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Developing a Gender-Sensitive Curriculum and Implementing Field-Based Training of Trainers for the Liberia Food and Enterprise Development Program

June 2013

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Disclaimer:

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ACRONYMS

AI	Appreciative Inquiry
APA	<i>Appreciative Planning and Action</i>
CAF	Community Agriculture Facilitators
CM	Community Mobilizer
FBO	Farmer-Based Organizations
FED	Food and Enterprise Development Project
LTTA	Long-term technical assistance
MFI	Microfinance Institution
MOA	Ministry of Agriculture
NO	Nutrition Officer
SIS	Social Inclusion Specialist
STTA	Short-term technical assistance
TOT	Training of Trainers
SOW	Statement of Work
USAID	U.S. Agency for International Development
VSLA	Village Savings and Loan Associations
WIB	Women in Business
WORTH	Pact's Women's Empowerment Program

EXECUTIVE SUMMARY

On April 17, 2013, DAI authorized Plan International USA (Plan) to begin to develop training curricula for use in the Food and Enterprise Development (FED) Program. From May 15 – June 2 Marcia Odell, Plan’s Senior Gender Advisor, worked in Liberia to address the five deliverables of the DAI/Plan consulting contract:

1. Design curriculum for basic training related to gender main streaming, sensitivity and social inclusiveness for FED staff, partners, and beneficiaries
2. Conduct TOT for Women in Business Officer and Community Mobilizer
3. Discuss with the FED and M&E team tools needed to evaluate and monitor the training outcomes of FED sponsored gender activities
4. Assist in developing a gender strategy implementation plan in conjunction with the Women in Business Officer and Community Outreach/Mobilization Officer
5. Make recommendations to the Enterprise Development team for follow up activities.

Overall this assignment revealed that FED’s commitment to promoting gender equality is very real and pervasive. Staff members talk regularly about the need for equal power relations between men and women and are genuinely interested in learning how to make it actually happen in their daily lives at work. Gender-related short-term technical assistance (STTA) at the beginning of program implementation resulted in the development of a wide-ranging Gender Strategy that is informed by gender realities in Liberia and which articulates a panoply of stakeholders that would benefit from gender-sensitive training, both in the short and long term. Today there is a gender training team in place that is committed to supporting the planting of gender equality in FED, wherever that work may take them.

More specifically, this report reviews the following key activities for each deliverable, together with a brief synopsis of findings and conclusions.

1. Curriculum Development

Design curriculum for basic training related to gender mainstreaming, sensitive and social inclusiveness for FED staff, partners and beneficiaries for up to 6 modules

- Six modules developed; three piloted in either Monrovia or Bong County with FED staff, FBO leaders, and NGO partners
- FED staff found each module engaging, enlightening and to have appropriately focused content and design

2. Training of Trainers

Conduct TOT for Women in Business Officer and Community Mobilizer

- TOT conducted for Women in Business Officer, designated Community Mobilizer, Nutrition Officer, plus the Training Specialist, as available
- TOT was very well-received and provided the required orientation to broader gender issues, training methods, not just modules

3. Monitoring and Evaluation

Discuss with the FED and M&E team tools needed to evaluate and monitor the training outcomes of FED-sponsored gender activities

- Reviewed different approaches for assessing training related to gender
- It is possible for indicators that lead to an assessment of the application of gender-related training to be incorporated into existing M&E protocols that are used in assessing on-going activities and to institutionalize accountability for gender-sensitive performance in all performance assessment protocols, and in MOUs

4. Gender Strategy Implementation Plan

Assist in developing a gender strategy implementation plan in conjunction with the Women in Business Officer and Community Outreach/Mobilization Officer

- Gender strategy reviewed, noting relevant analysis, concluding that strategy is overly ambitious for the realities of FED timeframe and available human resources
- Gender strategy requires revision and further gender analysis of activities that can realistically be undertaken with available training/support as the basis for FY 2014 work/implementation planning needs to be done
- Identified clear need to consider increasing FED's capacity to deliver gender-sensitivity training

5. Enterprise Development Activities

Submit a final trip report and prepare a presentation to USAID and relevant stakeholder on activities accomplished, meetings held, and recommendations to Enterprise Development team for follow up activities

- The work of the team would be significantly enhanced by:
 - Introducing an appreciative, empowering approach
 - Developing neo-literate materials for training groups, particularly at relatively low socio-economic levels and the
 - Supporting the development of single-sex Village Savings and Loan Associations (VSLAs) such as those in successful programs across Africa initiated by CARE, CRS, Plan, Oxfam/Freedom from Hunger, World Vision, is essential

It is clear that FED recognizes that the promotion of gender equality is crucial to the program's overall success and this is reflected in FED's clear commitment to fostering gender sensitivity across its portfolio of activities. From its inception FED has worked to infuse gender awareness in its policies and procedures; in 2012 it developed a comprehensive gender strategy; and FED has staff that are responsible for overseeing efforts to address gender issues in all that it does.

FED also recognizes that *training* is the primary means of increasing gender awareness of all stakeholders, whether staff, partners or program participants, and that it is essential to monitor and evaluate the outcomes of such training to ensure progress toward achieving FED's ambitious goals. For training in gender awareness to be effective, it is crucial to do much more than bring people together in a workshop. Training to facilitate the challenging of prevailing gender norms and imbedded perceptions and habits that have shaped individuals since birth, for

example, requires much more than a one-off workshop experience. To be successful, follow-on training in the form of additional organized sessions, coaching mentoring, or networking is essential.

That said, even a carefully crafted scope and sequence of training activities often is not sufficient to achieve the gender sensitivity in implementation of the program that FED seeks. Individuals need to have an opportunity to *apply* what they have learned since that is how most people learn best. It is even better, in the case of staff or partners, if they are held *accountable* for applying the concepts and tools to which training has introduced them. To be meaningful, this requires that FED staff not only design and deliver what may be diverse training interventions, but also develop ways to integrate the application of learning in program systems, and then monitor extensively.

Given the daunting challenge of achieving gender awareness and acceptance throughout the program, FED would be wise to consider increasing its investment in the training program that promotes gender equality. Given the magnitude of the challenge to integrate gender sensitivity in all that FED undertakes, the number of staff responsible for designing and delivering the needed training may be too small to do all that is needed, over time, with FED's diverse stakeholder groups. In addition, not all the skill sets that are apt to be needed are represented on this small team.

This assessment of gender awareness-related training needs and existing training capacity raises an important point about FED's gender strategy. This is an ambitious strategy that may have looked more realistic when it was finalized approximately 15 months ago than it does today. FED program planners and managers need to revisit the strategy as soon as possible to see how it can be revised to reflect the realistic timeline and resources that FED now has at its disposal. In light of that assessment and the generation of a revised gender strategy that is realistic about what can be done, and that reflects the need to view training as a *process*, not an *event*, FED can move forward to develop an implementation plan for FY2014 that targets the investment of gender-related resources in activities that link closely to FED achieving all of its objectives and targets.

While there is a role for the commercial banking sector to play in providing access to finance for FED's most promising entrepreneurs and groups, Village Savings and Loan Associations are a better vehicle for meeting the capital constraints of poorer participants in FED—and especially women. These should be launched as quickly and as widely as possible, and in the interest of women's empowerment, it would be best if single-sex membership were the norm and provision were made for including literacy training where needed, perhaps through collaboration with other organizations.

DEVELOPING A GENDER-SENSITIVE CURRICULUM AND IMPLEMENTING FIELD-BASED TRAINING OF TRAINERS FOR THE LIBERIA FOOD AND ENTERPRISE DEVELOPMENT (FED) PROGRAM

INTRODUCTION

The Food and Enterprise Development Program (FED) is a five-year USAID/Feed the Future-funded program operating in six counties in Liberia: Lofa, Nimba, Bond, Grand Bassa, Margibi and Montserrado. It concentrates on four value chains considered to have the greatest potential to alleviate poverty and end under-nutrition, namely, rice, cassava, vegetables, and goats. FED works with the Liberian public and private sectors and with donors to achieve the following objectives:

- Component 1: Increase agricultural productivity and profitability and improve human nutrition;
- Component 2: Stimulate private enterprise growth and investment; and
- Component 3: Build local technical and managerial human resources to sustain and expand accomplishments achieved under objectives one and two.

Activities related to the program's cross-cutting themes of gender, environment, ICT and policy are integrated throughout each of the project's three components.¹

This report is organized around the five deliverables that anchor a contract of April 17, 2013, between DAI and Plan, focusing on supporting gender sensitivity and awareness in FED activities. The essence of the five deliverables:

1. Design curriculum for basic training related to gender main streaming, sensitivity and social inclusiveness for FED staff, partners, and beneficiaries
2. Conduct TOT for Women in Business Officer and Community Mobilizer
3. Discuss with the FED and M&E team tools needed to evaluate and monitor the training outcomes of FED sponsored gender activities
4. Assist in developing a gender strategy implementation plan in conjunction with the Women in Business Officer and Community Outreach/Mobilization Officer
5. Make recommendations to the Enterprise Development team for follow up activities

Key recommendations are included at the conclusion of the discussion of each deliverable. A composite list of all recommendations appears at the end of this report.

¹ "Liberia's Food and Enterprise Development Project Gender Strategy," 2012, p. 1. Hereafter cited as "Gender Strategy."

DELIVERABLE I. CURRICULUM DEVELOPMENT

Design curriculum for basic training related to gender mainstreaming, sensitivity and social inclusiveness for FED staff, partners, and beneficiaries for up to 6 modules

Module development: Plan began to develop this gender-sensitive curriculum for FED, comprised of six different modules, in Washington, DC, in mid-April. The six modules focus on a range of topics for a variety of stakeholder groups. Specifically these are:

- Module 1. Taking gender-sensitive approaches in development programming – for FED office staff
- Module 2. Leadership development of Farmer-based Organization members – for women of FBOs
- Module 3. The development and delivery of gender-sensitive training – for NGO trainers, facilitators, and consultants responsible for training
- Module 4. Educating potential female borrowers – for women of FBOs
- Module 5. Gender-sensitivity training for lending institutions – for staff in commercial banks, cooperatives, MFIs, etc.
- Module 6. Input suppliers: Working with women and their groups – for input suppliers and women of FBOs

Several principles underpinned Plan’s development of these modules. Given that individuals often learn best when they learn through discovery, this is the norm in all training designs. Participatory sessions that encompass a variety of action-oriented activities are ubiquitous. Since opportunities to apply learning are key to understanding and retention, chances to apply new learning or practice new skills can be found throughout the materials. Because an appreciative approach that builds on success rather than problems has been found to promote engagement, enthusiasm and ownership of ideas, Plan has designed several modules around this approach and included elements of this in all trainings.

Module testing: Upon the consultant’s arrival in Monrovia, FED staff asked that the work of this trip focus on only the first three of the six modules. This freed up time for the “gender training team” and the consultant actually to test each of the three modules as part of the training-of-trainers work of Deliverable 2. Accordingly, the team piloted the module that is focused on integrating gender into program design for FED staff (half a day) and the module focused on designing and delivering gender-sensitive training for partners training for FED (half a day), in Monrovia. The team took the leadership training for FBO members (1 day) to Bong County. Table I provides details of these activities and some key observations regarding all six modules.

Table 1: Summary of Training Modules, including Facilitator Guides

Module No. & Title	Purpose/Objectives	Target Audience	Date Time Venue	Notes/ Learnings/ Recommendations
1 Intro. to Gender-sensitive Approaches for Development Programming	<ul style="list-style-type: none"> • Appreciate that gender affects the daily life of Liberians • Understand difference between “sex” & “gender; practice distinguishing between them in real-life • Learn about universally recognized Gender Equality Program Criteria; practice applying these to assess gender awareness in programs. • Introduce USAID’s Six Domains of Gender Analysis tool; practice using it to identify gender constraints • Address gender constraints in FED that prevent women’s full and meaningful participation 	25 (max.) Staff members of FED Field Offices	Monrovia 24 May '13 4 hours	What we learned: <ul style="list-style-type: none"> • There is a coherent procedure within FED for vetting new activities • Activity Detail Form provides a means for institutionalizing training to incorporate gender analysis in existing and new activities
2 Developing Leadership Skills of Farmer-based Organization Members	<ul style="list-style-type: none"> • Participants describe their own leadership qualities • Define characteristics of effective leaders • Create a vision for their FBO • Consider impact of gender stereotypes on opportunities for women’s leadership • Identify key skills needed for leading FBOs • Demonstrate familiarity with effective negotiation skills 	25 (max.) First priority for all women FBOs	Bong 29 May '13 8 hours	What we learned: <ul style="list-style-type: none"> • Confirmed that most FBO members are not clear about key gender issues • Definitions of leadership generally takes stereotypical male-focused form • Follow-up training, replication will be needed over life of FED

		<ul style="list-style-type: none"> • Use techniques for improved public speaking 			
3	Intro. to Development & Delivery of Gender-sensitive Training	<ul style="list-style-type: none"> • Understand why a gender-sensitive approach in training is important • Identify possible barriers to women’s participation in training • Understand ways to design and deliver gender-sensitive training to support FED activities 	16 (25 max.) NGO trainers, facilitators/ consultants responsible for FED training	Monrovia 31 May '13 4 hours	<p>What we learned:</p> <ul style="list-style-type: none"> • Important module for NGO partners on what is gender, why important; raises consciousness on gender equity, equality, stereotypes, justice, gaps, norms • Minimal understanding of how to increase gender sensitivity in FED activities & training • Critical next-steps: focus on institutionalization of gender across all FED programming and implementation • Performance reviews to account for gender implementation, training
4	Educating Potential Female Borrowers	<ul style="list-style-type: none"> • Know what is borrowing and how it can be useful • Recognize benefits and risks of borrowing from different sources • Understand the basic elements of any loan – principal, interest, loan term, collateral and installment payments • Assess the pros and cons of borrowing as an individual vs. through group membership 	25 (max.) Women of FBOs	To be tested 8 hrs.	<p>Recommendation:</p> <ul style="list-style-type: none"> • Module should be introduced before any commercial lending or savings group activities are launched • Support development of single-gender <i>Village Savings and Loan Associations (VSLAs)</i> such as those successfully implemented across Africa by CARE, CRS, Plan, Oxfam/Freedom from Hunger, World Vision, Aga Khan, Pact
5	Educating Commercial Lending Institutions	<ul style="list-style-type: none"> • Become familiar with gender concepts • Be able to assess gender constraints that female farmers face • Understand how to engage female clients’ participation in credit and loan products and services • Explore best practices of products and procedures that enable women to 	25 (max.) Staff in commercial banks, cooperative s, MFIs, etc.	To be tested 4 hrs.	<p>Recommendations:</p> <ul style="list-style-type: none"> • Deliver to commercial bankers for gender differences among women with assets that are bankable • Focus on training that reflects the needs, particularly, of Category ‘A’ groups (FED case studies will be very important)

		control money and repayment including non-collateral-based loan products/services			
6	Input suppliers: Working with women and their groups	<ul style="list-style-type: none"> • Articulate what an ideal partnership looks like • Identify specific changes that input suppliers can make to market to female producers better • Produce a realistic action plan for participants to implement in order to make immediate changes 	20-30 participants; approx.. half women farmers, half input suppliers	<i>To be tested</i> 8 hrs.	<p>Recommendation:</p> <ul style="list-style-type: none"> • FED implement this training among groups where capacity to organize is the greatest

Maximizing investment: Each module developed by Plan should be seen within a larger sphere, one in which the learning objectives of the half or full-day workshops are re-enforced by subsequent training, which can take different forms – for example, other workshops, coaching, mentoring, or on-line learning through FED’s knowledge management site. After all, information alone rarely guarantees transformation.

In addition, there is a large body of evidence that learning is greatest, and stands the best chance of being internalized, when an individual can apply it – for instance, in her life or on the job. This means that FED will maximize the rewards of its investment in training to promote gender sensitivity in every part of the program if there are ways for trainees to put what they have learned in any training to good use.

Module 1: For the first module, focused on the introduction and use of USAID’s *Six Domains of Gender Analysis* tool, “institutionalization” can take the form of the Technical Committee requiring gender analysis for any new activity that is being proposed. Discussions with program managers have now led to the probable incorporation of mandatory gender analysis into the protocol for completing the Activity Detail Form, FED’s mechanism for evaluating requests for activity funding. A staff member has been designated as the “coach” who can re-enforce workshop-based learning about the Six Domains tool for any individual who is working through the Activity Detail Form. This integration of gender analysis into a FED system is a prime example of how a four-hour training—if followed up with ongoing support, mentoring and coaching—can reap long-term, very real rewards for gender awareness, by moving from training, to application of learning, and ultimately to accountability.

Module 2: The second module, which is intended to help FBO members, especially women, become leaders, poses a very different challenge when it comes to re-enforcing the initial, core training and then providing opportunities for women to put new knowledge and ideas to work. On the training front, it would be ideal if others in FED who are working with FBOs, understand what leadership training FBO members are receiving in this module and then incorporate those ideas into their own outreach to these groups. This would not be challenging or difficult for FED staff and has the potential to help women develop their leadership skills as they work in a variety of program activities.

On the institutionalization front, because FBOs are so important at different points in FED’s various value chains, the program should consider staff using the simple tools that *Appreciative Planning and Action* (APA) offers, to carry out a simple exercise in which group members “discover” when they have had moments of fine leadership, dream about what their FBO would look like in three years if they had many more of these experiences, and then develop a simple action plan for how they intend to make their dream come true.

This appreciative approach to development at the community level has proved remarkably successful across Africa (including in neighboring Sierra Leone) and is ideally suited for FBOs. FED staff who are working with FBOs can be readily trained to facilitate such a visioning/planning meeting and then could serve as a resource to group members as they implement their plan. This can contribute significantly to FED’s commitment to “scale-up” some initiatives started (making FBOs work for women)...and help lay the ground work for future work (work with input suppliers....). In short this can help “FBOs...play an important role in

helping female producers overcome many of the gender-based constraints that inhibit their agricultural productivity and limit their returns to labor.” An appreciative action planning activity can help “promote gender equality and transform traditional gender norms.”²

Module 3: This module, which is about designing and delivering gender-sensitive training, has the best chance among the three modules, of succeeding as a stand-alone training. After the initial work of exploring gender issues has been completed in a workshop, participants learn a number of “mechanical” ways to make their training ever more gender-sensitive. Additional training, of course, would be useful, but probably not essential.

As for institutionalizing the application of learning, FED staff who review proposals for training workshops that are submitted by partners and consultants should be coached about the module’s content and then look for evidence in each proposal that this learning is being applied in the *design* of a training. It should be clear to applicants that this standard is to be applied in assessment so that they take the time to think through just how they will incorporate what they have learned about gender awareness. The *monitoring* of training should include indicators designed to track gender sensitivity in workshop *delivery* and be part of the performance assessment of FED’s training partner’s work.

Although Modules 4, 5, and 6 were not assessed by the training team nor tested with stakeholder groups, there are several observations about these modules that can be made in light of the experience in implementing Modules 1, 2 and 3:

Module 4: Plan developed this module on *Educating Potential Female Borrowers* to help women in FBOs understand borrowing and the benefits and risks of borrowing from different sources; understand the basic elements of any loan; and assess borrowing as an individual or through the group. Given FED’s intention to support community members to establish Village Savings and Loan Associations (VSLAs), this day-long workshop seems well positioned to provide input that women and men will find quite useful. As the time to deliver the training draws nearer, however, it may be appropriate to alter the training’s focus in light of input from those who are going to oversee the actual launch and development of VSLAs.

Module 5: *Gender Sensitivity Training for Lending Institutions* is a half day workshop focused on helping staff become familiar with gender concepts; be able to assess the gender constraints that female farmer face; understand how to engage female clients’ participation in credit and loan products and services; and explore best practices of products and procedures that enable women to control money and repayment, including non-collateral-based loan products and services. In light of the reality that potential clients, at least in the commercial sector, are apt to be those who are at the upper end of the “bankable” continuum and are seeking loans for businesses that have the potential to become sustainable, it may be that FED would use this training or an adaptation of it, to support the encounters and exchanges with that client group, on a case-by-case basis.

² Source: FED, “FY2013 Workplan Covering Period: October 2012 – September 2013,” pp. 121-122. Hereafter cited as “Workplan.”

Module 6: This module, *Input Suppliers: Working with Women and Their Groups*, offers the opportunity of a facilitated meeting of input suppliers and FBO group representatives to discuss what an ideal partnership between them would look like; identify specific changes that input suppliers can make to market better to female producers; and produce a realistic action plan for participants to implement in order to move their mutual agenda forward. The training uses an appreciative approach to minimize any chance of confrontation or discord. Once the TOT for FED gender training staff has been completed, that team will be prepared to adapt the *Appreciative Planning and Action* protocol to other FED activities, which will support the promotion of gender sensitivity even more broadly within the program.

Recommendations – Deliverable I

The work carried out to develop a FED curriculum in the form of six training modules whose delivery can be scaled up has prompted the following recommendations for FED as it moves forward:

- **FED should deliver Module 1 as quickly, widely and broadly as possible—as envisioned in this consultancy’s Scope of Work**—particularly “to FED staff, partners...” This workshop provides a foundation in gender awareness that should infuse all of the work that FED and its partners undertake.
- **FED should test Modules 4, 5, and 6, as it did the first three modules.** Each workshop should be carried out with full TOT support and the training team should be ready to make any adjustments in these modules that the piloting suggests.
- **FED should adopt a training scenario that reflects the importance of:**
 - **Re-enforced learning and**
 - **The application of learning by participants**Doing so adds consequentially to the chances that the program will achieve maximum benefit from its investment in training for any stakeholder groups.
- **Incorporating action planning into work with FBOs should begin as soon as possible.** Investment in a short TOT for those working with groups can result in trained FBOs that are clear about their own goals and how to take advantage of the investment that the program is making in them.
- **FED should ensure that implementers for component 1 and 2 activities are integrating into their own work the concepts explored in gender-sensitivity training, particularly in Modules 1 and 2.** Appropriate means to institutionalize this are the performance appraisal process and activity monitoring.
- **FED should acquire the capacity to approach many of its activities using the appreciative approach introduced in these modules.** FED can outsource the development of a training module, supported by TOT, which can materially expand the effectiveness of staff members’ outreach to groups.

DELIVERABLE 2. TRAINING OF TRAINERS

Conduct TOT for Women in Business Officer and Community Mobilizer

TOT participants: The SOW's deliverable regarding training trainers to mount the six workshops developed by Plan, anticipated that the consultant would train two staff members, FED's Women in Business Officer and its Monrovia-based Community Mobilizer. In fact, because the Community Mobilizer at the time of the development of the SOW had recently moved to a new position within FED, the Communications Manager slated to move into the Community Mobilizer position participated fully in TOT activities. In addition, when the consultant arrived in Monrovia, FED's new Nutrition Officer was just coming on board. He, too, took part in the TOT sessions as a full-fledged team member. Thus, the "gender training team" trained ultimately consisted of three staff members, not just two:

- The Women in Business Officer—who shares the broad responsibilities of ensuring social inclusion with the Community Mobilizer
- The Community Mobilizer (designate), and
- The Nutrition Officer

In addition, FED's Training Specialist attended whatever training sessions she could fit into her schedule and is considered a fourth member of the gender training team.

TOTs: Immediately after her arrival, the consultant and training team members put in place a plan to deliver together each of the first three modules of the six that had been developed. The plan was that different trainers would take on lead trainer and co-trainer roles, with either the consultant serving as the lead trainer and FED staff as co-trainers, or Fed staff acting as the lead trainers and the consultant as co-trainer or resource person. It was anticipated that each TOT working session would focus primarily on the specific training activities and demands of the upcoming workshop.

TOT sessions began on the consultant's first day in the FED office, May 16, and continued throughout the two and one-half weeks of this visit, including Saturdays. The focus of these meetings was dictated by which of the three trainings was next on the calendar. Fundamental to the design of the TOTs was that training would be a two-way exchange between the trainer and participants. Each module would be used as a springboard for the consultant to train the team members *and* for the consultant to learn more about the Liberian FED context for all training.

Core gender training needed: Perhaps because two of the three members of the gender team were new to their posts, considerable time during the TOT meetings was spent on orientating staff to core issues of gender equality. For example, what is the difference between sex and gender and what does that mean for FED? What are gender equality, gender equity, and gender parity, and how can that knowledge be used in the design of gender-sensitive training? What are gender stereotypes, empowerment, gender gaps and gender integration? Why does it matter, really, that FED works to achieve gender equality in all that it does?

Just as Module 1 introduces a gender-equality analysis tool and provides a chance for participants to put it to work to examine the gender sensitivity of a FED activity, the TOT provided a welcome window for team members to explore basic issues regarding gender inequality and think through how – to a point of understanding – that activity might be

redesigned to be more gender sensitive. Team members examined concrete, realistic ways to mainstream gender in both the design and delivery of training workshops to achieve equality of outcomes and not just gender parity or equality of opportunity.

For the training to be effective it was essential that members understand these ideas – how can one train around issues that one does not understand well? – but this sort of work takes time. The team also needed to think and learn about how best to design participatory, interactive training that is well suited to non-formal settings with adult learners, including the differences between training and facilitation.

Taken together, the TOT work, which is so closely tied to Deliverable I, required substantive input regarding gender and training issues relevant to all the deliverables. If gender equality is to gain real traction, as the training team works with other members of FED’s staff, both in Monrovia and in the field, there will undoubtedly be a need to explore with them, too, some of these broader issues. If the need that is cited in FED’s FY2013 work plan, under Component Four Activities, of “Inconsistent knowledge of how to apply best practices in gender to FED programming among FED staff” is to be adequately addressed, a foundation of understanding gender equality and why it is important in FED must be laid.³

Ambitious work plan TOT objectives: Quite specifically, FED’s work plan for FY2013 stipulates that:

A TOT on socially inclusive training delivery methodologies will train: FED staff, FED contracted Liberian training institutions...and interested MoA and MoGD staff. The FED staff will then conduct gender training with the technical leads and county managers. Step down training then will be conducted by designated FED staff and FED partner capacity building institutions for: FED extension agents, BDS providers, FED partner Loan Officers, FED partner academic institutions, and FED Enterprise Development Service Delivery Providers, which will also build the capacity of staff and local training institutions.⁴

For FED to maximize the chance that its gender training team can achieve this ambitious outreach, it must assess the capacity of the team from both person-power and skills-set perspectives.

This training requires not only the face-to-face workshops of a traditional approach, but also monitoring of the training subsequently carried out by others who have been trained in TOTs and any needed follow-on support. In short, while this is a very ambitious training program that can benefit from the resource maximization that training trainers offers, trainers need to monitor what happens after the training they deliver and in the likelihood that follow-up training needs surface, address those needs.

It should be added that the actual magnitude of training demands will be heavily influenced by FED’s response to the recommendation in Deliverable 4, below, that program decision-makers

³ Workplan, p. 126.

⁴ Workplan, p. 122.

revisit FED's Gender Strategy to assess its appropriateness regarding breadth at this point in implementation. Whether that takes place or not, if in its assessment of gender training team capacity, decision-makers find resources are inadequate, an important choice must be made: Either the gender-related needs can be revisited and priorities set as to which of the needs will be addressed and which will not, or the capacity of the team can be expanded. This can be done by way of an increase in the number of people to deliver services, with additional the skill sets represented on the team, or through LTTA or regular STTA.

Recommendation – Deliverable 2

Linking TOTs to the workshop modules is essential, and was successfully carried out for Modules 1, 2, and 3. This experience identified capacity constraints and has led to the following key recommendation.

- **FED should consider expanding the capacity of its gender training team (person power and capacity) if it is to have a chance of carrying out, with meaningful results, the wide range of training that it is expected to do.**

Person power: In light of a) the breadth of training that will be required to infuse gender more concretely throughout the program, and b) the likelihood that, like the members of the training team, the team's TOT efforts will involve people who are not well-versed in the world of gender – people who may not be clear why gender inequality has a negative impact on FED or do not understand how gender inequality plays out in the work they do – FED should consider expanding the number of people on the training team who actually are responsible for delivering training about gender sensitivity. Without taking time to explore the basic gender issues and questions, training effectiveness will be materially diminished.

Capacity building: New skill sets need to be brought into the team to help in such arenas as strategic thinking about the training effort, designing new training or adapting existing modules, and continuing to build the knowledge and understanding of team members in how to support efforts of other staff members to make their work, be it in agriculture, enterprise development or nutrition, for example, more gender sensitive. This support might best be secured through either long- or short-term consulting input.

Because many of the TOT workshops will be delivered to individuals who do not have expertise as a trainer, FED should consider developing a training module focused on how to be an effective trainer; it should provide ample opportunity for participants to practice different aspects of this skill.

DELIVERABLE 3. MONITORING AND EVALUATION

Discuss with the FED and M&E team tools needed to evaluate and monitor the training outcomes of FED-sponsored gender activities

Incorporating gender in FED mechanisms: The M&E team understands that tracking gender sensitivity in all of FED's activities is a program priority. During this visit different ways to make gender sensitivity even stronger in FED were discussed, as was the application of learning from workshops mounted by the gender training team were discussed. Specifically:

- *Staff*: All staff job descriptions, core competency statements and performance review protocols would require and assess gender sensitivity.
- *Partners*: As appropriate, all MOUs and performance appraisals would mandate gender-sensitivity in work carried out, which currently is not the case.
- *Activities*: Indicators measuring the application of learning from training undertaken to increase gender sensitivity would be developed for the specific activity in which the learning is applied. For this to happen, the gender training team would orient M&E staff on workshop learning objectives and content (for example, the six modules) so that staff can develop appropriate activity-specific indicators. As with all of the other indicators in FED's M&E plan, data must be disaggregated by sex. As capacity allows, data gathered could be entered into FED's stakeholder database to provide readily accessible input for the design and focus of follow-on outreach.

In terms of sharing learning from gender-sensitive approaches that will surface through M&E, clearly FED would benefit from identifying achievements and the best of gender-related outcomes and from highlighting 'positive deviance' cases of those unusual or unexpected successes where problems generally abound.

The Knowledge Management (KM) Specialist could then share these successes with program staff, participants and donors, thereby laying the foundation for a program-wide learning agenda around gender-sensitive programming. That said, the KM Specialist, in collaboration with the other members of the M&E team, needs to consider how best to promote the use of such a learning agenda by staff. All too often KM sites offer splendid learning opportunities, but potential users are too busy, too challenged by reading, or simply do not appreciate the benefits that can accrue to them and the program if they actually accessed and absorbed the information on a KM site.

Training and workshop assessment: There is also a need to develop assessment tools for the training workshops themselves that transcend current protocols that focus on expectations. During this visit, trainers tested a pre-test/post-test tool for both Module 1 and Module 3 workshops that consisted of six multiple-choice questions. Since the post-test is identical to the pre-test, this format can indicate how much understanding of specific concepts took place. In the first workshop, participants were not asked to identify themselves on the assessment form. In the case of Module 3, they were. It seems that attendees spend more time on the assessment if they are not anonymously completed.

In the case of the Module 2 workshop for members of FBOs, since not all participants were literate, the challenge was how to assess learning by those who cannot complete written training evaluation forms. The training team piloted an innovative approach that builds on the appreciative framework, in which participants practiced their public speaking skills, focus on during the workshop, to report what they had liked best about the training, what they had learned, and what would be even better in future workshops.

Recommendations – Deliverable 3

Recommendations regarding Deliverable 3 emerge directly from the discussions with the M&E team, as outlined above.

- **FED should consider incorporating gender-related elements across all staff job descriptions, core competency statements and performance review protocols, and in virtually all partner MOUs and performance appraisals. It should incorporate indicators that gauge the application of learning from gender training workshops, into M&E tools that are used regularly to monitor those regular activities.** The gender training team should orient M&E staff on the workshop objectives and content of its different trainings so that staff can develop indicators that reflect workshop learning applied to different on-going FED activities. With these context-appropriate indicators incorporated into M&E protocols, the M&E team would be prepared to assess the application of learning from gender-sensitivity training across activities; the M&E exercise would gather sex- disaggregated data, as it always does, when it undertakes its post-training monitoring/ assessment visits or any other assessment of FED's activities.
- **FED should make full use of its Knowledge Management resource to disseminate learning, particularly among staff, and work to be creative in how it interests stakeholders in using the KM site. It should consider emphasizing successes and cases of positive deviance.** FED should consider using a 'success story' protocol to help staff, participants, and other stakeholders provide descriptions of gender-related successes and to distill useful lessons learned from these successes for use in creating more such successes.
- **FED should be flexible in its workshop assessment methodology.** While there are various ways to gauge workshop learning, the pre-/post-test scenario outlined here for literate participants offers simplicity and flexibility, while gauging learning, especially when not completed anonymously. FED should continue experimenting with other systems, for both literate and illiterate workshop participants, to develop a tool kit of workshop assessment options. FED should also consider developing a simple tool for use in assessing the performance of workshop trainers.

DELIVERABLE 4. GENDER STRATEGY IMPLEMENTATION PLAN

Assist in developing a gender strategy implementation plan in conjunction with the Women in Business Officer and Community Outreach/Mobilization Officer

FED's Gender Strategy: While the Gender Strategy clearly provides a comprehensive, professional and insightful analysis, the development of an implementation plan for the strategy is dependent on the existence of a gender framework that is relevant and realistic regarding time, capacity and financial resources; it must be grounded in the realities of time, capacity and financial resources regarding its scope and sequence of tasks to be addressed and activities to be mounted. Without the proper strategic framework within which to build this plan, efforts at creating a cogent scenario of activities and investment of resources will lack the focus, coherence and internal integrity that such a document requires. A careful reading of FED's gender strategy, now approximately 20 months into program implementation, suggests that while the strategy's thrust is relevant and is based on solid gender analysis, its early-2012 panoramic view of the FED landscape is overly ambitious and does not provide a realistic framework within which to craft a viable implementation scenario for the coming 16 months. The strategy lays out too many arenas, too many challenging endeavors, too many disparate stakeholders with far-reaching gender-related needs, to provide a credible backdrop for developing a realistic scenario of resource allocation and work design.

It is important to note that while FED's Gender Strategy "seeks to integrate gender and gender considerations into all aspects of FED technical programming,"⁵ the strategy makes clear that:

[e]nsuring that gender is integrated into the program is...everyone's responsibility and not simply the responsibility of a designated SIS [Social Inclusion Specialist]. Within this strategy, gender is firmly embedded within the project's framework, and activities are designed to advance the project's goals and objectives. Therefore, it falls within the purview of all staff to advance gender related efforts within their task areas.

That said, the strategy goes on to say that "Task team leaders will be responsible for engaging the SIS in planned activities to ensure proper gender integration. The SIS can assist the task team by providing technical assistance and/or securing the necessary technical assistance through consultants and contractors."

Rather than have on staff a designated Social Inclusion Specialist, the Women in Business Officer and Community Mobilizer are jointly carrying the responsibilities that fall to that position. On the one hand, this is logical, given the focus of their work. On the other hand, the gender training team's responsibility to provide oversight and support to all of FED's task team leaders as they work to ensure that gender-sensitive approaches are appropriately and effectively integrated into all that they and their teams do is a consequential responsibility that would benefit from the additional capacity that an SIS would bring. Complementing these demanding responsibilities of direct support is a wide array of other training that the gender training team is also to provide.

Indeed, the Gender Strategy lays out a remarkably ambitious program of support to planting gender sensitivity throughout FED. With a goal of "initiating activities that enable the *meaningful presence of men and women at all levels of the chain as well as efforts to ensure equal returns to participation* [italics added]," the strategy envisions training that reaches a wide range of stakeholders and focuses on an equally broad range of topics, some of which, such as this one, involve objectives that are notoriously and universally challenging to achieve.

Specifically, Table 2 provides a compendium of the various arenas and activities related to gender-sensitivity capacity building in which the Gender Strategy expects FED to engage.

⁵ Gender Strategy, p. 2.

Table 2: Program and Policy Tasks Drawn from FED Gender Strategy*	
Program and Policy Tasks	Capacity Building/Training and Training-of-trainers Tasks
Gender-sensitive programming for engaging significant numbers of women	Focusing on negotiation and bargaining; conflict resolution skills; cooperative decision-making along entire value chain
Building capacity of Planning, Monitoring & Evaluation Dept., MOA to develop information systems to address Liberia Gender Policy	Increasing women's role in production: production decision skills based on economic interests; providing training for women leaders of producer groups and women engaged in policy making
Reviewing training programs for pilot farmers for gender sensitivity	Focusing on calculation of production costs and profit potential
Helping potential female project beneficiaries to set up their own bank accounts, understand the terms and conditions of existing financial products, understand the potential of borrowing to expand production and identify what loan products might be best suited for their needs, be prepared to go speak with bank officers	Designing program activities to address gender-based constraints: best practices for promoting women's empowerment in agriculture; training female farmers in the "soft" skills that often inhibit production
	Focusing on benefits of nutrition—course for men
	Providing "Farming as a Family Business" for couples
	Marketing input supply products to female producers—for suppliers and MoA and agro-enterprise staff, extension agents, input supply partners;
	Providing gender-sensitization training and outreach for Lead Farmers (LF) and Community Agricultural Facilitators (CAF)
	Training MOA technicians to consider gender-sensitive analysis and in data collection and baseline surveys; Trainings in leadership, advocacy and capacity building for female representatives of partners to enhance their participation in policy change
Embracing the goals of bringing more women into the field of agriculture	Training loan officers to know about the constraints facing female borrowers and to be prepared to answer the questions that women have
	Educating women and creating a demand for credit
	Training a cadre of business development trainers in gender sensitivity
	Ensuring that the MOA extension training is gender sensitive; build the capacity of the agricultural extension service, the COEs, and the private sector to effectively and quickly build the capacity of women in agricultural production
	Providing training and technical assistance in gender-sensitive curriculum development and teaching techniques
	Conducting capacity building sessions with LTTA and STTA personnel and other project staff to ensure that they feel comfortable and capable using the tools created
	Developing training modules for use with input suppliers, loan officers, extension agents, CAFs and MFs and FED partners and staff in charge of implementing demonstrators, agricultural fairs, and field exchange programs, including specialized training modules for female producers, producer groups and entrepreneurs

Work planning: It is with reference to the strategy that each annual work plan must be developed. The scope of the gender work envisioned in FED's FY2013 work plan reveals the challenge that FED's small gender training team faces in setting its priorities and planning its work. This challenge is particularly stark when one thinks through the investment of time and training resources required to comprehensively and appropriately address a single activity listed, such as "Negotiation and bargaining; conflict resolution skills; cooperative decision-making along entire value chain," or "Ensuring that the MOA extension training is gender sensitive; build the capacity of the agricultural extension service, the COEs, and the private sector to effectively and quickly build the capacity of women in agricultural production."

Table 3, below, provides an illustrative sample of activities to mainstream gender that appear in the FY2013 work plan; the table includes additional activities from the Gender Strategy that might well be included in this plan.

To expect the small team that is to support the integration of "gender and gender considerations into all aspects of FED technical programming" to implement effectively all of the elements laid out in the Gender Strategy is unrealistic. One response to this conundrum, which appeared in the previous TOT discussion of Deliverable 2, was to expand the capacity of the team with additional gender-sensitive professionals – more staff, LTTA or regular STTA – who have training experience and who bring expertise not currently within the team, and thus can help carry the load.

A complementary response is to revise the gender strategy itself – to apply to the strategy a "reality check" regarding what it sets forth and the capacity of the combined resources that FED can bring to its commitment to integrate gender. From this can emerge a new strategic document, one much better suited to the current implementation capacity of FED than is the original version of 15 months ago. Once FED had completed such an exercise, it would need to examine the points where gender-sensitive work could be most useful and effective, given objectives and targets, and determine where to focus its gender capacity building year by year.

Both phases of this exercise – revising the Gender Strategy and then identifying the corresponding gender-related activities needed to implement the amended strategic plan – would require one or two senior FED decision-makers with a firm grasp of the program and with the capacity to analyze and plan for gender sensitization over the life of the program; the support of the gender training team would, of course, strengthen deliberations.

Table 3: FED Gender Workplan – FY2013 (Yr. 2) – with Illustrative Activities Added from Gender Strategy

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
Crosscutting Activities					
<p>Traditional gender norms inhibit women’s ability to attend, meaningfully participate in and benefit from FED knowledge transfer and capacity-building activities.</p> <p>Traditional gender norms inhibit women’s ability to operationalize knowledge transferred through training and capacity-building activities.</p>	<p>Build the capacity of FED staff and FED supported capacity building institutions to deliver state of the art gender sensitive and inclusive trainings, demonstrations and other capacity building and knowledge transfer activities.</p>	<p>Develop inclusive training and delivery curriculum, conduct TOT, and step-down trainings for selected FED staff and Liberian capacity building institutions</p> <p>Provide technical assistance to FED staff and Liberian capacity building institutions</p> <p>Develop tools to evaluate and monitor FED knowledge transfer activities</p>	<p>Curriculum Devt. for gender-sensitive approaches, training delivery methods, dev’t. programming for:</p> <ul style="list-style-type: none"> • Training gender-sensitive market facilitators throughout value chains • Recruiting and training female market facilitators • Capacity building related to gender for: <ul style="list-style-type: none"> • FED & partner institutions’ office and field staff • MOA office & extension staff • Lending institutions • Input suppliers • Lead Farmers (LF) • Community Agricultural Facilitators (CAF) <p>Modules to include:</p> <ul style="list-style-type: none"> • Identifying product requirements of female producers • How to overcome obstacles that inhibit women’s use of inputs • How to conduct gender friendly sales and marketing • How to help women access credit or buy inputs (male engagement) • What information women need and how to present it • How to use women’s information networks to market inputs • How to engage men to support women’s purchasing inputs • Gender-sensitive demonstrations and marketing tools 	<p>Women in Business Officer (WIB)</p> <p>Community Mobilizer (CM)</p> <p>Nutrition Officer (NO)</p> <p>Gender Advisor (STTA)</p> <p>Gender Advisor (LTTA)?</p>	<p>Women participate in and benefit from FED knowledge transfer and capacity building activities to the same extent as men.</p> <p>The capacity of Liberian training institutions to provide cutting-edge inclusive training is improved.</p>

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
Data collected in FED baseline and surveys need to identify key gender-based constraints facing women and men in the agricultural sector to inform program adjustments that may be necessary to ensure women are meaningfully integrated into program activities	Special emphasis on ensuring that M&E systems will allow FED to collect relevant data to contribute to USAID's Women's Empowerment in Agriculture Index	All FED baselines and surveys will be reviewed for gender sensitivity and to ensure that they reflect the recommendations of USAID requirements (ADS) and lessons learned (IEHA)	Provide necessary technical assistance & training to design systems and help MOA & FED build staff skills including; <ul style="list-style-type: none"> • Protocols • Guidelines • Best practices • Advice on systems designs • Provision of training as requested by MOA 	WIB CM LTTA STTA	Sound baseline and performance indicators for ongoing monitoring and evaluation of FED progress in achieving gender-based objectives

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
<p>FBOs do little to advance the interests of female members</p> <p>FBOs leadership is not responsive to the needs of female members</p> <p>Gender-based constraints often limit the ability of women in leadership positions in FBOs to effectively advance women's interests</p> <p>Women tend to be under-represented in leadership positions in FBOs</p>	<p>Enhance the capacity of FBO leadership to be more responsive to the needs of female members</p> <p>Enhance the leadership capacity of women in FBO leadership positions and women who aspire to be in FBO leadership</p>	<p>Training and technical assistance to FBO leaders to promote responsiveness to women and gender considerations</p> <p>Develop curricula, conduct TOT and roll out training to promote leadership skills of women in FBOs</p> <p>Design and roll out mentorship and networking for female leaders of FBOs</p>	<p>Curriculum Development & Gender-sensitive training delivery:</p> <ul style="list-style-type: none"> • FBO leaders, members • FBO leadership development • Leadership for FBO women • "Farming as a Family Business" for couples • Production decision skills for women based on economic interests 	<p>WIB</p> <p>CM</p> <p>LTTA</p> <p>STTA</p>	<p>FBOs are more responsive to the needs of female members</p> <p>The benefits of participation in FBOs are improve for women</p> <p>More women join FBOs</p> <p>The female leadership within FBOs is more effective</p> <p>The proportion and number of women serving in leadership positions of FBOs is increased</p>

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
Go Buy Chop women are known to exploit female producers	Minimize the potential for Go Buy Chop women to exploit female producers	Analyzing the Role of the Go Buy Chop Women See 3.1 Enterprise Development	Curriculum Development & Training for women in areas of: <ul style="list-style-type: none"> • Negotiation and bargaining • Conflict resolution • Cooperative decision-making along entire value chain 	WIB CM LTTA STTA	Research that will inform the design of activities to improve the bargaining position of female producers vis-à-vis Go Buy Chop women
The lack of female extension agents limits the access of female producers to information and technology	Mobilize women to serve as extension agents	Study on ways to increase the proportion of female agricultural agents Design and operationalize an extension agent tracking system for the MOA	Curriculum Development & Gender-sensitive training delivery: <ul style="list-style-type: none"> • Designing program activities to attract women • Best practices for promoting women's empowerment in agriculture • Training female farmers in the “soft” skills that often inhibit production • Training a cadre of agricultural business development trainers in gender sensitivity 	WIB CM LTTA STTA	The number and proportion of female extension agents is increased Female producers have improved access to knowledge and technologies

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
Women's ownership of and access to land is curtailed due to discriminatory policies and the inability of women to assert their rights	<p>Promote policy changes that advance women's land ownership and access to land</p> <p>Improve women's awareness of their rights; create enabling environment for women to advance their rights to land</p>	<p>Study on women's access to and ownership of land and design of awareness and advocacy activities</p> <p>See 4.1 Land tenure</p>	<p>Curriculum Development & Gender-sensitive training delivery for:</p> <ul style="list-style-type: none"> • Women leaders of producer groups • Women engaged in policy making • Female representatives of partners to enhance their participation in policy change 	<p>WIB</p> <p>CM</p> <p>LTTA</p> <p>STTA</p>	<p>Groups working on land policy reform advance a core set of principles that promote women's rights to land</p> <p>Effective rights education and advocacy activities are designed and implemented</p>

Major Constraints	FED Proposed Solution	Activities Addressing Constraint	Specific Training Tasks from Strategy	Responsible Implementers	Expected Impact/Output
<p>Women's access to finance is inhibited by:</p> <p>Loan products that do not take the gender-based constraints into consideration</p> <p>Women's lack of knowledge about loan products and confidence and preparedness to access them</p> <p>Lending institutions and loan officers that intimidate women or are inconvenient for them to use</p>	<p>Design female-friendly loan products</p> <p>Enhance lending institutions' capacity to better serve female clients</p> <p>Promote awareness and improve the capacity of women to access loans</p>	<p>Design women-friendly loan products</p> <p>Curriculum design, TOT and training for Loan Officers</p> <p>Technical assistance to lending institutions</p> <p>Capacity building and coaching to promote female borrowers' Preparedness</p> <p>See 3.2 Finance</p>	<p>Curriculum Development & Gender-sensitive training delivery for:</p> <ul style="list-style-type: none"> • Potential FBO female borrowers • Leadership and staff of lending institutions <p>Curriculum to include:</p> <ul style="list-style-type: none"> • Literacy and numeracy skills • Calculation of production costs and profit potential 	<p>WIB</p> <p>CM</p> <p>LTTA</p> <p>STTA</p>	<p>Gender-friendly loan products are available to women</p> <p>Lending institutions and loan officers are better able to meet the specific needs of female clients</p> <p>Improved awareness of loan products among women</p> <p>The number of women seeking loans is increased</p>

Recommendations – Deliverable 4

Recommendations regarding Deliverable 4 revolve around the Gender Strategy and the FY2013 work plan:

- **“Downsize” and “streamline” FED’s gender strategy. Carry out a comprehensive assessment of what is actually reasonable and possible to achieve within the time, capacity, and resources currently available in FED, with the perspective of the remaining 3+ years of the program; focus on gender-sensitivity activities that are most important to FED achieving its targets and objectives.** In undertaking this exercise, ask such anchoring questions as “What are the resources that we actually *can* bring to this arena, in what timeframe? What is a good mix of staff input, LTTA input and regular STTA input? Given those resources, how much of the Gender Strategy can we actually carry out? If we can’t carry out everything, what are the most important areas for our investment?” Like the assessment of the Gender Strategy, this exercise will take an investment of time from senior staff members who are capable of executing such an analysis, aligning resources to needs.
- **Given a revised Gender Strategy, decide what activities can be mounted regarding gender-sensitivity work for each target group along FED’s value chains for FY 2014; once again, focus on gender-sensitivity activities that are most important to FED achieving its targets and objectives.** Outline the resources that each of those activities will require in order to be realistic about the overall draw on staff resources and the LTTA, STTA or other support that is needed.
- **Expect that the members of the gender training team will need to draw upon the advice – and encouragement – of senior staff in order to be able to then develop an FY2014 work plan that is grounded and doable, with realistic and measurable targets.**

DELIVERABLE 5. RECOMMENDATIONS TO ENTERPRISE DEVELOPMENT TEAM

Submit a final trip report and prepare a presentation to USAID and relevant stakeholder on activities accomplished, meetings held, and recommendations to Enterprise Development team for follow up activities.

The work of the Enterprise Development team to support the launching and management of sustainable agricultural businesses should focus in every county in FED on identifying individual women, women’s groups and women’s networks that show promise for achieving economic and operational sustainability. Whether successful okra growers in one program area or rice growers with milling experience in another or groups building shelters for their goats, the team needs to make every effort to help women and their organizations meet the challenges at different points in their respective value chains that so far have prevented their becoming thriving independent economic entities. Within that pool, of course, preference will need to be given to groups according to the program category into which they fall – A, B or C – but the Enterprise Development team should make every effort possible to support *any* promising women’s group seeking to become stronger.

Recommendations – Deliverable 5

Recommendations for the Enterprise Development team fall into three different spheres:

- **FED should consider adopting an appreciative approach in its work with women and their groups to facilitate their understanding the extraordinary resources and power that they already have.** This was discussed briefly within the context of leadership training for FBO members in Deliverable 1 and should become a hallmark of FED’s outreach methodology. The design of key training efforts around an assets-based, empowering approach such as the *Appreciative Planning and Action* model has proved successful in programs elsewhere in Africa, including Sierra Leone, Zambia, Kenya, Tanzania, Ethiopia, Madagascar, Namibia, Uganda, and the Democratic Republic of Congo, as well as in Asia, in Nepal, Burma and Cambodia. This would be easy for enterprise developers to learn and to introduce in any sort of setting; it offers the attributes of being inexpensive, while being versatile and effective.
- **FED should assess the potential of neo-literate materials to help in the training of groups, particularly at relatively low socio-economic levels.** There is a considerable body of evidence supporting the use of easy readers, with light facilitation, that when read together in groups, help women learn how to identify market opportunities, think through basic business planning, and actually launch micro businesses, often by adding value to their agricultural products. If all members are not literate, those who are can read aloud to the entire group. An example of such materials comes from the USAID-funded Women’s Empowerment Program (now called WORTH) in the form of its *Selling Made Simple* publication; it is in the public domain and could be adapted for use in FED, which would materially reduce the time needed to bring this type of training to community-based agricultural groups.
- **The Enterprise Development team should move as quickly as possible to help as many FED participants as it can to learn how to launch and manage single-gender Village Savings and Loan Associations (VSLAs).** Savings Groups, of which VSLAs are one type, begin with member savings as the source of rotating capital, rather than loans from a commercial lending source such as a bank or microfinance institution. They have proven to be very effective vehicles for the *empowerment of women* – particularly if members of the group are all female – and especially if provisions are made for promoting literacy and numeracy.⁶ VSLAs are part of the development programming of such groups as CARE, Plan, Catholic Relief Services, Oxfam/Freedom from Hunger, and World Vision. Pact’s WORTH program adds literacy, numeracy, and village banking within an APA framework. Indeed, Savings Groups of different types have spread across the developing world, including sub-Saharan Africa, and currently are reaching an estimated 7 million

⁶ There is considerable evidence that women in mixed-gender groups are apt to defer to male members and thus miss the opportunity to key decision-makers about managing their group’s resources – which is empowering.

people who save together, borrow from their group fund and invest in their microenterprises.

FED's FY2013 work plan recognizes that "[e]xpanding women's access to credit is an essential step towards improving women's access to inputs, and is therefore, one key to improving their agricultural productivity." The work plan lays out a scenario in which STTA support to the Enterprise Development team will be "aimed toward expanding access to finance [that is] gender sensitive and positively promote women's access to and success in utilizing financial services." Loan products and lending programs are to reflect the use of best practices to ensure gender-sensitivity. Specifically the work plan stipulates that efforts will be made to "identify/adapt/develop a training module on working with female borrowers to be used as part of the Loan Officers Training activity..."⁷

While there is certainly a role in FED for Loan Officer Training and for the commercial banking sector to lend to program participants, experience shows that it is usually the better-off loan applicants – not the subsistence farmer or others towards the lower end of the economic scale – who are attractive to commercial bankers. This is in part because such individuals are able to offer the collateral that the commercial banking sector usually requires. Certainly for FED participants who are in Category A, who have been found to be strong prospects for developing and sustaining agricultural enterprises, commercial banks are an attractive source of capital.

Historically, however, the commercial lending sector's loan products and application processes have not been so suitably geared to those farther down the economic chain, female or male. Equity Bank in Kenya has made considerable strides in developing a marketplace for poor people, but it is an exception that proves the rule. Given this, FED should implement its work plan intentions to collaborate with suitable intermediaries that can help potential borrowers in FED negotiate and secure loans, but these borrowers should be those who fit the profile that commercial banks already find attractive. IBEX should be added to that work plan list as a useful intermediary. Gearing to this group would be far preferable to investing resources in working with commercial banks to develop products and services that are more gender sensitive for a large group of poorer people. This sort of effort has proved quite challenging, and often unsuccessful in many contexts, over the last two decades.

Thus in focusing on the capital needs of the poor, as an alternative to the commercial banking sector, FED should put its energy into the creation of single-sex VSLAs. Such Savings Groups offer the opportunity for group members to save safely, borrow to invest in their businesses, and reap the benefits, as group members, of sharing the interest paid by borrowers. In essence, these Savings Groups become a business in and of themselves that provides income to those who belong to them.

⁷ Workplan, p. 123.

Hundreds of thousands of groups all over the world have shown, beyond doubt, that community-based banking can be quite profitable – and that the periodic distribution of interest income that comes into the group can be profitably used by members for further investment in their enterprises. IF VSLAs in FED reach a point that they feel ready to link to microfinance institutions, or even commercial banks, then the program can, at that point, help facilitate the process.

It should be noted that VSLAs not only offer the opportunity for members to borrow for their own businesses, but they commonly also carry out group enterprises that can increase income and serve the needs of communities as well. In FED, for example, it might well be possible for groups to develop a joint farming activity of growing a crop or crops that would address the nutritional deficiencies documented in FED's report on nutrition in Liberia. Members could use part of the yield for their own consumption and that of their families, and market part of the yield to others in the community as an income-producing activity.

REVISITING KEY RECOMMENDATIONS

FED's commitment to promoting gender equality is very real and pervasive. Staff members talk about the need for equal power relations between men and women and seem genuinely interested in learning how to make it actually happen in their daily lives at work. Gender-related STTA at the beginning of program implementation resulted in the development of a wide-ranging Gender Strategy that is informed by gender realities in Liberia and which articulates a panoply of stakeholders that would benefit from gender-sensitive training, both in the short and long term. Today there is a gender training team in place that is committed to supporting the planting of gender equality in FED, wherever that work may take them.

FED is well past the mid-way mark of its second year. To maximize the effectiveness of program efforts to increase gender awareness across FED, a very sharp focus on the gender work to be done that is shaped by the specific objectives and targets reflected throughout each program component is essential. To achieve material progress in moving toward equality of opportunity and equality of outcomes across FED, several key recommendations have emerged from this two and one-half week STTA visit to Liberia.

The gap that exists between the dreams for gender awareness in FED, as articulated in the Gender Strategy, and the reality of FED's capacity to integrate gender-sensitivity in program activities needs closing. A two-pronged approach can be applied to this challenge – and needs to be applied as soon as possible. The first prong is for senior decision-makers to revise the Gender Strategy to reflect what FED can realistically do in its implementation; once that is accomplished, decision-makers need to analyze a) what the gender-related needs are at each point in the value chains and b) what resources are needed to meet those needs.

The second prong for closing the gap between what is needed on the gender front and FED's capacity to deliver it, is for decision-makers to assess whether or not the gender training team, as presently constructed, has the capacity to provide the services needed; if not, either the gender-related needs can be revisited and priorities set as to which of the needs will be addressed and which not addressed, or the capacity of the team can be expanded through increasing the size of the team and/or expanding the skill sets

represented through use of LTTA or regular STTA. From that point, gender training team members can construct their implementation plan for the rest of FY2013 and FY 2014.

In assessing capacity, FED needs to recognize that a single workshop is rarely sufficient to bring about sustainable change and that consultation by component team leaders and other senior staff about their respective gender-related efforts requires continuing follow-up. This means that additional training and support, as well as opportunities to apply the learning expected from training activities, ideally through institutionalized systems, is needed. Accordingly, a realistic assessment of the resources necessary for effectiveness must infuse the gender training team capacity assessment exercise.

FED is using monitoring and evaluation frameworks and tools that can include indicators that can help in the assessment of results anticipated from gender-relevant training workshops. Just as gender is integrated into FED, so should it be integrated into existing protocols, rather than be addressed in stand-alone formats. New FED activities should generate M&E activities that reflect the gender analysis that is included in the Activity Detail Form. Steps should be taken to institutionalize accountability for gender sensitive performance in all performance assessment protocols, and in MOUs, as appropriate.

Finally, the institutionalization of Savings Groups – VSLAs – promises to bring an important gender dimension to the work with participants in communities, especially those at the lower end of the socio-economic scale. While commercial banking provides options for those in FED who bring encouraging prospects for developing and managing sustainable agricultural enterprises, VSLAs are much better suited to meeting the needs of those with less promising business outlooks in the short term. Single-sex VSLAs offer a means for women to generate and manage their own resources and to develop their own leadership skills. These Savings Groups have the potential to move FED beyond gender-aware programming into that elusive, but most valued, realm: gender-transformative programming. Savings Groups provide the opportunity for women to generate wealth that is protected in the group; this, along with the support to a woman that comes from the development of the VSLA as a solidarity group, can contribute materially to a shift in the balance of power in gender relations, both in the household and in the community—thus supporting FED in achieving its core objectives.

APPENDICES

I. SCOPE OF WORK

Technical Supervisor	Alia Afshar-Gandhi
Period of Performance	April 17, 2013 to June 14, 2013
Project Description:	<p>This Statement of Work provides the Liberia Food and Enterprise Development Program with the services of PLAN International to develop a gender sensitive curriculum and provide field based raining on curriculum developed.</p> <p>Promoting women’s meaningful participation in agriculture demands action on several levels. On the programmatic level: women must be able to participate in, and benefit from, project activities. At the design phase, project activities must be designed to address key gender-based constraints that female producers confront; and all project activities should promote gender equality and transform traditional gender norms. FED’s life of project gender strategy is designed to accomplish this. FED’s activities are also designed to ensure that the benefits of FED programming extend to both male and female producers, dealers, consumers, and household members.</p> <p>FED’s year two activities will scale-up some initiatives started (making FBOs work for women), ensure key delivery and outreach elements of other programs engage women in FY 2013 (e.g. ensuring that all FED capacity building activities are gender sensitive and socially inclusive), and help lay the ground work for future work (work with input suppliers and study of go-buy-chop women). They will be conducted through the existing activities described earlier in this work plan.</p>
Title / Role of Resource:	PLAN International USA, Gender Curriculum Development and Training Provide outputs as described below.
Responsibilities, Deliverables, and/or Activities:	<ol style="list-style-type: none"> 1. Design curriculum for basic training related to gender main streaming, sensitivity and social inclusiveness for FED staff, partners, and beneficiaries for up to 6 modules. Due May 3, 2013 (30% payment) 2. Conduct TOT for Women in Business Officer and Community Mobilizer Due by May 31, 2013 (30% payment) 3. Discuss with the FED and M&E team tools needed to evaluate and monitor the training outcomes of FED sponsored gender activities. 4. Assist in developing a gender strategy implementation plan in conjunction with the Women in Business Officer and Community Outreach/Mobilization Officer. 5. Submit a final trip report and prepare a presentation to USAID and relevant stakeholder on activities accomplished, meetings held, and recommendations to Enterprise Development team for follow up activities. (40% payment) <p>Tentative Field Schedule (based on 3 weeks): 1st week in country : Go to the field with Women in Business Officer and Community Mobilizer to conduct focus group interviews with both weak and strong producer groups with female participation 2nd week in country: Fine tune curriculum in Monrovia office 3rd week in country: TOT for Women in Business Officer and Community Mobilizer to include conducting one live training for producer group in Montserrado or Margibi with Women in Business Officer and Community Mobilizer as example.</p> <input type="checkbox"/>
Estimated Dates:	Draft Curriculum Completed by May 3, 2013 Field based training completed by May 31, 2013 Draft final Report submitted June 14, 2013

2. CURRICULUM MODULES

Module I. Taking gender-sensitive approaches in development programming

Draft Facilitator Guide

Module One

Introduction to Taking Gender-sensitive Approaches in FED Programming

Target audiences: Staff members of FED Field Offices

Participant number: Maximum 25

Time allocation: 4 hours, including a tea break

Purpose

The purpose of this training is to help FED field office staff understand the rationale behind taking gender-sensitive approaches to program design and implementation. Workshop participants will have practice in the identification of gender issues in programming, the application of gender equality program criteria to FED activities, and the identification of barriers to gender equality related to those activities. Participants will have the opportunity to develop ideas for tackling some of those barriers that arise in their daily work.

Learning objectives

By the end of this workshop, participants will:

1. Appreciate that gender affects the daily life of Liberians.
2. Understand the difference between “sex” and “gender” and have practiced distinguishing between them in real-life situations.
3. Have learned about the universally recognized Gender Equality Program Criteria and practiced applying these to assess gender awareness in development programs.
4. Be aware of USAID’s Six Domains of Gender Analysis tool and have practiced using it to identify gender constraints in development programming.
5. Have considered how to address several of the gender constraints in FED that prevent women’s full and meaningful participation.

Overview

Activity	Time
1. Pre-workshop Assessment; USAID/FTF Flyer & Activity Detail Form; Learning Objectives & Expectations; Ground Rules; Introductions	35 minutes
2. Gender (and Other Social Variables) Power Walk	20 minutes
3. Gender vs. Sex Game	20 minutes
4. Gender Equality in FED: Vote with Your Feet	20 minutes
5. Tea Break	15 minutes
6. Gender Continuum and Practice (4 cases)	40 minutes
6. Six Domains Gender Analysis Framework & Questions	60 minutes
7. Summary and Post-workshop Assessment	15 minutes

Handouts

- Pre-workshop assessment tool (1/participant)
- FTF flyer (1/participant)
- Gender Power Walk character strips (1/participant)
- Gender Power Walk situation statement (for facilitators)
- Gender vs. Sex Game (1/participant)
- Gender Equality Program Criteria Framework (1/participant)
- Four Case Studies (1/participant)
- Six Domains of Gender Analysis Illustrative issues (1/participant)
- Six Domains working table (1/participant)
- Post-workshop assessment tool (1/participant)
- [Attendance sheet]

Preparation

Prepare Gender Power Walk character slips and situation statements for facilitators; 6 flipcharts: Workshop title and facilitator(s)' name(s), Learning Objectives, Expectations, Parking Lot, Ground Rules, Introductions; Vote with Your Feet signs; Gender Equality Criteria for Programs (4 squares); and a large table with Six Gender Domains; Attendance Sheet.

Materials needed

Markers, tape, flipchart stand(s) and paper, post-it notes (different colors, if possible), notebooks and pens for participants.

I. Activity 1: Pre-workshop Assessment, Importance of Gender-Sensitivity in FED, Learning Objectives & Expectations, Ground Rules, Introductions (35 minutes)

- 1) Preliminaries
 - a) The facilitators warmly welcome the group to this workshop, "Introduction to Taking Gender-sensitive Approaches in FED Programming." Facilitators introduce themselves. Participants complete the pre-workshop assessment. Decide in advance whether you want these to be completed anonymously or with the respondent's name. Give 5 minutes to complete.
 - b) Link gender-sensitive approaches in FED to the USAID/FTF flyer and FED's Activity Detail Form: Present the business case for gender sensitivity in FED activities (referring to Feed the Future flyer) and the embedding of gender analysis and activity design in the Activity Detail Form.
- 2) Briefly review the workshop's learning objectives.

Learning objectives

By the end of this workshop, participants will:

1. Appreciate that gender affects the daily life of all Liberians.
2. Understand the difference between "sex" and "gender" and have practiced distinguishing between them in real-life situations.
3. Have learned about the universally recognized Gender Equality Program Criteria and practiced applying these to assess gender awareness in development programs.

4. Be aware of USAID's Six Domains of Gender Analysis tool and have practiced using it to identify gender constraints in FED.
5. Have considered how to address several of the gender constraints in FED that prevent women's full and meaningful participation.

3) Expectations

Write on a flip chart if there are other things people would like to get out of the workshop, asking only clarification questions if needed. When all these are listed, facilitators can quickly review and in cases where interests fall outside the scope of this training, note these on a "Parking Lot" flipchart sheet. Explain that we won't be able to address these issues today, but perhaps they will be dealt with in follow-up activities.

4) Ground rules

Post "Ground Rules" for the training, as shown in the box below. Review and ask participants if they want to make any changes or add anything.

Ground Rules

- Be open to new ideas
- Speak your mind
- Respect other's opinions
- Avoid sidebar conversations
- Help with timekeeping
- All mobiles on "silent"
- All computers are off!

5) Introductions

Have each participant pair up with someone she or he knows least well. Each participant should spend 3 minutes interviewing this partner about the following: Please tell me a story about a time when you felt valued because you were a boy, or a time when you felt valued because you were a girl. After six minutes, ask participants briefly (maximum 30 seconds) to introduce their partner. Keep the introductions moving quickly, using a bell.

Introductions

Interview your partner (3 minutes) and be prepared to introduce her/him. Ask your partner to tell you a story about a time when he felt valued because he was a boy, or a time she felt valued because she was a girl.

2. Activity 2: Gender Power Walk (20 minutes)

This exercise needs a large space. Everyone should participate so you need a place where 25 people can stand side by side in a line. Participants should be able to take 15 to 20 steps forward and 15 to 20 steps backwards.

- 1) Have each participant draw a slip of paper with his or her assigned character out of a box. Ask participants to keep their new identity secret until the discussion begins.
- 2) Invite participants to form a line, shoulder to shoulder, facing the same direction.
- 3) Explain that you will read different statements and that some statements will be true and others will be false for their characters. Some statements may not pertain to a character. Think independently! After you read each statement, participants are to move forward, backward, or stand still, as follows:

- If the statement is true for the character, take one step forward.
- If the statement is false for the character, take one step backwards.
- If the statement is not relevant for the character, or the person doesn't know if it is true or false, stay in the same place.

Note to facilitator: you may want to write these 3 instructions on a flipchart so participants can refer to them during the exercise.

- 4) Ask participants to remember the issues that are making them move forward or move back.
- 5) Read the first statement and give time for participants to respond.
- 6) Read the other statements, one by one, giving participants a chance to respond. Once you have finished reading all of the statements, tell participants that they should remain standing in their final position. You will ask some questions and they should answer from the perspective of their character.
- 7) Facilitators move around to ask different characters who they are and why they are standing where they are.

Ask about position:

- Why did you end up in the position?
- Did gender have anything to do with this?
- Did your income or socio-economic status have anything to do with why you are standing here?

Ask about value:

- Do you think your character is highly valued by society?
- How is this reflected in the position where you are standing?

Switch gender:

Imagine where you would be if instead of being a woman you were a male version of your character, or vice versa.

- How would your position change?

Ask about power:

- Which characters are more powerful? Why? OR:
- What made different characters more or less powerful?

Facilitators move to the characters that ended up all the way back, and ask:

- Did gender, poverty, ethnicity, or some other characteristics make a difference among marginalized or disadvantaged groups?

- 8) Summarize the exercise by making the following points:
 - People are valued differently – and value themselves differently – depending on their gender identity. In short, gender affects how people are valued and how they value themselves.
 - The way people are valued determines their social position.
 - Perceived social positions give people creditability and power (to make decisions, access resources such as money, take leadership positions, etc.).

- A person's social position or the way the person is perceived is also affected by other factors such as class, ethnicity, economic level, or disability.

3. Activity 3: Gender vs. Sex Game (20 minutes)

- 1) Distribute the Gender vs. Sex Game handout to participants. Ask each person, anonymously, to complete the table independently, marking whether the statement refers to gender or sex. (8 min)
- 2) At the end of the period for independent work, read each statement out loud and solicit people's responses. As you work through the list, clarify any questions that participants may have. (15 min)
- 3) Ask the participants how they did in this exercise. Processing questions may include (5 min):
 - Did they get all the answers right?
 - Was the exercise easy?
 - What was the one statement that group had the most discussion about?
 - Were there any surprises?
- 4) Summarize the exercise and move to the next activity (2 min).

4. Activity 4: Vote with Your Feet (20 minutes)

- 1) Prepare five different signs with the following phrases: 'Strongly Agree'; 'Strongly Disagree'; 'Agree'; 'Disagree'; and 'Neutral'. Put up the signs around the room, leaving enough space between them to allow small groups to gather around them. Choose a space that is large enough so that participants have to move around the room to get from sign to sign.
- 2) Tell participants that you will read a number of statements and ask them to consider how they feel about each one. After each statement, ask participants to stand near the sign that represents how they feel about it.
- 3) Explain that you will choose people at random to explain their position, and that anyone can move around during the discussion if they change their mind.
- 4) Don't spend too much time on each statement; the idea is for this activity to move quickly and not for the group to dwell on the nuances of each statement.
- 5) Remind participants that this activity is NOT about being right or wrong, but about considering different perspectives and seeing where the group stands in terms of their views on gender.
- 6) Read the statements and discuss.

Tea Break (15 minutes)

5. Activity 5: Gender Equality Criteria in Programs (40 minutes)

- 1) Post the 4 boxes below on the wall and call attention to the 4 gender-related headings of the continuum. Ask, by a show of hands, if anyone has had experience with this gender continuum for programs.



- 2) Give participants the program continuum handout.
- 3) Explain that this gives us a way to think about gender in any development program. Explain each concept and how we define each level. Have participants summarize the essence of each category as you go along. Answer questions as you go. (10 min)

Gender unaware	<u>This is when a development project does not take gender into consideration.</u> Planners and project staff make decisions without considering if the participants are men or women, and how that might affect their lives. This can be harmful because we can perpetuate dangerous stereotypes if we are not careful. [“Established farmers” having land to participate in FED”]
Gender neutral	<u>Gender-neutral programs recognize gender issues but do not do anything about them,</u> and thus tend to reinforce gender inequalities. [Fabrication of treadle pumps not designed with women in mind]
Gender aware	<u>Gender aware means taking gender into consideration, and doing whatever it takes to maximize the chances that both men and women benefit equally from the project.</u> Gender aware behavior can challenge gender stereotypes, and is never harmful. [Encouraging women’s participation – many activities]
Gender transformative	<u>This approach actively strives to examine, question, and change rigid gender norms and imbalances of power</u> as a means of reaching economic as well as gender-equity objectives. [Offerings from participants]

- 4) Hand out the 4 case studies – 4 different cases per table, one per participant – and tape. Ask every group to tape one copy of each case along the continuum where they think it belongs.
- 5) Lead a conversation with the group for each case study to ensure there is general agreement about where each case should go on the continuum. Note that this is not a black-and-white science, and there may be some differences of opinion. (15 min)
- 6) When all the case studies have been discussed, ask participants to think honestly about one or two of their own key activities in FED: Where would they put them on this continuum? Have volunteers share with the group and explain this response. (5 min) (See lines in the chart above, in yellow, for examples of possible answers.)
- 7) After the exercise, ask the following processing questions:
 - How do you feel about this continuum?
 - Were there any similarities among groups by way of analysis? Any differences?
 - Is there any new learning or observations that you’d like to share?

6. Activity 6: Six Domains Gender Analysis Framework Tool (60 minutes)

- 1) Tape six flipchart papers on the wall in a large rectangle (flipchart 5). Draw a chart with 8 rows and 3 columns (as just below). Have the six domains in the first column of the chart already filled in and the topical headings in the top 2 rows.
- 2) Explain that we are going to talk about a tool developed by USAID that we can use in our gender (and social) analysis of existing and potential new FED activities. Explain that each of the tool’s six domains helps us focus our thinking on ways that we can make our work in FED more gender-sensitive than ever before.

Activity:		
Domain	Constraints	Ways to alleviate gender constraint
Access to assets		
Knowledge, beliefs and perceptions		
Practices and participation		
Space and time		
Legal rights and status		
Power and decision-making		

- 3) Identifying factors: Hand out the table below, “Six Domains: Illustrative Elements to Consider.” Describe each of the six domains, using the information in column 2 of this table below to guide the discussion. Keep the discussion generic.

Note to facilitator: Some illustrative constraints for practices and participation might be:

- Women’s roles as mothers and keepers of the home may give them domestic duties (childcare and cooking) that keep them from participating in activities in the evening or at meal time.
- In many cultures, women are taught that their concerns don’t matter, or don’t matter as much as men’s, and therefore they may not be comfortable speaking up, presenting their concerns or issues, especially in public settings.

- Discriminatory practices inhibit women from participating in some events. Even if they attend, they sit separately and do not fully participate in the discussions or decisions.
- Men's literacy tends to be higher than women's. Women face constraints because of illiteracy and may not attend certain workshops and/or take leadership positions in FBOs that require reading and writing skills.
- With little or no property or little or no savings, women may not be able to cover incidental expenses incurred to participate in events.
- Transporting goods to market might be dangerous for women, forcing them to pay a man to deliver goods, or not deliver them at all.

Six Domains of Gender Analysis: Illustrative Elements to Consider for FED Activity Planning	
Access to assets	<p>How might men and women or members of certain groups have different access to:</p> <ul style="list-style-type: none"> • Land • Income • Education • Information • Jobs • Community services • Money to start/grow businesses • Other _____
Knowledge, beliefs and perceptions	<ul style="list-style-type: none"> • Who knows what? • How should women behave? • Are they expected to behave in a way that men do? • How are the women and men or different social groups valued? • What does religion or culture say about the way about men and women should behave? • Other _____
Practices and participation	<ul style="list-style-type: none"> • What social functions (roles) are unique to women? • What are men and women of different social groups expected to do? • Do women and men assume certain roles in religious or community life? • Who participates in community meetings? • Who participates in trainings? • Who takes leadership positions in the FBOs? • Who uses VSLAs in what ways? Susus? • Other _____
Space and time	<ul style="list-style-type: none"> • Who takes care of children? • How should men and women conduct their daily life? • Who is expected to do what kind of work at what time? • Can women travel by themselves domestically and/or internationally? • Other _____

Legal rights and status	<p>Often cultural and religious beliefs about the roles for women are put into laws. Many of these laws create unfair opportunities for women (and other social groups). Some examples:</p> <ul style="list-style-type: none"> • Ownership of property • Registration: Birth, marriage, voting • Inheritance • Divorce • Financial commitments (e.g., loans, leases) • Registration of businesses • When there are different kinds of laws operating (e.g., customary/religious or civil law), how do these competing systems affect women and men differently? • Other _____
Balance of power and decision making	<ul style="list-style-type: none"> • Who has power over other people? • Who may decide, influence and exercise control in different spheres? Family, financial resources, time, mobility? • Who can make decisions freely? • Who can choose who they marry and when, or what jobs they undertake? • Who has power over what aspects of the home? • Given that control over project benefits influences women's participation, who has control over tangible (such as income or crops) or intangible (such as training and education)? • Who makes decisions about a family business? • Other _____

- 4) After describing the six domains, pass out the Six Domains working table. Select a FED activity in advance or have the group choose a FED activity and lead the whole group to complete columns 2 and 3 for "Access to assets," using a separate Access to assets line so that you can keep the flipchart working table "clean." Fill in the 2 cells on the "extra" "Access to assets" line of the working table as you carry out the discussion related to that activity.
- 5) After you finish work on this one domain, ask the participants if they are comfortable working on their own with this and other domains. If the majority feels confident, have participants regroup into small groups of 3-4 participants who in their jobs work on the same activity. Each small group of 3-4 should choose an activity and work together on one form to record their ideas concerning gender-related constraints and how to address those constraints, across the table for several of the domains. They should write their ideas on post-it notes and be prepared to present their work to the whole group, sticking their notes on the large flipchart table on the wall.
- 6) Each small group should choose one activity and go to work, filling in the rows of the working table (15 min).

Note to facilitator: Some sample constraints may be based on access to assets/resources:

- Men's literacy tends to be higher than women's. Women face constraints because of illiteracy - for example, signing contracts, registering businesses, opening bank

accounts, since in these activities, women need to be able to read documents, conditions and terms.

- With little or no property, little or no savings, women do not have funds for expenses in accessing services.

Constraints may be based on access to power:

- No or low bargaining and decision-making power constrains women from accessing banking services or services from input suppliers without the permission of their husbands/fathers.
- People may agree with program goals and objectives, but not have the power or enabling environment to implement those changes. For example, women farmers may agree that using certified seeds and fertilizers will increase productivity, but they do not have decision-making power to spend more money on them.

- 7) After 15 minutes, ask each group to put its post-it notes on the big working table on the wall. Ask each group to report on the key gender-based constraints and the activities they have identified to address these constraints. Have the whole group enthusiastically applaud each small group as acknowledgement of its work.

Note to facilitator: If there is time, when every group is finished presenting, ask the large group to provide feedback and add new ideas.

- 8) Debrief by asking questions such as the following:
 - What do you think about each group's report-outs?
 - Were the activities realistic?
 - Were there any surprises?
 - Was there anything not mentioned that you think was a critical component?
 - Any further observations or comments?
 - What are your overall impressions of the Six Domain Gender Analysis Tool? Is it helpful? Why or why not?
 - Do you think you'll use this tool in the future? When and how?
 - If we want to ensure gender integration, what are some cost-effective ways to do that? Wrap up the exercise by sharing learning applicable to participants' work.

7. Activity 7: Summary and Post-workshop Assessment (15 min)

Review the learning objectives and summarize the key point(s) for each objective. If there is time, ask participants to write one learning on a post-it or directly write on the flipchart with learning objectives. Ask a few to share their learning and explain how they are going to apply it in their work.

Conduct a written assessment using the prepared form. Decide in advance whether or not this will be anonymously completed. (If the pre-and post-workshop assessments are filled out anonymously, potential anxiety among participants will be reduced. The risk, however, is that participants may not be very careful in how they undertake the exercise.)

WOMEN'S EMPOWERMENT IN AGRICULTURE

Feed the Future is the U.S. Government's global hunger and food security initiative. At the heart of Feed the Future's strategy is an understanding that investments in women both reduce poverty and promote global stability.

Women play a vital role in advancing agricultural development and food security. They participate in all aspects of rural life—in paid employment, trade, and marketing, as well as tend to crops and animals, collect water and wood for fuel, and care for family members. But women face many constraints in the multiple activities they pursue that limit their contributions and productivity; relative to men, women tend to own less land, have limited ability to hire labor, and have impeded access to credit, extension, and other training services.



Credit: Aida Kauffeld/USAID

Investing in Women and Agriculture

Increasing opportunities for women can have a powerful impact on productivity and agriculture-led growth. A recent report by the Food and Agriculture Organization of the United Nations concludes that "[c]losing the gender gap in access and use of productive resources" would have a measurable impact on "agricultural output in the developing world." The benefits also improve society as a whole; studies show that women are more likely than men to spend on their family's nutritional needs, healthcare, and school fees for children.

To better empower women agricultural producers to reach their full potential, Feed the Future promotes women's leadership in agriculture, fosters policy changes that increase women's land ownership, and strengthens their access to financial services. Through the initiative, female farmers are encouraged to adopt new agricultural technology aimed at increasing productivity and reducing unpaid work.

Feed the Future builds on best practices and programs from across the U.S. Government and the international community to achieve scale in advancing gender equality and women's empowerment. Targeted programs and investments seek to enable women farmers in Feed the Future focus countries to access and control physical and financial assets to improve women's agricultural output to achieve production parity with men. The benefits of increased productivity and income for women have the potential to amplify across families and generations.

Did You Know?

- Women make up 43% of the agricultural labor force in developing countries
- Women farmers are less productive than men due to less access to land, water, seeds, training, and credit
- If women had the same access to productive resources as men, they could increase farm yields by 20-30%
- This increase in agricultural output could reduce the number of hungry people in the world by up to 150 million people

Food and Enterprise Development (FED) Program Workshop Taking Gender-sensitive Approaches in Development Programming

Pre-workshop Assessment

Date: ____/____/____

County: _____

Please work independently. Your paper will not be associated with you since it is anonymous, and it will *not* be graded. In fact, you are not expected to know the answers to these questions! This is intended just to guide facilitators in how best to focus the workshop.

Please circle the letter in front of the best answer (a., b., c., or d.) for each of the questions below:

- 1. Which statement is true about “sex” and “gender?”**
 - a. Both sex and gender remain the same across time.
 - b. Sex refers to biological differences; gender refers to expectations that come from society’s teachings about boys vs. girls.
 - c. Society’s expectations do *not* impact men’s and women’s sex or behavior throughout their lives.
 - d. I don’t know.

- 2. Which statement is true about “gender equality?”**
 - a. Gender equality expects girls and women to enjoy opportunities slightly greater than boys and men enjoy.
 - b. Gender equality expects women and men, or girls and boys to have the same entitlement to *all* human rights.
 - c. Gender equality means that women and men, or girls and boys are the same.
 - d. I don’t know.

- 3. What is true about “gender mainstreaming” in development programs?**
 - a. It fosters gender equality in all aspects of a development program’s work.
 - b. It is the process of learning about relationships between males and females from the *main* forces in a child’s life.
 - c. It promotes a development program’s “main” statistics that track boys and girls separately.
 - d. I don’t know.

Food and Enterprise Development (FED) Program Workshop
Taking Gender-sensitive Approaches
in Development Programming

Post-workshop Assessment

Date: ____/____/____/

County: _____

Please work independently to answer the questions below. Once again, this is anonymous and will not be graded.

Please circle the letter in front of the best answer (a., b., c., or d.) for each of the questions below:

- 1. Which statement is true about “sex” and “gender?”**
 - a. Both sex and gender remain the same across time.
 - b. Sex refers to biological differences; gender refers to expectations that come from society’s teachings about boys vs. girls.
 - c. Society’s expectations do *not* impact men’s and women’s sex or behavior throughout their lives.
 - d. I don’t know.

- 2. Which statement is true about “gender equality?”**
 - a. Gender equality expects girls and women to enjoy opportunities slightly greater than boys and men enjoy.
 - b. Gender equality expects women and men, or girls and boys to have the same entitlement to *all* human rights.
 - c. Gender equality means that women and men, or girls and boys are the same.
 - d. I don’t know.

- 3. What is true about “gender mainstreaming” in development programs?**
 - a. It fosters gender equality in all aspects of a development program’s work.
 - b. It is the process of learning about relationships between males and females from the *main* forces in a child’s life.
 - c. It promotes a development program’s “main” statistics that track boys and girls separately.
 - d. I don’t know.

Module 1

Gender Power Walk

Statements (to be read by facilitator)

1. I feel that I am a valued member of my community.
2. I eat at least two full meals a day in all seasons.
3. I expect to finish secondary school.
4. I am not expected to do household work every day.
5. I may decide to see my friends or travel to visit relatives without asking for permission.
6. I may register a business.
7. I have a savings account in a bank.
8. If I need a loan of US \$200, I may get it from a national bank.
9. My family and I are not vulnerable to natural disasters.
10. I am comfortable talking in public and expressing my views.
11. I do not face discrimination or stigma when using public services.
12. I feel very safe at home and in my community; I don't worry about being harassed.
13. If my body has been violated, I have access to justice in a timely and speedy manner.
14. I earn more than the minimum wage.
15. I will be consulted on important decisions that affect my life.
16. I have the opportunity to contribute to my household's income and decision-making process.
17. I have access to plenty of information about where to get loans and how to get them.
18. I make decisions about major purchases in my household.
19. I may make decisions on when to have children and how many to have.
20. If I were accused of a crime, I would be asked for my side of the story and believed.
21. I can easily get information in the language that I use.
22. I have a say in whom I marry and when.

Module 1

Gender Power Walk

Sample Characters (to be cut in strips and drawn from a “hat”)

1. Male community chief from a rural area
2. Male community chief from a rural area
3. Male community chief from a rural area
4. Male community chief from a rural area
5. Female subsistence farmer from a village
6. Female subsistence farmer from a village
7. Female subsistence farmer from a village
8. Female subsistence farmer from a village
9. Male subsistence farmer from a village
10. Male subsistence farmer from a village
11. Male subsistence farmer from a village
12. Male subsistence farmer from a village
13. Male school teacher
14. Male school teacher

Gender Game

Directions: Show your understanding of the meaning of the terms below by taking the Gender Challenge!

Read the following statements and indicate with a check whether each one refers to “sex” or “gender.”

Complete the table below anonymously. Then together we’ll discuss our answers.

Sex	Gender	
		1. Women give birth to children, men do not.
		2. Girls are gentle; boys are tough.
		3. Women contribute 60% of all agriculture products in Liberia, yet rural women are poorer than men and have lower levels of literacy, education, health, and nutrition.
		4. Many women in Liberia do not make decisions independently and freely, especially regarding sexuality and relationships.
		5. Men’s voices change with sexual maturity, women’s voices do not.
		6. Women’s risk of HIV infection is often determined by their partner’s sexual behavior.
		7. Women are biologically more at risk for HIV than men.
		8. Women can breastfeed or bottle-feed babies; men can only bottle-feed babies.
		9. Previously in Liberia, men could inherit property, women could not.
		10. Today in Liberia most truck drivers are men, not women.
		11. In Liberia adolescent males in rural areas think that early marriage and having a child will enhance their status and prove their manhood.
		12. Of the estimated 6–7 million persons around the world who inject drugs, four-fifths are men.

Vote with Your Feet!

“Voting” includes 5 choices in this exercise:

Strongly Disagree
Disagree
NEUTRAL
Agree
Strongly Agree

1. It is easier to be a man than a woman in this society.
2. Men are more natural leaders than women.
3. Young males choosing to engage in unsafe sex is *not* a reflection of gender inequality.
4. As Liberia moves forward in the computer age, since males are usually a household’s primary breadwinner, it is appropriate that they access more opportunities than females to become proficient in using technology.
5. In Liberia, women should have the opportunity to participate in burning and clearing of land, and men should have the opportunity to help with rice seeding, weeding and transplanting.
6. An excellent title for the Ministry of Health’s new pamphlet promoting good nutrition is:
“It is a Mother’s Responsibility to Care for Her Children.”

Gender Equality Program Criteria

Program Approach	Criteria to Assess Gender
<p>Gender Unaware <i>Gender unaware programs do not recognize gender issues and tend to aggravate gender inequalities</i></p>	<ul style="list-style-type: none"> • Gender is not mentioned in program documents. • The program does not identify differences between girls and women, and boys and men. • Objectives, outcomes and indicators do not explicitly target gender equality. • Data are not disaggregated by sex (male and female). • Specific human and financial resources are not allocated to support gender equality. • Gender unaware programs are often known as “gender blind” programs. They tend to aggravate existing gender inequalities.
<p>Gender Neutral <i>Gender neutral programs recognize gender issues, but don’t do anything about them, and so tend to reinforce gender inequalities</i></p>	<ul style="list-style-type: none"> • Gender is mentioned as an issue in program documents. • The program identifies differences between girls and women, and boys and men in terms of their access to rights, but the program response does not address gender inequality or discrimination. • Objectives, outcomes and indicators do not explicitly target gender equality. • Data may or may not be disaggregated by sex (male and female). • Specific human and financial resources are not allocated to support gender equality. • Programs tend to reinforce gender inequality.
<p>Gender Aware <i>Gender aware programs seek to improve the daily condition of women and girls by addressing practical gender issues. They do not try to transform gender relations.</i></p>	<ul style="list-style-type: none"> • Gender issues are clearly integrated throughout the program documents. • Specific solutions to address the unique needs, interests and concerns of women and girls are included in the program’s objectives, outcomes and indicators, but the program does not tackle the root causes of gender inequality (social norms, cultural beliefs, values). • Data are disaggregated by sex (male and female). • Specific human and financial resources are allocated to promote gender equality. • Gender aware programs do not usually transform gender relations. They tend to improve the daily condition of women and girls (or their practical needs), but not their social position (how they are valued in society).
<p>Gender Transformative <i>There is an explicit intention to transform unequal gender power relations. The focus goes beyond improving the condition of women and girls and seeks to improve their social position (how they are valued in society) as well as the full realization of their rights.</i></p>	<ul style="list-style-type: none"> • The root causes of inequality (social norms, cultural beliefs, values) are addressed head on in the program, and at all levels (including policy). • Programs target girls, boys, women and men. • Programs can focus on women’s and girls’ empowerment. They can explicitly aim to work with men and boys to promote gender equality. • Objectives, outcomes and indicators explicitly aim to confront gender inequality, gender-based violence, gender roles and stereotypes. • Data are disaggregated by sex (male and female). • Specific human and financial resources are allocated to address the root causes of gender inequality. • Gender transformative programs usually aim to transform unequal gender relations. They tend to improve the social position of women and girls (how they are valued in society), as well as support the realization of their rights.

WOMEN TOGETHER AGRICULTURE PROJECT

A group of rural community women want to earn extra income for their families, but they don't have the improved agriculture skills, business development and management skills, or access to loans and markets to accomplish their dreams. To address these issues a local NGO, Upstart, designed a project in which women launched their own VSLA to access loans to invest in their agricultural or other business ventures. Upstart then trained these women - and their husbands - in agricultural production techniques that helped share the family's farm work more equitable between the wife and her husband. Upstart also helped women tackle the challenge of marketing their crops. The women were trained in how to negotiate linkages to buyers in big city markets, a strategy in which women learned how to manage a new marketing organization. Women also learned the value of storing farm yields and not marketing all of their farm produce while prices were low. Said one member of the group, "With all of these changes and a lot of hard work, I now have the self-confidence to take on any challenge and feel I am respected in the community!"

THE AGRICULTURAL OUTREACH PROJECT

The *Agricultural Outreach Project* sought to make it possible for agriculture extension agents to readily reach all of the farmers in the rural areas they served. To achieve mobility for all of the country's extension agents, half of whom are women, the project invested funds in 100 motorcycles, the biggest, most powerful, machines on the market. Planners were proud that these were also the sturdiest, most reliable motorcycles on the market, since no one wants to be caught on a road with a machine that won't run. Six months after the machines were introduced, project planners were disappointed that only men were using these machines, despite a robust driver's training program.

Where does the *Agricultural Outreach Project* fall in the Gender Equality Program Framework?
Why?

THE UNIVERSITIES AND VOCATIONAL INSTITUTIONS CONSORTIUM

The Universities and Vocational Institutions Consortium in Liberia is finding it hard to hire female staff and lecturers in the field of agriculture. With only a few women on their faculties, there are few role models for girls in this sphere, which it has been determined, increases the challenge of attracting young women to enroll in agriculture courses and programs. As ex-officio members of the Consortium, both the Ministries of Agriculture and of Education are aware of the disparity between the number of men and women on all of the staffs and faculties of the Consortium's member institutions.

In planning a massive faculty and staff recruitment effort, the Consortium's minutes of meetings reflect this dismal gender reality. When the search and hiring activities actually were launched, every advertisement articulated very well the responsibilities that each position required in the classroom, in the administration and in the institution as a whole. The outreach campaign was successful in securing the services of 50 new staff and faculty, one of whom was a woman.

Would you consider the Consortium's actions as gender unaware, gender neutral, gender aware, or gender transformative? Please explain your answer.

KEEP MOVING!

Keep Moving! was a project that an international donor funded to promote linkages between women farmers who produced cereal and cash crops, and buyers who could bring these to the retail market. Project implementers wanted to ensure that Keep Moving! addressed the challenges women faced in transporting their relatively small yields over long distances. In some areas, it supported women to market their produce together, with farmers taking turns transporting all of their crops together. In other areas, Keep Moving! helped women producers negotiate with buyers to travel to the women, to purchase the foodstuffs.

Where does Keep Moving! fall in the Gender Equality Program Framework? Please explain.

Six Domains of Gender Analysis: Illustrative Considerations for FED Planning and Implementation	
Access to assets	<p>How might men and women or members of certain groups have different access to:</p> <ul style="list-style-type: none"> • Land • Income • Education • Information • Jobs • Community services • Money to start/grow business
Knowledge, beliefs and perceptions	<ul style="list-style-type: none"> • Who knows what? • How should women behave? • Are they expected to behave in a way that men do? • How are the women and men or different social groups valued? • What does religion or culture say about the way about men and women should behave?
Practices and participation	<ul style="list-style-type: none"> • What social functions (roles) are unique to women? • What are men and women of different social groups expected to do? • Do women and men assume certain roles in religious or community life? • Who participates in community meetings? • Who participates in trainings? • Who takes leadership positions in the FBOs? • Who uses VSLAs in what ways?
Space and time	<ul style="list-style-type: none"> • Who takes care of children? • How should men and women conduct their daily life? • Who is expected to do what kind of work at what time? • Can women travel by themselves domestically and/or internationally?
Legal rights and status	<p>Often cultural and religious beliefs about the roles for women are put into laws. Many of these laws create unfair opportunities for women (and other social groups). Some examples:</p> <ul style="list-style-type: none"> • Ownership of property • Registration: Birth, marriage, voting • Inheritance • Divorce • Financial commitments (e.g., loans, leases) • Registration of businesses • When there are different kinds of laws operating (e.g.,

	customary/religious or civil law, how do these competing systems affect women and men differently?
Balance of Power and Decision Making	<ul style="list-style-type: none"> • Who has power over other people? • Who may decide, influence and exercise control in different spheres? Family, financial resources, time, mobility? • Who can make decisions freely? • Who can choose who they marry and when, or what jobs they undertake? • Who has power over what aspects of the home? • Given that control over project benefits influences women's participation, who has control over tangible (such as income or crops) or intangible (such as training and education)? • Who makes decisions about a family business?

Gender Analysis of FED Activities

Activity _____

Domain	Gender Constraints	Ways to alleviate gender constraint
Access to Assets		
Knowledge, beliefs and perceptions		

Practices and participation		
Space and time		

Legal rights and status		
Balance of Power and Decision Making		

Gender Terms

Gender

The concept of gender refers to the norms, expectations and beliefs about the roles, relations and values attributed to girls and boys, women and men. These norms are socially constructed; they are neither invariable nor are they biologically determined. They change over time. They are learned from families and friends, in schools and communities, and from the media, government and religious organizations.

Gender equity

Gender equity means being fair to women and men, girls and boys. To ensure fairness, measures are put into place to address social or historical discrimination and disadvantages faced by girls relative to boys. A gender equity approach ensures equitable access to, and control of the resources and benefits of development through targeted measures. Scholarships for girls are one example of an equity approach that contributes to all children, boys and girls, accessing school and equally benefitting from education opportunities. Increased gender equity is only one part of a strategy that contributes to gender equality.

Gender equality

Gender equality means that women and men, girls and boys enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices. Gender equality does not mean that women and men, or girls and boys are the same. Women and men, girls and boys have different but related needs and priorities, face different constraints, and enjoy different opportunities. Their relative positions in society are based on standards that, while not fixed, tend to advantage men and boys and disadvantage women and girls. Consequently, they are affected in different ways by policies and programs. A gender equality approach is about understanding these relative differences, appreciating that they are not rigid, but can be changed, and then designing policies, programs and services with these differences in mind. Ultimately, promoting gender equality means transforming the power relations between women and men, girls and boys in order to create a more just society for all.

Gender justice

The concept of gender justice underlines the role of those responsible for the rights of girls and boys. Gender justice is the ending of inequalities between females and males that result in women and girls' subordination to men and boys. It implies that girls and boys, men and women have equal access to and control over resources, the ability to make choices in their lives, as well as access to provisions to redress inequalities, as needed. A commitment to gender justice means taking a position against gender discrimination, exclusion and gender-based violence. It focuses on the responsibility to hold those responsible for children accountable to respect, protect and fulfill human rights, particularly of girls and women.

Gender discrimination

Gender discrimination describes the situation in which people are treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities. For example, social exclusion, inability to participate in decision-making processes, and restricted access to and control of services and resources are common results of discrimination. When this discrimination is part of the social order it is called systemic gender discrimination. For instance in some communities, families routinely choose to provide higher education for their sons, but keep their daughters at home to help with domestic work. Systemic discrimination has social and political roots and needs to be addressed at many different levels of programming.

Gender stereotypes

Gender stereotypes are socially constructed and unquestioned beliefs about the different characteristics, roles and relations of women and men that are seen as true and unchangeable. Gender stereotypes are reproduced and re-enforced through processes such as the education and upbringing of girls and boys, as well as the influence of media. In many societies girls are taught to be responsive, emotional, subservient, and indecisive while boys learn to be assertive, fearless and independent. Gender stereotyping occurs when such characteristics are persistently attributed to the roles and identifies of males and females in society. Gender stereotyping shapes people's attitudes, behaviors and decisions. It locks girls and boys into behavioral patterns that prevent them from developing to their full potential and realizing their rights. Gender stereotyping can lead to social exclusion of those who do not fit the stereotype.

Empowerment

Power is the ability to shape one's life and one's environment. The lack of power is one of the main barriers that prevent girls and women from realizing their rights and escaping cycles of poverty. This can be overcome by a strategy of empowerment. Gender-based empowerment involves building girls' assets (social, economic, political and personal), strengthening girls' ability to make choices about their future, and developing girls' sense of self worth and their belief in their own ability to control their lives.

Gender mainstreaming

Gender mainstreaming is the promotion of gender equality into all aspects of an organization's work and into its systems and procedures. It is a process that addresses what an organization does (external mainstreaming) and how an organization works (internal mainstreaming). Gender mainstreaming means that all policies, programs, as well as organizational and management processes are designed, implemented, monitored and evaluated taking into account the different and relative needs and constraints of girls, boys, women and men with the aim of promoting gender equality. The goal of gender

mainstreaming is to make sure that women, men, girls and boys realize their rights and that inequality is not perpetuated.

Gender gap

The gender gap is a measurement of inequality that shows the unequal distribution of opportunities, resources or outcomes between men and women, boys and girls. Gender gaps are usually revealed through the analysis of gender-disaggregated statistics that illustrate the extent of inequalities.

Gender-based violence

Gender-based violence refers to physical, sexual, psychological and sometimes economic violence inflicted on a person because of being male or female. Girls and women are most frequently the targets of gender-based violence, but it also affects boys and men, especially those who do not fit dominant male stereotypes of behavior or appearance. Gender-based violence may refer to criminal acts of aggression committed by individuals, or to socially sanctioned violence that may even be committed by State authorities. Among these are human rights infringements such as domestic violence, trafficking of girls or boys, female genital cutting or violence against men who have sex with men.

Six Domains of Gender Analysis: An Analytical Tool

Purpose

The Six Domains of Gender Analysis is a tool designed to identify gender considerations in six areas of social life.

Description

The Six Domains of Gender Analysis identifies six areas in which gender can be analyzed: (1) access to assets, (2) knowledge, beliefs and perceptions, (3) practices and participation, (4) space and time, (5) legal rights and status, and (6) power. The tool provides the opportunity for users to explore how men and women have differential status and access to resources within these domains and how elements in these domains shape gender roles and responsibilities.

The tool enables users to identify gender-based constraints and systematically assess gender considerations in each of these areas. Based on the analysis, project planners can design project and program activities that take gender-based constraints into consideration or create activities to remove them.

The Six Domains Framework can be applied alone or in conjunction with other analytical frameworks to assist in project design and planning and in developing gender-sensitive indicators.

THE SIX DOMAINS AND THEIR ASSOCIATED KEY ISSUES	KEY ISSUES
Access to assets	Who has access to which particular assets? What constraints do they face?
Knowledge, beliefs, perceptions	Who knows what? What beliefs and perceptions shape gender identities and norms?
Practices and participation	Who does what? What are the gender roles and responsibilities that dictate the activities in which men and women participate? How do men and women engage in development activities?
Time and space	How do men and women spend their time, as well as where and when?
Legal rights and status	How are women and men regarded and treated by customary and formal legal codes?
Balance of power and decision making	Who has control over the power to make decisions about one's body, household, community, municipality, and state? Are such decisions made freely?

Sources: USAID, "Extending Service Delivery Project: Best Practice Tools Series #2." Elisabeth Duban and JBS international, "Toward Gender Equality in Europe and Eurasia," May 2012.

Checklist of Illustrative Questions: Integrating Gender Sensitivity and Social Inclusion into FED Activity Planning and Implementation

√	<p>Needs assessment</p> <ol style="list-style-type: none"> 1. Who took part in identifying the needs and solutions? Did men and women from every social group within the FBOs and community take part in the processes? 2. Are women and men concerned in the same way about the problems FED wants to address? Explain. 3. Did you identify the strengths and weaknesses of women and other socially excluded people in the areas where the project is implemented? If yes, what are they? Have your project activities considered these? If yes, how? 4. In the project's implementation areas, what are some of the ethnic/religion/social groups? Do they have different pressing needs that should be addressed? 5. What is the level of poverty among these groups? 6. Which social groups do not participate or participate poorly in our projects? Which social groups are difficult to reach? 7. What are some of the obstacles to their more active participation in FED?
√	<p>Planning the project</p> <ol style="list-style-type: none"> 1. How did women and other socially excluded people participate in the planning process? 2. What obstacles could prevent women from participating in project activities? 3. Are there any particular actions planned to reach women? 4. Does FED have a clear objective regarding gender equality and social inclusion? 5. What are the objectives of activities geared to the improvement of the status of women and other socially excluded people? 6. Will the project transform gender and other social relations in order to promote equity and equality in the community? 7. Will the project contribute to improving the capacity of women and other socially excluded people to participate in the project? How? 8. Is the training provided by the project adapted for illiterate people?
√	<p>Implementing the project</p> <ol style="list-style-type: none"> 1. Does the project have a gender and social inclusion strategy? 2. Did the project staff participate in any gender- and social inclusion-related training? 3. Are staff members aware and sensitive about issues regarding gender equality? 4. Did the project organize gender training for FED participants? 5. Among project staff: How many men and how many women are from socially excluded groups? How many men and how many women are from other groups? 6. Does the project address the practical needs of women?

	<ol style="list-style-type: none"> 7. Does the project address the strategic needs of women? 8. What influence do women have over project activities? 9. Do women and other socially-excluded people take part in making decisions related to the project? 10. How does the project ensure equitable access to and control over FED's resources? 11. Do women and men have the same opportunity: <ul style="list-style-type: none"> • To participate in decision-making processes and to influence decisions? • To participate in technical training and/or skills-building training? • To access and control financial resources? 12. Are there any mechanisms to ensure that women will continue to access and control these resources once the project ends?
√	Monitoring and evaluating the project
	<ol style="list-style-type: none"> 1. Does the project disaggregate data for monitoring and evaluating (M&E) its activities? 2. How do women participate in M&E activities and systems? 3. Does M&E capture the different impacts of the project on men, and on women, as well as on people from different ethnic groups? How? 4. What is the impact of the project on women's workloads? 5. What is the impact of the project for transforming unequal social relations? 6. What indicators have been developed to measure any improvement in the condition of women and of the usefulness of FBOs to female members?
√	Mainstreaming gender equality and social inclusion
	<ol style="list-style-type: none"> 1. Are gender equality and social inclusion fully integrated into all FED activities? 2. What can be done to increase the promotion of gender equality and social inclusion in FED, to achieve even better results?

Adapted from CEDPA's Gender and Social Inclusion Training Manual, which was produced for USAID's NGCPP project.

Six Domains of Gender Analysis Framework: Illustrative Example - Application to an Entrepreneurship Program

Below are examples of specific questions that you could ask in the context of designing an entrepreneurship program using the Six Domains Gender Analysis Framework.

Access

This domain refers to a person's ability to use the necessary resources to be a fully active and productive participant (socially, economically, and politically) in society. It includes access to resources, income, services, employment, information, and benefits. Sample questions for a hypothetical entrepreneurship program include:

- Do men and women have equal access to the resources required to start up a new business, including money, access to credit, ownership of property (including land) that can be used as collateral to obtain credit, etc.?
- Do men and women have equal access to formal or informal communications networks that share entrepreneurship information, including social (networking) settings?
- Do men and women have equal access to technologies and services that support entrepreneurship, including training and other opportunities for skills development?
- Will men and women have equal access to participation in the project or activity? Would unequal access interfere with the successful achievement of project goals?

Knowledge, Beliefs, and Perception

This domain refers to the types of knowledge that men and women possess; the beliefs that shape gender identities and behavior, and the different perceptions that guide people's understanding of their lives, depending upon their gender identity. Sample knowledge, beliefs, and perception questions for an entrepreneurship program include:

- Do gender stereotypes in the geographic area of the planned project/activity help or hinder entrepreneurial opportunities? For example, do such stereotypes depict entrepreneurship as something that men do more than women?
- Are there views about the size of businesses (micro, small, medium, large) or types of business (offering different products or services) that are considered more appropriate for women or men? If yes, do these stereotypes contribute to women opening businesses in sectors that are less likely to be profitable or sustainable?
- Do men or women's self-perceptions or levels of self-confidence help or hinder them in the area of entrepreneurship?
- Do men and women have unequal education or knowledge in areas that are important for successful entrepreneurship? If yes, in what areas?
- Do men and women have equal access to and knowledge of fields/markets that are available for the products/services they produce?
- Will gender awareness training be necessary to ensure that husbands, families, and communities support female entrepreneurs? Will similar training be necessary to ensure the same support for male entrepreneurs in certain sizes (i.e., microenterprise) and types of businesses?

Practices and Participation

This domain refers to peoples' behaviors and actions in life – what they actually do – and how this varies by gender roles and responsibilities. The questions include not only current patterns of action, but also the ways in which men and women may engage differently in development activities. Some of these types of action include attendance at meetings and training courses, and accepting or seeking out services. Participation can be both active and passive. Sample practice and participation questions for an entrepreneurship program include:

- Are communication channels that are used to spread awareness of the project and encourage participation equally available to and used by both men and women?

- Will the overall project be designed in a way that facilitates active participation from both men and women?
- Are men and women likely to have equal access to and equal participation in available training sessions in conjunction with this project?

Time and Space

This domain recognizes gender differences in the availability and allocation of time and the locations in which time is spent. It considers the division of both productive and reproductive labor; the identification of how time is spent during the day (week, month, or year, and in different seasons); and determines how men and women each contribute to the welfare of the family, community, and society. The objective of this domain is to determine how men and women spend their time and what implications their time commitments have on their availability for program activities. Sample time and location questions for an entrepreneurship program include:

- What are men and women's responsibilities regarding child care and housework? What are the cultural norms regarding the division of labor between men and women in the areas of child care and housework?
- If women have greater responsibilities in these areas, do they have enough time to also engage in entrepreneurship? Will participating in this project increase a woman's workload to an unsustainable level?
- Would it be possible for women to participate in the project that is being designed or to open a business, if support services (for example, child care) are not available to them?
- Would a woman's home responsibilities prevent them from participating in a project at certain times of day or on certain days of the week?
- Do men or women typically work or spend the majority of their time in locations that would make it difficult for them to participate in the project?
- Are men or women more likely to participate in the informal economy, and how would that impact their participation in the project?

Legal Rights and Status

This domain involves assessing how people are regarded and treated by customary legal codes, formal legal codes, and judicial systems. The domain encompasses legal documentation such as identification cards, voter registration, and property titles.

Additionally, the domain includes the right to inheritance, employment, atonement of wrongs, and legal representation. Sample legal rights and status questions for an entrepreneurship program include:

- Are women and men equally likely to be owners of property that might serve as collateral for a business loan (for example, land, car, equipment, etc.)? Do women and men have equal rights to inheritance – both by law and by custom?
- Are women and men treated equally in legislation related to employment and entrepreneurship? Are there legal impediments to men and women that prevent them from having an equal opportunity to participate in the project and/or equal opportunity of outcomes for both sexes?
- In the legal or regulatory framework, are there any special benefits or restrictions that explicitly or indirectly target women or men?
- Are men and women equally protected under intellectual property and patent laws?

Power and Decision Making

This domain pertains to the ability of people to decide, influence, control, and enforce personal and governmental power. It refers to one's capacity to make decisions freely, and to exercise power over one's body, within an individual's household, community, municipality, and state. This domain also details the capacity of adults to make household and individual economic decisions including the use of household and individual economic resources, income, and their choice of employment. Additionally, this domain describes the decision to vote, run for office, enter into legal contracts, etc. Sample power and decision-making questions for an entrepreneurship program include:

- Do women hold the power to make economic decisions?
- Do women have control over and benefit from the funds and assets they may accrue as a result of participating in a project?
- Do women actively participate in formal decision-making structures/bodies that address business-related issues (for example, local economic development committees, business associations, and chambers of commerce)?
- Do women and men hold an equal number of decision-making positions in these entities?

Module 2. Leadership development of Farmer-based Organization members

Facilitator Guide

Module Two

Developing the Leadership Skills of Farmer-based Organization Members

Target audience: Women members of Farmer-based Organizations (FBOs); men and women members of FBOs.

Suggested participant number: Maximum 25; all-women FBOs may be prioritized

Time allocation: 8 hours, including lunch and two tea breaks

Purpose

The purpose of this training is to increase the capacity and confidence of women to assume leadership roles in FBOs. Participants will 1) develop an understanding of their own personal leadership skills, 2) explore gender stereotypes as barriers to leadership, and 3) strengthen skills areas needed to lead FBOs.

Learning objectives

By the end of this workshop, participants will be able to:

1. Describe their own leadership qualities.
2. Define characteristics of effective leaders.
3. Create a vision for their FBO.
4. Think about the impact of gender stereotypes on opportunities for women's leadership.
5. Identify key skills needed for leading FBOs.
6. Demonstrate familiarity with effective negotiation skills.
7. Use techniques for improved public speaking.

Overview

Activity	Time
1. Welcome and Pre-workshop Assessment, Learning Objectives & Expectations, Ground Rules, Introductions	45 minutes
2. Discovering the Leader in Each of Us	45 minutes
Tea Break	15 minutes
3. Exploring Gender	45 minutes
4. Leading Farmer-based Groups: Visioning Exercise	30 minutes
Lunch	60 minutes
5. Leading FBOs: Effective Negotiations	75 minutes
Tea Break	15 minutes
6. Leading FBOs: Effective Public Speaking	60 minutes
7. Leading FBOs: Effective Public Speaking – Practice Makes Perfect!	75 minutes
8. Closing of Leadership Day and Post-workshop Assessment	15 minutes

Handouts

Pre-workshop assessment tool (1/participant)
Post-workshop assessment tool (1/participant)

Role plays I and II (1/small group or 1/participant)
[Attendance sheet]

Preparation

Prepare flipcharts: Learning Objectives, Expectations, Parking Lot, Ground Rules; the “Big Five” Points to Think about in Negotiation; Attendance Sheet.

Materials needed

Markers, tape, flipchart stand(s) and paper, index cards or post-it notes; notebooks and pens for participants.

2. Activity 1: Pre-workshop Assessment, Learning Objectives and Expectations, Ground Rules, Introductions (45 minutes)

- 6) Preliminaries
 - c) The facilitators warmly welcome the group to this workshop, “Developing the Leadership of FBO Members.” Facilitators introduce themselves. Participants complete the pre-workshop assessment. Decide in advance whether you want these to be completed anonymously or with the respondent’s name. Give 5 minutes to complete.
- 7) Briefly review the workshop’s learning objectives.

Learning objectives

By the end of this workshop, participants will:

3. Describe their own leadership qualities.
4. Define characteristics of effective leaders.
5. Create a vision for FBOs.
6. Describe the impact of gender stereotypes on opportunities for women’s leadership.
7. Identify key skills needed for leading FBOs.
8. Demonstrate effective negotiation skills.
9. Use techniques for improved public speaking.

- 8) Expectations
Write on a flip chart if there are other things people would like to get out of the workshop, asking only clarification questions, if needed. When all these are listed, facilitators can quickly review and in cases where interests fall outside the scope of this training, note these on a “Parking Lot” flipchart sheet. Explain that we won’t be able to address these issues today, but perhaps they will be dealt with in follow-up activities.
- 9) Ground Rules

Review the suggested “Ground Rules” for the training, as shown on a flipchart and in the box below. Review and ask participants if they want to make any changes or add anything.

Ground Rules

- Be open to new ideas
- Speak your mind
- Respect other’s opinions
- Avoid sidebar conversations
- Help with timekeeping
- All mobiles on “silent”
- All computers off!

10) Introductions

Have each participant pair up with someone she or he knows least well. Each participant should spend 3 minutes interviewing this partner about the following: Share a story about a moment when you felt proud or excited because you showed leadership within your family, in a group, in the community, or in your work. After six minutes, ask participants briefly (maximum 30 seconds) to introduce their partner to the group (not just to you). Keep the introductions moving quickly, using a bell.

Introductions

Interview your partner (3 minutes) and be prepared to introduce her/him. Ask your partner to share a story about a moment when you felt proud or excited because you showed leadership within your family, in a group, in the community, or in your work.

Note to facilitator: Be sure the participants focus on a situation or a moment when they made a difference or when something they did had meaning. Be sure that the participants focus on an actual situation when they did something, not a learning experience when they may have learned or realized something.

11) Ask participants to listen closely to their partner’s story and think about the characteristics they hear the other person describing in her story.

12) After 3 minutes, ask participants to switch and let the other person tell her story.

13) When everyone has finished, invite participants to stand up as pairs and introduce each other to the rest of the group. Each person should share the personal characteristics she heard described in her partner’s story. This should be no more than 1 minute for each person. If you need to prompt the discussion, use the questions below:

- What kind of event led your partner to take action?
- What leadership qualities or skills did she need to use in order to take action?
- What characteristics did you hear described in your partner’s story?
- Did she identify herself as a leader? Why or why not?
- Do other people consider her a leader?

- Did anyone share a story where she had to overcome social, cultural, family, or community barriers or restrictions? What happened? Could she do it again?

Transition: Now that you have shared a story about your own leadership experiences and heard how someone else sees your leadership qualities and characteristics, I want you to think about the type of leader **you want to be in the future**. Let's look at the qualities that you admire in other leaders, the skills that you think are important for effective leadership.

3. Activity 2: Discovering the Leader in Each of Us (45 minutes)

- 1) Tell the participants that you are going to read them a true story and then everyone will have a chance to discuss the incident and the people in the story.

Note to facilitator: The purpose of this story is to help participants understand that leadership is not something associated with a position, a title, or educational level, but that anyone in any situation can be a leader based on his or her characteristics and behaviors in a particular moment. We want the participants to realize that people are defined as good leaders by their actions. This story will allow participants to begin to see the leader in themselves.

The story also provides an entrée to discuss rights, in this case the right of the mother to seek justice for her daughter, the right of the daughter to live free from sexual abuse from her father, the right of the attorney to become an advocate for victims of honor crimes, etc. In short, leadership is not about someone's title, position, or power, and talking about this story will help participants start to think about – and appreciate – the “leader in all of us.”

This story, below, is adapted from One Woman Can Make a Difference by Asma Khader, a lawyer and human rights advocate. The story is being told by Asma Khader.

Years ago, a frightened and grief-stricken young woman came to my office to ask for my help. She told me the story of how her husband had murdered their fifteen-year old daughter, who was pregnant as the result of rape. The police never carried out an in-depth investigation of the daughter's death.

Yet this woman, determined to honor her daughter's memory, revealed the truth to me—that it was in fact her husband who had raped the girl, and that she suspected him of murdering their daughter because the pregnancy had begun to show.

Although this woman came to my office only once and then disappeared, it was because of her that I learned about how women and girls can suffer because the laws may not be the same for the death of females and males, and authorities may not take the death of a female as seriously as the death of a male. I realized that I could not be an effective lawyer if I did not do my best to change this reality regarding crimes against women.

This woman challenged me to address this problem, and I could not ignore her. I became one of the leaders in the movement to ensure that any disparity in the way

that a death was investigated and prosecuted would be the same for a woman or a man, a girl or a boy.

Yet I think that this woman who trusted me, who was brave enough to visit my office and tell me about this crime, she was the leader. She overcame her own fears to expose her husband's crime and seek my assistance.

People like this woman challenge us to examine issues and problems that we had never considered or that we chose to ignore. We must follow such people and try to serve.

2) Lead a large group discussion using the following questions.

- Who are the leaders in this story?
- What qualities or skills do these two women have that make them leaders?
- How did Asma Khader define leadership in this story?
- Did the mother's leadership come from personal characteristics? From the situation she was confronting? Both?
- Do you think the mother thought of herself as a leader?
- What role did the mother play in Asma Khader's life?
- Can a leader also be a follower? In what way?

3) Extend the discussion and re-enforce the issues raised by the story by asking participants to think about and offer their views about the following statements:

a. **Statement 1: Anyone can be a leader. It depends on the situation. "See the need, take the lead."**

Tip: What does this mean to you? Think back to your personal stories where you took on leadership roles for various reasons. Anyone can step into the role of a leader depending on what is happening in any situation.

b. **Statement 2: Leaders create environments in which everyone can do their best.**

Tip: What does an environment where people can "do their best" look like? Effective leaders influence others by creating opportunities for others to grow and learn, by showing they are appreciated, by promoting collaboration, showing trust, and sharing power. Ask what else is needed to have an environment in which everyone can do their best.)

c. **Statement 3: Leaders must be good followers.**

Tip: This statement can be interpreted in different ways but what it means is that leaders will encounter situations and events where they need to step out of the leadership role and follow someone else. Good leaders know when to lead and when to follow. Ask for an example from the group. Example: A group leader may not be the person with the best technical expertise; when dealing with technical issues, the leader will follow the expert.

d. **Statement 4: Leadership is not a position/title; leadership is a choice.**

Tip: This is linked to Situation 2 but focuses on the fact that effective leadership is not always tied to a person's title or position. The position may give authority to the person but she/he must choose to be a good leader. Also, any person in any situation, can choose to be a leader. Refer back to the woman in the first story.

Tea Break

4. Activity 3: Exploring Gender (45 minutes)

Transition: To link to this session from the last statements above about leadership, explain that now we are going to look at the different expectations and assumptions about a) men's and b) women's roles as leaders.

- 1) Divide a flipchart into two columns and draw a male figure on the top of one column and a female figure on the top of the other column.
- 2) Explain that in every country, culture and community, people have different views of what women and men can do and should do. This also applies to leadership. This is what we are going to examine in this session. Use the following questions to start the discussion:

Discussion Questions:

- Do you know more men or women leaders in your life? (FBOs, community, government, politics, etc.) Why do you think this is so?
- Can you think of any situations where there are more women leaders than men?
- In our daily life, what are qualities that we usually associate with men? With women?

Note to facilitator: You will most likely hear responses like the following: men are born leaders, men only follow other men, men have freedom outside of the house, men are stronger, men are more confident, men can make decisions, it's traditional; men can stand up to others, etc. AND/OR women are expected to be at or near the home, women do domestic work, tend the farm, care for the children, care for animals, other people (especially men) won't listen to women, women are weak, women are soft spoken, women are too emotional, women are unsure of themselves, etc.

- 3) As participants list gender stereotypes about men and women, write the word or use a symbol or drawing under the appropriate column on the flipchart.
- 4) Allow the discussion to continue until you have a good list of gender stereotypes under each column.
- 5) When the discussion is over, ask if anyone has ever heard the word "gender?"

Note to facilitator: If someone has heard of it, ask them to explain what it is. If no one has heard of it, or if the person cannot explain it correctly, give a brief explanation using the following points and questions and referring to the lists on the flipchart to reinforce the key points.

- Do men and women have different physical characteristics? Explain that these differences define us as the **male sex or female sex**. How men and women are different anatomically and biologically is **Sex**.
 - **Gender**, on the other hand, refers to the roles, behaviors, characteristics, attributes, etc. that our culture and society use to describe men and women and distinguish men from women. *Gender reflects what we are taught* about behavior related to our sex and the *expectations* that our families and communities have about us, based on what we have been taught.
 - Refer back to the flipchart and read some of the characteristics or roles listed under the Male Column and then the Female Column.
 - Explain that these are **gender difference or gender stereotypes**. There are no anatomical, physical or biological reasons for these statements. We believe these things because it is how we have been raised, what we have told throughout our lives, and how society defines men and women.
- 6) Ask if there are other examples of **gender roles or characteristics for women** that are common in this community/culture/country. (Housekeeping, taking care of children, cooking, shopping in the market, drawing water, cleaning clothes, caring for elders, etc.) OR (emotional, uncertain, not able to make decisions, etc.)
 - 7) Now, ask for more examples of typical **gender roles or characteristics for men**. (Earns money, unemotional, protects his family, etc.) OR (decisive, unemotional, practical, strong willed, etc.)
 - 8) Ask the group, “If a man wanted to leave his job and stay home to take care of his sick wife or child, what would others in the community think? (He’s crazy, he is weak, he is lazy, his wife controls him, he doesn’t want to work, he’s not a real man, etc.)
 - 9) If a woman wanted to leave her job and stay home to take care of her sick husband or child what would other in the community think? (It is her duty, her responsibility, she is a caring wife/mother, her family is important to her, etc.)
 - 10) Explain that men and women doing the exact same thing often results in very different judgments, perceptions and results. This is what we mean by **gender – how a society expects men and women to act**.
 - 11) How do gender differences create different opportunities for men and women? Are women valued differently from men? By whom? Does gender inequality create different barriers for women than for men? Are women excluded from certain things because of gender inequality? Ask participants to share specific examples of exclusion or violations of rights that are based on gender (education, literacy, decision-making in the home, access to land, inheritance, ability to borrow money, leadership, etc.)
 - 12) Ask the group if we can change our ideas about gender roles and responsibilities since these are things that we are taught, not things that are determined by our sex.
 - 13) If time permits, you may want to pull questions from the Gender vs. Sex Game in Module I and go through these in the large group to allow participants to test and

talk about their understanding of the two terms. You can also do this as part of the wrap-up at the end of the day as a re-enforcement exercise for understanding and using the two terms.

Background for facilitator: Liberia's Gender Inequality Index score is 0.671 which places Liberia at 139 out of 146 countries with data. Both civil and customary laws are recognized in Liberia. The latter results in the continuation of many discriminatory practices, such as the compulsory marriage of a widow to her deceased husband's relative, forced marriage, polygamy, and early marriage.

Under civil law, both parents have equal parental authority, but according to customary law, married women have no right to parental authority and no right to custody of their children in the event of the father's death. Under Liberia's civil law on inheritance, married women can inherit land and property and the 2003 Inheritance Act gives women married under customary law the same right to inherit. But, in practice, there is little awareness of this law and under customary law, married women are themselves treated as property, and cannot inherit from their spouses. Women have few opportunities to take an active political and social role outside the home, as doing so often prompts hostility and condemnation. In 2005, Liberia became the first African country to elect a woman, Ellen Johnson Sirleaf, as president. While her election is extremely symbolic, thus far it appears to have had little impact on the day-to-day lives of Liberian women.

Transition: In the next activity, the participants will think about their FBOs and the role of women in FBOs, particularly as leaders.

5. **Activity 4: Leading Farmer-based Groups: Visioning Exercise (30 minutes)**

- 1) Invite the participants to sit in a circle in a comfortable position, to relax, close their eyes, and breathe deeply and comfortably.
- 2) In this relaxed position, ask participants to think about their lives and how their farmer's organization could improve their quality of life. What would they like their group to achieve or become in the next two years? What is needed to achieve your vision/goal? What role can you play in that process? Ask participants to stay in this position and reflect for a few minutes.
- 3) After a few minutes, ask participants to open their eyes.
- 4) Invite someone to start the sharing by saying, "**In 2 years, I would like ...**" and list one positive change desired for the group that she would like to see. Write the changes on the flipchart or if the entire group is illiterate, ask for suggestions on how to symbolize the change.
- 5) Continue around the circle and ask the next person to say, "And I would like to see..." and so on until everyone has shared.
- 6) Debrief the visioning with a few questions:

- 6) Explain that every situation where we negotiate has a different level of importance or risk associated with it. The level of importance and risk may affect how we prepare for the negotiation or how we carry out the negotiations.
- 7) Ask participants to think back to the examples of negotiations they just shared at their tables.
- 8) Were there some situations when they enjoyed negotiations and were there some situations where they didn't? What was the difference?
- 9) Did their level of comfort depend on how serious or important the "negotiation" was?
 - a. For example, is negotiating for vegetables in the market more or less stressful than negotiating for a loan? Why?
- 10) What happens if you fail to reach agreement on the price of tomatoes in the market place? You walk away and find another vendor or you don't buy tomatoes that day. The risk is low.
- 11) Draw a picture of a tomato on an index card or post-it note and stick it at the Low Risk end of the continuum.
- 12) Ask the participants to share another example of a **low-risk negotiation** (e.g., negotiating the price of transportation) and, if possible, ask someone to draw a picture that symbolizes the example (or use an X) and mark it on the continuum.
- 13) Next ask someone for an example of a **medium-risk negotiation**. Ask a participant to draw it on a card (or mark an X) and place it on the continuum on the midpoint. **Note:** This could include negotiating interest on a loan, purchasing farm equipment or supplies, rent, etc.
- 14) Last, ask for an example of a negotiation with **very high stakes—very high risk**. Again, draw (or mark X) on the high risk end of the continuum. **Note:** One good example of high-risk negotiations is a peace settlement, the stakes or risk involved is "high;" failure to reach agreement can have serious consequences for both sides. Draw a peace symbol (or mark X) and place at high end of continuum. Another example could be negotiating with someone at a hospital to admit a pregnant woman without advance payment.
- 15) In summary, ask why it is important to assess the level of risk involved in negotiations? **What are the "Big Five" points to think about in negotiation?**
 - a. To prepare your talking points and strategy.
 - b. To decide what you are going to ask for.
 - c. To think about how the other party might respond, what the other party might say, and prepare a response to that.
 - d. To decide what you are willing to give or compromise on.
 - e. To determine in advance what is the minimum you will accept before walking away.

Negotiation Practice Round—Role Play (40 minutes)

- 1) Divide participants into 4 small groups. Explain that there are two case studies that involve negotiations between 2 people. Each small group will develop a role play for one of the characters in the case study.
- 2) Sit with each group and share the description of the situation and character they are preparing for. (If the group is literate, distribute **ONLY** the portion of the case study that corresponds to each group's character.)
 - a. Group 1: Case Study 1 - Saybah
 - b. Group 2: Case Study 1 - Francis
 - c. Group 3: Case Study 2 – Saye
 - d. Group 4: Case Study 2 – Jeremiah
- 3) Explain the task: Each small group should choose a person to play the role assigned.
- 4) The groups have 10 minutes to help their character prepare for the negotiation—identify strategy, tips, dialogue, etc.
- 5) After 10 minutes, stop the groups.
- 6) Introduce the first role play to the rest of the participants using the summary presented below. Invite Saybah and Francis to present their role play.
- 7) Stop the role play after 5-7 minutes if an agreement has not been reached by the characters.
- 8) Introduce the second role play to the rest of the participants using the summary presented below. Invite Saye and Jeremiah to present their role play.
- 9) Stop the role play after 5-7 minutes if an agreement has not been reached by the characters.

Role Play I

Saybah is an established female farmer who specializes in pepper production in her county. She has grown her production over the past 20 years and recently has been encouraged by her best friend, Grace, to process, preserve and package her peppers for export. Saybah believes that she will not have the capital to be able to move into these different activities if she does not get a relatively high price for her product. Grace has arranged for Saybah to meet with Francis, a local exporter of processed goods, including pepper, who has the capacity to buy and ship Saybah's product.

Francis lives in Monrovia, where he warehouses the goods he buys from producers before sending them to markets in the region and Nairobi and Johannesburg. Although he is always interested in expanding his supplier pool, he is a hard-nosed businessman who usually pays only bottom dollar for the goods he ships.

Role Play II

Saye is a successful farmer who lives in Zuluyee in Nimba County. He cultivates wheat, corn and fruit trees with agricultural equipment that he inherited from his father. Using this machinery, his father earned a very good living, but today repairs have become increasingly frequent and expensive. Saye realizes that each growing season his profits are falling and in two years he anticipates that he will be farming at a loss. Saye would like to take a loan to buy new equipment that would allow him to increase the amount of land he could farm, and double his production.

Jeremiah is a wealthy banker who lives in Ganta, 20 kilometers from Saye's village. Although his liquid assets are significant, he has decided that he should diversify his portfolio of borrowers and over the next few years probably invest only in non-farm enterprises. That is particularly so since several loans that he recently made to farmers have not yet been repaid.

1) After each role play, ask the players to break their characters and return to their small groups. Use the following questions to facilitate a discussion. Write key learning on flipchart.

- What did each character do well—what did you like about their approach
- How helpful was the strategy devised by the group before the case study?
- How did the characters demonstrate some of the lessons identified earlier?
- What could each character have done to present a stronger position?
- Did both parties leave satisfied with the agreement? Do you think someone left the negotiation with more than the other person? Was it win-win or win-lose?
- Ask the characters what they would do differently the next time?

OPTIONAL: Ask small groups to develop a role play from a real life situation and prepare both roles to present to the group. The role play can present a situation that went well or one in which the negotiators encountered problems.

Wrap-Up: Effective Negotiations (5 minutes)

Ask for a few volunteers to complete the following phrases:

“The next time I am in a situation where I need to negotiate I will.....”

AND

“My strength as a negotiator is

7. Activity 6: Leading FBOs: Effective Public Speaking (60 minutes)

Introduction (10 minutes)

- 1) Quickly go around the room and ask each person to say one word that describes how she feels about public speaking or the kind of public speaker they currently are. Write the words on the flipchart.
- 2) Now go back around the room and ask each person to say one word that describes the kind of speaker she wants to be. Write the words on the flipchart.

Presentation Skills (20 minutes)

- 1) Ask the participants to think of someone they have seen speak publically who they thought was a great speaker and use the following questions to process a discussion. If appropriate, write the responses on flipchart.
 - What did you like about his/her speech or speaking style?
 - What did s/he do or not do to make the speech effective?
 - What elements of his/her style could you apply to your own public speaking? In other words, what are the “take home” elements for you?

Some of the factors / characteristics that you want participants to note are:

- Variations in tone
 - Pauses to emphasize important points
 - Simple language that everyone could understand
 - Facial expression—smiling when appropriate or serious when appropriate
 - Body language (stood straight, placement and use of hands, etc.)
 - Eye contact throughout the room
 - Dress and jewelry did not distract from her speech
 - Use of humor, when appropriate.
 - ability to connect with the audience
- 2) Remind participants that public speaking is an opportunity to excel and bring greater visibility to yourself and your organization. There are certain rules and guidelines that will help you be a more effective speaker in public situations. Make a *brief* presentation on the following elements:

- When you speak, your audience is aware of **three main things**:
 - ✓ **What you are saying**—the words that you speak, the content of your speech
 - ✓ **How you are saying it**—the tone of your voice, how fast or slowly you speak, how loud or soft you are, how high or low your voice is, how clearly you pronounce the words, and whether you rush through your speech or take pauses to draw attention to certain important points.
 - ✓ **How you look while you are speaking**—your posture, dress, body language, eye contact, etc.

Note to facilitator: You may know these elements as the 3 V’s (verbal, voice and visual) and, under voice, the 5 P’s (pitch, pace, projection, pronunciation, and pause). Since the training is not being conducted in English, these terms will not necessarily translate for the participants. They are presented here for your reference.

VERBAL	Verbal is what you say, the content of your speech. The words written on the paper that you read or recite to your audience.
VISUAL	Everything that you can't hear: posture, dress, background, facial expressions, body language, etc.
VOICE	Voice is everything that you hear that is not content. A good way to break "voice" down is to think about the 5P's:
	Pitch – How high or low your voice is
	Pace – How fast or slowly you speak
	Projection – Do you mumble as if you're speaking to someone sitting right next to you, or do you project your words so those in the back of the room can hear?
	Pronunciation – Articulating your words clearly so every word is heard and understood.
	Pause – Taking time once in a while to reinforce an important idea or allow people to respond (laugh, gasp, cry, etc.). Pausing is very important and should be used – but be careful not to use it too much!

Public Speaking Tips (30 minutes)

- 1) Explain that you are going to ask 5 volunteers to come to the front of the room to demonstrate 5 different situations that you could encounter in speaking to a group. They will demonstrate and practice tips for public speaking. (If any of the situations are not appropriate for the group, remove them.)

Note to facilitator: This is a fun and relaxed activity. Take the opportunity to demonstrate exaggerated wrong tips to add an element of humor.

- 2) Ask for the first volunteer to come to the front of the room.
- 3) Explain to the volunteer that she should imagine she is making "a standing speech or presentation, without a podium." That is, they have nothing to stand behind as they speak.
 - Ask the volunteer to show the group how she would stand to make a speech without a podium.
 - Explain that she should think about:
 - How to stand
 - How to move
 - Where do you put her hands
 - How she should move your hands to make a point
 - Now, review the points described below in the table and ask the volunteer to model the right way.
- 4) Thank the volunteer and ask her to sit down.

- 5) Ask for a second volunteer to come to the front of the room and move along to the second situation, “a standing speech or presentation with a podium.”
 - Follow the same process as with the first volunteer.
- 6) Continue the process until all 5 situations have been reviewed.

Standing – no podium	Stand straight, relaxed shoulders, one foot slightly in front of the other. Do not appear stiff or too straight, but don't slouch. Hands visible; gentle motions. No hands in pockets, no crossed arms. If you have notes, keep them on a small piece of paper or index cards for easy reference. Papers or notes should not draw attention, however – so nothing too big or heavy. You can walk around a bit, but nice slow movements. And keep to the middle/center as much as possible.
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<p>Standing – podium</p>	<p>Don't lean on the podium or put your weight on it. Touch the podium with fingertips only to use it to steady you, while not using it as a crutch. Never hide behind the podium – if you are too short, stand on a box or a stool. Or stand to the side of the podium for a more casual presentation. Keep notes low so they don't cover your face. Note tip: only write notes on the top half of a piece of paper, so your eyes can stay upwards while you read. Looking down on a page forces you to lower your chin.</p> <p>Facilitator Note: It would be very helpful to have an actual podium for this portion of the activity.</p>
<p>Quadrant trick</p>	<p>This is a good skill for practicing eye contact. Have you ever been in a presentation where you sat to the left, and you felt as though the speaker was looking to the right the whole time? It feels like you're being ignored! Well, this tip prevents that from happening.</p> <p>This works for a room of 20 or a room of 2000. In your mind, as you look at your audience, divide them into 4 quadrants. Start your presentation by looking at someone in quad 1. Every 2-3 sentences, take a slight pause and move your gaze from one quadrant to the next – clockwise or counterclockwise, it doesn't matter as long as you stay in order so it flows. It should be a gentle, subtle movement – nothing too fast or obvious. Remember – better to go too slow than too fast. Keep this up for your entire speech and no one in the audience will feel left out.</p>
<p>Seated – no table</p>	<p>Do not sit back in the chair, slouch, or grip the arm rests. You want to appear calm and relaxed, but also engaged. Sitting back in the chair could make you look disinterested. Sitting on the front of your chair, back straight, makes you appear more engaged. Cross knees or ankles, hands folded in lap or use hands to make gentle movement while speaking. Remember – don't wear a short skirt! During your speech you want to focus on your words, not your hem line.</p>
<p>Seated – table</p>	<p>Follow many of the rules from “seated with table” but rest arms on the table. It is often recommended to keep elbows on the table to guide small, gentle hand movement. Or fold hands in front of you. Sit up straight at the table to appear engaged. Don't lean too much on the table, or stare down at your notes. Keep shoulders back and relaxed.</p> <p>Facilitator Note: Have the volunteer sit at a table for this portion so people can see various positions, and decide what is best.</p>

Tea Break

8. Activity 7 Leading FBOs: Effective Public Speaking – Practice Makes Perfect! (75 minutes)

- 1) Explain that the last activity of the day is practicing public speaking and receiving feedback from our peers. You can ask the other participants to provide feedback after each speech using the questions under number 6, below. If possible, use a phone or tablet to record each speech.
- 2) Based on the time available, divide participants into small groups, even into pairs, if time allows. If possible, have the members of each FBO work together in a small group.
 - Each group will choose 1 person to practice; the other group members will help her prepare for her presentation.(Alternatively, if time allows, each person will prepare a speech and help the others in the group to prepare theirs.)
- 3) Allow group members 10-15 minutes to prepare 1- minute speeches on the topic: “Why my FBO has the brightest and most promising future ever!”
- 4) When groups are ready, invite them to join together. Each person should deliver her speech to the others in the groups.
- 5) Ask a timekeeper to indicate when 1 minute is up.
- 6) Bring all the groups together.
 - Ask each speaker how she felt about her presentation? What would she do differently next time?
 - Ask the group, what did the speaker do well? What did you LIKE about her speech?
Refer back to the points/tips discussed earlier related to:
 - ✓ Content
 - ✓ Body Language
 - ✓ Voice (the 5 P’s)
 - Ask the group: “What are 1-2 things that the speaker could have done to make her speech **even better?**”

Note to facilitator: Encourage the group to focus on what worked well and what could be improved and to avoid too much criticism. The objective here is to *build confidence* with public speaking.

If you have comments to share, be sure to frame them in a constructive and respectful way. Some participants will do great, and some will do poorly. But everyone can learn from this activity and the message is that everyone can improve for the future.

Activity Wrap-up (5 minutes)

- 1) Ask participants to think back to the first exercise in the public speaking session. Remember the one word that they shared to describe the kind of speaker / presenter they want to be? Ask participants to think about the tips and stories and practice exercises they did today and ask:

- What can you do to improve your own public speaking skills and become the kind of speaker you want to be?
- What are you going to work on to make improvements?
- Ask if anyone would like to share her goal. I

9. Activity 8 Closing of Leadership Day and Post-workshop Assessment (15 minutes)

Ask each participant to cite 2 things she learned today that will help her become an even stronger and more confident leader in the future.

Role Play I

Saybah is an established female farmer who specializes in pepper production in her county. She has grown her production over the past 20 years and recently has been encouraged by her best friend, Grace, to process, preserve and package her peppers for export. Saybah believes that she will not have the capital to be able to move into these different activities if she does not get a relatively high price for her product. Grace has arranged for Saybah to meet with Francis, a local exporter of processed goods, including pepper, who has the capacity to buy and ship Saybah's product.

Francis lives in Monrovia, where he warehouses the goods he buys from producers before sending them to markets in the region and Nairobi and Johannesburg. Although he is always interested in expanding his supplier pool, he is a hard-nosed businessman who usually pays only bottom dollar for the goods he ships.

Role Play II

Saye is a successful farmer who lives in Zuluyee in Nimba County. He cultivates wheat, corn and fruit trees with agricultural equipment that he inherited from his father. Using this machinery, his father earned a very good living, but today repairs have become increasingly frequent and expensive. Saye realizes that each growing season his profits are falling and in two years he anticipates that he will be farming at a loss. Saye would like to take a loan to buy new equipment that would allow him to increase the amount of land he could farm, and double his production.

Jeremiah is a wealthy banker who lives in Ganta, 20 kilometers from Saye's village. Although his liquid assets are significant, he has decided that he should diversity his portfolio of borrowers and over the next few years probably invest only in non-farm enterprises. That is particularly so since several loans that he recently made to farmers have not yet been repaid.

Module 3. The development and delivery of gender-sensitive training

Facilitator Guide

Module Three

Introduction to the Development and Delivery of Gender-sensitive Training

Target audiences: NGO trainers, facilitators and FED consultants responsible for FED training

Suggested Participant Number: Maximum 25

Time allocation: 4 hours, including a tea break

Purpose

The purpose of this training is to help those responsible for delivering FED training understand why gender considerations are essential for effective training and for maximizing the outcomes of FED activities. It will provide an opportunity for participants to learn about ways to integrate gender-sensitive approaches in all of their training design and delivery.

Learning Objectives

By the end of this session, participants will:

1. Understand why a gender-sensitive approach in training is important
2. Identify possible barriers to women's participation in training, and
3. Understand ways to design and deliver gender-sensitive training to support FED activities

Overview

Activity	Time
1. Welcome and Pre-workshop Assessment, Learning Objectives & Expectations, Ground Rules, Introductions	40 minutes
2. Introducing Gender Issues	20 minutes
3. Analysis of Training Scenarios	40 minutes
Tea Break	15 minutes
4. Challenges to Women's Full Participation in Training	60 minutes
5. Planning Gender Awareness in Training	45 minutes
6. Action Plans and Post-workshop Assessment or A-valuation	20 minutes

Handouts

- Pre-workshop assessment (optional if A-valuation done), 1/participant
- Six Scenarios for Activity 3 cut apart for distribution, 1/participant
- Trainers' Checklist for Activity 5, 1/participant
- Activity planning tool, 1/participant
- Post-workshop assessment (optional if A-valuation done), 1/participant
- [Attendance sheet]

Materials Preparation

- Flipchart with workshop title “Introduction to the Development and Delivery of Gender-sensitive Training”
- Flipchart of workshop Learning Objectives
- Flipchart headed “Expectations”
- Flipchart headed “Parking Lot”
- Flipchart of proposed Ground Rules
- Flipchart for Introductions, “Please share a story about a time in your life when you felt proud or excited about something you did to promote good gender relations between men and women or when you were part of a program that got very good results relating to *gender equality or the empowerment of women.*”
- Flipchart with 2 columns, one labeled “Gender Aware” and one labeled “Gender Unaware”
- Two flipcharts for “Challenges for women’s participation in training,” 1) Training preparation and design: Challenges/Possible Solutions (2 columns); 2) Training delivery: Challenges/Possible Solutions (2 columns)
- Flipchart (optional) headed “What did you find most interesting or most useful in this workshop?”
- Flipchart (optional) headed “If we were to run this workshop again, what would be even better?”

Materials Needed

Flipchart stand and paper, markers, tape

10. Activity 1: Welcome, Pre-workshop Assessment, Learning Objectives, Expectations, Ground Rules, Introductions (40 minutes)

- 14) Welcome and pre-workshop assessment (10 min)
- d) Welcome participants to the session. Thank everyone for taking the time to attend this workshop. Facilitators introduce themselves. Participants do pre-training assessment.
- 15) Learning objectives and expectations (5 min)
- a. Briefly introduce the purpose/focus of this workshop – “Introduction to the Development and Delivery of Gender-sensitive Training.” Review the workshop’s learning objectives (on a flipchart).

Learning objectives

1. Understand why a gender-sensitive approach in training is important
2. Identify possible barriers to women’s participation in training, and
3. Understand ways to design and deliver gender-sensitive training in all FED activities

- b. Write on a flipchart if there is other learning that participants expect to get from the workshop, asking only clarification questions if needed. When all these are listed, facilitators can quickly review and in cases where interests fall outside the scope of this training, note these on a “Parking Lot” flipchart sheet. Explain that we won’t be able to address these issues today, but perhaps they can be dealt with in follow-up activities.
- 16) Ground Rules (2 min)
- a. Post “Ground Rules” for the training, as shown in the box below. Review and ask participants if they want to make any changes or add anything.

Ground Rules

- Be open to new ideas
- Speak your mind
- Respect others' opinions
- Avoid sidebar conversations
- Help with timekeeping
- Keep all mobiles on "silent"
- All computers off!

17) Introductions (23 min)

- a. Have each participant pair up with someone he/she knows least well. Each participant should spend 3 minutes interviewing their partner. Ask the person, "Please share a story about a time in your life when you felt proud or excited about something you did to promote good gender relations between men and women or when you were part of a program that got very good results relating to gender equality or the empowerment of women."
- b. After six minutes, ask participants to take a maximum of 30 seconds to introduce his or her partner. Remember that the introductions are to the whole group, not just to the facilitator(s). Keep the introductions moving quickly, using a bell.

Introductions

Please share a story about a time in your life when you felt proud or excited about something you did to promote good gender relations between men and women or when you were part of a program that got very good results relating to gender equality or the empowerment of women.

11. Activity 2: Introducing Gender Issues (20 min)

- 1) As a warm-up, ask the following questions. Allow volunteers to answer until you elicit the correct information. The notes in () after the question contain the information you want to pull from participants. If at any time the participants cannot answer a question, give them the answer, but make sure you wait long enough for people to really think about the question before doing so.
 - What is the difference between sex and *gender*? ("Sex" refers to being a man or a woman because of biological traits. "Gender" refers to the way that society defines being a man or being a woman.)
 - What are a few examples of typical gender roles for women? (Housekeeping, taking care of children, cooking, subordinate work roles, peacemaker, caregiver.)
 - What are a few examples of typical gender roles for men? (Earns money, is strong, does physical labor, protects his family.)
 - If a man wanted to quit his job and stay home to take care of his children, what would the average person think of him? (He's crazy, he is weak, he is lazy and doesn't want to work.)
 - What happens when a woman decides to quit her job and stay home to take care of her children? (She is a good mother, she loves her kids more than work.)
- 2) Explain that men and women doing the exact same thing can result in very different judgments, perceptions and results. This is because of gender issues – how a society expects men and women to behave. *This is learned behavior and that learning – and the expectations that come from that about what it means to be a man or a woman – can be changed.*

- 3) Transition to gender and training. Ask: What do you think we mean by the title of this session, “Introduction to the Development and Delivery of Gender-sensitive Training?” (Acknowledging that men and women may learn differently, that women are often not as likely as men to participate fully, and that as trainers we need not to fall into typical gender roles, but do our best to make sure that men and women succeed equally as participants and learn from our session.)
- 4) Request that participants who can answer “yes” to any one of the questions you are about to ask, please stand up and remain standing. Pause a few seconds between questions so participants have the time to notice who stands for which question.
 - Who has been a trainer or co-trainer before?
 - Who has been a trainer or co-trainer for FED before?
 - Who has *written* a session design?
 - Who has trained a mixed-gender group – that is a group that includes men and women?
 - For those of you standing, who has taken gender into consideration when training?
 - For those standing – ask for some specifics regarding the questions asked. For example – what specifically did you do to take gender into consideration? Make sure to give some positive feedback – encourage participants to share more details. When everyone is done sharing, ask for everyone to sit. Explain that today’s session is all about *why* we should take gender into consideration, and *how* we can best do that.
 - If no one stands, explain that this is OK – today’s session is all about *why* we should take gender into consideration, and *how* we can best do that.

12. Activity 3: Analysis of Training Scenarios (40 minutes)

- 1) Show a flipchart paper that you have divided into 2 columns, one labeled *Gender Aware* and one labeled *Gender Unaware*. Take a few minutes to explain what these two categories mean, pulling ideas from participants. Use the notes below to help you. (10 min)
 - Gender Unaware – This is when the trainer does not take gender into consideration. S/he makes decisions without considering if the participants are men or women, and how that might affect their training. This can be harmful because we can perpetuate dangerous stereotypes if we are not careful. Have the group offer examples.
 - Gender Aware – This is the type of training we all hope to achieve. Gender aware means taking gender into consideration and doing whatever it takes to ensure that both men and women have equal opportunity to participate in training and also equal opportunity to learn from each training session. Gender-aware training can often push limits by challenging gender stereotypes. Have the group offer examples.
- 2) Explain that you are going to pass out six short training-related scenarios, one by one. Ask participants to work in groups of 2 or 3 (depending on the size of the group). Ask each group to read the first scenario, discuss it and then, after 2-3 minutes, ask each group to come up to the flipchart and place the first strip in one of the two columns where the group thinks it belongs. Any group should be able to explain the reasons for its decision about the case. Do this with a second case, a third case, etc. Give groups enough time to discuss each scenario together before making their decisions. (15 min)

Note: The key to this activity is to open the minds of participants – allow them to think about a few situations. That will act as fuel or inspiration for the next brainstorming activity.

Gender Unaware

1. A project coordinator was asked by her supervisor to schedule some village-level training. She scheduled the training from 5-7 pm on a Wednesday because it suited her schedule. Only men and a few older women attended her workshop. She later discovered that this is the time when women need to be at home with their children, preparing dinner and getting them to bed.

Facilitator: Key lessons:

- Be aware of when participants are available. Schedule training, meetings and workshops around their schedules – not the facilitator’s.
- If you do not get a diverse group at your meeting or workshop (for example, only men, only elderly, only women, etc. attend) ask some questions about why this is so. Ensure you make necessary changes to attract as many as possible to future trainings from the targeted stakeholder groups.

Gender Unaware

2. A facilitator notices half way through his session that the room is a bit messy. He pauses the session and asks 4 women to pick up the dirty dishes from each table and take them to the kitchen. As they work, he makes a joke about how they are probably used to doing this for their messy husbands.

Facilitator: Key lessons:

- Do not ask participants to do jobs that re-enforce the gender stereotype.
- If a task needs to be done that is traditionally considered *male* or *female* (such as lifting a heavy box or cleaning) have someone on the facilitation team do it, so you don’t create an inappropriate situation. Another option is to assign mixed-gender teams on Day 1 – one being clean up, one social, etc. When a task needs to be done, ask a team to do it, and let team members decide how to handle it from there. In this option, it would be useful to be sure that team members understand the gender stereotypes that we are addressing in our training – and act accordingly!

Gender Unaware

3. During small group work in a large workshop, a facilitator asked for a volunteer to come write things on a flipchart. When a man volunteered she laughed and said, “No – men have messy handwriting. Let’s get a woman up here!

Facilitator: Key lessons:

- Don’t re-enforce stereotypical characteristics during the workshop. Treat everyone equally.
- Assign tasks with challenging gender stereotypes in mind – ask women and men to take turns leading a group, writing notes, etc.

Gender Aware

4. During a village meeting a community organizer decided to start with the large group, but then split the men and women into two smaller working groups to ensure that the women had the opportunity to speak freely.

Facilitator: Key lessons:

- Be aware of situations when one gender group may not want to speak out in front of another gender group. In these circumstances, create a space for participants to speak freely – and then in the whole group, to share their views from the small group discussions fully.
- Ensure that participants are in a variety of situations – a large group when appropriate, a small group when that is desirable.

Gender Aware

5. A youth worker is doing Life Skills training for boys and girls at an after-school program. When assigning role plays, she ensures that positions of power (professors, government officials and doctors) are split evenly between girls and boys. She also ensures that all photo depictions of professionals and leaders in the handouts are evenly divided between boys and girls.

Facilitator: Key lessons:

- Don't re-enforce gender stereotypes such as those related to power. Be sure that both women and men have a chance to experience the traditional roles of both genders.
- Always mix up gender stereotypes in case studies, examples and illustrations.

Gender Aware

6. A project wanted to train market women on financial literacy skills. The women requested the only time that would work well for them – evening sessions when most of their housework would be finished – from 8-10 pm once a week. This posed a challenge, though, since it would be hard for them to get home safely at such a late hour. In light of this, the project budgeted funds for transportation to ensure that all participants could get home safely after their training session ended.

Facilitator: Key lessons:

- Safety is a very important consideration. Women not only need to come and go from the training safely, but they need to be reassured so they don't spend workshop time worrying about how to get home safely.

13. Activity 4: Challenges to Women's Full Participation in Training (1 hour)

- 1) Explain that there could be many challenges or barriers that prevent women from maximizing learning at a training event or workshop. The issues we discussed in the last activity will hopefully give some ideas for a start. But encourage participants also to draw on their own expertise, experiences and creativity.
- 2) Ask that participants work in their table groups. Each group should brainstorm a list of *possible challenges or barriers for women's participation in training*. This covers 2 arenas; groups should think about a) training preparations as well as b) behavior and actions during the actual training. Remind participants about the rules of brainstorming – that all opinions and suggestions are valid, and should be written down. The objective is to think of as many things as possible; don't spend time deliberating what is correct, incorrect, appropriate, inappropriate. (10 min)
- 3) Circulate around the groups as they work, and bring the groups back together when you sense that their brainstorming is slowing down.
- 4) Instead of asking each table to report out in turn, ask Group 1 to give one barrier it listed. Write this on the flipchart for everyone to see. Then ask Group 2 to add another one barrier, different from the one listed. Write this as well. Continue to rotate through the groups until you have an exhaustive list of ideas on the flipchart, and groups don't have anything else to add. (5 min)
- 5) The next step is for groups to think about ways to counter each barrier – something a facilitator in the project could do before or during a training to address the problem, or prevent something from happening in the first place. For example, if the barrier is "training site is far from women's homes," the participants could write, "facilitators provide safe transport for all participants or change site to make it closer to women's homes." Complete one of these as a large group to ensure participants understand the task. You may choose a barrier the participants have listed, or use the above example. (5 min)
- 6) Ask table groups *to work together to brainstorm answers or solutions to these barriers*. Each group should keep a list of a) the challenge and b) the possible solutions(s). (20 min)
- 7) When groups are finished, ask each group, in turn, to report out one response to a barrier. After each group presents its ideas, invite other participants to add anything new or different. If the facilitator feels that a group didn't think deeply enough about one of the barriers it is reporting on, feel free to ask probing question to get at the heart of the issue. Push groups to think through these barriers and solutions with some care and depth. You may use the following questions if necessary:
 - Is this realistic? Have you seen this before? What did you do to fix this situation?
 - Put yourself in the facilitator's shoes and imagine you must address this. What would you do to ensure that the women are not excluded? (20 min)
- 8) When the groups have finished presenting, ask them to pass their notes to you. These can be typed in table format and made into a handout for future reference by FED implementers. An example of what this might look like is below.

Challenges to Women's Participation in Training	Possible Solutions
Location	Ensure you find a safe, well-lit facility where women will feel safe and secure.
Can't get away from household chores or duties	Work with the whole community to discuss the importance of women's training, when the best time is for them to be at a workshop, and then ask for the community to help support them to attend.
Don't have permission from their husband/father	Work with the community to discuss importance of the training – especially targeting the male “gate keepers” who need to give permission. For transparency sake, add an “open session” for anyone to attend and see for themselves what happens during the workshop.
Illiterate	Ensure that activities do not require literacy skills so everyone can participate, no matter what their writing and reading ability.
Lack of confidence – won't participate during the session.	Ensure that there are various opportunities to participate – something for everyone. During your session use pairs, small groups, large group. Ask for volunteers to flipchart or illustrate. Ensure that everyone has the opportunity to <i>shine</i> and show their strong side.
Fearful of speaking up in front of their superiors.	Have separate activities where leaders/supervisors are together and followers/subordinates are together to give various opportunities to speak up freely.

Transition: Explain that there are other tools that facilitators and trainers can use to prepare trainings, and that we are going to work with one of these right now.

14. Activity 5 - Planning Gender Awareness in Training (45 minutes)

- 1) Distribute the Trainer's Checklist. Read through it together. (10 min)
- 2) Break the participants into 4 groups. Tell them that each group will have 10 minutes to plan a role play. Two of the groups should focus on planning a gender-sensitive training. These 2 groups should especially keep in mind the issues raised in the Checklist's sections on “workshop planning” and “curriculum content and training approach.”

The other 2 groups should each plan a role play about delivering a gender-sensitive training. Each group should especially keep in mind the issues raised in the Checklist's sections on “trainer / participant interaction” and “training room management.” (10 min)

Each role play should be 3 minutes long.

- 3) Each group should present its role play, which should be followed by appreciative applause! (20 min)

15. Activity 6: Action Plans and A-valuation (20 min)

- 1) Action Planning: Ask participants to think about how they are going to apply the learning from this workshop in their work and then prepare individual action plans. (15 min)
- 2) Have participants complete the post-workshop assessment....OR
- 3) Carry out an A-valuation: Review the topics explored during this workshop, topics that focused on:
 - a) gender issues and gender barriers to women's full participation in training, and
 - b) how to 1) design and 2) deliver training that addresses these.

Ask participants the following 2 questions, using 2 flipchart pages that have been prepared with each question at the top of one of them. Record responses to each question as they are given.

- 1) "What did you find most interesting or most useful in this workshop?"
- 2) "If we were to run this workshop again, what would be even better?" (5 min)

Thank the participants for their participation in this session and close the workshop.

Food and Enterprise Development (FED) Program Workshop

Introduction to the Development and Delivery of Gender-sensitive Training

Pre-workshop Assessment

Date: ____/____/____/

Name: _____ Position: _____

County: _____

Please work independently. You are not expected to know the answers to these questions! This is intended just to guide facilitators in how best to focus the workshop.

Please circle the letter in front of the best answer (a., b., c., or d.) for each of the questions below:

1. Which statement is true about “sex” and “gender?”

- a. Both sex and gender remain the same across time.
- b. Sex refers to biological differences; gender refers to expectations that come from society’s teachings about boys vs. girls.
- c. Society’s expectations do *not* impact men’s and women’s sex or behavior throughout their lives.
- d. I don’t know.

2. Which statement is true about “gender equality in a training setting?”

- a. Gender equality expects girls and women to enjoy opportunities slightly greater than boys and men enjoy in a learning environment.
- b. Gender equality in a training context means that women and men, or girls and boys should have the same access to learning opportunities, but training methods should not be adjusted because of gender differences.
- d. Gender equality expects women and men, or girls and boys to have the same opportunities in the learning setting.
- d. I don’t know.

3. Which statement is true about workshop planning?

- a) If both women and men are to participate, competitive activities should be emphasized.
- b) If the group is to be women only, an effective way to teach is primarily through information dissemination from the trainer.
- c) The trainer should recognize that it is better for women to learn by getting the big picture first, rather than by having to fit small pieces of information together to create a full understanding.
- d) I don't know.

4. Which statement is true about curriculum planning and a training approach?

- a) Women and girls respond positively to a cooperative approach to learning.
- b) Showing men and women in traditional gender roles is sometimes acceptable since this represents the real world in which we often work and learn.
- c) Female role models are good for women to know about, but their importance in motivating girls and women has been shown to be limited.
- d) I don't know.

5. Which statement is true about trainer/participant interaction?

- a) Females tend to credit their achievements to luck, rather than to their ability.
- b) Research shows that trainers acknowledge the contributions from men and women equally.
- c) In the training environment, trainers use male names in the same way they use female names.
- d) I don't know.

6. Which statement is true about training room management?

- a. It has been shown that in a mixed-gender workshop that runs for more than one day, it is not good to change where participants sit each day.
- b. If in a mixed-gender group women are clustered at the back of the space, it is good practice to say, "Let's hear from someone at the back."
- c. It is always good practice to move participants around so that men and women can more easily mix.

Food and Enterprise Development (FED) Program Workshop

Introduction to the Development and Delivery of Gender-sensitive Training

Post-workshop Assessment

Date: ____/____/____/

Name: _____ Position: _____

County: _____

Please work independently.

Please circle the letter in front of the best answer (a., b., c., or d.) for each of the questions below:

1. Which statement is true about “sex” and “gender?”

- e. Both sex and gender remain the same across time.
- f. Sex refers to biological differences; gender refers to expectations that come from society’s teachings about boys vs. girls.
- g. Society’s expectations do *not* impact men’s and women’s sex or behavior throughout their lives.
- h. I don’t know.

2. Which statement is true about “gender equality in a training setting?”

- a. Gender equality expects girls and women to enjoy opportunities slightly greater than boys and men enjoy in a learning environment.
- b. Gender equality in a training context means that women and men, or girls and boys should have the same access to learning opportunities, but training methods should not be adjusted because of gender differences.
- d. Gender equality expects women and men, or girls and boys to have the same opportunities in the learning setting.
- d. I don’t know.

3. Which statement is true about workshop planning?

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- b) If the group is to be women only, an effective way to teach is primarily through information dissemination from the trainer.
- c) The trainer should recognize that it is better for women to learn by getting the big picture first, rather than by having to fit small pieces of information together to create a full understanding.
- d) I don't know.

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- g) Female role models are good for women to know about, but their importance in motivating girls and women has been shown to be limited.
- h) I don't know.

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- g) In the training environment, trainers use male names in the same way they use female names.
- h) I don't know.

6. Which statement is true about training room management?

- o It has been shown that in a mixed-gender workshop that runs for more than one day, it is not good to change where participants sit each day.
- o If in a mixed-gender group women are clustered at the back of the space, it is good practice to say, "Let's hear from someone at the back."
- o It is always good practice to move participants around so that men and women can more easily mix.

Analysis of Six Training Scenarios

Distribute a copy to each small group, as indicated in the facilitator guide.

A project coordinator was asked by her supervisor to schedule some village-level training. She scheduled the training from 5-7 pm on a Wednesday because it suited her schedule. Only men and a few older women attended her workshop. She later discovered that this is the time when women need to be at home with their children, preparing dinner and getting them to bed.

A project wanted to train market women on financial literacy skills. The women requested the only time that would work well for them – evening sessions when most of their housework would be finished – from 8-10 pm once a week. This posed a challenge, though, since it would be hard for them to get home safely at such a late hour. In light of this, the project budgeted funds for transportation to ensure that all participants could get home safely after their training session ended.

During a village meeting a community organizer decided to start with the large group, but then split the men and women into two smaller working groups to ensure that the women had the opportunity to speak freely.

A facilitator notices half way through his session that the room is a bit messy. He pauses the session and asks 4 women to pick up the dirty dishes from each table and take them to the kitchen. As they work, he makes a joke about how they are probably used to doing this for their messy husbands.

A youth worker is doing Life Skills training for boys and girls at an after-school program. When assigning role plays, she ensures that positions of power (professors, government officials and doctors) are split evenly between girls and boys. She also ensures that all photo depictions of professionals and leaders in the handouts are evenly divided between boys and girls.

During small group work in a large workshop, a facilitator asked for a volunteer to come write things on a flipchart. When a man volunteered she laughed and said, “No – men have messy handwriting. Let’s get a woman up here!”

Checklist for Training Design and Delivery: Applying a Gender-sensitive Lens

Refer to this checklist during the planning and implementation of any training to ensure you are maximizing learning for both female and male participants.

Workshop Planning

- Ensure that there is as much gender balance as possible in a mixed-gender group. Actively recruit female participants to achieve this.
- Be sure that the workshop is scheduled around times when both women and men can participate fully.
- Ensure that the workshop takes place in a safe environment in which women don't feel emotionally or physically threatened.
- Make sure that a training site can be a) easily, b) quickly and c) safely reached by women.
 - If necessary, ensure that there is safe transportation to and from the training for men and women.
- Plan to give the same materials to each participant to maintain equity.
- Encourage women to be active learners by planning to use participatory approaches and providing a variety of learning experiences.
- Balance cooperative and competitive activities in your training design. (Research shows that most women learn more readily in cooperative situations.)

Curriculum Content and Training Approach

- Analyze curricular materials (case studies, role plays, visual aids, etc.) for bias, and adjust as needed.
 - Challenge traditional gender norms when choosing case studies, visual aids and other materials. For example, include a case study where the leader is a woman and her associate/assistant is a man.
 - Ensure that women and men are not being portrayed in "traditional" roles – for example, men in power positions and women in administrative positions.
- Be sure materials use gender-inclusive language. Examples: "Women and men," not just "men and women." "She," not just "he."
- Balance group work, pairs and individual work. (Research shows most women work better in cooperative groups or teams than in competitive situations.)
- Introduce lessons with an overview. Females learn more readily from the "big picture" rather than from disconnected details.
- Provide female role models. (Research shows that women need to learn about females in certain leadership roles in order to visualize themselves in the same or similar roles; men, on the other hand, need only to hear about certain roles to imagine themselves donning those same roles.)

Trainer/Participant Interaction

- Have high expectations of both male and female participants.
- Ask for women to share their thoughts as often as you do men. (Research shows that both male and female teachers initiate more interaction with men than women.)
- Use gender-free language in classroom discourse.

- Use quality, precise feedback regarding women's as well as men's answers. (Research indicates that trainers favor responses from males with substantive praise, while providing just a nod or a "good" to girls or women when they answer.)
- Make eye contact with all participants and call them by name. (Research shows that trainers use male names more frequently than female names.)
- Encourage a "can do" attitude; affirm the contributions of women and teach participants to give themselves credit. Females tend to credit their achievements to luck, rather than to their ability.
- Provide adequate wait time, perhaps 3 or 5 seconds, before calling on a participant to answer a question. Females often wait until they have formulated an answer before they raise their hands; males often raise their hands immediately and then formulate an answer.
- Do not interrupt anyone or let other participants do so. (Data show that women are more often interrupted than men, sometimes by other women.)
- Refrain from recruiting participants to perform classroom "chores" based on traditional gender roles. For example do not ask only men to assist in carrying boxes and only women to clean up the training space.
- Give women an equal amount of assistance and feedback. (Research shows that men usually receive more help and praise that builds self-esteem than do women.)

Training Room Management

- Think of ways to encourage men and women to be equally dispersed in the training room, in the front and in the back of the space. If you are holding a multi-day event, rotate seats each day so everyone has the opportunity to sit at the front of the room.
- Mentally divide your room into quadrants. If participants in all quadrants are not active, you can say, "Let's hear from someone in the back." This way you don't favor men or women, but rather cover the entire area of the room.

Action Plan

Name: _____ Date: _____

Organization: _____

Action Plan's Focus: Development and Delivery of Gender-sensitive Training

Objective	Constraint	Action	Support/Resources Needed	Implementation Launch
1.				
2.				
3.				
4.				

Module 4. Educating potential female borrowers

Draft Facilitator Guide

Module Four Educating Potential Female Borrowers

Target audiences: Women of FBOs

Participant number: Maximum 25

Time allocation: 8 hours, including lunch and 2 tea breaks

Purpose

This session has been developed within a financial literacy framework. It provides women farmers with an opportunity to examine different ways of savings and borrowing as well as the benefits and risks of borrowing from different sources. The facilitator will lead participants to explore questions that women farmers need to ask in order to determine whether or not to borrow and if so, where to borrow and whether to borrow as an individual or as a group.

Learning objectives

By the end of this session, participants will:

8. Know what is borrowing and how it can (or cannot) be useful
9. Recognize benefits and risks of borrowing from different sources
10. Understand the basic elements of any loan – principal, interest, loan term, collateral and installment payments
11. Assess the pros and cons of borrowing as an individual vs. through group membership

Overview

Activity	Time
1. Pre-workshop assessment, and preliminaries, including Introductions	25 minutes
2. Climate setter: Need a lump sum of money?	50 minutes
3. APA - Discovery question: Approach to borrowing	60 minutes
Tea break	15 minutes
4. APA - Dream	60 minutes
Lunch	60 minutes
5. Design and Deliver	90 minutes
Tea Break	15 minutes
6. APA – Do it Now; Dance and Drum	75 minutes
7. Summary and A-valuation/post-workshop assessment	30 minutes

Handouts

Pictures

[Attendance sheet]

Facilitator Resources

- How to frame discovery questions
- Appreciative approach
- Asset-based community development

Introduction (25 minutes)

Facilitation steps:

Note: Some participants of this group are illiterate. Women-led FBO Profile: they own individual cassava farms, but put resources together for brushing; prepare the land, do weeding and plant together, do processing together but sell individually so that they do not run into benefit sharing problems.

1. Facilitator provides a warm welcome to the group. Briefly introduce yourself (and your co-trainer).
2. Ask each participant to say a few words about herself:
 - What is your name?
 - Are you a member of a FBO; if so, how many years?
 - Ask if there are village savings and loan associations/groups (VSLA) in this community. If so, is she a member?

Make a mental note to call these VSLA members to provide examples later. Facilitators should manage time and keep the introduction brief.

3. Then, briefly introduce the training module including the learning objectives. You may want to write objectives in simple English for those who can read and may draw some sketches for those who cannot. Provide an outline of the day with arrangements of lunch and tea breaks; also go over any other logistics at this time. If any reimbursements need to be made for those who traveled to the workshop, let them know it will be handled during lunch time.
4. Tell the participants that we are going to spend the whole day together. Ask participants to make some ground rules, such as:
 - Everyone speaks
 - Be open to new ideas
 - Respect other's opinions
 - What is said here stays in here
 - Help with timekeeping
 - Mobiles on silent
 - Have fun

Climate setter: Need a Lump Sum of Money? (50 min)

Facilitation steps:

1. Distribute the pictures to the participants and ask them to describe the situation of each picture. Ask them if these are expensive events and how much money people usually spend in these situations. The pictures are:
 - Visiting a doctor
 - Having a baby

- Going to school
 - Getting married
 - Starting a business
 - Having a party
2. Explain that there are things that require large sums of money. Ask participants to think of one occasion that they need large amount of money in life.

Facilitator note: make a note of this in the pilot so we can update training manual.

3. Facilitator leads a discussion: there are many different reasons to need a lump sum of money that you might not have. Finding this money to meet your goal can be very difficult. However, it is not impossible. We are going to look at different ways of getting the money and they can be from different sources.
4. Ask participants where they got money when they needed it. Possible answers could be from:
- My savings
 - Family members
 - Friends
 - Village savings group
 - Loan
 - Etc.
5. Ask participants which of sources are coming from you and which are from others. Then ask them to describe what happens when you get money from your own savings and what typically happens when you get money from others.
6. Explain there are different forms of saving and borrowings. Help participants understand the differences between savings and borrowing, discuss sources of savings and borrowings. By the end of the discussion, you should have covered the following topics:

Saving - Money from yourself, a little at a time to get a lump sum.

Sources:

- Home (in a container, under mattress, etc.)
- ROSCA (rotating savings and credit association)
- Individual account at bank, post office, credit union
- Savings club (a joint account at bank)
- List other ways people use in the community and/or FBOs

Borrowing - Money from others, a lump sum upfront and repaying a little at a time.

Sources:

- Members of extended family
 - Friends
 - Village savings and loan group
 - Banks
 - MFI
 - Leasing companies
 - Supplier
7. Ask people: when you need to borrow money, where do you usually go? What are the expectations of the people who lend money to you? Lead a discussion to get the following points:

Lenders' expectations:

- Pay it back in full – may do it with installments
- Pay it back on time – may last for a period of time determined by borrower and lender
- Without chasing the borrower down – with some kind of agreement
- Pay it back with interests – money or others

Facilitator note: If you find it's hard to get all the points from the participants, ask them if they have lent money to others and what their expectations were.

8. Now we understand the obligations as a borrower, ask participants to discuss some of the advantages vs. disadvantage of using money from saving as well as advantage vs. disadvantage of using money from borrowing. The discussion should cover most of the points below:

Advantages of saving:

- Money is your own. You are free to use it however you want.
- No pressure to make repayment.
- In some circumstances, savers earn interests on their savings.

Disadvantages of saving:

- Saving is slow. May never reach your goal.
- May miss opportunities for buying something at a good price.

Advantages of borrowing:

- Immediate access to money.
- Get new equipment, seeds, fertilizer, etc. right away.
- Able to get a good price.

Disadvantages of borrowing:

- Borrowing costs money (interest).
- Pressure to repay on time.
- Negative consequences of failing to repay.

9. To wrap up the exercise, thank participants for sharing information with others. Tell participants that we will revisit these issues later in the day.

An APA approach to borrowing

Note: APA is an appreciative, holistic to planning and action in development programs. It's based on the strengths of the participants and meets their specific needs. If you are familiar with appreciative approach to organizational development, asset-based approach and strength-based approach to community development, APA is also based on these principles. However, if you are not familiar with these methods, please review facilitator's resource folder.

A breakdown of time is provided in the overview for your reference, yet it is flexible. The facilitation steps flow for the rest of the day. Morning and afternoon tea breaks will be taken at interval of activities.

Depending on the literacy level of the participants, you may want to introduce the 7 D's – which should be written on a flipchart for those who can read. Put a sketch besides each word, if possible.

Explain that instead of *telling* participants about each stage, we (as a group) are going to go through this process now.

- Step 1: **D**iscovery
- Step 2: **D**ream
- Step 3: **D**esign
- Step 4: **D**eliver
- Step 5: **D**o it now!
- Step 6: **D**ance and Drum!
- Step 7: **D**iscussion – A-Valuation

However, if all participants are illiterate, you may want to start the discovery question without explaining 7 D's.

Facilitation steps:

Discovery

1. Ask the participants to “*Tell a story about a moment when you felt proud, excited about something you did to make your **farming** or **business** even better.*” Find someone in the room you know least well to share your story. Allow about 20 minutes total – 10 minutes for each partner to speak.

Facilitator Note: When participants are telling stories, facilitator should go around and listen. Note to have the participants focus on an action situation, not learning. Not an APA moment when they realized something – but a moment when they did something. Avoid time periods – you don't want them to say “my 2 years in business” as an answer. You are looking for a **MOMENT** when they made a difference, or when they realized their business or farming work had meaning to herself, her family and community.

2. When everyone is finished, have each participant to report out to the group. Ask her to introduce her partner and summarize her story, highlighting what she loved about her partner's story (allow 2-5 minutes each). When partners report out they should begin their presentation with:

“What inspired me about [Mary's] story was....”

3. Ask some processing questions to gauge the group's experience around this activity – such as:
 - a. How do you feel after this exercise?
 - b. Tell me about your partner's attitude when she was describing her experience. Did she seem excited? Grumpy? Inspired? Annoyed? Tell me about her body language and facial expressions.
 - c. Do people typically ask questions about a good experience? Is this a conversation you routinely have at your work? In your community?
4. Summarize the discoveries which could include the followings:
 - Started a new business
 - Received a loan
 - Formed a village saving group

- Plowed all the land we own
- Had a good harvest because of using improved seeds and fertilizer
- With more income, my family have better food / better nutrition
- Be able to get other people to help me in my farming / business
- Helped other people in their farming / business

Facilitator note: These are used as placeholders. After pilot training, the list should be updated from the participants' real stories.

5. Facilitator shares a proud moment herself. The best example should be a FED's successful story / best practice related to obtaining funds and effectively using it to improve effectiveness and efficiency in farming /running small businesses.
6. Facilitators lead a discussion to explain a greater result could be achieved because people focused on what an individual or a group was doing WELL and not focusing in their shortcomings or faults.
7. Ask the group for the worst problem that they can think of as farmers and/or business owners. Usually they are big picture problems like poverty, hunger, lack of funds for business, etc. Whatever the group comes up with is OK. Have the group vote to somehow narrow down the worst of the worst. Ask people how they feel now – how do they feel about this problem? Typical responses are: helplessness, sadness, overwhelmed.
8. Then take the group to think about the positive opposite. In APA, we use this term to mean the opposite of the worst problem. For example poverty = stable/good livelihood; hunger = sufficient food / good nutrition, lack of funds = plenty of resources to use. Have the group define the positive opposite of their worst problem. Help them, if necessary. Afterwards, explain that they have now moved towards something positive – something that people can work towards.
9. Ask participants to discuss in small groups of 4-5 *a time when they did something to promote this positive opposite*, whatever positive opposite they came up with. For example, for lack of funds, someone must have obtained money in the past. It could be from village saving groups, banks, family and friends. Ask the person to talk a little more about what made the successful experience possible. After about 15 minutes, do a quick check-in and get some people to report back on some examples, just to ensure that everyone is on track. Don't spend too much time on the report out.

Ask: how do you feel now? Participants usually feel uplifted, hopeful, ready for action, etc. Process a little bit and compare these feelings to how they felt after they discussed their worst problem ever.

10. Segue into a short discussion about positive framing. (Focusing on the positive instead of the negative.) Ask the large group to think of some of their past experiences, and remember a time when looking at the positive was more effective than focusing the negative. Ask for a couple of stories or examples. Encourage participants to process this a little bit.

Some samples of positive framing:

Problem	Discovery Question
We don't know where money went in our cassava processing business.	Tell me about a moment when you felt the most in control of your cassava processing business.
We don't trust each other. We can work together in the processing business but we want to sell individually in the market.	Describe a time when your cooperative worked together to achieve something wonderful – something everyone was proud of.
The community savings and credit group is not helpful to me.	Explain a moment in the last 2 years that you felt the most successful in regards to your community savings and credit group.

Facilitator note: The conversation might arise that focusing on the positive doesn't get at the real problem. If this is a lingering issue, bring this out and be sure to discuss why APA doesn't "bury" problems. Do you think that reframing something into a positive opposite is ignoring the core problem? Why or why not? Can you see why using a positive opposite is beneficial? Why or why not?

11. Explain that they just completed the DISCOVERY stage – and that question that you asked about the positive opposite (*a time when they did something to promote this positive opposite*) was what we in APA call the Discovery Question. Again, these are sometimes hard to get right – but we'll have more practice with this. For now, let's continue through the steps to better understand APA as a whole.

Dream

Note: This stage is best illustrated with a picture. It also allows those more artistically motivated in the group to shine.

1. Divide the participants into groups of 4. Ask each group to draw a picture of what their new business (or businesses) look like in a year, assuming they have all the resources needed.
2. Then ask participants to add how their community will look like if all you were able to own and manage successful businesses.

Possibly new roads, schools, clinics, healthy children, trucks, etc.

3. Each group posts the picture and facilitator leads a gallery walk. A participant from each group describes the picture that they drew. Post the pictures on the wall for the rest of the day.

Design

1. This is the step to help participants design the highlights of an action plan about how to get from here – where we are now – to that dream picture. It will likely not be comprehensive - but at least one way, one path, one action or one link to that dreamy vision.
2. Transition to starting new businesses and/or growing existing businesses. Ask what we can do to make the images in the pictures as reality. Lead the discussion to some new additions

to participants' businesses in their pictures of dream, for example, new equipment, seeds, tools, bigger storage, new packaging etc.

3. Ask participants how to make this reality. One of the answers will be related to getting more funds. Ask them where would money come from? Would it be more likely to come from ourselves or from outside funding sources? Revisit the discussion we had earlier on saving vs. borrowing. If the funds are used to improve business, most likely, people would need a fairly large amount of the money that they may not have in their saving.
4. Lead a discussion around the following questions:
 - Who has borrowed money for business?
 - What do people need to know in order to lend you money?
Possible answers include:
 - What is your business?
 - Do you make money off of the business?
 - What's your reputation?
 - What's the reputation of your family members?
 - Do you have any other assets, i.e. a house, a piece of land, equipment, bank saving accounts, etc.?
 - Is it different for different sources, i.e. banks, MFIs, suppliers?
 - Is it different for different uses of money (purpose of borrowing)?
 - Start business, expand business, buy supplies, buy equipment, etc.
5. Explain that any type of loan has some components: principal, interest, loan term, collateral and installment payments. Explain each component and provide examples.
 - **A loan:**
money borrower can use temporarily. After a defined period of time, money is repaid to the owner, or lender.
 - **Principal of a loan:**
original amount of the loan, without interest.
 - **Interest:**
a fee charged for using the borrowed money, in addition the principal.
 - **Loan term:**
the period of time that the borrower has to use the loan money and repay it.
 - **Collateral:**
an item of value that the borrower pledges to the lender in case he/she is unable to repay the loan, i.e. land, vehicle, saving, etc.
 - **Installment payment:**
repaid over time with a set number of scheduled payments
6. Ask if any of them has borrowed as a group. If so, ask her to share the experience. If not, be prepared to share a story of group borrowing. Process the differences of borrowing as individuals and as a group. Is there any difference in each of the loan components?

Loan component	Individual borrowing	Group borrowing
Principal amount	Limited amount	May be able to borrow more
Interest	Standard	Could be lower/higher
Loan term	Standard	Could be more favorable to borrowers
Collateral	Usually required	May not need it, if group can guarantee payment
Installment payment	Standard	Can be negotiated.

7. Ask each participant group to select one item to work on.

An example: A women-owned cassava processing business needs to replace the old equipment of processing and packaging cassava powers. At this moment, they can only package 15 pounds but 30 pounds packages are in higher demand in the market with a higher selling price.

Ask the group to list some of the activities/questions which are needed to get new equipment. Possible actions/questions include:

Money

- Apply for a fund at local government.
- Get partial funding from ROSCA.
- May be able to get some money from husbands.
- We can try to get a loan from the local bank where we have a joint savings account with little money.
- Someone needs to keep records of the sources of money.
- The group needs to make a repayment schedule for borrowed money.

Equipment

- Need to look for companies to sell equipment we need.
- Need to look at different specifications and prices of the equipment.
- Do we buy local or someone goes to the city?

Note: This is based on a cassava process business run by a women cooperative in a rural area. New examples should be used after the focus group discussion and/or pilot training in Liberia.

Delivery

1. Participants decide who is going to do what to get to this next phase. Who is taking responsibility for which steps? Who is going to coordinate? Assign names and tasks and deadlines as appropriate.
2. Remember to assign people who are responsible for completing the task and also build in support. For example:

Money

Task	Activities	Who is responsible & when to finish?	Who is supporting?
Apply for a fund at local government	A USAID-funded project can help us fill out the application.	xxx to talk to project staff by xx	Xxx and xxx
Get partial funding from ROSCA	Have a meeting with the Chairman	Xxx by next weekend	Xxx and xxx
Money from husbands	Ask if they can provide some money	Everyone in 10 days	Report to xxx
A loan from the local bank	Visit the bank and schedule a meeting with a loan officer	Xxx whose brother works there	Xxx and xxx
Record keeping	Keep a record of who lend us money and the amount	Xxx asks our book keeper today	Xxx
Repayment schedule	Xxx works with NGO to propose some ideas	Xxx next week	Xxx
Others			

Note: every activity needs to be doable and can be finished by a certain date. When it is completed, people would be able to know. An action of “Mary needs to make sure that we have enough money”, “Ann works with the bank to get a loan” are not a good actions. Instead, “visiting the bank to schedule a meeting with a loan officer” is an action that people would know when it is done.

Do it now

- I. Ask the participants what we can do right now to begin this process.

Do we make two phone calls to share our plan with husbands and a friend?
 Do we call the chairman of ROSCA to let her know our intention of borrowing money?
 Do we call NGO to invite someone to come to our village?
 Do we each donate \$5 towards the cause?

What can we do as a group NOW to get this started – so that our action plan isn’t a theoretical sketch for the future, but something that we’re already doing now? Something we’ve already started.

Note: If time allows, it would be wonderful if groups had time to share their *design* and *do it now* outcomes with everyone else. By now participants are usually excitable, laughing, vocal and inspired. High energy.

Dance and drum

- I. The last two steps are celebration phases where we reward ourselves for such great work and have some fun. Use locally shared songs, dances, chants, etc. Ask the participants to identify such a song or dance and join in together to celebrate. You may want to ask one brave volunteer to sing a short song of celebration for this purpose and encourage others to clap, hum or dance along.

Discussion or A-Valuation

1. This is the final step. Evaluations are important, as we all know. They're critical tools for measuring programmatic progress for internal and external reporting. Evaluations have their place in the world – we are not discrediting them. However, in APA we like to take a different approach so that no one feels badly about the work that they have done.

Note: From experience, it is important to take the time to make note of why traditional evaluations are good tools and have their place. Good to point out the positive aspects of each tool.

2. A-valuation is easy. It is simply a process of asking three questions:
 - What was the BEST about today?
 - What does EVEN BETTER look like?
 - How can we get there?

This process puts control back into the hands of the community. And can save face. Often times it is hard to criticize an elder person or person in power. But the “even better” slant takes that pressure off.

3. Continue on to explain the HUGE difference that the word “even” makes in this process. Think about your group leader who tells you that “this is what I want you to do a better job” versus “this is what I want you to do EVEN better at your job.” Ask participants to give you some feedback on why that little word makes a world of difference. Ask them to quietly translate this in their heads – how would you say this in your own language? Does it have the same effect?
4. Once you receive feedback, there is no response from the facilitator. No defense, no explanation, etc. When all is said and done the facilitator could diagnose the situation, but should never put up walls or get defensive. Often, it is easiest not to comment at all. Facilitators should not “fight” the advice.
5. If there is time, have participants do a quick A-valuation of today's activities. If not, then close out the day.

Climate Setter Pictures

Visiting a doctor



Having a baby



Going to School



Getting Married



Starting a Business



Having a Party



Appreciative Approaches

What if, instead of seeing organizations as problems to be solved, we saw them as systems to be appreciated? How would our methods of inquiry and our theories of organizing be different? In 1987, David Cooperrider and Suresh Srivastva argued that problem-oriented views of inquiry reduce the possibility of imagining a different social reality—one that might help us transcend current social forms. They proposed that positive questions generate new images of the future—images evoked by the best of the past and the present. These powerful images inspire action and innovation.

Theoretically, **Appreciative Inquiry** is a product of recent thinking in the social sciences. This approach holds that our beliefs have a powerful effect on the nature of social reality. Not only do we see what we believe, but also the very act of believing something shapes reality. This notion creates powerful and new ways to change and develop our organizations and societies.

Not only do we see what we believe, but also the very act of believing can shape reality.

As a method of changing social systems, Appreciative Inquiry attempts to generate a collective image of a new and better future by exploring the best of what is and has been. These new images create a pull effect that generates positive change. According to Cooperrider and Srivastva, four principles guide an appreciative approach. Such an approach should *begin with appreciation*, should be *applicable*, should be *provocative*, and should be *collaborative*. The process should ensure the consent of those influenced by the decision-making.

The change process begins with members of an organization discovering *the best of what is*. Then, through vision and logic, members collaboratively construct a vision of *what might be*. As a method of change, Appreciative Inquiry consists of three parts:

Discovering the best that is: The process begins with a search for the best examples of organization within the experience of the participants.

Understanding what creates the best that is: The process seeks to create insights into the forces that lead to superior performance, as defined by group or organization members.

Reinforcing the people and processes that exemplify the best that is: The process contributes to and amplifies superior qualities and performance.

By coming to agreement on a set of provocative propositions, people have a compelling vision of the community, organization, or society at its best, and this in itself motivates new behaviors. People will take initiative and act differently without an action plan because the provocative propositions align organizational vision with the employees' internal sense of what is important.

Framing the Discovery Question in Appreciative Planning and Action (APA)

The Discovery question in Appreciative Planning and Action (APA) helps people focus on success. Those who have worked the “4 Ds” of Appreciative Inquiry and the “7 Ds” of APA often call it the “Super D.” Accordingly, it should focus on the most important element or result of what you are trying to encourage.

For example:

- 1) If you are applying APA to strengthen your organization, then you might want to focus on a person’s feelings about a high moment when an organization ran as a well-oiled machine.
- 2) If you are focusing on project development, you might want to ask about a moment when a person felt the project was doing especially well.
- 3) If you are focusing on developing a network, you might want to talk about a person’s feelings in a network of groups when cooperation and collaboration were at their best.

Often the Discovery question is asked like this:

“When was a *moment* in your life when you were (happy, proud, excited, energized, etc.) about the way (your organization/department/team, group, community, etc.) was performing really well? When you felt that anything was possible?”

Try it out for the 3 scenarios in the accompanying Case Studies.

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets

By John P. Kretzmann

In distressed communities across the United States, savvy organizers and leaders are rediscovering ancient wisdom about what builds strong communities, and then developing new ways to fit that wisdom to late 20th century community realities.

This quest for effective community-building tools has accelerated in the recent past, in direct response to both a rapidly shifting political and economic context and deteriorating conditions in lower income and working class neighborhoods across the country. Despite the best efforts of creative community developers and organizers; despite their significant successes in continuing to involve major public and private institutions in support of affordable housing and community development; despite signs of creative new approaches to community development on the part of some federal agencies, banks, and other investors; despite all of these energies concentrating on attracting help from the outside for distressed communities, that help is continuing to evaporate.

So, while it is clear that these efforts to attract outside resources must continue, and even accelerate, it is also abundantly evident that they will not suffice. Serious community builders have no choice but to return to basics, to the communities themselves to rediscover and mobilize the strengths, capacities, and assets within those communities.

Unfortunately, this vital and necessary work has been made much more difficult in recent decades, as a powerful set of contrary voices has gained ascendancy. These voices insist that communities focus not on their strengths, but on their deficiencies, problems and needs. Help from the outside will arrive only when a convincing story of emptiness and need has been told. Rewards will flow to those whose "needs surveys" point to high rates of teen pregnancy, crime, school drop-outs, drug use, homelessness, lead poisoning, etc. Drawing a compelling "Needs Map" is the key to opening the vaults of most government programs, and most other funders as well.

The near monopoly power of the Needs Map, with its unrelenting focus on deficiency, has managed to obscure that fundamental piece of ancient wisdom now being rediscovered by community builders: namely, those communities can only be built by focusing on the strengths and capacities of the citizens who call that community home. Those who have escaped the lures of deficiency, therefore, have been drawing up a new map based on old truths, an "Assets Map".

This Assets Map points to one way of thinking about the basic kinds of building blocks that exist in every community. At the center of the map, and of the community building process, lie the "gifts" of individual residents – their knowledge, skills, resources, values, and commitments.

Beyond individuals and their families, the second basic set of community-building assets can be found in those groups and organizations, sometimes called "associations," in which local citizens come together to pursue a wide range of activities. These associations, whether primarily organized to promote religious, cultural, civic, recreational, or other ends, are both more ubiquitous and more willing to adopt community building tasks than many community leaders expect.

Finally, the Assets Map points to the potential power of institutions located in virtually every community schools, parks, libraries, police, human service agencies, community colleges when those institutions can refocus at least part of their considerable resources on community building.

When all these local community assets – the gifts of individuals, the power of citizens' associations, and the resources of local institutions – have been rediscovered, "mapped," and mobilized in relation to each other and their potential to solve problems, then a community previously regarded as empty and deficient will appear on the large civic stage as capable and powerful. With this goal in mind, consider a few of the concrete tools and methods local communities are developing to rediscover and activate their assets.

Discovering and Using the Gifts of Individuals

Every community is built by the contributions of its residents. Yet in most communities, only a small percentage of local citizens are involved in community building activity. The great organizer Saul Alinsky would argue, in fact, that it takes no more than five percent of the residents of any community to bring about significant change. That percentage may still hold when the strategies being pursued involve targeting outside resources, such as government agencies or financial institutions. But for purposes of building communities "from the inside out," that number is woefully inadequate.

This is why many communities have begun to act on a simple two-part pledge, which is basic to community building: Every person in this community is gifted, and every person in this community will contribute his/her gifts and resources.

These two commitments are particularly important and necessary in communities where many of the residents have been marginalized. That is, they have been defined primarily by their needs and deficiencies. They are too old, or too young, or too disabled, or too poor to have any gifts and resources. They are, therefore, seldom asked to contribute to the community. (This may constitute the cruelest form of social isolation.)

To rediscover the gifts and resources of all community members, over one-hundred community groups have utilized some form of a "Capacity Inventory." The inventory is simply a questionnaire aimed at uncovering a person's skills, areas of knowledge and experience, commitments, and willingness to be involved in community building and/or economic development activities. It is the opposite in spirit of a "needs survey."

Though a prototype version of a capacity inventory is reproduced in the *Building Communities from the Inside Out* (co-authored with John McKnight), most communities that have had success with the inventory have taken time to construct their own custom-fitted version. This construction process seems to be most productive when community leaders first address the question, "To what uses will the information gathered in the capacity inventory be put?" This recognizes that the inventory is meant to fulfill two basic functions. First, because neighbors interviewing neighbors have proven to be highly effective, the capacity inventory is a tool that can build relationships. And second, it is designed to produce immediately useful information, not "data" to be computerized and stored.

Among the many potential uses for the capacity inventory, the seven listed below seem to be most common. Each, of course, requires asking residents a different set of questions.

Seven Uses for a Capacity Inventory

For economic development purposes:

Develop new enterprises, based on an inventory of skills and knowledge. For example: linking good cooks to start a catering business; linking people who have cared for children to start a day care business.

Link skills to employers, when capacity inventories are accompanied by a parallel set of interviews with nearby employers about their workforce and hiring preferences.

Discover market opportunities. Questions about expenditures, even in the lowest income communities, identify unserved or underserved consumer markets, e.g. food stores, clothing shops, etc.

For other community building purposes:

Develop local skills bank, also based on an inventory of skills and knowledge. Housed with block captains, in churches or local community organizations, a skills bank can facilitate neighbor-to-neighbor help, whether with babysitting, snow shoveling, carpentry, plumbing, or whatever.

Institute a "Learning Exchange," by asking people both "What would you like to teach?" and "What would you like to learn?" One community for over a decade operated a learning exchange that grew to a listing of more than 20,000 topics.

Discover new participants in community life. Questions about previous involvements and current interests uncover new contributors to community organizations, churches, and community institutions such as schools, police, libraries and parks.

Discover new cultural and artistic resources. Inquiries about cultural and artistic skills in a number of communities have uncovered visual artists, writers, musicians, theater people, and crafts people, most of whom are willing and ready to be involved in community and civic activities, as well as schools, parks, libraries, etc.

These seven areas hardly exhaust the potential uses of a capacity inventory. But they do begin to define the possibilities for groups interested in mobilizing the gifts and skills of the community's residents. The questions that make up the inventory should reflect the uses that the organizing group wants to emphasize. A typical questionnaire might cover:

Skills information, including skills people have learned at home, in the community, or at the workplace. Usually people are asked to identify their "priority skills," those about which they are most confident.

Community skills information, aimed at uncovering precious community experience and potential interests.

Enterprising interests and experience, aimed at uncovering past and present business experience.

Culture and arts skills.

Minimum personal information, for follow-up purposes.

Some community groups have decided that a full-blown capacity inventory, with detailed questions about peoples' skills and knowledge, is simply too long and unwieldy. Many have shortened the inventory, honing in on their particular purposes. One interesting shorter variation has been used especially by churches interested in reconnecting with their neighbors (and members). In those situations, a "Gift Interview" has been used. Household by household, people are asked to sit for a moment, and to tell the interviewer, in one version, about their "gifts of the head," or what they know most about; their "gifts of the hand," what skills they have; their "gifts of the heart," where their spirit, values, and commitments lie; and finally, how they might imagine contributing those gifts to their community.

Discovering and Using the Power of Local Citizens' Associations

The most powerful users and magnifiers of the gifts of individual citizens are often local associations. It was Alexis de Tocqueville who first named them, these "self-appointed" groups that congregate to take on community problems, or to aggregate their resources and interests in many other ways. In more recent decades, community mobilizers such as Dr. Martin Luther King, Jr. and Saul Alinsky have recognized the power of local religious, civic, and cultural groups as the bedrock for organizing.

Though recent evidence may indicate a decline in associational life in the United States, communities that have initiated an "Associational Inventory" have regularly uncovered a much more varied and numerous set of local associations than expected. One very low-income neighborhood in Chicago, for example, recently "mapped" 249 local associations. Furthermore, when asked, these associations are proving more than ready to contribute to community building activities.

A number of communities are developing and using valuable methods of rediscovering and further activating their neighborhood associations. Basically, the approaches involve, first, an "associational inventory;" and second, an "associational survey."

The inventory uses simple, common sense methods, such as:

Collecting all written information, e.g., lists from agencies and government offices, newspaper and newsletter clippings, church bulletins.

Interviewing longtime leaders in the community to edit and add to the groups gathered from written material.

In community meetings, or in face to face or phone interviews, asking people to list all of the groups, clubs and organizations to which they belong.

The second step involves surveying the leaders of as many local associations as possible. Some communities are finding it useful to uncover three kinds of information:

What is this group, and what do you do?

What do you do that impacts the larger community, beyond your membership?

What kinds of community building activities might you consider in the future?

The last question, accompanied by specific examples of particular community building strategies, opens up a host of new possibilities for associations. They often indicate willingness to enhance their contributions to "mutual care" activities, reaching out to teenagers or older people. They are frequently ready to join with others to work on pressing community issues. And perhaps most intriguingly, they appear ready to support a whole range of local economic development activities, enterprises, or strategies aimed at connecting local residents to existing jobs.

All of these possibilities and more underscore the central importance and power, when systematically rediscovered and mobilized, of the community's associations.

Discovering and Using the Resources of Local Institutions

Along with the re-mobilized gifts of local residents and their associations, the third major section of the assets map points community builders toward those institutions that are physically located in the community. Though they vary, every community has some local institutions. The challenge involves re-focusing at least a part of their mission and resources on community building activity. How can local schools, parks, libraries, human service agencies, etc. contribute to the revitalization of community?

The first step, quite obviously, is to re-establish relationships between the leaders of these local institutions and the community builders. What has happened next in a number of communities is a set of discussions aimed at discovering ways in which cooperative efforts lead both the institution and the community.

Frequently, what interests community builders most about the resources that local institutions bring to the table has very little to do with the central "missions" of the institutions, e.g. a school's "curriculum," an agency's "services." Rather, community builders often regard these institutions as "treasure chests" filled with potential community building resources. A school, for example, contains treasures such as: facilities and space, which would host and incubate a range of community groups and activities; materials and equipment, from computers to blackboards, all of which could be invaluable to community groups; purchasing power, with which to buy from local enterprises; hiring capacity, which could partly target local residents; teachers, who could bring their expertise to bear on community issues; and young people, most important of all, who could come back into the community as contributors to the rebuilding process.

Every local institution constitutes this kind of treasure chest, filled with valuable community-building materials. If all of these materials were available to community builders, they could move forward with their agendas much more rapidly.

Once these combinations of local assets and capacities – individual residents, citizens' associations, and the resources of local institutions – have been mapped and mobilized, a community is well on its way to regenerating itself. Such a community may still, of course, require help from the outside. But it is now in a position to control and define that help, to focus and direct outside resources to the locally generated agenda and plans. Rather than existing as an object of charity, such a community will say to the outside world: we are mobilized and powerful; we are a sure-fire investment.

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Module 5. Gender-sensitivity training for lending institutions

Draft Facilitator Guide

Module Five

Gender Sensitivity Training for Lending Institutions

Target audiences: Staff in Commercial Banks, Cooperatives, MFIs, etc.

Number of participants: Maximum 25 participants

Time allocation: 4 hours, including a tea break

Purpose

This session is designed to provide guidance to staff members of commercial banks, cooperatives, MFIs and other lending institutions to understand constraints, i.e. lack of land and capital, lack of decision-making power, etc. when female farmers borrow money. It also explores gender consideration in commercial lending including non-collateral-based credit and loan products and services.

Learning objectives

By the end of this session, participants will:

- I2. Become familiar with gender concepts
- I3. Be able to assess gender constraints that female farmers face
- I4. Understand how to engage female clients' participation in credit and loan products and services.
- I5. Explore best practices of products and procedures that enable women to control money and repayment including non-collateral-based loan products/services.

Overview

1. Pre-workshop assessment, Preliminaries, including Introduction	20 minutes
2. Climate Setter	35 minutes
3. Gender Equity: What, Why and How	80 minutes
Tea break	15 minutes
4. Case Study: Positive Deviance in Liberia	60 minutes
5. Action Planning	20 minutes
6. Summary and Post-workshop assessment	10 minutes

Handouts

PowerPoint Presentation

H1. Gender Game

H2. Case Study [pending]

H4. Action Plan Template

H5. Power Walk Characters (cut in strips)

[Attendance sheet]

Preparation

- PowerPoint projector
- Markers, flipchart stands and paper, color dots, post-it, index cards
- Sample characters for power walk – cut the list of characters into strips in advance
- Sample statements – depending on participants proficiency of English, you may want to put statements on flipcharts

Introduction (20 minutes)

Facilitation steps:

5. Facilitator provides a warm welcome to the group. Briefly introduce yourself (and your co-trainer).
6. Ask participants to stand up and introduce each other to the table group and to say a few words about himself or herself:
 - What is your name, title, organization?
 - Does your organization (bank, MFI, or other lending institutions) provide products/service to FBOs?
 - If so, name a couple of your products/services.
 - If not, do you plan to work with FBOs in the near future?
7. Allow 8 min. for the exercise. Ask one person from each table to give a summary. Facilitators should manage time and keep the introduction brief. Write the types of products/services provided to FBOs on a flipchart.

Climate setter (35 minutes)

Facilitation steps:

10. Ask the participants to work individually on the following questions:
 - What are three things that people say about bankers (lenders) that are true?
 - What is one thing that people say about bankers (lenders) that is not true?
11. Put a flipchart with the following graphic on the wall:

True	Not true

12. After 5 minutes, ask people to share their ideas at the table. Each table should have a list of 5 things that they think are true about bankers/lenders and 3 things that are not true. Ask participants to put each one on a post-it and prepare to report back to the large group.

Note: If participants ask, tell them that they don't need to reach consensus on each item or priority. Just list the most popular ones.

13. Ask each table to report back the things that are true. Ask for one item from each table for the first round; then go around the tables again, asking for new items. In this way, each table should have a few opportunities to put their ideas on the board. When they report, collect the post-its and put them on the appropriate boxes on the flipchart. After you collected all the “true” statements, move to “not true”.

Report of true and untrue perceptions (bankers/lenders) could include:

True	Not true
<ul style="list-style-type: none"> • Have a lot of money • Powerful • Can make a big impact on people’s lives • Highly educated • Dress well • Making money is the bottom line • Calculating • Analytical • Etc. 	<ul style="list-style-type: none"> • Money is everything • Superior to others • Cold hearted • Greedy • Unsympathetic • Arrogant • Are no fun to work with • No personality • Etc.

14. Facilitators ask some of the following processing questions:
- How do you feel about this exercise?
 - Were there any surprises to you?
 - What is the one statement that we all agree with?
 - What is the one statement that we all disagree with?
 - How does our own social position affect how we see others, particularly borrowers? Who do we trust more? Who do we usually have doubts about?
 - What steps can we take to distinguish between our assumptions about other people’s lives and their realities?
15. Summarize the exercise by pointing out that these are people’s perceptions of bankers/lenders based on their own beliefs and experiences. We have perceptions of other social groups, too (for example farmers, women or other social groups). We will examine some of them during this workshop.
16. Then, briefly introduce the training module including the learning objectives. On the wall, post the learning objectives on a flipchart. It should stay visible for the rest of the workshop. Provide an outline of the day.
17. Show participants the following ground rules which should be prepared before the workshop. Ask if they agree with them. Ask if participants have any additions.
- Everyone speaks
 - Be open to new ideas
 - Be creative
 - Respect other’s opinions even if you disagree
 - Help with timekeeping
 - Mobiles on silent
 - Have fun

PowerPoint presentation [Gender Equity: What, Why and How] (80 minutes)

The purpose of the PowerPoint presentation is to provide some basic concepts of gender, why gender is important and how to be gender-sensitive when offering products/services to women FBOs. Two exercises are included: Gender vs. Sex helps participants differentiate between sex and gender; Power Walk helps participants identify gender-based constraints for women.

Participants will have time to practice using these concepts/tools after the PowerPoint presentation.

The headings of the PPT include:

- What is gender?
- *Exercise: Gender Game*
- Other gender concepts
- Gender interacts with other social variables
- A list of social variable and how gender integration helps
- International instruments that promote gender equality
- Millennium development goals (and gender equality)
- Women's economic power reduces poverty and promotes economic growth
- *Exercise: Power Walk*
- Gender analysis tool: USAID's six domains of gender analysis
- Gender-based constraints when borrowing

Exercise 1: Gender vs. sex

- 7) Distribute Handout 2 to participants. Ask each of them to complete the table as an individual exercise, marking whether the statement refers to gender or sex. (8 minutes)
- 8) Then, the facilitator reads each statement and indicates whether it refers to "sex" or "gender." Clarify any questions that participants may have. (5 minutes)
- 9) Ask the participants how they did in this exercise. Processing questions may include (5 minutes):
 - Did they get all the answers right?
 - Was the exercise easy?
 - What was the one statement that group had the most discussion about?
 - Were there any surprises?
 - Have you learned anything new?

Exercise 2: Power Walk

This exercise needs a large space. Ideally everyone should participate so you need a place where 24 people can stand side by side in a line. Participants should be able to take 15 to 20 steps forward and 15 to 20 steps backwards.

1. Give each participant a slip of paper with his or her assigned character. Ask them to keep their new identity secret until the discussion begins.
2. Invite participants to form a line, shoulder to shoulder, facing the same direction.

3. Explain that you will read different statements and that some statements will be true and others will be false for their characters. (The statements will be developed based on local Liberian context.) After you read each statement, participants are to move or stand still as follows:
 - If the statement is true for your character, take one step forward.
 - If the statement is false for your character, take a step backwards.
 - If the statement is not relevant for your character, or you don't know if it is true or false, stay in the same place.

Note: you may want to write these 3 instructions on a flipchart so participants can refer to them during the exercise.

4. Ask participants to remember the issues that are making them move forward or move back.
5. Read the first statement and give time for participants to respond. Double check to be sure they moved in the right direction.
6. Read the other statements. Once you have finished reading all of the statements, tell participants that you will ask some questions and they should answer from the perspective of their character. Participants should remain standing in their final position.
7. Facilitators move around to ask different characters who they are and why they are standing where they are.

Ask about position:

- Why did you end up in the position?
- Did gender have anything to do with this?
- Did your age have anything to do with why you are standing here?

Ask about value:

- Do you think your character is highly valued by society?
- How is this reflected in the position you are standing?

Switch gender:

Imagine where you would be if instead of being a woman you were a male version of your character, or vice versa.

- How would your position change?

Ask about power:

- Which characters were more powerful? Why?
- What made different characters more or less powerful?

Facilitators move to the characters that ended up all the way back, and ask:

- Did poverty, age, gender, ethnicity, or disability or other characteristics make a difference among marginalized groups?

8. Summarize the exercise by making the following points:
 - People are valued differently depending on their identity and on the social groups with whom they are associated.
 - The way people are valued determines their social position.

- Perceived social positions give people creditability for borrowing money.
- Gender affects how people are valued.
- A person's social position is also affected by other bases for exclusion such as class, ethnicity, disability, etc.

Tea break (15 minutes)

**Case Study: Positive Deviance of Liberian lending institutions
(to be provided by DAI) (60 minutes)**

We are looking for a couple of case studies that provide best practices of working with women, especially women farmers and women owned businesses in rural areas of Liberia.

- One example is **Standard Chartered in India**. A few of the main points:
 - Two branches are set up with exclusively women staff members from the senior financial advisor to the security guard to create dynamic places for women to come.
 - Incentives to open accounts geared towards women (i.e. not something that would appeal to a man).
 - At the end of the first year, these two bank branches were the most profitable in India.
- Other examples are **Equity Bank in Kenya** and Inclusive Financing program of **ShoreBank International**. Both of them provide non-collateral-based loan products/services to women and/or women business owners.

The worksheet of the case study will be developed accordingly. When processing the exercise, you may want participants to list some of the things that are applicable for their lending institution to explore and experiment with.

Action Planning (20 min)

Option One: Group action planning

1. If you have a group of participants from one lending institution, you may want them to work together as a group to develop a simple action plan.
2. Ask the participants to individually note their key learning points on a piece of paper.
3. Ask participants to consider individually at which level most of their current learning is applicable: Does it require personal, organizational or community change? Participants should be prepared to share their plan with others in the group.
4. Then, ask participants to work in the organization team to choose 1 to 2 items that they would like to use to initiate changes when they return home. Using Handout 4, write one or two objectives and ask participants to do the following:
 - For each objective, write the key activities you and/or your organization needs to undertake to reach your objective.
 - Write the timeframe for completing the activities outlined.

Note: Tell the participants that they should be working closely with their supervisor/s and, as appropriate, others in their respective organizations to implement their plans. After three months, it will be important for each participant to take stock of the progress that has been made and to think about how to maximize the usefulness or impact of potential next steps.

Option Two: Individual action planning

1. Ask the participants to individually note their key learning points on a piece of paper.
2. Ask participants to consider individually at which level most of their learning is applicable: Does it require personal, organizational or community change?
3. Each participant selects 2-3 items that they would like to use to initiate changes when they return home. Put each one on a post-it.
4. Prepare a big flipchart with 3 concentric circles, marked by personal in the inner circle, organizational in the middle circle and community at the outer circle. Ask participants to post their learning on the appropriate places. The picture should look as the one shown below.



Summary (10 min)

Review the learning objectives and summarize the content of the day and thank participants for their contribution to a productive workshop. Distribute the participant list with contact information and encourage them to keep connected.

Evaluation (10 min)

Conduct a written evaluation. Distribute the evaluation form. Allow participants enough time to complete it.

Sample tools will be provided.



USAID | LIBERIA
FROM THE AMERICAN PEOPLE

Gender Equity: What, Why and How **Draft**

Title
date

Module 5 Lending Institutions
Power Walk:

Statements

1. I feel that I am a valued member of my community.
2. I eat at least two full meals a day in all seasons.
3. I expect to finish secondary school.
4. I am not expected to do household work every day.
5. I can decide to see my friends or travel to visit relatives without asking for permission.
6. I can register a business
7. I have a saving account in a bank.
8. If I need a loan of xxx (this amount), I can get it from a national bank.
9. My family and I are not vulnerable to natural disasters.
10. I am comfortable talking in public and expressing my views.
11. I do not face discrimination or stigma when using public services.
12. I feel very safe at home and in my community. I don't worry about being harassed.
13. I earn more than the minimum wage.
14. I will be consulted on important decisions that affect my life.
15. I have access to plenty of information about where to get loans and how to get them.
16. I made decisions about major purchases in my household.
17. I can make decisions on when to have children and how many to have.
18. If I were accused of a crime, I would be asked for my side of the story and believed.
19. I can get information in the language that I use.
20. I have a say in whom I marry and when.

Module 5 Lending Institutions

Power Walk:

Statements

1. I feel that I am a valued member of my community.
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Module 5 Lending Institutions

Power Walk:

Sample Characters:

[Revisions will be made after the pilot training]

1. Male community chief from a rural area, age 60
2. Female farmer from a village
3. Male farmer from a village
4. Female business owner of a cassava processing business in a town
5. Male village health worker in a clinic without minimum sanitation standards
6. Male business owner of a cassava processing business in a village
7. Male school teacher in a flood-prone area
8. Widowed single mother with 3 children, ages 12, 6 and 2
9. Male youth union leader from an ethnic minority
10. Male CEO of a national bank
11. Gay male youth forced to leave his family home, age 20
12. Male worker at a farm
13. Male employee working in a local bank, age 30
14. Female employee work as the secretary at a bank, age 55
15. Policeman who frequently pays for sex, father of four children, age 34
16. Girl from a poor rural family, age 16, married to a 33-year-old widower with three children
17. Young woman from a middle class family, age 18
18. Unemployed young man, age 19
19. Female local journalist, age 40
20. Male director of a radio station, age 47
21. Chair, provincial Women's Union
22. Ethnic minority male in jail accused of a crime, who does not speak the national language, age 22
23. Young woman program officer at FED project office
24. Male university professor, age 50
25. Female doctor who works in a rural clinic

Handout 1: Gender Game

Directions: Illustrate the meaning of these terms by playing the gender game. Participants will complete the table as a group, marking whether the statement refers to gender or sex. Participants will then discuss as a group how gender can impact reproductive health. Read the following statements and indicate whether they refer to “sex” or “gender.”

Sex	Gender	
		1. Women give birth to children, men do not.
		2. Girls are gentle; boys are tough.
		3. Women in sub-Saharan Africa contribute an average of 70% of the labor for food production, yet rural women are poorer than men and have lower levels of literacy, education, health, and nutrition.
		4. Many women do not make decisions independently and freely, especially regarding sexuality and relationships.
		5. Men’s voices change with puberty, women’s voices do not.
		6. Women’s risk for HIV infection is often determined by their partner’s sexual behavior.
		7. Women are biologically more at risk for HIV than men.
		8. Women can breastfeed babies; men can bottle-feed babies.
		9. In ancient Egypt, men stayed home and did weaving. Women managed household affairs. Women inherited property, men did not.
		10. Most truck drivers are men.
		11. In 1999, a study in Uganda found that adolescent males thought having a child could enhance their status and prove their manhood.
		12. Of the estimated 6–7 million persons around the world who inject drugs, four-fifths are men.

Handout 2

Case Study [will be provided by DAI / FED]

Pending

Action Plan

Name: _____

Objective: _____

Detailed Activities	Resources & Support Required (Have/Need)	Timeframe (within 3 months)

Module 6. Input suppliers: Working with women and their groups

Draft Facilitator Guide

Module Six

Input Suppliers: Working with Women and Their Groups

Target audiences: Input Suppliers and Women Members of FBOs

Participants: 20-30 participants; approximately half women farmers and half input suppliers

Time allocation: 8 hours, including lunch and 2 tea breaks

Purpose

This session is developed with the intention of giving input suppliers the information they need to better market their products to female producers. Since producer challenges will vary depending on enterprise size, geography and economic context, this session was designed to be flexible so it will be relevant in a variety of situations. Since producers are the experts on what producers depend, this session was designed to bring both groups together to brainstorm opportunities for collaboration. As participants will likely come from a variety of backgrounds, methodology is aimed at an illiterate audience to ensure everyone can participate equally and without embarrassment.

Learning objectives

By the end of this session, participants will:

16. Articulate what an ideal partnership looks like
17. Identify specific changes that input suppliers can make to market to female producers better
18. Produce a realistic action plan for participants to implement in order to make immediate changes

Overview

1. Pre-workshop assessment, and preliminaries, including Introductions	30 minutes
2. Vote with Your Feet	30 minutes
3. Discovery: A Moment of Pride	60 minutes
Tea Break	15 minutes
4. Dream: Even Better!	60 minutes
Lunch	60 minutes
5. Design: Making Dreams of Reality	75 minutes
6. Delivery and Do It Now!: Action Planning	75 minutes
7. Dance & Drum: Closing and Post-workshop assessment	15 minutes

No Handouts

[Attendance sheet]

Facilitator Resources

Appreciative approach

Assets-based community development

Introductions (30 minutes)

8. Welcome the group and thank everyone for their attendance. We all understand that time is money! So we see this day together as a big investment, and we will all work hard to make sure you see a significant return on that investment - that your time here is not wasted.
9. Briefly introduce yourself and your co-trainer if applicable.
10. Ask each participant to say a few words about themselves:
 - What is your name?
 - What is your current profession?
 - What is your goal for the day?
11. While participants introduce themselves, the facilitator should indicate any expectations that are out of the scope of the session will not be covered.
12. Briefly introduce the training module including the learning objectives. You may want to write objectives in simple English for those who can read or draw some sketches for those who cannot. Provide an outline of the day with arrangements of lunch and tea breaks; also go over any other logistics at this time. If any reimbursements need to be made for those who traveled to the workshop, let them know it will be handled during lunch time. We want participants to now focus on the content, not to worry about when they'll receive their travel allowance or when lunch is.
13. Tell the participants that because we are going to spend the whole day together, we should have some ground rules. Ask participants to verbally list rules that should be followed. Some likely examples are:
 - Everyone speaks
 - Cell Phones on quiet/vibrate
 - Be open to new ideas
 - Respect other's opinions
 - Help with timekeeping
 - Mobiles on silent
 - Have fun
 - Be positive

Activity I – Vote with Your Feet (30 minutes)

1. Put a piece of tape or string on the floor on the long side of the room. Clear tables and chairs if necessary. Explain that one end is “strongly agree” and one end is “strongly disagree.” It maybe be helpful to have + and - signs to signify which is which.
2. Explain that you are going to read out several statements. At the end of each statement, participants are to get up from their seat and stand on the line that best represents their perspective.

3. Read the first statement – *I have everything I need for a successful business. I don't need any more help, assistance or partnerships.* Allow participants to find their place on the line.
4. Find someone who is on the + side. Ask them: *what made you choose this spot?* Next find someone on the – side. Ask them the same question. Continue to the middle. Once 3-5 people have shared their opinion move onto another statement. Process each statement in the same way. Possible statements are below; you do not have to do them all. Or the facilitator may choose to add some of their own based on FED experience.
 - Women farmers have different needs and challenges than male farmers.
 - Input suppliers should sell to women-based FBOs because it is the right thing to do.
 - There is an economic benefit for input suppliers to sell to women.
 - I have ideas that would make my partnership with input suppliers / farmers more effective.
 - I would like my business/farm to grow so I can make more money.
 - I don't always know where to go for assistance with my business or farm.
5. When finished thank everyone and ask them to return to their seats. Explain that we'll continue these conversations throughout the session.

Activity 2 - Discovery (120 minutes / 2 hours)

Note: This session uses an appreciative, holistic development approach. It is based on the strengths of the participants and is written to meet their specific needs. A facilitator familiar with appreciative approaches to organizational development or asset-based approaches and/or strengths-based approaches to community development may find this design more comfortable. A facilitator resource guide is made available to those who are not familiar with these methods.

The facilitator does not need to explain the 7 D's to the group, but rather use it as a guideline for the session. The steps can flow in order without drawing attention to the individual step. This is especially important for an illiterate audience.

- Step 1: **D**iscovery
- Step 2: **D**ream
- Step 3: **D**esign
- Step 4: **D**eliver
- Step 5: **D**o it now!
- Step 6: **D**ance and Drum!
- Step 7: **D**iscussion – A-Valuation

12. Ask the participants to “*think of a moment when you felt especially proud or excited about something you did to make your **farming** or **business** even better.*” Allow the room to be quiet for 1-2 minutes while participants think. Repeat the question several times so everyone is sure to understand.
13. Ask that each participant find someone in the room they do not know and a quiet place to sit. Ask that each pair take turns telling each other their story. Allow about 20 minutes total – 10 minutes for each partner to speak.

Note: When participants are telling stories, the facilitator should go around and listen. Have the participants focus on an action situation, not learning. Not a moment when they realized something – but a moment when they did something. Avoid time periods – you don’t want them to say “my 2 years in business” as an answer. You are looking for a **MOMENT** when they made a difference, or when they realized their business or farming work had meaning.

14. When everyone is finished, ask each participant to report out to the group. Ask everyone to introduce their partner and briefly summarize their partner’s story, highlighting what they most loved about the partner’s story (allow 2-5 minutes each). When partners report out they should begin their presentation with: *what inspired me about [Mary’s] story was....*
15. Ask some processing questions to gauge the group’s experience around this activity – such as:
 - a. How do you feel after this exercise?
 - b. Tell me about your partner’s attitude when s/he was describing their experience. Did s/he seem excited? Grumpy? Inspired? Annoyed? Tell me about your partner’s body language and facial expressions.
 - c. Do people typically ask questions about a good experience? Is this a conversation you routinely have with your colleagues?
16. Next the facilitator should summarize the learning from the stories, which could include the followings:
 - Made a business connection
 - Received a loan
 - Formed a village saving group
 - Acquired new land
 - Had a good harvest because of using improved seeds and fertilizer
 - Sold a record amount of goods
 - Expanded the products I offer to my buyers
 - Helped someone in their farming / business based on my expertise

Note: These are used as placeholders. After pilot training, the list should be updated from the participants’ real stories.

17. This is a good time for the facilitator to share something about himself or herself of which they are proud. The best example would be a FED-related success story or best practice related to collaboration between input suppliers and women-led FBOs.
18. Pause for a moment to discuss further this idea of focusing on the positive and not the negative. Critics of appreciative approaches often say that this methodology doesn’t deal with the root of the problems, and so it is ineffective. However, we do not believe this to be true. This next quick exercise will explain.
19. Ask participants – what is the worst problem that you face as farmer and/or input supplier? Usually they are big picture problems like poverty, safety, lack of infrastructure, lack of funds for business, etc. Go around the room and have everyone say their worst problem out loud.
20. Ask people how they feel now – how do you feel about your business or farm when you hear these problems? (Typical responses are: helplessness, sadness, overwhelmed.)
21. Then take the group to think about the positive opposite. We use this term to mean the opposite of the worst problem. For example poverty = stable/good livelihood; hunger = sufficient food / good nutrition; lack of funds = plenty of resources to use. Have each participant

decide what their positive opposite is for their worst problem as a farmer or input supplier. Again, have people go around the room to state this out loud. The facilitator and fellow participants should make sure everyone has their positive opposite – that they are no longer dwelling on a negative.

Note: If the majority of the group is literate, the facilitator can write these on a flipchart while participants present.

22. Ask participants to get in groups of 4-5.
23. Ask them to take turns in their group discussing *a time when they did something to promote their positive opposite*, whatever positive opposite they chose. For example, if Robert's positive opposite was *reliable transportation*, he might tell of a time when he collaborated with a friend who owned a truck, and they drove their goods to a market in Monrovia together. Give groups a good 15-20 minutes to complete this. While they talk, the facilitator should circle to make sure participants understand the instructions and are having good conversations.
24. When everyone is done, bring the large group back together. Ask participants – how do you feel when you discuss positive opposites? (Typical responses are excited, hopeful, energized.) Explain that THIS is the power of an appreciative approach. And that we'll continue with this appreciative approach the rest of the day.

Note – this is a good time for a tea break.

25. When everyone returns, take a few more minutes to make sure participants really take hold of this concept of an appreciative approach with the next exercise. (Focusing on the positive instead of the negative.)
26. Ask the large group to think of some of their past experiences, and remember a time (personal or work) when looking at the positive was more effective than focusing the negative. Ask for a couple of stories or examples. Allow some minutes so people have the chance to think of an example to share. Encourage anyone to share out loud.

If no one has a story, the facilitator can share one to start them on the right track.

Possible Ideas:

- A boy was not doing well in school. Instead of focusing on his bad grades, he was rewarded for being a good soccer player. This built his confidence, and his grades actually started to improve along with his athletic ability.
- An organization was struggling with finances. Instead of focusing on their weakness, an asset-survey was made to determine what they were good at. Results showed that they were very strong with community outreach. Financial management training was conducted then, in the context of community outreach: we can't serve our beneficiaries if we don't have sound financial practices. Great improvements were made.

27. Explain that we've spent some time looking at our past, but now let's look to the future.

Activity 3 - Dream (75 minutes)

Note: This stage is best illustrated with a picture. It also allows those more artistically motivated in the group to shine.

4. Divide the participants into groups of 4-6, ensuring that each group has the best possible mix of women-farmers and input suppliers. Ideally, 50/50.
5. Ask each group to draw a picture of what the relationship will look like if women producers and input suppliers worked perfectly together – so that both parties successfully benefitted. Give groups 20-30 minutes to complete this task.
6. Ask each group to post their picture on the wall. Ask everyone to stand up and come admire the pictures. The facilitator should lead a gallery walk so that each group has the opportunity to explain their picture.
7. Invite participants to take their seat. Ask the input suppliers – what were the key themes from your side? How should input suppliers benefit if this partnership is working well? If the majority of the group is literate, write on a flipchart. If not, collect an “oral list” of 5-6 things.
8. Next ask the women farmers – what were the key themes from their side? How should farmers or producers benefit if this partnership is working well? If the majority of the group is literate, write on a flipchart. If not, collect an “oral list” of 5-6 things.
9. Thank everyone for their artwork. Explain that after lunch we’re going to discuss how to make this dream a reality.

LUNCH BREAK

Activity 4 – Making Dreams a Reality (60 minutes)

1. Ask participants to go back to their group and discuss *why this isn’t working now?* What is preventing the groups from having this ideal relationship today? What is preventing these groups from achieving this *dream*? It is preferable if one person is able to take notes for the group and maintain a list. If not they can work together to remember a short list of key challenges. Allow about 10-15 minutes for this. Any longer and they start to dwell on the negative.
2. Ask groups to go back to that short list of challenges that are preventing their dream from becoming a reality, and discuss specific solutions to these problems. Focus on what can happen when input suppliers and women farmers work in *cooperation* with open communication channels. Be creative and think of new strategies to solve these problems. Draw from your experiences shared in the morning – how can we use our strengths to make our partnerships, businesses, collaboration and sales agreements even more productive?
3. Groups might only come up with 1-2 ideas, and that is OK. It isn’t quantity that we’re looking for. We’re hoping for quality concrete ideas. Input suppliers need to think about specific, cost-effective changes they can make to their businesses to reach women FBOs. Women FBOs need to think about alterations to their processes to enable better cooperation with input suppliers.
4. Ask groups to take turns reporting out their new ideas for cooperation and collaboration. Allow time for Q&A, deliberation, clarification, etc.

Activity 5 – Action Planning (75 minutes)

1. This final stage is about making an actual action plan that we will follow as a group. Participants are encouraged to work on an idea or action item that they find particularly relevant or appealing. For this reason, there is no maximum size for a group. A group can be as small as 2 people or as large as – everyone.
2. Ask for one participant to share an idea that was presented that s/he is particular passionate about; an issue they want to do an action plan for. Have this person stand. Ask the others – who wants to join this group? Ask that they form their own new group and find a place in the room to work.
3. Repeat this process with remaining participants over and over until everyone has a group. The last few may choose any group to join.
4. Groups have this task – come up with an action plan for making this idea a reality. Think about responsible persons, time line, policy changes, documentation, training, etc. Ask that all action plans have short term goals (1 week – 3 months) as well as longer term goals. Give groups a good 30-45 minutes to complete this task. If someone is able to take notes in the group, this is ideal. If no one is able to take notes, it is recommended that a FED staff member act as the scribe for the sake of documentation.
5. Explain that action plans are most effective when they can start NOW. Ask groups – what can they do NOW to start this plan? Can they make a phone call? Donate \$1 each? Sign an agreement? What can happen right now to ensure that this action plan has a solid start?
6. When everyone is done, ask that each groups reports out one by one – what is their action plan and what did they do TODAY to get things started? As each group finishes, have a loud round of applause (and singing or hooting or any other celebratory gesture) to make them feel appreciated for their good work.

Evaluation (30 minutes)

Note: It is likely that the FED modules will all follow the same format, and a formal evaluation will be given at this time. However the A-Valuation is a nice alternative. Especially for illiterate audiences.

3. Explain that evaluations are important, as we all know. They're critical tools for measuring programmatic progress for internal and external reporting. Evaluations have their place in the world – we are not discrediting them. However, in appreciative methods we like to take a different approach so that no one feels badly about the work that they have done.
4. A-valuation is easy. It is simply a process of asking three questions:
 - What was the BEST about today?
 - What does EVEN BETTER look like?
 - How can we get there?

For instance – what was the BEST about today? For example, let's say SNACK time. What does even better look like? If we had ice cream with snack! How do we get there? Each participant donates \$1 today, tonight Prisca goes and buys ice cream for the group and we have ice cream after dinner. It puts control back into the hands of the participants. And can save face. Often times it is hard to criticize someone. But the “even better” slant takes that pressure off.

Continue on to explain the HUGE difference that the word “even” makes in this process. Think about your mother or auntie when you were a child. How would you feel if she said “this is what I want you to do to be better at chores” versus “this is what I want you to do to be EVEN better at chores.” Ask participants to give you some feedback on why that little word makes a world of difference.

Note: There is no response from the facilitator when “even more” suggestions come. No defense, no explanation, etc. When all is said and done the facilitator could diagnose the situation, but should never put up walls or get defensive. Often, it is easiest not to comment at all. Facilitators should not “fight” the advice.

5. Conduct a quick A-Valuation of the day.
6. Thank everyone for their time and close the session.

Appreciative Approaches

What if, instead of seeing organizations as problems to be solved, we saw them as systems to be appreciated? How would our methods of inquiry and our theories of organizing be different? In 1987, David Cooperrider and Suresh Srivastva argued that problem-oriented views of inquiry reduce the possibility of imagining a different social reality—one that might help us transcend current social forms. They proposed that positive questions generate new images of the future—images evoked by the best of the past and the present. These powerful images inspire action and innovation.

Theoretically, **Appreciative Inquiry** is a product of recent thinking in the social sciences. This approach holds that our beliefs have a powerful effect on the nature of social reality. Not only do we see what we believe, but also the very act of believing something shapes reality. This notion creates new ways to change and develop our organizations and

Not only do we see what we believe, but also the very act of believing can

powerful and societies.

As a method of changing social systems, Appreciative to generate a collective image of a new and better future

Inquiry attempts by exploring the

best of what is and has been. These new images create a pull effect that generates positive change. According to Cooperrider and Srivastva, four principles guide an appreciative approach. Such an approach should *begin with appreciation*, should be *applicable*, should be *provocative*, and should be *collaborative*. The process should ensure the consent of those influenced by the decision-making.

The change process begins with members of an organization discovering *the best of what is*. Then, through vision and logic, members collaboratively construct a vision of *what might be*. As a method of change, Appreciative Inquiry consists of three parts:

Discovering the best that is: The process begins with a search for the best examples of organization within the experience of the participants.

Understanding what creates the best that is: The process seeks to create insights into the forces that lead to superior performance, as defined by group or organization members.

Reinforcing the people and processes that exemplify the best that is: The process contributes to and amplifies superior qualities and performance.

By coming to agreement on a set of provocative propositions, people have a compelling vision of the community, organization, or society at its best, and this in itself motivates new behaviors. People will take initiative and act differently without an action plan because the provocative propositions align organizational vision with the employees' internal sense of what is important.

The original form of Appreciative Inquiry developed by Cooperrider involved a bottom-up interview process in which members of the organization were interviewed to uncover the *life-giving forces* in the organization. People were asked to recall times when they felt "most alive, most vital, most energized at work" and were then questioned about those incidents. The interview data were then treated much the same as any qualitative data set. Through content analysis, the consultants looked for what people in the organization valued and what conditions led to superior performance. This analysis was provided to a large planning group, which was charged with developing *provocative propositions*--statements of organizational aspiration and intent, based on the analysis of the organization at its very best. Organizational members

developed the propositions by asking two questions: *How much does this statement capture our values? How much are we like this?*

Since Appreciative Inquiry was first developed, many organizations have adopted this methodology as an approach that is relevant a wide variety of social and organizational issues, such as community development, peace building and conflict resolution, strategic planning, staff development, organization restructuring, mergers, and acquisitions.

The information in this paper has been drawn from articles on Appreciative Inquiry that can be found at the following sources:

<http://www.geminitiative.org/> Global Excellence in Management

<http://appreciativeinquiry.cwru.edu>

<http://iisd.ca/ai/myrada.htm>

<http://www.aradford.co.uk/Pagefiles/newsletter.htm> (AI Newsletter)

<http://www.aiconsulting.org>

<http://appreciativeleadership.net/>

<http://www.cditrainers.org/resources.htm>

<http://www.ivofohope.org>

<http://www.imaginechicago.org>

Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets

By John P. Kretzmann

In distressed communities across the United States, savvy organizers and leaders are rediscovering ancient wisdom about what builds strong communities, and then developing new ways to fit that wisdom to late 20th century community realities.

This quest for effective community-building tools has accelerated in the recent past, in direct response to both a rapidly shifting political and economic context and deteriorating conditions in lower income and working class neighborhoods across the country. Despite the best efforts of creative community developers and organizers; despite their significant successes in continuing to involve major public and private institutions in support of affordable housing and community development; despite signs of creative new approaches to community development on the part of some federal agencies, banks, and other investors; despite all of these energies concentrating on attracting help from the outside for distressed communities, that help is continuing to evaporate.

So, while it is clear that these efforts to attract outside resources must continue, and even accelerate, it is also abundantly evident that they will not suffice. Serious community builders have no choice but to return to basics, to the communities themselves to rediscover and mobilize the strengths, capacities, and assets within those communities.

Unfortunately, this vital and necessary work has been made much more difficult in recent decades, as a powerful set of contrary voices has gained ascendancy. These voices insist that communities focus not on their strengths, but on their deficiencies, problems and needs. Help from the outside will arrive only when a convincing story of emptiness and need has been told. Rewards will flow to those whose "needs surveys" point to high rates of teen pregnancy, crime, school drop-outs, drug use, homelessness, lead poisoning, etc. Drawing a compelling "Needs Map" is the key to opening the vaults of most government programs, and most other funders as well.

The near monopoly power of the Needs Map, with its unrelenting focus on deficiency, has managed to obscure that fundamental piece of ancient wisdom now being rediscovered by community builders: namely, those communities can only be built by focusing on the strengths and capacities of the citizens who call that community home. Those who have escaped the lures of deficiency, therefore, have been drawing up a new map based on old truths, an "Assets Map".

This Assets Map points to one way of thinking about the basic kinds of building blocks that exist in every community. At the center of the map, and of the community building process, lie the "gifts" of individual residents – their knowledge, skills, resources, values, and commitments.

Beyond individuals and their families, the second basic set of community-building assets can be found in those groups and organizations, sometimes called "associations," in which local citizens come together to pursue a wide range of activities. These associations, whether primarily organized to promote religious, cultural, civic, recreational, or other ends, are both more ubiquitous and more willing to adopt community building tasks than many community leaders expect.

Finally, the Assets Map points to the potential power of institutions located in virtually every community schools, parks, libraries, police, human service agencies, community colleges when those institutions can refocus at least part of their considerable resources on community building.

When all these local community assets – the gifts of individuals, the power of citizens' associations, and the resources of local institutions – have been rediscovered, "mapped," and mobilized in relation to each other and their potential to solve problems, then a community previously regarded as empty and deficient will appear on the large civic stage as capable and powerful. With this goal in mind, consider a few of the concrete tools and methods local communities are developing to rediscover and activate their assets.

Discovering and Using the Gifts of Individuals

Every community is built by the contributions of its residents. Yet in most communities, only a small percentage of local citizens are involved in community building activity. The great organizer Saul Alinsky would argue, in fact, that it takes no more than five percent of the residents of any community to bring about significant change. That percentage may still hold when the strategies being pursued involve targeting outside resources, such as government agencies or financial institutions. But for purposes of building communities "from the inside out," that number is woefully inadequate.

This is why many communities have begun to act on a simple two-part pledge, which is basic to community building: Every person in this community is gifted, and every person in this community will contribute his/her gifts and resources.

These two commitments are particularly important and necessary in communities where many of the residents have been marginalized. That is, they have been defined primarily by their needs and deficiencies. They are too old, or too young, or too disabled, or too poor to have any gifts and resources. They are, therefore, seldom asked to contribute to the community. (This may constitute the cruelest form of social isolation.)

To rediscover the gifts and resources of all community members, over one-hundred community groups have utilized some form of a "Capacity Inventory." The inventory is simply a questionnaire aimed at uncovering a person's skills, areas of knowledge and experience, commitments, and willingness to be involved in community building and/or economic development activities. It is the opposite in spirit of a "needs survey."

Though a prototype version of a capacity inventory is reproduced in the *Building Communities from the Inside Out* (co-authored with John McKnight), most communities that have had success with the inventory have taken time to construct their own custom-fitted version. This construction process seems to be most productive when community leaders first address the question, "To what uses will the information gathered in the capacity inventory be put?" This recognizes that the inventory is meant to fulfill two basic functions. First, because neighbors interviewing neighbors have proven to be highly effective, the capacity inventory is a tool that can build relationships. And second, it is designed to produce immediately useful information, not "data" to be computerized and stored.

Among the many potential uses for the capacity inventory, the seven listed below seem to be most common. Each, of course, requires asking residents a different set of questions.

Seven Uses for a Capacity Inventory

For economic development purposes:

Develop new enterprises, based on an inventory of skills and knowledge. For example: linking good cooks to start a catering business; linking people who have cared for children to start a day care business.

Link skills to employers, when capacity inventories are accompanied by a parallel set of interviews with nearby employers about their workforce and hiring preferences.

Discover market opportunities. Questions about expenditures, even in the lowest income communities, identify unserved or underserved consumer markets, e.g. food stores, clothing shops, etc.

For other community building purposes:

Develop local skills bank, also based on an inventory of skills and knowledge. Housed with block captains, in churches or local community organizations, a skills bank can facilitate neighbor-to-neighbor help, whether with babysitting, snow shoveling, carpentry, plumbing, or whatever.

Institute a "Learning Exchange," by asking people both "What would you like to teach?" and "What would you like to learn?" One community for over a decade operated a learning exchange that grew to a listing of more than 20,000 topics.

Discover new participants in community life. Questions about previous involvements and current interests uncover new contributors to community organizations, churches, and community institutions such as schools, police, libraries and parks.

Discover new cultural and artistic resources. Inquiries about cultural and artistic skills in a number of communities have uncovered visual artists, writers, musicians, theater people, and crafts people, most of whom are willing and ready to be involved in community and civic activities, as well as schools, parks, libraries, etc.

These seven areas hardly exhaust the potential uses of a capacity inventory. But they do begin to define the possibilities for groups interested in mobilizing the gifts and skills of the community's residents. The questions that make up the inventory should reflect the uses that the organizing group wants to emphasize. A typical questionnaire might cover:

Skills information, including skills people have learned at home, in the community, or at the workplace. Usually people are asked to identify their "priority skills," those about which they are most confident.

Community skills information, aimed at uncovering precious community experience and potential interests.

Enterprising interests and experience, aimed at uncovering past and present business experience.

Culture and arts skills.

Minimum personal information, for follow-up purposes.

Some community groups have decided that a full-blown capacity inventory, with detailed questions about peoples' skills and knowledge, is simply too long and unwieldy. Many have shortened the inventory, honing in on their particular purposes. One interesting shorter variation has been used especially by churches interested in reconnecting with their neighbors (and members). In those situations, a "Gift Interview" has been used. Household by household, people are asked to sit for a moment, and to tell the interviewer, in one version, about their "gifts of the head," or what they know most about; their "gifts of the hand," what skills they have; their "gifts of the heart," where their spirit, values, and commitments lie; and finally, how they might imagine contributing those gifts to their community.

Discovering and Using the Power of Local Citizens' Associations

The most powerful users and magnifiers of the gifts of individual citizens are often local associations. It was Alexis de Tocqueville who first named them, these "self-appointed" groups that congregate to take on community problems, or to aggregate their resources and interests in many other ways. In more recent decades, community mobilizers such as Dr. Martin Luther King, Jr. and Saul Alinsky have recognized the power of local religious, civic, and cultural groups as the bedrock for organizing.

Though recent evidence may indicate a decline in associational life in the United States, communities that have initiated an "Associational Inventory" have regularly uncovered a much more varied and numerous set of local associations than expected. One very low-income neighborhood in Chicago, for example, recently "mapped" 249 local associations. Furthermore, when asked, these associations are proving more than ready to contribute to community building activities.

A number of communities are developing and using valuable methods of rediscovering and further activating their neighborhood associations. Basically, the approaches involve, first, an "associational inventory;" and second, an "associational survey."

The inventory uses simple, common sense methods, such as:

Collecting all written information, e.g., lists from agencies and government offices, newspaper and newsletter clippings, church bulletins.

Interviewing longtime leaders in the community to edit and add to the groups gathered from written material.

In community meetings, or in face to face or phone interviews, asking people to list all of the groups, clubs and organizations to which they belong.

The second step involves surveying the leaders of as many local associations as possible. Some communities are finding it useful to uncover three kinds of information:

What is this group, and what do you do?

What do you do that impacts the larger community, beyond your membership?

What kinds of community building activities might you consider in the future?

The last question, accompanied by specific examples of particular community building strategies, opens up a host of new possibilities for associations. They often indicate willingness to enhance their contributions to "mutual care" activities, reaching out to teenagers or older people. They are frequently ready to join with others to work on pressing community issues. And perhaps most intriguingly, they appear ready to support a whole range of local economic development activities, enterprises, or strategies aimed at connecting local residents to existing jobs.

All of these possibilities and more underscore the central importance and power, when systematically rediscovered and mobilized, of the community's associations.

Discovering and Using the Resources of Local Institutions

Along with the re-mobilized gifts of local residents and their associations, the third major section of the assets map points community builders toward those institutions that are physically located in the community. Though they vary, every community has some local institutions. The challenge involves re-focusing at least a part of their mission and resources on community building activity. How can local schools, parks, libraries, human service agencies, etc. contribute to the revitalization of community?

The first step, quite obviously, is to re-establish relationships between the leaders of these local institutions and the community builders. What has happened next in a number of communities is a set of discussions aimed at discovering ways in which cooperative efforts lead both the institution and the community.

Frequently, what interests community builders most about the resources that local institutions bring to the table has very little to do with the central "missions" of the institutions, e.g. a school's "curriculum," an agency's "services." Rather, community builders often regard these institutions as "treasure chests" filled with potential community building resources. A school, for example, contains treasures such as: facilities and space, which would host and incubate a range of community groups and activities; materials and equipment, from computers to blackboards, all of which could be invaluable to community groups; purchasing power, with which to buy from local enterprises; hiring capacity, which could partly target local residents; teachers, who could bring their expertise to bear on community issues; and young people, most important of all, who could come back into the community as contributors to the rebuilding process.

Every local institution constitutes this kind of treasure chest, filled with valuable community-building materials. If all of these materials were available to community builders, they could move forward with their agendas much more rapidly.

Once these combinations of local assets and capacities – individual residents, citizens' associations, and the resources of local institutions – have been mapped and mobilized, a community is well on its way to regenerating itself. Such a community may still, of course, require help from the outside. But it is now in a position to control and define that help, to focus and direct outside resources to the locally generated agenda and plans. Rather than existing as an object of charity, such a community will say to the outside world: we are mobilized and powerful; we are a sure-fire investment.

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Energizers

See below for some fun energizers!

Fruit Salad

Ask everyone to sit on a chair in a circle. Ask one volunteer to stand in the middle of the circle. Remove their chair from the circle to the side of the room. Go around the circle and name everyone 'apple', 'banana' or 'orange.' Remember to give the volunteer in the middle a name too! When you shout out 'Apple' everybody who is named apple must jump up out of their place and try to sit on an empty chair. The person standing in the middle must also try and sit down on an empty chair. The person left without a seat must stand in the middle. People named 'banana' and 'orange' must do the same if their fruit is shouted out. If you shout 'fruit salad,' everybody in the circle must jump up and rush to find an empty seat!

Have You Ever...

Form a circle of chairs (one for each person) and then take one away. One person stands in the middle and calls a question beginning with 'Have you ever...', for example 'Have you ever eaten watermelon'. Everyone who has eaten watermelon then jumps up and moves to a place vacated by someone else who has moved. The last person who is left without a seat remains in the middle to call out something else beginning with 'Have you ever...?'

What Are You Doing?

Participants stand in a circle. One person moves to the center and begins acting out an activity, such as building a sandcastle. It is important that the people really do the activity. A second person enters the circle and asks, 'What are you doing?' The first person then responds, while still doing the original activity: 'Brushing my hair.' The second person then begins brushing their hair, and the first person leaves the center. Another person enters and asks, 'What are you doing?' The person in the center, while still doing her activity, replies: 'Climbing a tree' (or any other activity whatsoever), etc.

It can be suggested that actions relate to workshop content to consolidate/have fun with learnings if you want. This is good once people know each other a little better. As the game grows there are lots of laughs. It is good to encourage people not to think of 'what to do' and just say/do anything. You can also play it and have everyone stay in the circle until everyone is in.

Share a Stretch

Invite people to do a physical stretch and the rest of the group copies.

Balloon in the Middle

Throw a balloon into the middle of the group and everyone has to keep it from touching the ground. You can add rules like people cannot touch it more than once in a row. You can also do this by having everyone lay on the ground with their feet or heads touching in the center of a circle and then throw the balloon in the middle.

Doubles Tag

Select one person to be 'it', everyone else is in groups of three with linked arms. The two people on the end of the trio have their hands on their hips. It is a fast moving game where the person who is it, loops their arm around a person in a trio, and then the person on the end of that trio is 'it' and has to run and loop onto someone else so they are no longer 'it'.

Octopus Tag

Select one person to be the chaser and when they catch people they join up holding hands, and the ends of the 'octopus' catch people and add them to the line until everyone is the octopus.

'Mother' Duck

Everyone has their eyes closed for the whole game. At the start the facilitator chooses one person to be the 'mother duck' that stays quiet throughout the entire game. The rest of the people are ducklings. The facilitator says 'go ducklings' and every 'duckling' walks around quacking looking for their mum/parent (etc.). Each duckling knows when they have found their 'mum' because they are the only quiet one. They then stay quiet, close to their 'mum' and eventually all of the ducks are huddled together quietly.

Who Are You?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman. Encourage the group to select non-traditional occupations for either the male or female volunteer (for example: a child care worker for the man, and a president of a company for the woman). When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed. (Adapted from HIV/AIDS Alliance – 100 Ways to Energise Groups)

For additional resources, see '100 Ways to Energise Groups: Games to use in Workshops, Meetings and the Community' by the HIV/AIDS Alliance. Available online: <http://www.aidsalliance.org/publicationsdetails.aspx?id=146>

Source: Plan International, *Planting Equality: Getting It Right for Girls and Boys*, 2012.

CALENDAR OF ACTIVITIES

Calendar of Activities, May 14 – June 3, 2013

Tuesday, May 14	Depart Washington, DC, for Monrovia
Wednesday, May 15	Arrive Monrovia
Thursday, May 16	Introduction to FED staff and Orientation meeting in FED's Monrovia office ToT on design and delivery of workshops, with training team, Jetty Carter, Women in Business (WIB) Officer; Nelson Kanneh, Communications Officer; Jonathan Brown, Nutrition Officer; and Catherine Karmo, Training Specialist (see note below)
Friday, May 17	ToT sessions continue
Saturday, May 18	ToT sessions continue
Sunday, May 19	Independent work at hotel
Monday, May 20	Staff meeting; ToT sessions continue
Tuesday, May 21	ToT sessions continue; meeting with Natalia Romero, Volunteer, to discuss training activity proposal protocols and gender-sensitive systems development
Wednesday, May 22	ToT sessions continue; meeting with Dennis Eaton, FED's Vocational Trainer and Non-formal Education Specialist, to discuss gender issues in implementation activities
Thursday, May 23	ToT sessions continue; meeting with Robert Resseguie, M&E Manager, Natalia Romero, and Joseph Morris, M&E Officer, to discuss gender-sensitive M&E frameworks and training assessment
Friday, May 24	Delivery of training Module 1 to 23 FED staff in Monrovia (Marcia is Lead, 4 hours)
Saturday, May 25	Training team critiques Module 1 training workshop and ToT sessions continues, focused on draft Module 2 design and delivery
Sunday, May 26	Independent work at hotel
Monday, May 27	Staff meeting, including presentation by Watchen Bruce, CoP, IBEX, Liberia; ToT work sessions continue; meeting with Gwendolyn Armstrong, Director, MDF, and Melanie Bittle, Enterprise Development Officer
Tuesday, May 28	Independent work in the morning; meeting with Marit Woods, FED KM Specialist; travel to Gbarnga, Bong County in the afternoon

Wednesday, May 29	Delivery of Module 2 to 22 women and 4 men from 5 FBOs (Jetty and Nelson are Leads, 8 hours); meeting with Z. Abednego Mehn, FED Enterprise Development Assistant; work planning with Jonathan Brown
Thursday, May 30	Training team critiques Module 2 training and meets with FED agriculture staff in FED's Gbarnga offices: Galah Toto, FED County Manager, Bong County; Edwin Karmoh, Agriculture Extension Officer, Bong County; Hurlormah Worllarwulu, Goat Value Chain Extension Officer, Bong County; return to Monrovia
Friday, May 31	Presentation to FED staff of consultancy work, recommendations; Delivery of Module 3 to 15 participants, 13 FED NGO training implementing partners and 2 Fed staff members, in Monrovia (Marcia is Lead, 4 hours)
Saturday, June 1	Meeting with WIB Officer on gender strategy implementation; meeting with DAI's FED Chief of Party, Agnes Luz; meeting with Dennis McCarthy, Technical Lead, Goat Value Chain
Sunday, June 2	Independent work at the hotel; depart Monrovia for Washington, DC
Monday, June 3	Arrive Washington, DC

Note: The core training team responsible for gender-sensitive training in FED is comprised of Jetty Carter, Women in Business (WIB) Officer, Nelson Kanneh, Communications Manager, and Jonathan Brown, Nutrition Officer, with support from Catherine Karmo, Training Specialist.



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**Developing Gender-
sensitive Training
Materials and Field-
based Training
for FED Activities**

*Dr. Marcia L. Odell
Plan International USA
May 31, 2013*

**Plan International USA
Washington, DC**