, in that case, facilitator should ask their opinions.

## 2. Introduction

Preparation

Day 1

Day 2

### 2.1. Step 1. Understanding Gender & Sex

#### Objective

To understand the differences between sex and gender.

#### Time

30 minutes

#### Materials

Flipchart paper, Ruler, Marker

### 2.2. Implementation procedure

Procedure	Activities
Step 1	Welcome the members and the invited spouses to the gender awareness training
Step 2	Ask the participants if they have ever heard of gender
Step 3	<ul style="list-style-type: none"><li>➤ If nobody has heard of it, go to Step 4 directly.</li><li>➤ If anybody has heard of it, read the following statements one by one.</li><li>➤ After reading one statement, ask the participants, first, those who think it is sex to raise their hands, and then those who think it is gender also to raise their hands.</li><li>➤ Writing down on the flipchart the number of those who think it is sex and the number of those who think it is gender.</li><li>➤ Continue the same until you complete the six(6) statements below:<ul style="list-style-type: none"><li>(1) Women give a birth. Men don't (Sex)</li><li>(2) Boys are tough. Girls are soft (Gender)</li><li>(3) Women can breastfeed. Men feed babies with milking bottles (Sex)</li><li>(4) Women are responsible for household chores (Gender)</li><li>(5) Men are breadwinners (Gender)</li><li>(6) Women should not speak in public (Gender)</li></ul></li></ul> <p>After the statement (6), read out the answers as indicated above. In each statement, confirm how many were right and wrong.</p>
Step 4	Explain "Sex is biological and universal and can't change over time while gender is social and cultural and changes over time".
Step 5	After confirming that every participant understands the differences between sex and gender, go back to the statements above and again ask the participants if they are "sex" or "gender".

Step 6	Ask the group if there is any job in the community which used to be done exclusively by men, but now is done by both men and women or which used to be done exclusively by women, but now is done by both men and women. Confirm the gender changes over the time even in the community of the participants.



### Checkpoints

- Farmers understand difference between sex and gender
- Sex cannot be changed.
- But gender changes over time

### 3. Gender Analysis Tool 1

Preparation

Day 1

Day 2

#### Roles and Responsibilities

##### 3.1. Step2. Roles and Responsibilities in the household

###### Objective

To understand the roles and responsibilities of women and men in the household

###### Time

45 minutes

###### Materials

Flipchart paper, Ruler, Marker

##### 3.2. Implementation procedure

Procedure	Activities																																				
<b>Step 1</b>	Draw the table by referring to the “Productive Roles” & “Reproductive Roles” so that every participant can see.																																				
<b>Step 2</b>	Pointing at the “Productive Roles”, ask the group the most important horticultural products that are produced and sold in the kebele and, then, select one most important product through a brief discussion.																																				
<b>Step 3</b>	<p>Ask the group to list 8-10 activities for production, marketing, and income control of the selected products. Write the activities in each column. The last two activities should be on marketing of the product and control of income gained from the selected products.</p> <p style="text-align: center;"><b>Table: Productive Roles</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>No</th> <th>Activity</th> <th>Men</th> <th>Women</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Seedbed establishment</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Sowing vegetable seeds</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Marketing</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Income Control</td> <td></td> <td></td> </tr> </tbody> </table>	No	Activity	Men	Women	1	Seedbed establishment			2	Sowing vegetable seeds			3				4				5				6				7	Marketing			8	Income Control		
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<b>Step 4</b>	Pointing at “Reproductive Roles”, explain to the group that the listed activities are major household chores.																																				
<b>Step 5</b>	Divide the participants into a men’s group and a women’s group. Provide each group with the materials of “Productive Roles” and “Reproductive Roles”. Ask one person in each group to facilitate the exercise.																																				
<b>Step 6</b>	Have each facilitator to ask the group to identify which activities are done by men or																																				

Last two columns are fixed! Discuss who market the crops and who controls the income!

	women. If both are involved in the activity, tick twice in the column of the main contributor and once for the other. If they are equally involved, tick once in each of the column. If any of them is not involved, do not tick in the column for that activity.					
	<b><u>Productive Roles</u></b>			<b><u>Reproductive Roles</u></b>		
	Activity	Men	Women	Activity	Men	Women
	Seedbed preparation			Cooking		
	Input purchase			Washing		
	Watering			Fetching water		
	Transplanting			Fetching firewood		
	Weeding			Caring for children		
	Fertilizer application			Caring for sick		
	Harvesting			Grinding		
	Marketing			House Construction/Repair		
	Income Control			Security		
	<div style="background-color: #e67e22; color: white; padding: 5px; display: inline-block;">           Ask the group who is responsible for the activity every day. Don't tick if they do it only occasionally.         </div>					
<b>Step 7</b>	Go back to the plenary session. Compare what each group prepared and discuss how the productive activities are divided between men and women.					



**Points to be considered**

- Women's heavy involvement in productive activities with little participation in marketing & income control, which is likely to discourage women to actively participate in farming
- Women are responsible for almost all reproductive activities

**Checkpoints**

- Women contribute significantly to the horticulture production
- Women are overburden with both productive and reproductive roles but men's workload is significantly less than that of women.



#### 4. Gender Analysis Tool2

Preparation

Day 1

Day 2

#### Daily Activity Calendar

4.1. Step 3. To understand the roles of man and women at household and the time spend to carry the out

#### Objective

To understand the differences between sex and gender

#### Time

30 minutes

#### Materials

Flipchart paper, Ruler, Marker

#### 4.2. Implementation procedure

Procedure	Activities																																																								
Step 1	Divide the participants into a women's and a man's groups. Write table by referring to the materials of "Daily Activity Calendar". Ask one person in each group to facilitate the exercise.																																																								
Step 2	Ask groups to illustrate a typical day for a man and a woman in the community; a typical day in the dry irrigation seasons.																																																								
	<table border="1"> <thead> <tr> <th colspan="2">Women's day in the rural community</th> <th colspan="2">Men's day in the rural community</th> </tr> <tr> <th>Time</th> <th>Activities</th> <th>Time</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td>5 am</td> <td>Wake up / Milking</td> <td>5 am</td> <td>Security check</td> </tr> <tr> <td>7 am</td> <td>Prepare breakfast</td> <td>6 am</td> <td>Wake up / Security check</td> </tr> <tr> <td>8 am</td> <td>Washing</td> <td>7:30 am</td> <td>Breakfast</td> </tr> <tr> <td>9 am</td> <td>Work at Farm</td> <td>8 am</td> <td>Allocating duties</td> </tr> <tr> <td>12:00</td> <td>Prepare lunch</td> <td>9 am</td> <td>Working at farm</td> </tr> <tr> <td>1 pm</td> <td>Washing dishes/Feeding livestock/Fetching water and firewood/Milking</td> <td>1 pm</td> <td>Lunch Resting</td> </tr> <tr> <td>5 pm</td> <td>Prepare dinner</td> <td>4 pm</td> <td>Meeting friends</td> </tr> <tr> <td>6 pm</td> <td>Assembling livestock / Washing children</td> <td>7 pm</td> <td>Supper Resting</td> </tr> <tr> <td>8 pm</td> <td>Dinner</td> <td>10 pm</td> <td>Go to bed</td> </tr> <tr> <td>9 pm</td> <td>Washing dishes</td> <td></td> <td></td> </tr> <tr> <td>10 pm</td> <td>Bathing</td> <td></td> <td></td> </tr> <tr> <td>11 pm</td> <td>Go to bed</td> <td></td> <td></td> </tr> </tbody> </table>	Women's day in the rural community		Men's day in the rural community		Time	Activities	Time	Activities	5 am	Wake up / Milking	5 am	Security check	7 am	Prepare breakfast	6 am	Wake up / Security check	8 am	Washing	7:30 am	Breakfast	9 am	Work at Farm	8 am	Allocating duties	12:00	Prepare lunch	9 am	Working at farm	1 pm	Washing dishes/Feeding livestock/Fetching water and firewood/Milking	1 pm	Lunch Resting	5 pm	Prepare dinner	4 pm	Meeting friends	6 pm	Assembling livestock / Washing children	7 pm	Supper Resting	8 pm	Dinner	10 pm	Go to bed	9 pm	Washing dishes			10 pm	Bathing			11 pm	Go to bed		
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#### Implementation tips

- Women work throughout a day but men have a time for leisure activities and rest
- Women do not have time for training either can they create more time for farming

#### **Checkpoints**

- Heavy workload for women is likely to prevent them from attending the training and spending more time in farming activities
- Men spend little time in farming

## 5. Gender Analysis Tools 3

Preparation

Day 1

Day 2

### Access to and Control of Resource

#### 5.1. Step4. Access to and Control of Resource

##### Objective

To identify who in the household has access to and control of particular resources

##### Time

30 minutes

##### Materials

Flipchart paper, Ruler, Marker

#### 5.2. Implementation procedure

Procedure	Activities																																																	
Step 1	<p>Write the following tables to flipchart “Access to Resources” and “Control of Resources” for every participant to see. Clarify what is meant by resource, access and control.</p> <ul style="list-style-type: none"> <li>- Resource: anything can be owned and used by farmers, such as land, tools, crops, animals, etc.</li> <li>- Access: the opportunity to make use of resources</li> <li>- Control: The power to decide how a resource is used, who has access to it, when it can be sold, etc.</li> </ul>																																																	
Step 2	<p>Pointing at the “Access to Resources”, ask the group the most important horticultural crop for the group and write it in the blank column. Ask the group which are these two most important resources for the household income, that are not listed in the “Access to Resources” and, then write them in the blank columns. Copy these three to the blank columns of “Control of Resources”.</p> <p><b>Access to and control of Resources</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Resources/ Services</th> <th colspan="2">Access</th> <th colspan="2">Control</th> </tr> <tr> <th>Men</th> <th>Women</th> <th>Men</th> <th>Women</th> </tr> </thead> <tbody> <tr> <td>Land</td> <td>✓</td> <td>✓</td> <td>✓ ✓</td> <td></td> </tr> <tr> <td>Farm tools</td> <td>✓</td> <td>✓</td> <td>✓ ✓</td> <td></td> </tr> <tr> <td>Dairy cow</td> <td>✓</td> <td>✓</td> <td>✓ ✓</td> <td>✓</td> </tr> <tr> <td>Poultry</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓ ✓</td> </tr> <tr> <td>Training</td> <td>✓</td> <td>✓</td> <td>✓ ✓</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Resources/ Services	Access		Control		Men	Women	Men	Women	Land	✓	✓	✓ ✓		Farm tools	✓	✓	✓ ✓		Dairy cow	✓	✓	✓ ✓	✓	Poultry	✓	✓	✓	✓ ✓	Training	✓	✓	✓ ✓																
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Training	✓	✓	✓ ✓																																															

Three resources to be decided by the group. One is for the horticultural crop. The others are the resources necessary to earn income.

Step 3	Divide the participants into a men's and a women's groups. Provide each group with the materials of "Access to Resources" and "Control of Resources". Ask one person in each group to facilitate the exercise.
Step 4	Have each facilitator to ask the group to identify who, either men or women have access to each resource listed. If both of them have access, <b>tick twice in the column</b> of the one with more access and <b>tick one in the column</b> of the one with less access. In case both have equal access, tick once in each column.
Step 5	After completing the "Access to Resources", go to the "Control of Resources". Let each facilitator ask the group to identify who, either men or women, have control over each resource listed. Continue until the last resource.
Step 6	Go back to the plenary session. Compare what each group prepared and discuss who has access to and control of resources in the household.

#### Points to be considered

- Women have access to some resources but little control over them. On the other hand, men control almost all the resources.
- Nobody can make any decision on the issues related to the resources of which he/she does not have control.
- Household economy is likely to be negatively affected if the control of critical resources is monopolized by certain member of the household.

#### Checkpoints

- Lack of control of resources excludes women from the decision-making at household.

## 6. Story on gender related issues

6.1. To give clear understanding for farmers, some real story, as shown below, helps them what kind of benefit they can get by practicing gender training.

### 6.1.1. Column1: A story of a husband in a farming household

One day I left home in the morning to go look for a market for my tomatoes which were ready for harvesting. While I was away busy looking for a market, a buyer visited my home and found my wife. He asked if she could sell the tomatoes to him but since she had no authority whatsoever to make decisions and never knew my plans, she declined.



My search for a market was unsuccessful so I headed home where my wife reported to me the events of the day. I really felt bad and my tomatoes got spoiled since I couldn't find a place to sell them.

Ask farmers:

- ✓ Is this situation familiar to you?
- ✓ Why do you think this problem happened?
- ✓ How do you think this kind of situation can be avoided?

### Column2: A story of a wife in a farming household

My husband told me "I've heard onion is profitable. Let's plant onion on all of our land". I opposed to him by saying "Yes, but just on half of our land, not entire land" because I saw many other farmers had planted onion already and heard many people saying they wanted to plant onions. I knew by the time we harvest it, the price would go down. My husband did not listen to me and did what he wanted. We made a huge loss at the end of the season. After this bitter experience, however, my husband started to ask me "What crop do you think is good for this season?"



Ask farmers:

- ✓ Is this situation familiar to you?
- ✓ Why do you think this problem happened?
- ✓ How do you think this kind of situation can be avoided?

## 7. Wrap-up Session on Day1



### 7.1. Step5. Wrap-up session

#### **Objective**

To confirm if the participants understood the day's session.

#### **Time**

15 minutes

#### **Materials**

Not required

### 7.2. Implementation procedure

<b>Procedure</b>	<b>Activities</b>
<b>Step 1</b>	Ask the group what they learned in the training. Confirm the important points of the training, referring to “Now Participants understand” in each exercise.
<b>Step 2</b>	Tell the group when the next session for the gender action plan making is to be organized.
<b>Step 3</b>	Closing remarks

## 8. Gender Analysis Tool 4

Preparation

Day 1

Day 2

### Action Plan Making

#### 8.1. Step 6. Gender Action Plan Making

##### Objective

To review the previous exercises and discussion points.

To reduce women's heavy workload at household by making action plan with family members.

##### Time

15 minutes for recap

1 hour for an action plan making

##### Materials

Flipchart paper, Ruler, Marker

#### 8.2. Implementation procedure

Procedure	Activities					
Step 1	Welcome the group to the second gender awareness training. Ask the group what they learned in the previous training. Confirm the important points of the previous training, referring to "Now Participants understand" in each exercise.					
Step 2	Explain to the group that this exercise particularly aims at the reduction of women's heavy workload in the household. Discuss what needs to be done to reduce the workload of women and make an action plan					
Step 3	Fill out the exercise material "Action Plan", referring to below.					
Objective	Most tedious work	Activities	By when	Resources	Implementer	Monitor
Women's heavy workload reduced	Fetching firewood	Purchasing of improved cooking stove	May2021 when the sales of horticulture products in the next season is done.	Money (1,000 ETB) Labor to construct it in the kitchen	Each group member	DAs and group leader

Ask participants what is the most tedious & time-consuming work in the house.

Select an activity, which could be implemented without much labor & financial

Set the precise time limit.

### Checkpoints

- They can device an action plan which will actually reduce the women's workload.
- It requires only a small input to bring about a big change



**Continuous follow-up** of farmers' action plan is vital to achieve their behaviour changes. DAs and Woreda experts are encouraged to support farmers progress. It is also important to share good practice with farmers each other so that they can learn what kind of benefit they can get from gender mainstreaming