

Livelihoods for Resilience Activity Gender Analysis & Outcome Mapping



Conisia Shumba
Feteh Demmelash
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ACRONYMS/ABBREVIATIONS

AO	Agricultural Office
Coop	Cooperative
CRS	Catholic Relief Service
CSA	Central Statistics Agency of Ethiopia
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
FtF	Feed the Future
GBC	Gender-Based Constraint
GBV	Gender-Based Violence
GO	Governmental Organization
GRAD	Graduation with Resilience to Achieve Sustainable Development
HH	Household
IGA	Income Generating Activities
MFI	Micro Finance Institution
MSE	Micro and Small Enterprises
NGO	Non-Governmental Organizations
OM	Outcome Mapping
ORDA	Organization for Rehabilitation and Development in Amhara
PSNP	Productive Safety Net Program
REST	Relief Society of Tigray
RuSACCO	Rural Savings and Credit Cooperative
SNNPR	Southern Nations, Nationalities and Peoples' Region
SNV	Netherlands Development Organization
ToR	Terms of References
USAID	United States Agency for International Development
VC	Value Chain
VESA	Village Economic and Social Association
WCAO	Women and Children Affairs Office
WEE	Women Economic Empowerment

EXECUTIVE SUMMARY

The CARE Consortium is implementing the five-year (2016-2021) Feed the Future Ethiopia – Livelihoods for Resilience Activity Project funded by USAID. The goal of the project is to reduce food insecurity and increase resilience for households in the three regions in rural Ethiopia: Amhara, Tigray, and SNNPR.

In May-June 2017, a team led by consultant Conisia Shumba and the Livelihoods for Resilience Gender and Social Transformation Advisor Fete Demmelash conducted a gender analysis and outcome mapping exercise in sample *woredas* of SNNPR, Tigray and Amhara regions. The purpose of the analysis was to assess the status of female and male clients in terms of their economic levels, decision-making and control levels as well as women’s aspirations, in order to inform the project’s gender strategy and norms to be addressed through social analysis and action. This report summarizes the main findings and recommendations.

1.1. Key findings

Women’s low levels of formal education have an impact on many areas of their lives, and they see education as the key to a better life for their children. Women’s lack of formal education is one of the main limitations to their economic advancement, as it limits their employment opportunities; their ability to acquire technical and business skills; their ability to participate and to take leadership positions in economic groups such as cooperatives; their ability to manage, monitor and control their businesses; and their lives in general, making them dependent on their husbands.

Women’s access to finance is limited by a combination of economic factors, risk aversion, and limited control over their own finances. The limiting factors to accessing finance are: fear of high interest rates, lack of collateral, outstanding loans, and lack of information and awareness about the loan borrowing conditions from MFIs. Cultural norms further prevent women from accessing and using loans; for instance, in some cases, women who borrow money must turn it over to their husbands to use and manage.

Limited mobility and numeracy skills limit women’s earnings. Women earn less income than men. Women control minor crops, such as vegetables and fruits, and they sell products such as spices, dairy products, poultry and fish, wood, small amounts of cereals, and some coffee. Women operate in small niche markets where they sell small quantities of goods for small amounts of money. Limited mobility and lower numeracy skills restrict women to selling in small local markets that are close to home. Men can transport and sell goods to larger markets.

Self-employment is often the only feasible option for women in the targeted communities. Although employment opportunities are scarce for both men and women in rural areas, women face additional set of barriers: limited education lack of technical and vocational skills for employment, mobility limitations, lack of job opportunities for women at *kebele* level, and women’s heavy child care responsibilities. Because of these limitations, women prefer to be self-employed, especially where self-employment is more lucrative than wage employment.

For women, food insecurity is exacerbated by cultural norms around feeding priorities. Households face a food gap of up to 6 months in some cases, and have a daily diet that lacks diversity. Traditionally, feeding priority is given to the husband, and when he is satisfied, food is given to the children, then women eat. If no food remains after the husband and children have eaten their full, then the women go without food.

In dual-headed households, husbands make all the major household decisions. Men typically make major household decisions; only in female-headed households are women the decision-makers.

Women's workloads are more than twice men's workloads. There are clear delineations between men's and women's tasks, and women's tasks are more time-consuming than those of men. Men do far less of household work than women, which allows men to concentrate on the more valued and profitable agricultural production and business; while women have fewer livelihood options. Female household heads have the highest workloads of all, as they must undertake tasks that are traditionally men's as well as women's. As noted above, mobility limitations prevent women from accessing information to improve their livelihoods—and women's heavy workloads compound this challenge, preventing women from attending *kebele* meetings or training workshops.

Women are subjected to gender-based violence (GBV). Many forms of gender-based violence exist in the targeted areas: physical abuse, abduction and early marriage, sexual abuse, forced sex by the partner, non-partner rape, and verbal and emotional abuse. The mobility and autonomy of young girls is restricted by the fear of rape and abduction.

Women have low self-confidence and self-efficacy levels, particularly in dual-headed households. The combination of factors listed above: limited education, gender-based violence, limited financial autonomy, and limited mobility and exposure: affect women's sense of self-worth and confidence, and their ability to speak in public and engage in training workshops. The community and culture do not encourage women to speak in public, and to express themselves and their ideas in public platforms. Women from female-headed households appeared more confident than the women from dual-headed households.

1.2. Key recommendations

The recommendations below are addressed to the Livelihoods for Resilience Activity team, and attempt to provide feasible steps, taking into account the scope and general design parameters of the project.

Tailor project training interventions to women's needs and capacity in terms of their education levels, constrained time, and mobility issues, in order to improve their access to information. Scale up activities to address cultural norms that prevent women's access to extension services and other sources of economic information. Increase women's agency and autonomy to seek and negotiate the access and control of information means in the household and community.

Strengthen self-employment opportunities for women by providing technical and business skills training and facilitating their access to finance through VESAs and other institutions. Address barriers, including gender norm barriers, to women's participation in highly profitable value chains. Encourage and promote women to own their own businesses and incomes to improve their agency.

Conduct discussions on gender norms affecting women's decision making, power and agency, using social analysis and action (SAA) by involving men, women, religious and community leaders and norm-holders.

Focus on reducing women's heavy workloads. This may entail awareness campaigns and the use of female and male role models to promote behavior change whereby men begin to do some of the women's roles and tasks in the household. It should also include targeting community norm-keepers for discussions on social norms that hinder women from healthy lives and economic advancement, designing project interventions that reduce household labor time, and promoting appropriate labor-saving technologies (e.g. labor- and fuel-saving cook stoves).

Train women in leadership and management skills to give them the skills needed to express themselves in meetings and in public, so that their voices can be heard and their opinions taken into consideration, and to enhance their chances of leading village groups and associations.

Link project clients, and particularly women, to basic literacy and numeracy training. For example, the government adult education system or to other adult education service providers, where available.

Create a community support system through VESAs to prevent and protect women and girls against factors that limit their mobility and economic activities. Address gender norms, behaviors and actions that disrupt healthy relationships and harmony in the house through discussions using SAA

INTRODUCTION

1.3. Background on the Livelihoods for Resilience Activity

The Feed the Future (FtF) Ethiopia – Livelihoods for Resilience Activity is a five-year USAID project running from December 5, 2016 to December 3, 2021. The project is implemented by a consortium led by CARE and consisting of Agri-Service Ethiopia (ASE), the Organization for Rehabilitation and Development in Amhara (ORDA), the Relief Society of Tigray (REST), and the Netherlands Development Organization (SNV). The goal of the Livelihoods for Resilience Activity is to reduce food insecurity and increase resilience for households in 27 highland *woredas* (districts) of three regions in rural Ethiopia (Amhara, SNNPR and Tigray), and to enable 97,900 chronically food insecure households to graduate from the Productive Safety Net Program (PSNP) with resilience.

The Livelihoods for Resilience Activity has the following four sub-purposes:

1. Members of PSNP households have increased capacities for undertaking resilient livelihoods
2. PSNP households have increased economically viable and resilient livelihoods portfolios
3. An enabling environment supports resilient livelihoods for PSNP households
4. Collaboration, learning and adaptive management processes enhance, scale up, or facilitate replication of impact

The Livelihoods for Resilience Activity (informally known as GRAD 2) was designed as a follow-on to the USAID-funded Graduation with Resilience to Achieve Sustainable Development (GRAD) Project.

It is envisioned that targeted households will invest in livelihood activities to increase productivity and income. With time, increased knowledge and confidence, they will engage in informed livelihood diversification to reduce risks and maximize household incomes. As they increase their marketing skills, and access to finance, they will upgrade their businesses to commercial levels, thereby improving profits. The final desirable household livelihood portfolio will be diversified, flexible and resilient, combining farm, off-farm and employment activities that buffers risks.

Women in PSNP households face social inequalities that present additional barriers to accessing information, opportunities and resources to improve their livelihoods, while youth are struggling to define their future pathways in a context of increasing pressure on resources and changing social and economic dynamics within their households and communities. The Livelihoods for Resilience Activity approach recognizes that the success of chronically food insecure households depends on the women playing a significant role in economic activities and decision-making. For this reason, the project will employ a variety of approaches to empower women economically and socially. The project will build women's economic agency through skills trainings and participation in Village Economic and Social Associations (VESAs), providing leadership training to women, and using awareness-raising sessions and positive male role models to encourage attitudinal and behavioral change in gender relations. The project will work with community leaders and key government actors to promote gender equality in the house and outside.

Livelihoods for Resilience Activity will use a twin-track gender integration approach to address gender inequities and to improve women's agency; using the enabling environment

Women in agriculture in Ethiopia

Women contribute about 70 percent of the food production in Ethiopia, despite limited ownership of resources; access to extension services; and access to land, credit and other productive resources. Men are the only ones considered to be farmers—because ploughing is considered to be a “man’s job”—despite the important role that women play in the sector. Even when women’s participation is acknowledged, their contribution is viewed as informal and secondary to men’s production of high-earning staple crops (Mogues et al., 2009, Sorensen and Bekele, 2009). The role of women in agriculture in Ethiopia exemplifies the observation made by Action Aid, an international aid agency: “If women are given equal access to land and seeds, as their male counterparts, we can reduce hunger in the world by 140 million people, which is about 17 percent of people who are living hungry.”

for women's empowerment. The expected outcome from all these project intervention activities will be women with equitable access to information, opportunities, resources and services. These activities are expected to result in women with increased autonomy to engage in economic activities. The project will address these inequities through gender capacity building training, and promote more collaborative and violence-free household relations through family-centered dialogues using the Social Analysis and Action (SAA) approach, by engaging men and community and religious leaders. The expected outcome of these activities will be women's increased agency and reduction of the social, cultural and institutional barriers to women's resilience and economic participation.

Through increased social networks and opportunities for collective learning and dialogue, individuals increase their aspirations, self-esteem and, in the case of women, their skills to negotiate with their male counterparts.

METHODOLOGY

1.4. Scope of the analysis

As per the ToR (Annex 8), this analysis employed both traditional gender analysis and outcome mapping approaches to: (1) document attitudes and behaviors related to gender dynamics in targeted communities; (2) analyze those attitudes and behaviors related to the set of interventions proposed in the Livelihoods for Resilience Activity; (3) propose additions or modifications to the Livelihoods for Resilience Activity interventions related to gender on the information gained; and (4) propose a concise set of indicators that would serve as markers of progress for the project's gender objectives.

The preparation for and fieldwork in Ethiopia took place from 15 May to 14 June 2017. Data analysis and report writing took place from 15 June 2017 as per the Work Plan in Annex 9.

1.5. The Women's Economic Empowerment (WEE) model

The women's economic empowerment model, designed by the International Center for Research on Women (ICRW)¹, was used to design the gender gap analysis tools and approach. According to this model, a woman is economically empowered when she has both the *opportunity to succeed and advance economically*, as well as *the power to make and act on economic decisions*. To succeed and advance economically, women must have the skills and resources to compete in markets, as well as fair and equal access to economic resources. To have the power and agency to benefit from economic activities, women must have the power to control productive resources and profits.

To achieve women's economic empowerment, organizations must address the underlying factors that limit women's economic empowerment at individual, household and community levels, such as access to productive resources, and norms and institutions. Resources include financial capital (cash, savings, loans); human capital (e.g., education, skills, training), social capital (e.g., networks, mentors); and physical capital (e.g., land, machinery etc.). Norms and institutions are the social systems (traditions and cultural laws) that govern activities and

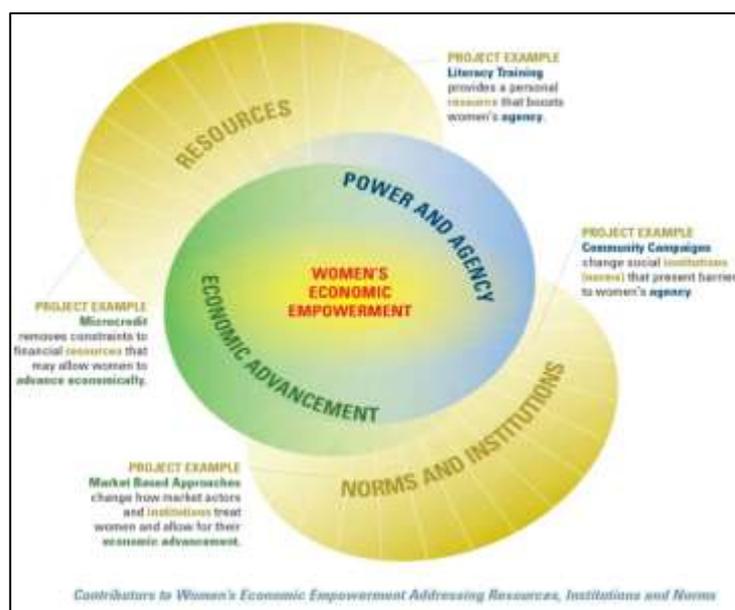


FIGURE 1: CONTRIBUTORS TO WOMEN'S EMPOWERMENT

¹ <https://www.icrw.org/wp-content/uploads/2016/10/Understanding-measuring-womens-economic-empowerment.pdf>

mediate relations between individuals and their social and economic environment. Norms and institutions influence how resources are distributed and used. Norms include gender-defined roles, taboos, prohibitions and expectations such as whether it is appropriate for women to be in public spaces, to do business, to work, to hold certain types of jobs, or to manage and control money. Institutions include legal and policy structures, economic systems, market structures, marriage, inheritance and education systems. Projects may approach economic empowerment by working either to enhance the resources available to women or to redefine norms and institutions. These different paths and approaches to addressing women’s economic empowerment are illustrated in Figure 1.

1.6. Key women’s economic advancement and agency indicators

The gender analysis qualitative data collection tool was designed based on ICRW’s WEE model described above, incorporating the two major components: (1) economic advancement and (2) power and agency. The tool identified the thematic gender gap areas. The gender analysis was conducted through three simultaneous processes that promote triangulation: literature review of project documents, FGD with project client groups (men and women and youth in selected *woredas* per region), and key informant interviews with stakeholders and regional project managers. The rapid gender analysis enabled the research team to identify the thematic gender gaps faced by women in Livelihoods for Resilience Activity areas. The gender gap is a disproportionate difference or disparity between women and men, especially as reflected in social, political, intellectual, cultural, economic attainments and attitudes.

The Outcome Mapping (OM) Approach was then applied to identify the progress markers for each gender thematic gap, using OM Tool 6.

1.7. The Outcome Mapping Approach identifies behavioral change indicators

Outcome mapping is a methodology for planning, monitoring and evaluating development initiatives to bring about sustainable social change. At the planning stage of the project, the outcome mapping process helps a project team to be specific about the actors it intends to target, the changes it hopes to see, and the strategies appropriate to achieve these. Outcome mapping provides a set of tools to design and gather information on the results of the change process, measured in terms of the changes in behavior, actions or relationships that can be influenced by the program.²

The following are the key outcome mapping terms used in the report:

- **Boundary partners** – these are individuals, groups or organizations with which the program interacts directly and which the program hopes to influence.
- **Outcome challenge** – is a description of the ideal changes the program intends to influence in the behavior, relationships, activities and/or actions of a boundary partner.
- **Progress markers** – are sets of graduated indicators of changed behaviors of a boundary partner that focus on the depth or quality of the change.

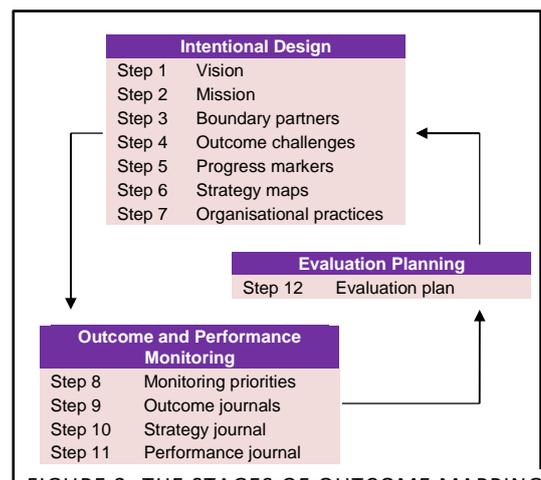


FIGURE 2: THE STAGES OF OUTCOME MAPPING

In Figure 2, the 12 stages of outcome mapping are clustered into 3 main stages: intentional stage, evaluation planning, and outcome and performance monitoring. The boundary partners are identified

² http://www.betterevaluation.org/en/plan/approach/outcome_mapping

in Step 3. In the Livelihoods for Resilience Activity, the boundary partners who were the center of focus were the male and female clients, as well as the youth. The data collection team developed an outcome challenge statement for each gender gap faced by the boundary partners. The outcome challenge describes how the behavior, relationships, activities or actions of an individual, group, or institution will change if the program is extremely successful. Outcome challenges are phrased in a way that emphasizes behavioral change.

For each thematic gap in each location, the team identified a set of progress markers. Progress markers are visible behavioral changes ranging from the minimum that the boundary partners would “expect to see” as an early response to the program, to the “would like to see”, and finally to the “would love to see” if the program has a profound influence. These progress markers represent behavioral changes that are easily measurable and would show if progress is being made towards the desired outcomes of the program. They are designed to show progress as a body of markers, rather than as individual indicators which are more common in the logical framework approach.

1.8. Tool design

The desk review looked at different approaches to rapid gender analysis and outcome mapping that are applicable and relevant to women’s economic empowerment, to select an appropriate combination of best models to use for gender analysis. In addition, the desk review looked at the GRAD project documents to understand the project’s gender goals and objectives, intervention strategies, as well as the geographical coverage of the project. Based on the desk review, and after consultations with the project management teams, the consultant, together with the Gender and Social Transformation Advisor, designed the following tools:

- Tool 1: Key Informant Interview (Annex 1)
- Tool 2: Gender Analysis GRAD Women (Annex 2)
- Tool 3: Gender Analysis Livelihoods for Resilience Activity Women (Annex 3)
- Tool 4: Gender Analysis GRAD Men (Annex 4)
- Tool 5: Gender Analysis Livelihoods for Resilience Activity Men (Annex 5)
- Tool 6: Outcome Mapping (Annex 6)

1.9. The fieldwork

The data collection team was composed of 3 regional gender specialists from Amhara, Tigray and SNNPR regions, the gender and social transformation advisor and the gender consultant. The fieldwork consisted primarily of focus group discussions, using Tools 2 and 3 above to assess the gender gaps (socio-economic disparities between men and women) in both GRAD and the Livelihoods for Resilience Activity areas, for men and women beneficiaries.

In Livelihoods for Resilience Activity communities, two initial focus group discussions—one with men and one with women—were organized to assess gender gaps. At the end of each day, the data collection team analyzed the data collected and identified the gender gaps in the thematic areas. The team then adapted the outcome mapping tools to focus on these gender gaps, and conducted a second focus group discussion with the same group of women the following day, using OM Tool 6

The fieldwork also included interviews with key informants from the zonal offices, particularly the project managers and the Women and Children Affairs Bureau, using Tool 1. This gave an overview of gender issues and challenges in each region.

Table 1 shows the tool type, the indicators that the tool measured, the interviewees, interviewers and the type of data that was collected.

Table 1: The tools, indicators, interviewees, data type and interviewers

Tool	Interviewees	Data collection method	Interviewers
Key informant Interviews	Project managers stakeholders – Bureau of Women and Children Affairs	Individual interviews	Consultant and the Gender Specialist of the relevant implementing partner
GRAD Men	Male project clients	Focus Group Discussions (FGD)	Female data collectors and male community facilitators
Livelihoods for Resilience Men	Male potential clients	FGDs	Female data collectors and male community facilitators
GRAD Women	Female project clients	FGDs	Female data collectors and female community facilitators
Livelihoods for Resilience Women	Female potential clients	FGDs	Female data collectors and female community facilitators
Outcome Mapping	Female project clients GRAD and Livelihoods for Resilience	FGDs	Female data collectors and female community facilitators

1.10. Geographical coverage

Three weeks of fieldwork took place in the three implementation regions for the Livelihoods for Resilience Activity: SNNPR, Tigray and Amhara. Focus group discussions were done separately with men and women. The data collection team spent four days per region; two days in each of the two locations. Table 2 presents the geographical coverage of the gender analysis in terms of regions, *woredas*, and *kebeles* (districts and sub-districts), as well as the numbers of men and women participating in the discussions.

Table 2: Geographic locations and sample size

Project	GRAD	Livelihoods for Resilience	GRAD	Livelihoods for Resilience	GRAD	Livelihoods for Resilience	TOTALS
Region	SNNPR	SNNPR	Tigray	Tigray	Amhara	Amhara	
Woreda	Hawassa Zuriya	Boricha	Alamata	Ganta Afeshume	Laygaint	Meket	
Kebele	<i>Jara Karara</i>	<i>Boniyachirei</i>	<i>Kulegizei Lemlem</i>	<i>Buket</i>	<i>Gob gob</i>	<i>Agrite</i>	
Men	8	8	9	8	8	9	50
Adults	8	8	9	6	8	7	46
Youth	0	0	0	2	0	2	4
Women	13	14	15	23	15	16	96
FHH	5	6	8	10	5	5	39
MHH	8	6	7	11	10	10	52
Youth	0	2	0	2	0	1	5
Totals	21	22	24	31	23	27	148

The sample size was based on interviewing an average of 15 female project clients in a Focus Group Discussion per location for both GRAD and Livelihoods for Resilience Activity; and about 10 men in a Focus Group Discussion per location for both GRAD and Livelihoods for Resilience Activity. The total number of women and men who participated in the Focus Group Discussions was 96 and 50 respectively. Of these, the number of female and male youth interviewed was 4 and 5 respectively. Livelihoods for Resilience Activity regional implementing teams selected the locations, organized the men and women focus group discussants, and arranged the meetings in advance.

This report uses the regional names as represented by the areas indicated in Table 2; for example, when the report mentions Amhara Livelihoods for Resilience Activity, the report is referring to the people in the FGD that was done in Meket *woreda*, Agrite *kebele* in Amhara Region; and Amhara GRAD will refer to the FGD that was done in Laygaint *woreda*, Gob Gob *kebele* in Amhara Region. This is not intended to suggest that each region is homogenous, nor that the results of the FGDs are always representative of the region as a whole. The team does believe, however, that they can offer important indications of women's aspirations, key issues, and barriers to women's empowerment in each region.

In SNNPR region, the Livelihoods for Resilience FGD was comprised of men and women from Boricha *woreda*, Boniyachirei *kebele*. This community is located close to the lake, and it has agriculture-based livelihoods. Secondary data indicates that Boricha *woreda* is among the most food and nutrition insecure *woredas* in the Sidama zone. Several development organizations are operational in the area. This community was the most difficult one to obtain detailed information from, even with different probing tactics; the women answered almost every question with the response "we have no money." The reason for this may be that we met these women on the first day they were meeting as the selected project clients.

In Tigray Region, the Livelihoods for Resilience community was in Ganta Afeshume *woreda*, Buket *kebele*. It was very close to a town called Adigrat, and the community had received substantial livelihoods and gender training support from other development organizations, government and the Adigrat Catholic Secretariat. It is suggested that *woreda*-specific gender and outcome mapping exercises should be done to other Tigray *woredas*, to get more representative data.

In Amhara Region, the Livelihoods for Resilience FGD was composed of men and women from Meket *woreda*, Agrite *kebele*. Meket *woreda*, as well as the other seven rural *woredas* of this Zone, are described as the most drought prone and food insecure in the Amhara Region. Agricultural production and productivity is low as the area faces chronic hazards such as drought, pest infestation, livestock disease and frost. The unique aspect of this community was the availability of financial institutions offering loans to both men and women to start their businesses.

1.11. Factors that limited the study

The English-speaking Gender Consultant faced a language barrier in the Amharic and Tigrigna-speaking communities. This was expected, and addressed by using a data collection team of gender specialists who could speak both the local languages as well as English. The team received training on the use of the data collection tools as well as the research approaches used (outcome mapping and gender gap analysis). During the process of data collection, the consultant closely monitored and assisted the data collectors. The local community facilitators were used as translators in SNNPR and Tigray, as some of the data collection team members could not speak the local languages in these regions. In Amhara, all the data collectors were able to communicate in Amharic.

FINDINGS

Economic advancement indicators

The findings in this section come from focus group discussions that were conducted in the Livelihoods for Resilience *woredas*. This analysis has a deliberate focus on findings from women's focus groups, but also incorporates findings from the men's focus groups. In most instances, findings from men's and women's focus groups were in agreement; where there are apparent contradictions, disagreements, or differences in opinions, these are highlighted under the relevant sections below. The detailed progress markers from the Outcome Mapping analysis are in [Annex 7](#), and the progress marker indicators have been incorporated at the end of each thematic gap.

Table 3: Summary of economic advancement gender gaps in the three Livelihoods for Resilience Activity regions

THEMATIC AREAS	SNNPR gaps	Amhara gaps	Tigray gaps
Education levels	√	√	√
Technical/business skills	√	√	
Business ownership	√	√	
Access to agricultural land		√	
Access to finance	√		
Profit monitoring and savings	√	√	√
Income earned by women	√	√	√
Women in employment	√	√	√
Prosperity	√		√
Household food security & health	√	√	√

Note: certain thematic areas (such as access to finance and savings) have been combined for clarity.

Education and skills

Women in the Livelihood for Resilience communities—most of whom are illiterate and lack a formal education—view education as the key to a better life. In these communities, literacy rates for both men and women are low, although women’s literacy rates are lower than those of their male counterparts (youth, on the other hand, are more educated). The common reasons for low literacy rates go back to when they were children and their parents lacked the money necessary to pay for school materials, children had to participate in generating income (particularly if another breadwinner in the family had died), and parents gave less priority to education, having not been educated themselves. In some cases, children would drop out of school to look after family livestock. When girls were able to get an education, they often dropped out later due to their failure to get pass marks for national examination. There were also reports of women being forced to get married early.

“I was married at 19. I was planning to finish my school up to university, but when I reached grade 10, my family arranged my marriage, and that distracted me from school and made me perform poorly in school.” – A., 19, Amhara.

“Even today I still have a desire to go to school.... When I was a child, I asked my family to send me to school, and they said if I went to school I would not be allowed to return to the house.” F., 24 Female-household head, Amhara.

Women are aware that their low education level affects them negatively, and that it is one of the reasons they are where they are now. Lack of education has hindered the women from achieving better things in life and made them dependent on their husbands. The women believe that they married at an early age because of their lack of education, although clearly the causal path runs in the other direction as well. Men and women expressed regret that they were not formally educated and linked their economic hardships to their lack of education and their inability to obtain jobs as a result.

This trend has shifted greatly for the next generation, as primary school net enrolment rates for both boys and girls has increased significantly, and Ethiopia is well on track to achieve universal primary education (MDG goal 2). However, the number decreases greatly, especially for rural parts of the country, as they go up to secondary school and even more to tertiary/university³. The table below provides the trend from 2004/5 to 2009/104.

³ Central Statistical Agency [Ethiopia]. 2014. Ethiopia Mini Demographic and Health Survey 2014. Addis Ababa, Ethiopia.

⁴ MDG Goal 2: Achieve universal primary education; Ethiopia MDG Goals report, World Health Organization, 2015

Table 4: Primary School (1-8) Trend of Net Enrolment Rate (NER) by Gender and Year

Gender	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10
Boys	73.2	81.7	81.7	82.6	86.00	89.3
Girls	63.6	73.2	73.2	75.5	80.7	86.5
Both	68.5	77.5	77.5	79.1	83.4	87.9

Positive school enrolment trends were confirmed by the FGD participants, as women in all areas reported sending their daughters and sons to school, in hopes of a better future for them.

“I do not have many skills for employment because I did not go to school. An educated person can be hired anywhere because they have many skills. The fact that I did not go to school and can’t read and write has made me miss opportunities and this has affected my confidence to talk and express my opinions freely.” – A.G., 40, female household head, Tigray.

“I regret that I dropped out of school. If I had continued with my education, I would have brought income to the family, but now ‘I look at my husband’s hands’ (I depend on my husband for money and everything). I do not have a strong voice (say in household decisions) as my husband. Lack of education made me ‘less’ than my husband.” Y.A. 39, a woman in a dual-headed household, Tigray.

“We live like blind people, and we live the same type of life. We cannot differentiate the good from the bad. For example, if this printed paper contains material that will benefit me, or if it contains material that will hurt me, I do not know.” T.G., 35 female respondent, Tigray.

In explaining what they see as benefit of their education, literate women explained that they can use a mobile phone, read and know what is good from what is not, calculate and monitor business costs and profits and have confidence to justify taking a loan to expand their businesses. The women reported that they can also check expiry dates of food in shops, help children with their homework, and make informed decisions.

Women are keen to improve their own education levels as well as their children’s education. Women aspire to being able to write their names and do basic things like make a mobile telephone call. They also aspire to be elected into *kebeles* leadership positions. They report that numeracy skills would enable them to calculate their profits in order to control and manage their business finances. Women aspire to reaching various levels of education, including some aspiring to reach university level. For the most part, however, women focus on making sure that their children get the education that they missed. The aspirations and progress markers of women in Livelihoods for Resilience areas are similar to the aspirations and progress markers of GRAD women, except that GRAD women relate education more to income generating activities. A summary of the progress markers for women is given in the box below:

Expect to see

- Increase in the number of literate women making informed decisions
- Increase in the number of women who have separate saving for enrolment of self and children's education

Like to see

- Increase in the number of women enrolled into school who are proceeding to grades above their previous achievements
- Increase in the number of women studying at home with their kids
- Increase in the number of girls enrolled in school and having the time to study

Love to see

- Increase in the number of women who are independent (make telephone calls on their own, controlling their expenses and profits)
- Increase in children enrolled into schools and completing all levels of education
- Increase in the number of women elected to influential leadership and responsibility positions

Most women have basic traditional business and agriculture related skills such as crop production and *kocho* making (from *enset* [false banana] roots), as well as basic trading skills including petty trading (*injera*, eggs, firewood, local beer, etc.). Women in the Tigray focus group reported having basic skills in livestock production, poultry production, cattle, sheep and goat rearing, milking cows, butter making, selling livestock products, and backyard gardening.

Women aspire to improved technical and business skills, including modern agricultural and livestock fattening methods. They want to develop their technical skills, and then share the knowledge with other women. A summary of their progress markers on technical and business skills is provided in the box below:

Expect to see

- Increase in the number of women trained in business skills
- More women working in groups and sharing skills and experiences in business management.

Like to see

- Increase in diversified income generating activities
- Increased application of business knowledge from training into businesses

Love to see

- Increased participation of women in profitable businesses
- Personal development and improved living conditions
- Ability to have savings from business for future investments

Access to agricultural land

Most women from dual-headed households report that they own agricultural land jointly with their husbands, and only few women from dual-headed households own land that is registered in their own names. Women in the Amhara focus groups reported that, although most women are registered owners on the title deed paper with their husbands, they do not have any right over the land. However, none of the female focus group participants reported that she could not farm because she had nowhere to farm. In general, women are not allowed to plough the land because that is strictly a man's responsibility and activity, and it is a cultural taboo for the women.

"I have land which I got from my family and I planted trees but my husband is the one deciding what to do with that land." – F, 26, Amhara, woman in a dual-headed household.

In Ethiopia, female land holders have much less agricultural land than their male counterparts (World Bank, 2009a). In female-headed households, the women own the land in their names and typically rent it out to another farmer who ploughs and farms for them; the land owner then takes half the

produce for herself and the farmer takes the other half for himself. Studies suggest that it is lack of inputs and particularly labor that motivates female household heads to rent out the limited land they have. In addition, the communities have negative attitudes to women who plough their land and they say “the land ploughed by a woman will dry up and will not yield any fruit.”

Access to finance and savings

Lack of capital prevents women from investing in income-generating activities. Factors that limit women from accessing start-up loans for their own businesses include fear of high interest rates, lack of collateral, outstanding loans, lack of information about loans from microfinance institutions (MFIs) and rural savings and credit cooperatives (RUSACCOs), and inaccurate perceptions about the conditions of borrowing and paying back loans. Some women believe that MFIs and RUSACCOs give loans only to those who have collateral. Some women report that they had fear taking loans because they fear that they would not be able to pay it back and are afraid of consequences of failure to repay. Women from the Amhara and Tigray FGDs report the presence of MFIs as sources of funding for income generating activities, while women in SNNPR report major challenges in accessing finance and did not mention presence of MFIs. Many women require information about MFIs that provide the financial services that they need.

MFIs typically require that spouses take loans jointly as co-signatories. When the wife co-signs for a loan with her husband, she becomes aware of that loan and both husband and wife are aware of their responsibility to manage the loan use and repayment. However, women also report taking loans and having to hand the money over to their husbands.

Solidarity group collateral enables rural households to access loans, but excludes women whose husbands are deemed irresponsible with money. Solidarity group members know they need to be strict in their selection of members to maintain a clean financial record with the MFI. Women suspect that if a woman takes a loan and her husband is a man who drinks significant amounts of alcohol, he is likely to bully his wife into giving him her loan money and she will fail to repay, so they will refuse to allow this woman into their solidarity group.

Most women save in some way. Most women from targeted areas are members of community savings groups (*iddir*) where they save money to use for weddings, funerals and baptisms. They also have group savings clubs (*ekub*), which are revolving savings groups where they save around 5-10 Birr per week. Some women in the Tigray focus group reported that they have school savings for their children. Young women focus group discussants have also mentioned savings from their small businesses and petty trading for school materials.

“The challenge we face is money. Sometimes we don’t have money to save, but we usually save because there is 5 Birr penalty fee if we miss a month without saving in RUSACCO”.
Y., 39, Tigray.

“We use whatever profit we have for household consumption and for children’s education. We won’t have money to spare for saving” F., 26, Amhara.

Some women report that they have individual savings because if they do not have such savings, the MFI will not give them a loan. Some women have family savings in the husband’s name, other women have bank books for saving, and some women save in RUSACCOs. Women report that there is a penalty fee charged for not saving, and the penalty money is divided between the members of the saving group at the end of the loan period, as additional money for share out. Women also report that they would like to be in savings and lending groups or clubs. The major challenge to savings that focus group Livelihoods for Resilience Activity discussants report is lack of money to save.

A summary of the women’s progress markers on access to finance is provided in the box below:

Expect to see

- Increased access to finance from MFIs to start and expand income-generating activities and businesses
- Improved financial management skills to enable women to save and invest profits

Like to see

- Increased engagement in productive activities (activities with financial returns) rather than free activities.

Love to see

- Improved standard of living (housing, food and clothes etc.)
- Increased enrolment of children into school to get formal education.

Startup and managing business

Women aspire to starting their own businesses and monitoring their business progress by themselves. After starting the businesses, women say that they looked forward to expanding them, creating employment opportunities for other women and at the same time improving their standards of living. MFIs and DAs assist women to prepare their business plans. In the SNNPR focus group, women report that they do not have written business plans or business records, while women in the Amhara and Tigray FGDs have written business plans, because these were conditions for them to access loans. MFI personnel or development agents assist them to develop business plans because even though these women have ideas for income generating activities, they are not able to write the business plans by themselves. In some areas, this means similar business plans for different people written by the same development agent or MFI expert. In general, due to illiteracy, women tend not to keep any written business records or profit and loss accounts; they simply estimate their profits. While this could work for short-term business ventures, in the long term and for purpose of acquiring loans to expand business, there is need for simplified structured bookkeeping, tailor made for women’s literacy levels. International research suggests that a lack of numeracy and business skills can keep rural women in less profitable, “easily manageable” businesses where women can more easily estimate their profits than in larger businesses.⁵

“We do not keep a record of our costs and profits but we estimate and understand our profits. For example, I bought chicken for 55 Birr each, and I sold them for 150 birr each.”
Z, 28, Tigray.

“We do not record our costs and profits because when we get the money we just give to our husbands, and he is the one doing what he wants with the money.” A, 40, Amhara

A summary of the women’s progress markers on business and profit monitoring is given in the box below.

⁵ Economic Analysis of Rural Women Income from Non-Timber Forest Products in Ife South Local Government Area of Osun State, Nigeria. Raufu M. O., et al, 2012

Expect to see

- Starting a business
- Increased profit from business and start new business venture
- Ability to pay all expenses and to make profit from business activities
- Save income and can invest in other business ideas with the savings

Like to see

- Increasing my numeracy skills to be able to do calculations on my own.
- Training in business planning, identification of right business and marketing
- Documenting of finances through profit recording and monitoring book
- Increasing production after a comprehensive market assessment of the business

Love to see

- Living a debt free life and lending to other women in business
- Ability to evaluate business and conclude if it is profitable or not
- Ability to do future planning for new business ideas, expand the business and diversify the products.

Women's income from self-employment, wage employment, and PSNP

Most women engage in micro-businesses that are less lucrative than men's businesses, though all businesses are relatively small. Some women earn small sums of money from washing clothes, making *injera*, petty trading, fattening animals, donkey carts and poultry. Income generation activities are done on a very small scale and limited level, and are predominantly subsistence in nature:

- The women in the SNNPR focus group who wash clothes for other people or make dough, report earning approximately 300 Birr (\$14) per month from these activities. Men in the SNNPR men's focus group, on the other hand, report earning between 300 and 1,800 Birr (\$14 to \$82) per month, from selling *khat*, cattle, grain, coffee, sugar cane, selling eucalyptus trees, and casual labor.
- Women in the Tigray focus group report that their incomes range from 300 to 600 Birr (\$14 to \$28) per month, while the men report earning 300-1,000 Birr (\$14 to \$45) per month.
- Men in the Amhara men's focus group report earning 300 - 400 Birr (\$14 to \$18) per month, from selling wheat, fruit and vegetables, poultry, and casual labor.

All activities are done on a small scale or subsistence level, and the difference in incomes between men and women is not always large, but it is aggravated by the fact that husbands typically control the household income.

Some women in the Amhara FGD also report that they could not engage in more lucrative income-generating activities because they are required to have a business license, which in turn would require them to pay business taxes, which they fear being unable to afford.

"I used to be a traditional midwife but now I have stopped because there are health extension workers in our kebeles. I bake injera for different households, especially single people. I also sell a local drink (tella). I was registered with some group to get the skill of dress making but things just remained in paper...because when we want to do something like that, we need a license." – F., 24, female- household head, Amhara.

In addition, cultural norms that limit their movement and contacts with experts restrict women to certain types of non-farm economic activities, regardless of their abilities. Women tend to sell in small local markets that are close to home; transporting goods to larger markets is typically undertaken by men (Pionetti et. al., 2011, Baden, 2013a).

Women typically do not engage in wage employment. This is partly due to their locality: there are no or very limited job opportunities for women in the remote rural *kebeles* where they live, and focus

group participants indicated that men as well as women struggle to find employment. The rural communities where they live are poor, and very few community members can afford to pay another person for services. Occasionally, some people hire women to do their laundry. While there are some opportunities for women in nearby towns, such as teaching, nursing, working in offices, or serving as health extension workers, these jobs require an education level that women focus group participants have not attained. Even low-level jobs, such as office cleaning, require a grade eight education. Hence the dearth of employment opportunities is compounded by women's low education levels.

Women from the Tigray and Amhara focus groups reported that women prefer to be self-employed than to be employed, as self-employment has fewer constraints related to child care, and is often more lucrative. Negative community attitudes towards women who leave their children in order to work, or, in some cases, the shame associated with working for another person or for a hotel (as reported by women in the Amhara focus group), contribute to this stated preference for self-employment.

"It is hard to leave my children with other people to look after when I am away at work. Feeding other people's children is a challenge. The children may not be as obedient to other people as they are to their mothers. It is not easy to find a house help and it is expensive to hire one. If I earned good money, I would hire someone to look after my children and the cattle" – Z., 28, Tigray (Youth)

"We are more inclined to be self-employed than to be hired by someone, because we need to look after our houses and children. We want to be employed only if it pays better than what we earn from our income-generating activities. Otherwise, we would rather do the income-generating activities we engage in now. Plus, the factories pay less for people who have the experience and not the certificate of education." M.S., 31, Female household head, Tigray

"Unless we leave our place there is no opportunity for us to be employed in our kebele, and we do not have skills for employment. We are in a remote area where people do things for themselves; for example, if I bake injera for sale, who will buy it, since everyone here can bake their own injera? If we bake injera for a hotel or cook for a hotel, it is a shame in the community for a woman to do that. There is an attitude of 'how can somebody be employed at someone's house?' In addition, we cannot open small shops just around our house to sell small things, because we must have a license, and the tax that we are required to pay is more than what we benefit." – B., 24 a woman from a dual-headed household, Amhara

If constraints could be addressed, women in all regions would like to be employed, and earn good salaries. The women in SNNPR FGD said "we want to be like you", employed by government and NGOs and earning good salaries. But when women weigh the reality of their rural situations—their child care burden, mobility limitations to another town, illiteracy, and very low paying rural jobs—they recognize self-employment as a more feasible option.

Women reported that they aspire to creating employment and employing other women in their business to achieve financial self-sufficiency. With the income from employment and IGAs, women aspire to improve their quality of life as depicted by having decent house, owning a latrine, sending all their children to school, owning property, and having access to nutritious food. A summary of the women's progress markers on women's employment is given in the box below:

Expect to see

- Acceptance of women into more formal employment
- Increased employment of women (“going out from the house in the morning and coming back in the evening knowing I am earning money”)
- Enrolling into distance education classes to supplement educational qualifications
- Developing skills including literacy and competences related to business area

Like to see

- Increased income from formal employment and business
- Saving money to diversify income streams through more income generating activities

Love to see

- Creating business and employment opportunities for others
- Acting as role model for other women in business
- Being self-sufficient and help others who are in need.

Women’s control over their own income is limited, unless they are female household heads.

Women from dual-headed households in the focus group reported that they can earn an income but the problem is that they do not control the money they earn; whatever they earn they give to their husbands. One woman said, “It is common in our community for women to earn money, but they do not control whatever they earn; the husband controls their money.” In terms of control over income, women in female-headed households have an advantage, as they have income generating activities and they own and control their finances.

Husbands typically collect PSNP transfers, but both husband and wife decide on their use. In all three regions, PSNP transfers are primarily used to buy food and grocery items for the household. Decision-making on how to use this money is made by husbands and wives. These findings confirm secondary data from the PSNP performance evaluation (IFPRI, 2017).

Responses on the collection and use of transfers vary somewhat by region:

- Women from SNNPR FGD report that all women, men, youth, get cash from the PSNP. The husband and wife decide together with their children how to use the PSNP money in the household, and that it is primarily used to buy food. If there is extra money, it is used to buy exercise books for children and to pay school fees. Some of the women in the SNNPR focus group report that the PSNP is their major source of income (175 Birr per person per month), and that they save some of that PSNP money through a small savings group for women (*ekub*). One of the women from SNNPR said “PSNP money is the only money which helps to sustain our lives.”
- Women in the Tigray FGD report that they receive both food and cash from the PSNP: cash for 2 months and cereals for 4 months. All women are PSNP public works participants. Most of the women take the transfer themselves because the PSNP card is in their names, and that they decide on the use of the transfer. Once they have fulfilled their food requirements, the women buy clothes, agricultural inputs, or livestock feed, or use it for RUSACCO saving and house repairs.
- Women in the Amhara focus group report that in most cases, the men collect the PSNP cash transfers, or that they [the women] collect it and hand it over to their husbands. Husbands allocate some money to their wives for food, school fees and materials, and to pay accommodation for children who are in high schools in a far place. This is done on agreement between husband and wife. However, the men decide on the PSNP money that is not given to the wives. In some cases, this money is used for alcohol consumption and other “socialization” purposes.

In all regions, both husbands and wives have their name and picture on the household PSNP Client Card.

Women aspire to increasing and diversifying their incomes. They aspire to growing their businesses and to supporting each other through small loans and credits for capital. This theme of aspiration to help each other is a common thread. Some of the women’s business aspirations represent very lofty goals: importing and exporting goods, owning supermarkets and hotels, etc. A summary of the women’s progress markers on women’s income from income-generating activities is given in the box below:

<p>Expect to see</p> <ul style="list-style-type: none"> • Increasing availability of start-up capital • Training in accounting, marketing and customer care • Diversifying business to increase customer base and products on offer • Expanding into dairy cows to sell milk and butter • Opening a coffee shop near a factory <p>Like to see</p> <ul style="list-style-type: none"> • Working more hours (working harder and getting profit) • Diversification of business based on the profits from the business • Paying loans for start-up capital, saving income and improving living conditions • Creating job opportunities for other women • Purchasing new household assets <p>Love to see</p> <ul style="list-style-type: none"> • Increasing income from business activities • Increasing business and diversifying portfolio into supermarkets, hotel, motorcycle or three wheeler (<i>bajaj</i>) taxis, distributor, importer and exporter • Providing other women capital to start their business • Increasing business and buy a car for the business

Household food security and health

Women eat 2 to 3 times a day depending on food availability. Like other PSNP communities, the three Livelihoods for Resilience communities depend on PSNP to feed their families during the lean season. Diets and meal frequency vary by region:

- The diet of Amhara FGD participants consists mainly of *injera* with *shiro* (a sauce from chickpeas), bread, *kolo*, and cabbage.
- Women in the SNNPR FGD reported that they eat two meals per day, and their daily diet consists of false banana (*kocho*), maize bread and cabbage. They have never eaten lunch, because there is not enough food for three meals per day.
- The daily diet of Tigray FGD participants consists of: breakfast – coffee, *injera* with *shiro*, *berbere* (a hot spice) mixed with oil or water and salt, pita and milk. Lunch and dinner consist of *injera* with *shiro*, eggs, whey, different vegetables (lettuce, cabbage, potatoes, lentils, tihilo (a ball made of barley powder) with sauce made of tomatoes, onion and garlic cooked with *berbere* and oil, or with *shiro* or with flax/linseed.

Diets include meat and/or eggs on a holiday for all regions.

Culturally, feeding priority is given to the husband, and when he is satisfied, food is given to the children. Once the children are satisfied, the women eat. In some areas, this means that women do not have enough to eat: several women in the Boricha *Woreda* FGD (SNNPR) report that they have never eaten food to their fill. Men in all three regions confirm they eat first and women eat last. The community says that “a woman’s saliva is thick” meaning that even if she goes without eating food, she can swallow her saliva and will not be hungry.

Pregnant women are given flax/linseed (it is believed that it will soften their body), breast-feeding mothers are given porridge made of different grains, milk, butter and if the family can afford it, on the third day a sheep will be slaughtered for her so that she eats meat for many days. A pregnant or a breast-feeding mother eats whenever she gets hungry.

Women report having access to health facilities. In all the areas where FGDs were done, women have access to the following health facilities: health posts close to the *kebele*, treatment, vaccination, delivery service, family planning and community management of acute malnutrition (CMAM), and health extension workers who teach them about health and nutrition.

Women aspire to having food secure families with three meals per day, and eating a balanced and diversified traditional diet. A summary of the women’s progress markers on household food security and nutrition is provided in the box below:

- Expect to see**
- Increased women-to-women activities that allow cross sharing on skills, experiences and idea
 - Increased income from various income-generating activities women will be engaging in and improved household food security
 - Planting short season crops and cultivating vegetables around the house
 - Increased storage of food products when their price is lower
 - Teaching other women as the health extension worker taught us
- Like to see**
- Increasing saving in kind and cash
 - More food secure households eating variety of food types
- Love to see**
- Increased food security throughout the year and having sufficient grain storage
 - Breaking historical patterns - their children to not experience the hunger and poverty they faced.
 - Healthy family that eats together, a balanced diet 3 times a day, especially when pregnant or breastfeeding
 - Increasing the size of land under agriculture
 - Using new technology in agriculture
 - Graduation from PSNP, stop working 8 hours under PSNP and put more time into own business
 - Becoming a model for others

Power and agency indicators

Table 4 below shows a summary of power and agency gender gaps⁶ in the target Livelihoods for Resilience Activity project areas that were visited during the study.

Table 4: Summary of power and agency gender gaps in the three targeted regions

THEMATIC AREAS	GAPS	GAPS AMHARA	GAPS
	SNNPR		TIGRAY
	Boricha Woreda <i>Boniyachirei Kebele</i>	Meket Woreda <i>Agrite Kebele</i>	Ganta Afeshume Woreda <i>Buket Kebele</i>
1. Financial decision-making	√	√	
2. Decision making on agricultural land	√	√	
3. Household decision-making	√	√	
4. Access to information	√	√	√
5. Autonomy and Mobility	√	√	√
6. Self-confidence/ Self-efficacy	√	√	

⁶ As noted above, the gender gap is a disproportionate difference or disparity between women and men, especially as reflected in social, political, intellectual, cultural, economic attainments and attitudes.

7. Gender norms & responsibilities	√	√	√
8. Domestic violence and GBV	√	√	√
9. Women's participation in IGAs/ value chains			
10. Polygamy	√		√

Major household decision-making

Traditionally, men make financial, land-use, and other major household decisions. There is some variation by region and focus group:

- Women in the SNNPR FGD report that, in dual-headed households, both the husband and the wife decide on finances, though some women disagree, as illustrated in the quote below.
- In the Tigray FGD women report that, previously, in dual-headed households, men made decisions on the uses of household income by themselves because there was a belief that decision making is not women's business. But now because of the Department of Agriculture, the Children and Youth Affairs Office, and the Adigrat Catholic Secretariat training given on gender equality, men and women make financial decisions jointly, even on income which the husband or the wife generated for the household.
- In the Amhara FGD, women report that in dual-headed households, the husband decides about financial matters by himself. He gives the wife whatever amount he thinks is enough for food and other household needs, whether it is enough or not. Usually, the money he gives to the wife is not enough, but she must manage. Whoever brings the money in the household, whether it is the woman, himself or the child, the husband keeps the money, and he makes all financial decisions. There is no evidence showing different decision-making protocols based on source of income. The income from PSNP is spent like any other income into the household, except men try to consult more and are more inclusive in decision making for PSNP transfers than with income from sale of crops harvested or other IGAs.

"It hurts me that he decides on money because I always ask him money for everything, even the small things and he refuses or gives me what I need for preparation of things for the family. I worry about many things and my needs are not fulfilled. I do not buy what my children need. I feel bad because I do not protect my rights. I don't get treated when I get sick if he doesn't give me money." K.K., 42, woman in dual-headed household, Amhara.

"He is the one bringing the money, and hence I cannot decide. If I try to talk to him, he will say 'Who are you to decide on the money which I bring? I bring the money, so I decide.' We go together to borrow money for IGAs, but he decides on the money we borrow. Whatever work I want to do, it is him who controls the money and he decides what to do with it. If I had the control of the money we borrow, I would have started my own income-generating activity." B.A., 25, woman in dual-headed household, SNNPR.

The quotes above suggest that women feel disempowered and helpless because of their lack of control and decision making about finances and other major household decisions. Data show that when a woman does not control the household money, it affects her household expenditure patterns, and sometimes she runs out of basic household items. Both women and men report that when the woman controls the money, she makes sure that there is enough food for the household and covers other needs like school fees, and clothes.

Husbands make most household decisions. Women in the SNNPR and Amhara FGDs in dual-headed households report that land is owned by husbands and the owner of the land (the husband) decides on the land use without consulting with their wives. This is different from Tigray where the FGD members report a shift from traditional norms toward a more inclusive and consultative approach to land use planning and decision-making on land related issues. Women report that

sometimes men would even rent out land without consulting them but this is changing partly because of training on gender norms from the Adigrat Catholic Secretariat.

Data show that men's domination in decision making is not only restricted to agriculture but extends to other major decisions such as family planning, education, nutrition, and participation in income generating activities.

In all the three regions, women in female-headed households decide by themselves on the uses of household income, land use, and other major household decisions. If there are older sons or daughters in their household, they may consult with their children. Women in female-headed households are not affected by prevailing gender norms on financial decision making.

"I make all the financial decisions. I can take risks and do income-generating activities or anything I think is beneficial." – E.C., 28, Female household head, Amhara.

"I am the one bringing the money, so I decide what to do with it for me and the family. For the youths, in our community, the father makes financial decisions for them." – F.T. 42, SNNPR

"I own land but it is in arid location. I hire a man to utilize the land and we share the produce equally. The hired man decides what is appropriate to grow, I can't debate with him because I don't know what grows well in the area but we discuss and share the costs for inputs. Culturally women can't plough and anyone who tries is said to "have lost her mind and disrespectful of our norms." – K., age 42, Amhara

Women want joint decision-making in finances, land use, and all other major household decisions, and they view their own ability to earn an income as a critical means to achieving it. A summary of the women's progress markers on household decision-making is provided in the box below:

Expect to see

- Enrollment of women into distance education to continue with formal education
- Increased ownership of land by women and use of land for producing various crops for use and sale
- Increased discussion on different issues with husbands
- Earning income from sale of crops produced from the land

Like to see

- Earning salary of my own from formal employment
- Ownership and diversification of income generating activities
- Increased production on various crops and selling the crops to purchase other livelihood options like livestock

Love to see

- Joint decision making between husband and wife in all major decisions at household level
- Equal share of profit
- Having equal say on saving, loan and other decisions

Access to information

A comprehensive review of quantitative studies on access to extension services and information in Ethiopia found that men have higher extension access than women. Critical issues include women's heavy workloads and constrained time, mobility issues, levels of formal education and other cultural norms (Manfreet al., 2013, Mogues et al., 2011). Since meeting one-on-one with women is discouraged, extension agents talk to men in the household and expect that the information will be relayed to women, which may not happen (World Bank, 2014b; Mogues et al., 2011, Cohen and Lemma, 2011). According to Guush et al (2013), the proportion of female headed households who had access to extension advisory services was 40 percent lower to the dual headed households. Access

to extension services is even worse for married women because of the perception that they have been represented by their husbands. All of these findings are confirmed by the women in the focus groups, as outlined below.

Women's heavy workloads limit women's access to economic and business information. Women are often too busy with household chores to even get the information that is brought to their village because they may be doing household chores that demand their full attention; they may be caring for their children and the elderly/sick people; they might be busy in nearby markets selling their products; they may be washing clothes for other people to earn some money; or they may be making dough or baking *injera* when someone comes with information that they need. Women's heavy workloads mean that they are busy from sunrise to sunset, and this prevents them from going out of the house to access useful information to improve their lives and businesses. Because of this, a woman can be aware of a meeting or training workshop happening close to her area, but she cannot attend because of the work that she has to do that day.

"They may have come to give me information but I am not there to receive it, because I am baking injera for other people outside of my house." B.A., 25, SNNPR

Language barriers compound cultural norms in access to information, particularly in SNNPR.

Women do not speak to development agents alone, and they do not attend *kebele* meetings and training or farm demonstrations. As a result, most female household heads do not receive agriculture related information. In households where a man is present, it is assumed that as the head of the household, he will share the information to his wife and other family members, which often does not happen. Hence women in most of the target areas do not get information and extension services. In addition, women do not attend *kebele* meetings or training workshops unless they are specifically called for the meetings, as it is assumed that it is the men who are needed and have the say on issues that matter. Even if women attend, they do not engage in the meeting because it is a taboo for a woman to speak up in the presence of men, especially in the presence of her in-laws, religious and community leaders. In some cases, particularly in SNNPR, participant women reported that language is a barrier between the women and people who have the information. Since women's mobility and education are limited, they tend to only speak language of their particular community, whereas the men are more exposed to Amharic, a language spoken by the information providers.

Women aspire to having access to market, economic, and agricultural information that allows them to do business. They correlate access to information to standards of living with TVs and radios as the main sources of information. They also want information on how to run a successful income-generating activity and how to invest profits. A summary of the women's progress markers on access to information is provided in the box below:

Expect to see

- Increased links with community leaders and development agents to access vital information
- Increased access to information on various income-generating activities the women can engage in
- Access to information on land, improved seeds, seasonality, and what and how to plant
- Access to information on how to protect products from pest and diseases
- Access to market information to enable decision-making on inputs and products that are in demand

Like to see

- Improved access to information on how to access loans for starting business
- Training to women on various income generating activities and how to protect products from different unexpected losses

Love to see

- Women working together in their business to share expertise and capital
- Improved conditions of living
- Improved productions using new technology, seeds
- Offering diversified products to the market

Autonomy and mobility

Women’s autonomy and mobility is very limited. Young women, in particular, do not move freely, as they cite risk for rape and abduction. Autonomy and mobility is also very restricted for the married women. Female household heads, on the other hand, enjoy significant autonomy and mobility.

“A woman can go without her husband to a funeral or other sad or solemn gatherings. However, women cannot go without their husbands to happy social gatherings of relatives or friends for a common aim, for discussions, eating and drinking together, weddings, and other such gatherings. The reason is that the husband does not want other men to admire his wife, or to talk to her in any way.”
Y., 28, Amhara, woman from dual-headed household

“Men prevent women from going to training centers because men think that if a woman goes to training centers, she will know everything and she will start to fight with her husband and she can ask him about her rights.” – Z.G., 28, Tigray, woman from dual-headed household

“Before I got married I went out alone as far as I wanted, but now after I got married my husband does not allow me to move alone. There are men who do not want their wives to befriend women who go to kebele meetings and trainings. The main reason is that men think that these women may change the minds of their wives. Besides, men always consider women to be responsible only for household chores and child care in and around the house.” – M.T., 30, Tigray, woman from dual headed household

mobility is given in the box below:

Expect to see

- Increased community awareness and acceptance of women as equal to men
- Increased community acceptance that women can also engage in economic activities
- Increased discussion between husband and wife about reasons and benefits of women’s mobility and engagement in different activities

Like to see

- Increased trust between husbands and wives – especially allowing women to engage in economic activities outside the house

Love to see

- Freedom of movement in the community, for business and all community gatherings
- Economic empowerment of the girl child to be independent and respected by her community
- Daughters educated, employed in “high”-paying jobs and able to support themselves, respected by society and living a free life.

Confidence and self-efficacy

Most women have low confidence and agency, but many men do as well. In Amhara FGDs, both men and women expressed dissatisfaction with their lives—their poverty and food insecurity, and their reliance on the PSNP. Men in the Tigray FGD expressed a similar sentiment: “How can we be happy when our lives are dependent on the government? Our lives are full of doubt and sadness because we do not have sufficient food and money.” Women report that though they may be aware of their rights, knowledge by itself is not enough to defend women from physical violence and other social ills that they experience. Women are helpless in the face of an abusive husband because the husband seems to have the right to treat his wife any way he wishes according to culture and tradition, irrespective of the law. Women in Tigray generally reported higher levels of self-worth and confidence, likely as a result of the significant NGO investment in their community, although even they face challenges, as outlined below. Generally speaking, although female household heads may be economically poorer

than women in dual-headed households, in terms of autonomy, freedom of movement, and decision-making power, they have a far greater sense of agency.

Most women are unable to speak in public and with people in authority because they fear criticism and ridicule. Women in the Tigray FGD report that the community discourages women from speaking in public, and this destroys women’s little confidence to speak in public, to make their voices heard, and to express themselves and their ideas in public spaces. The consequence of this attitude is that when some women have economic problems, they do not go out to find a solution to their problems. Women are generally afraid to speak in meetings if they are not specifically asked to speak; when they do speak, since they are afraid, they speak in short sentences and a low voice. When men speak, women agree with whatever the men say. Secondary data suggests that women do not like speaking in public (Cohen and Lemma 2011), which may be tied to educational levels, as well as other cultural norms.

Women aspire to being confident and to speaking in public, and they report lack of education as the main hindrance. A summary of the women’s progress markers on women’s self-confidence and self-efficacy is given in the box below.

Gender norms and responsibilities

Expect to see

- Training or guidance in public speaking
- More exposure through meetings to practice public speaking
- Improvements in women’s literacy levels

Like to see

- More confidence/courage to speak in front of people
- More awareness on rights and responsibilities
- Increased income to get out of financial dependency
- Increased enrollment of girls into schools up to university level

Love to see

- Increased freedom of speech
- Equal rights between males and females
- Daughters to be confident and happier

Gender workloads data indicate that women’s workloads are more than twice men’s workloads.

Time use studies indicate that men do far less of household work, which allows them to concentrate on agricultural production. “All domestic work is predominately performed by women” (World Bank, 2009a). This unequal division of labor leaves women with fewer livelihood options and a lesser ability to engage in agricultural production, or any other business activity. Findings from the focus group confirm this and also shows that there is a big distinction between men’s tasks and women’s tasks, and that they have few tasks shared. The results demonstrate clearly that women’s tasks take more time than those of men.

*“I hate being a woman because I take the household responsibility alone most of the time and I feel bad.”
(Tigray).*

“Being a woman is bad, I would have changed my gender if it was possible. The challenge and burden is on us. It is good to be a man. “Even when someone announces a birth of a baby people ask the sex and when they tell them it is a baby girl, the people would respond ‘Oh what a waste’ because it is a girl. They ask ‘who will transfer the family seeds to the next generation?’” – B., 25, Amhara

Cultural norms reinforce workload disparities at home. In general, the community looks down on and disrespects women whose husbands help at home, asking “where is she when her husband is

doing all her work?” The community thinks that a husband who helps at home is a shameful person, his friends reject him, they do not want anything to do with him, and they tell him ‘go prepare coffee for your wife’ (meaning that helping a woman in any of the ‘females’ work’ is unnecessary). In general men do not help their wives at home, because the community says he is acting as ‘a woman’ and he seems like ‘a wife’. He will not be called ‘the man of the house’, but ‘the man of the kitchen’, and he will not become a public figure.

Child care is seen as women’s work, and this affects women’s ability to engage in income-generating activities. FGD participants report that a woman who leaves her children under the care of another community member when she engages in income-generating activities will be disrespected. People will say:

- “Why would she work when she leaves her child hungry?”
- “Why does she leave her baby and go out of her house? What is she going to bring that is more important than her child? What is more than her baby? How does her husband allow his wife to engage in income-generating activities rather than take care of her babies in the house?”
- “I hope she dies. What kind of a woman leaves her baby at home to go gallop elsewhere? How can earning money be so important that she leaves her child at home in the hand of other people?”

Communities attitudes around women’s engagement in different livelihoods is variable and shifting. SNNPR FGD participants report that community attitudes towards women doing business activities are good because they bring money to themselves and the family. Female Amhara FGD participants report that if a woman takes livestock to the market, the buyers ask for a man who can be a guarantor for the woman selling livestock, otherwise no one will buy the livestock from the woman. In Tigray, however, women report that, previously, when a woman took livestock to the market, the community considered it a shame, but now it is no longer considered as a shame because both men and women have been trained in gender norms, and this has transformed their views. There are now women who take their animals to the market alone or with their husbands. Similarly, whereas previously it was a shame for a woman to engage in beekeeping, now when a woman is involved in beekeeping activities, she is considered a role model.

Similarly, women report that some husbands do not allow their wives to go to farmer training center (FTC) trainings, and that if a woman spends a lot of time in meetings with the development agent, the community will say: “what is she doing all this time with him?” and say bad things about her.’ In the Tigray FGDs, however, both male and female focus group participants reported that women who meet with development agents would be considered role models. These findings suggest that shifts in gender norms on these issues are feasible.

The community gatekeepers (norm keepers) who reinforce these community attitudes and norms are relatives, her in-laws, other women, and neighbors. The gatekeepers for the men are his friends, his family especially his mother, his sister and his wife. The women in the Amhara FGD report that women criticizing and putting other women to shame for doing things differently from community norms. Even in the Tigray FGD, women report that the older and uneducated women who did not participate in the gender awareness trainings were critical of women who defied traditional gender norms: when women started participating in “men’s” activities like ploughing, the older and uneducated women and men opposed the women and said the women were doing “extraordinarily bad things, or that these women were acting like insane people, and that they did not have anything worthwhile to do”. Yet they indicate that, for the most part the community attitudes have now been transformed and now there is no job considered ‘a man’s job’.

Women aspire to sharing tasks and workloads with their husbands. In all regions, the women would be happy if their husbands helped them at home because it creates love and respect between husband and wife. They believe that husbands should do some of the roles and responsibilities that are said to

be for women (baking *injera*, making coffee and grinding barley). They report that they want a community transformed into thinking positively towards changing gender norms. A summary of the women's progress markers on women's workloads and community attitudes is provided in the box below:

Expect to see

- Increased awareness of women's workload by men
- Increased understanding of community of gender roles
- Transformation of negative attitude towards women roles and tasks through awareness training

Like to see

- Open and transparent discussions at family level about women's workloads
- Increased involvement and participation of men in household chores
- Increased participation of women in public works and "men's" roles like ploughing and building a house

Love to see

- Husband helping the wife in all the tasks even those that are typically called 'women's tasks'; (making *injera*, coffee, porridge, and sauce; grinding barley, and serving prepared food to himself and the family)
- Wives doing what are called 'men's tasks' and be good at doing those tasks
- A transformed community that thinks positively about changing gender norms

Polygamy

Women dislike polygamy. This is because the man may favor one wife and hurt the other one, and women fear diseases. Women in polygamous marriages agree with these opinions. Polygamy creates disputes between the wives and husband, and in some cases, can lead to divorce; it also makes a woman more vulnerable to her husband's abuse as she fears that he may leave her for another wife. Responses about polygamy vary somewhat by region (and, as always, should not be taken as representative of the region as a whole):

- Women in the SNNPR FGD report that there is polygamy, and there was a time it was decreasing, but now it is becoming common again.
- In Amhara, the women report that there is no polygamy, but the husbands cheat on their wives. When the women find out about the girlfriend or the second wife, she confronts her and fight with her, and she tries hard to keep her husband to herself. Even though the husband is to be blamed because he is the perpetrator of the multiple relationship and conflict between the women, society blames women. In patriarchal societies, the wife is blamed for the man who cheats or marries a second wife, because she has not given him enough sex or has not taken good care of him. The community is more sympathetic to the man than to the woman. This is because in such societies men are more valued than women and it is considered women's responsibilities to keep their husbands happy and men's right to have relationship or own as many women as he likes.
- Women in the Tigray FGD report that there is polygamy, that it is common in this area, and that a man can have 2 to 4 wives.

Polygamy affects the household economy as resources may not be enough to go around the large household size and number. The PSNP has taken care to provide for polygamous households by considering a husband's first wife and children as his household member, and any subsequent wives and their children as female-headed households. Nevertheless, participant women report that polygamy could kill the love between husband and the wives as the husband feels stretched. Children who are in polygamous households are negatively affected because polygamy affects their education, as financial resources become stretched, and cannot always cover all the children.

Women aspire for their husbands to take care of them and their children. Women also reported that they would want to be able to support their families in case the husbands decided to marry someone else. A summary of the women's progress markers on polygamy is provided below:

Expect to see

- Increased awareness of men and women on the negative effects of polygamy
- Raise awareness on community systems that manage marital disputes at *kebele*, before the husband marries another wife
- Marital advice and counsel given to men on the negative impacts of polygamy on the household economy

Like to see

- Manage and support myself and the children
- Husbands with multiple relationships being punished by the *kebele* rule of law
- The community to be able to advise and counsel husbands on polygamy's negative impact on household economy
- Husbands trained, practicing the training, and being transformed by the training to not practice polygamy

Love to see

- Husband to take care of his one wife and the children, and not get married to another person
- Complete transformation of husbands' polygamy practice and all husbands having only one wife
- Women to be economically empowered so that they can support themselves and their children in the event of polygamy; and to be able to choose to stay in a polygamous marriage or to leave

Various forms of Gender Based Violence (GBV)

Female Genital Mutilation (FGM) is officially eradicated but still happens privately in some communities in Amhara. The gatekeepers for FGM are grandmothers, godmothers and the community in general.

"I took my daughter to the woman who does FGM in our community but she said St. Mary had already taken care of it/mutilated her for me, meaning she doesn't need it. That is why she didn't go through it" A., 27, Amhara

"My daughter's godmother said 'if a girl doesn't go through FGM, she breaks things she holds.' I dread seeing what this girl would become when she grows up." B., 25, Amhara

Although they have greatly decreased because of legal measures taken, abduction and early marriage are still serious problems in some areas, including in the Livelihoods for Resilience community in Amhara. Abduction is a harmful traditional practice which can also be categorized under gender-based violence, where a young girl is taken forcefully by a man who wants to marry her, whether she has reached the age of marriage or not. This usually happens when her parents refuse to approve the marriage. Abduction also happens when a man wants to marry a girl, but does not want to pay dowry. If a man wants to marry a girl and her parents or she refuse him, the man may also abduct the girl. Early marriage (10 to 13 years) is another form of GBV that happens when parents of the boy/man and the young girl agree to marry their children. In these cases, the man's age does not matter but the girl is as young as ten years old. Early pregnancy and childbirth can lead to obstetric fistula⁷ problems for the girls, which exposes them to social discrimination and may lead to abandonment by her husband.

Physical abuse of women exists in the three regions. The women report that "a husband may beat his wife, but it is not considered as abuse." Women in Amhara and SNNPR FGDs report that, when a husband beats his wife, if she screams for help, other people in the village may come, but the husband says: "Why are you here? What is it to you? I am only beating my wife, nothing more." Then the community members say to themselves: "She must have done something wrong, let him punish her."

⁷ An obstetric fistula is a childbirth complication due to obstructed labor where the tissues between a woman's vagina and her bladder or rectum are damaged from the continuous pressure from the baby's head stuck in the birth canal. The dead tissue falls off resulting in a hole through which the woman continuously leaks urine or feces or sometimes both. Young brides are most vulnerable to fistulas, because their birth canals are not yet fully developed. (Fistula, a silent tragedy for child brides, Faith Fookes, Bridgewise, 2013)

This suggests that the community supports and upholds wife beating as normal.

“Husbands get drunk with the family money and beat their wives and kids, when wives ask for money. This starts happening especially when a woman has children. If she has a child he will do anything harmful to her, because he believes that if a woman has a child even if she goes through hell she does not complain to protect her children. And yes, she tolerates everything because she has no money and nowhere else to go. She just keeps all her problems in her heart. This is because after she gives birth, even if she wants a divorce, she will be called names by the community and no one wants to marry her, but the man can get remarried, even to a younger wife. The man can blame the reasons for divorce on her. He can say it is because she was nagging him, or that she was not taking good care of him, or that she was not good in bed; everyone believes and supports him.” Y., 25, Amhara

Women in the Tigray FGD report that wife beating existed previously (before the community was trained in gender awareness), but not anymore, indicating the possibility of social change in this regard.

Verbal and emotional abuse are common in the regions. Participant women report emotional and verbal abuse to be common in their communities, but they and the community often do not consider it to be abuse. Emotional and verbal abuse are usually inflicted by husbands but also by a woman’s in-laws, older people, and neighbors. The reasons of this abuse vary from region to region and from community to community. The common reasons stated show that emotional and verbal abuse occurs when women do not abide by the social norms and roles that the society set for them. To put it in their words, “when she is behaving inappropriately”. Another common reason the participants mentioned is in order to make her obedient and submissive to her husband.

Women long for homes that are free of verbal and emotional abuse. A summary of the women’s progress markers on verbal and emotional abuse are provided in the box below:

Expect to see

- Families free of verbal and emotional abuse from husbands
- Strong and effective dispute resolution process
- Ability to involve other people/police if husband and wife do not agree

Like to see

- Peaceful homes full of love, where husbands do not abuse their wives emotionally or verbally
- Joint decision making, where the husband consults and takes advice from his wife

Love to see

- Household full of peace and love, without verbal or emotional abuse of women/wives

Another form of GBV reported to be common in the regions is sexual abuse. Women report that forced sex by their husbands to be one of the things that affects their happiness and confidence. It is also a taboo to talk about sexual matters, so they do not discuss it with their friends nor their partners, making it a continuing problem even in the communities that have received gender training. Women state that it is hard to discuss this with their husbands, since he will be leaving early morning and it will be forgotten by night, but that this is an issue they need to discuss and solve.

“Sex happens whenever he wants it. Even if I say I don’t want to have sex because I am sick, tired or because I will go to the church, he’ll force me. So I don’t go to church because of him. I feel sad when people ask me why I didn’t go to church.” T., 39, Tigray

“It used to be that he forces me whenever he wants sex but one day I heard on the radio that a man should ask a woman’s consent before they have sex. Then I told him about it and discussed with him so now, I say no when I don’t want to have sex.” Y., 48, Amhara

“This is a taboo to talk about. This is not something you tell other people or complain to others. This is the area that we need discussions on more” B., 40, Amhara

Rape has reportedly decreased, but women are still afraid of it. Rape is the one form of gender-based violence that the communities commonly consider as abuse. Women FGD participants report that they do not hear about rape as much as they used to. This may be due in part to the 2004 penal code, which introduced stiffer penalties for rape and removed the marital exemption for abduction and rape.⁸ Nevertheless, women FGD participants in all the regions say they do not let young or unmarried girls go out in public alone, because they may be raped. Gender-based violence, especially rape, limits women’s movements and their involvement in different livelihoods activities.

Women aspire to being able to move freely and confidently without fear of rape from place to place even during the evening or at night. Women want to see rape offenders punished according to the laws of the country. Yet even the female FGD participants engage in victim blaming, saying that rape victims provoke men by the way they dress, as can be seen in the summary of women’s progress markers on rape below.

Expect to see

- Increase in awareness among women and men about rape and its effects on women
- Women being allowed to move from place to place, even at night, without fear of being raped
- Women and girls dressing modestly and appropriately to avoid sexual provocation of men
- Increased awareness of rape within the police force to ensure protection of women from rape in the *kebele*

Like to see

- Peaceful homes, *kebeles*, and communities without rape
- Enactment of laws and policies against rape, and legal system that ensures the laws are enforced

Love to see

- Women able to move free in the community without fear of rape
- People who commit rape should be properly punished to discourage recurrence

Women aspire for communities free from fear of any danger or gender-based violence. The community should protect women and girls and hence eliminate GBV. Women report that men should stop forcing them into sex but have free discussions on sexual matters and agree on the act. Concerning forced partner sex, women want sexual intercourse that is based on common interests and love, between husband and wife, to satisfy each other’s needs. Progress markers related to GBV in general are found below:

⁸ Proclamation No. 414/2004, The Criminal Code of the Federal Democratic Republic of Ethiopia

Expect to see

- Awareness-raising on the effects of GBV for the victims, survivors, and the abusers/perpetrators
- Facilitated dialogue of gender based violence in the family with parents teaching their children
- Awareness and training on early marriage and its links to GBV

Like to see

- Protection of women from abusers within and outside the family
- Training about women's rights and ways for women to protect themselves against GBV
- Awareness of men about GBV and its consequences to transform their attitude on forced sex
- Putting punishment mechanisms for men engaging in GBV against wives and children

Love to see

- Freedom of movement any time in the community without fear of being abused by anyone
- Educating girls to be economically independent, and reduce GBV
- Increased protection of women and girls from gender based violence
- Facilitated sexual dialogue between spouses—where women also enjoy sex, and are not forced into it in any way
- Elimination of gender norms that perpetuate gender-based violence
- Husbands managing their alcohol drinking habits, bringing mutual respect and peaceful life in the household

IMPLICATIONS AND RECOMMENDATIONS FOR THE LIVELIHOODS FOR RESILIENCE ACTIVITY

These findings on women's economic advancement, power and agency have important implications for project planning and implementation, which are summarized below:

1. Start from women's existing aspirations. Women's aspirations are high, nearly limitless in some cases: they aspire to becoming not only food secure but wealthy, to being business owners and employers, to controlling their own incomes. Therefore, it would be useful to review and revise the "aspiration to graduation" module of the VESA manual—to take into account existing aspirations and, potentially, to use outcome mapping tools to help participants articulate these and create plans to achieve them.

2. Adapt trainings to take into account women's needs and capacities. Most female focus group participants have very few years of formal education, and cannot travel far from their homes due to childcare responsibilities, household chores, and cultural norms limiting women's mobility. The project will work to address some of these barriers (see other recommendations, below), but in the meantime must take care to adapt trainings to women's needs and capacities, through:

- **Using adapted, simplified curricula** (simplified for illiterate participants) where possible. Many women have basic and traditional business skills, but need more technical skills and advanced business skills—but these trainings need to be provided in an accessible manner, including through an updated VESA manual with more accessible discussions.
- **Linking women to functional literacy training** where available
- **Scheduling training venues very close to women's homesteads** to reduce long distances to distant training venues.
- **Providing short training sessions** that release women back to their daily chores.
- **Use trainers who speak local languages**, and women trainers when possible.

3. Address barriers to women's access to information. When only men attend *kebele* meetings and training workshops, women are left behind, because they are neither trained nor informed about the economic and development issues. Strategies to address these barriers are related to those outlined above, and include:

- **Designing training that encourages, supports and promotes women participation.**

- **Gender awareness training** that highlights the need for women to attend training workshops and participate in *kebele* meetings.
- **Providing leadership training** to build women's confidence and their ability to speak in public and engage in training workshops.

4. Address cultural norms and practical barriers that limit women from participating in economic activities. Women cannot plough their land or in some cases take livestock to the market by themselves. Other economic activities are also less accessible to women, and the project should address these barriers to women's economic participation through:

- **Using social analysis and action methodologies** to help households and community members rethink the cultural taboos around women's mobility and participation in various economic activities. SAA methodologies can also be used to address workload sharing, and to promote men contributing their fair share at home.
- **Training women in marketing** and targeting women for market development events such as exhibitions, exposure visits and market linkage meetings between producers and traders.

5. Address women's heavy workloads. This is part of addressing norms and barriers limiting women's participation in economic activities, but it is such a critical issue that it deserves its own set of recommendations, which include:

- **Using social analysis and action methodologies**—both within VESAs and with norm keepers within the community—to address workload sharing, and to promote men contributing their fair share at home. Working with the community is critical to address negative attitudes of men who contribute to the household workload.
- **Promoting role model men** who cook and take care of children
- **Introducing labor saving technologies** for women's tasks, such as fuel-saving stoves that reduce time spent fetching firewood, water harvesting technologies, and time-saving agricultural technologies.

6. Address cultural norms that limit women's control over household resources. The project needs to take into account the household dynamics whereby women sign up for a loan but only the husband uses and controls that money. Project strategies could include:

- **Using SAA tools and methodologies** to discuss and address women's access to, and control over, resources
- **Encouraging women—even women in dual-headed households—to have their own VESA accounts** and passbooks (thereby saving and taking loans in their own names)

7. Encourage women in entrepreneurship and self-employment. Women's stated preference for self-employment over wage employment, together with the long-term nature of the barriers to women's access to employment (lack of employment opportunities in remote rural areas and low education levels) should be taken into account during planning for the employment pathway. It is unlikely that these factors will see any significant change during the 5-year lifespan of the Livelihoods for Resilience Activity, and therefore plan should account for employment pathway participants to be mostly youth (who have higher education levels), and predominately male. Nevertheless, there are strategies the project can use to increase women's ability to take advantage of employment opportunities where these exist. These include:

- **Piloting innovative child care mechanisms** to enable women to work outside the home
- **Providing life skills and vocational skills trainings** for women, and young women in particular. Since youth are more educated, they can be linked to technical and business skills training through technical and vocational training centers (TVETs), to provide them with skills to run, manage, and monitor their own business, and to make them employable.

8. Address the power imbalance between husbands and wives to move towards joint economic and financial decision-making in the household. This can be done through the following interventions:

- **Engaging women in VESA discussions and trainings** to enable them to earn and control their own income
- **Promoting women-owned and joint-owned household business enterprises**
- **Using SAA tools** to help both men and women to value the contributions of women in household income generation and encourage joint financial decision-making

9. Promote improved nutrition practices to reduce the food and nutrition gap. The project can promote improved nutrition through a variety of approaches:

- **Train project clients on balanced nutrition and a diversified diet**, through social and behavior change communication in VESAs
- **Support and promote nutrition-sensitive value chains** through nutrition-sensitive agriculture training
- **Address cultural norms** whereby men are given feeding priority over women and children.

10. Support implementing partners and Women and Children Affairs Bureau in addressing gender-based violence. The analysis identified specific areas of GBV: physical abuse, abduction and early marriage of young girls; emotional, verbal, and sexual abuse, including rape. The Livelihoods for Resilience Activity should share the specific GBV areas identified in the gender analysis and outcome mapping to implementing partners and Women and Children Affairs Bureau so that special attention is given to them. The project can also provide support through:

- **Training implementing partners' staff** in SAA and gender related social and behavioral change communications in VESAs.
- **Involving Women and Children Affairs Bureau staff as members of SAA core groups** that are important catalysts of change. Give them trainings on SAA approach and gender related social and behavioral change communications in VESAs to support and create avenues for their works to eradicate GBV in the Livelihoods for Resilience Activity Project areas and communities.
- **Creating awareness to project staff on CARE's anti-harassment policy** to protect project clients. Equip them with necessary skills on how to refer or link victims to government partners and appropriate service providers

CONCLUSIONS

The women's economic empowerment thematic gaps identified among the Livelihoods for Resilience Activity beneficiaries were very similar to the GRAD thematic gaps in many respects. This indicates that the GRAD Project Gender Strategy (version 2)⁹ effectively addressed most of the thematic WEE

Lessons learned from GRAD in women's empowerment and implications for Livelihoods for Resilience

In all the GRAD FGDs, women reported significant improvement in the areas of financial decision-making, land-use decision-making and other major household decisions. This was achieved through gender awareness trainings, skills development for women, leadership training for women, and the development of self-confidence through VESAs. These GRAD interventions also improved women's self-confidence, and autonomy, which cascaded into improved decision making and power. The GRAD project value chain interventions improved women's incomes, and empowered women to make financial and other major household decisions. Training of men in gender awareness also facilitated joint decision making. These GRAD interventions are recommended for replication in the Livelihoods for Resilience Activity.

GRAD successfully used male role models to promote behavior change, whereby men began to do some of the "women's" roles and tasks in the household. In the Livelihoods for Resilience Activity this could be scaled up, to make sure that the role models as well as the gate-keepers are doing what they teach others. The male role models should be given space to promote cultural transformation to other men during gender awareness training sessions. The project should design a way of rewarding the male role models, to motivate and encourage other men to adopt the transformation. Most women also aspire to being role models in their communities, and the Livelihoods for Resilience Activity could promote women role models to speak to and motivate other women to change their behaviors from the traditional "gender boxes".

gaps, and should therefore be used as a foundation for the Livelihoods for Resilience Activity Project gender strategy. A summary of lessons learned from GARD and implications for the Livelihoods for Resilience Activity is provided in the box below.

The findings of this gender analysis reveal that the challenges faced by rural Ethiopian women are numerous; it also demonstrates that these challenges can be addressed and overcome. Overcoming them requires a comprehensive set of interventions that includes: trainings in technical and business skills, adaptations for women's needs, tackling of gender norms through conversations at the VESA and community levels, and access to information and financial services for women, among others. All of these interventions are built into the Livelihoods for Resilience design; this gender analysis provides additional information and nuance to further refine and strengthen existing strategies.

The information gathered from the gender analysis should be used to improve the Livelihoods for Resilience Activity gender strategy. The gender strategy should be reviewed and upgraded by incorporating the suggestions for improvement outlined in the implications and recommendation section of this report.

Finally, the outcome mapping indicators showing progressive women's aspirations can be used in the monitoring and evaluation processes to assess the behavioral changes of men, women and communities with regard to the identified gender thematic gaps, which other conventional monitoring and evaluation tools may not be able to capture.

ANNEXURES

Annex 0: References

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Annex 1: KII Tool Questionnaire

This questionnaire is ideal for a rapid gender analysis study, to give an overview of the key gender issues per region and the major challenges in women economic empowerment.

- What are the major problems that you encounter in involving women in economic and income generating activities?
- Which of these are peculiar to this region/area?
- What are the key areas of gender and women empowerment that are critical to the success of the project, but have information gaps and need further investigation?
- What are the socio-cultural norms that govern men and women relationships and behaviours?
- What are the socio-cultural norms that hinder women economic advancement?
- Are there any organizations that focus on women's empowerment?
- Are there any benefits in engaging men in gender issues?
- What are the opportunities for engaging women in income-generation activities?
- What are the critical resources that women need but do not have? How does this differ between women and men?
- What traditional practices influence control of resources are seen in your community?
- How is income managed in households?
- Are there any harmful practices that affect women empowerment?
- What cultural factors limit women participation in leadership positions e.g. in VESAs?

Annex 2: Gender Gap Analysis FGD Tool (GRAD Women)

This tool assesses economic success and advancement, as well as agency and power indicators. It will be administered to women beneficiaries. It will bring out the factors that inhibit women economic empowerment and how the project can address them. This tool will identify the gender gaps that exist before the project interventions, and will lead to the Outcome Challenges that will be used in the Outcome Mapping exercises.

Region: _____ Woreda: _____ Area: _____

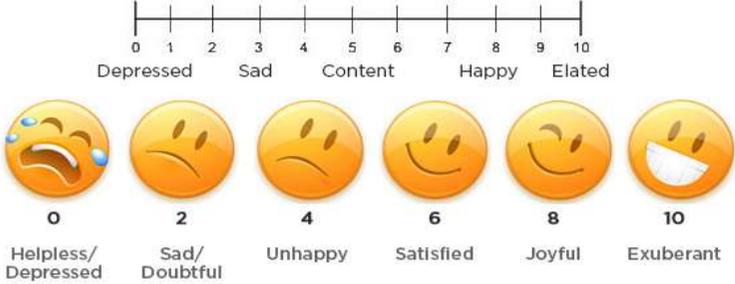
Date: _____ Number of participants: _____

Economic Success & Advancement Indicators		
Thematic Ares	Question	Response
Education levels	Have you gone to a formal school? <ul style="list-style-type: none"> • How far? Why? • What is your level of education? (Primary, secondary, TVET, Tertiary etc) 	
	Did your educational level affect you in any way? <ul style="list-style-type: none"> • If yes, what have you missed because of your educational levels? • If no, what have you gained because of your educational levels? 	
Technical/business skills	What technical/business skills do you have that will help you earn money? <ul style="list-style-type: none"> • Which of these skills you possess can lead to employment? • Why? How? 	
Business ownership	Do you provide any service to earn money? (Ask participants to list the services) <ul style="list-style-type: none"> • Do you sell anything to earn money? (make people to raise their hand if they own a business) What do you sell? (make a list of businesses) • Is it a group or an individual IGA/business? 	
Access to agricultural land	Normally who owns agricultural land in this area? <ul style="list-style-type: none"> • Do you own agricultural land in this area? (Raise your hands if you own land) • Do you access agricultural land for ploughing? (Raise your hands if you do) 	
Access to finance	What challenges do you face to start up new income generating activity for profit? (Structural and socio-cultural factors?) <ul style="list-style-type: none"> • Where did you get money to start your own business? • VESA loan/ how many rounds? • MFI/how many rounds? • Have you returned the loan you have taken? If No why 	

Profit monitoring and Savings	<p>Do you have a business plan?</p> <ol style="list-style-type: none"> 1. Do you keep records of your input costs and profits in your IGA? 2. Do you have individual and household savings from your business? 3. How do you save your money? 4. What challenges do you face in trying to save money? 	
Income earned by women	<p>Who earns income in your households? (Woman, man, youth? Specify if more than one person?)</p> <ol style="list-style-type: none"> 1. What are the sources of income for women in this area? Which of these do you participate in? 2. Are women allowed to earn an income? (Why? Who are the people who say that women should not earn an income?) 3. How common is it for a woman to earn money in your community? 4. How much income do you earn as a woman? 5. Are you a microfranchise sales woman? If yes, how much do you get profit per month? 	
Women in employment	<p>Are you employed?</p> <ul style="list-style-type: none"> • Is it acceptable for women to be employed here? (Why? Why not?) • Which jobs are acceptable for women to be employed in, in this area? (Why? Who does not accept?) • What job opportunities exist for women here? (make a list) • Would you like to be employed? 	
Prosperity and quality of life	<p>Describe your quality of life at present in terms of the following:</p> <ul style="list-style-type: none"> • Your housing • Fixed property ownership • Ownership of movable assets • Children education (how many children do you have? How many of them did you send to school? Probe if they send their boys or girls, if not, why?) 	
Household food security & health level	<p>Describe your household nutrition levels in terms of the following:</p> <ul style="list-style-type: none"> • Food security in terms of seasons. • What does your daily diet consist of? (Why?) • Who in the household is given priority in terms of feeding time and nutrition? (Who gets the best food? When?) • How is the feeding of pregnant and breast feeding women done in this community? (Women of reproductive age often suffer from anemia) • Describe your access to health facilities. 	

Power and Agency Indicators

Financial decision making	<p>Who makes decisions on use of income earned by the following:</p> <ul style="list-style-type: none"> • men • women • Youth (Why or why not?) <p>How does managing of money affect women in dual headed households?</p> <p>How does managing of money affect women in female headed household? (What changes have you observed after graduating PSNP)</p>	
Decision making on agricultural land	<p>Who makes decisions on use of land in your HH?</p> <ul style="list-style-type: none"> • Who decides on what to plant? • Who decides on what inputs to use for farming? 	
Household decision making	<p>What are the major household decisions that you are involved in? (Make a list of major household decisions)</p> <ul style="list-style-type: none"> • Land use • Use of money • Children's education • Technology adoption • Family planning • Taking loans to start Income Generating Activities 	
Access to information	<p>What information do you need in order to improve your livelihoods?</p> <ul style="list-style-type: none"> • Extension and agricultural information and training services • Agricultural technology • Good health practice Information • Nutrition information • Weather forecast information • Market information • Education, training and skills development information • Financial services information • Mobile phone • Other information _____ <p>Do you have access to this information? (tick on this list)</p>	

<p>Autonomy and mobility</p>	<p>Are women in this area able to move to public spaces by themselves?</p> <ul style="list-style-type: none"> • social gatherings, • weddings, • funerals, • kebele/edir meetings, • trainings, • markets, • health facilities, (Why not? Why? Any dangers?) <p>Do micro-franchise sales women experience any challenges in this regard? (Explain which ones?)</p>																					
<p>Self-confidence/ Self-efficacy</p>	<p>• What is your current level of personal happiness?</p> <div data-bbox="443 552 1223 932" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>STATE SCALE</p>  </div> <table border="1" data-bbox="443 935 1303 1021" style="width: 100%; text-align: center;"> <tr> <td>F.HH</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>M.HH</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>• Are you able to speak in public and with people in authority? (this a measure of confidence)</p> <ul style="list-style-type: none"> • Answer the questions below: <table border="1" data-bbox="443 1152 1397 1270" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Statement</th> <th style="width: 25%;">Agree</th> <th style="width: 25%;">Disagree</th> </tr> </thead> <tbody> <tr> <td>1. A man should have the final say about how money should be used at home.</td> <td></td> <td></td> </tr> </tbody> </table>	F.HH							M.HH							Statement	Agree	Disagree	1. A man should have the final say about how money should be used at home.			
F.HH																						
M.HH																						
Statement	Agree	Disagree																				
1. A man should have the final say about how money should be used at home.																						

	2. I think it is more important to send a boy to school as compared to a girl child				
	3. Because men work hard to provide for the family, they should be given a lot of food than the rest of the family members.				
	4. There are times when a woman deserves to be beaten				
	5. A woman can make her plans work				
	6. We cannot control what happens in our lives				
	7. I stand for my rights				
Gender norms & responsibilities	<p>An activity: using cards, write different daily duties of women and men in a household, putting time for doing the activity at the back of the card</p> <p>In this area which roles are considered to be only for men and only for women, and which for both?</p> <ul style="list-style-type: none"> • What do you think made your husband change in terms of sharing household chores? What or who influenced him? • What are the community attitudes towards women doing business activities or income generation activities? <ul style="list-style-type: none"> ▪ Take livestock to the market, ▪ Engaging in beekeeping, ▪ Petty trading, ▪ Who meet with DA, ▪ Attend FTC trainings, ▪ Whose husbands help out at home, ▪ Who leave their children in the care of another community member when they engage in IGA, ▪ About husbands who help out at home? Explain. • Does polygamy exist in this area? • How does it affect you and your household? (how common is it, explain) • What gender norms do you think are easiest to change? Why? • What norms are hardest to change? Why? • Do you think being a woman is good or bad? Why? • What happens if a man participates in a woman's role (gatekeepers) <p>What happens if a woman participates in a man's role? (gate keepers)</p>				
Domestic violence & other gender-based violence	<p>An activity: A body of a woman and women show on the picture where they feel power and/or shame. Ask why the shame and why the power? What do these marked places mean in terms of abuse?</p> <p>Do women in this area experience gender based violence? If yes, what forms of gender based violence do you experience</p> <ul style="list-style-type: none"> • Physical abuse wife beating • Forced sex • Rape 				

	<ul style="list-style-type: none"> • Verbal abuse • Emotional abuse • FGM (Which of the mentioned GBV is most common?) <p>What changes have you observed in your HH on GVB?</p>	
Women participation in economic activities	<p>Which value chain do men participate in? (List. Which of these areas are more profitable, men's or women's)?</p> <p>Which groups do you participate in?</p> <ul style="list-style-type: none"> • VESA • Cooperatives • FEMA • RUSACCO • MFI • Other specify 	
Change as a result of GRAD	<p>How do you feel that your lives have changed as a result of</p> <ol style="list-style-type: none"> 1. VESA membership, 2. Holding leadership positions 3. Participation in trainings? <ul style="list-style-type: none"> • How have you and your family changed in terms of • Equal participation in social events (eg, eating in funerals), • Relationship with your husband/wife (calling each other by name, sitting, walking or eating together), • Involving your children in discussions, • Applying new technology (rope and washer), • Are the changes through GRAD also benefiting non GRAD members? (Why?) • How do you think your husband feels about these changes? 	

Annex 3: Gender Gap Analysis FGD Tool (GRAD 2 Women)

This tool assesses economic success and advancement, as well as agency and power indicators. It will be administered to women beneficiaries. It will bring out the factors that inhibit women economic empowerment and how the project can address them. This tool will identify the gender gaps that exist before the project interventions, and will lead to the Outcome Challenges that will be used in the Outcome Mapping exercises.

Region: _____ Woreda: _____ Area: _____

Date: _____ Number of participants: _____

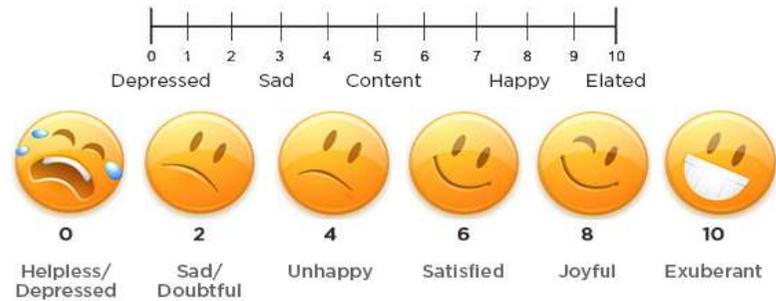
Economic Success & Advancement Indicators		
Thematic Ares	Question	Response
Education Levels	Have you gone to a formal school? <ul style="list-style-type: none"> • How far? Why? • What is your level of education? (Primary, secondary, TVET, Tertiary etc) 	
	Did your educational level affect you in any way? <ul style="list-style-type: none"> • If yes, what have you missed because of your educational levels? • If no, what have you gained because of your educational levels? 	
Technical/Business Skills	What technical/business skills do you have that will help you earn money? <ul style="list-style-type: none"> • Which of these skills you possess can lead to employment? • Why? How? 	
Business ownership	Do you provide any service to earn money? (Ask participants to list the services) <ul style="list-style-type: none"> • Do you sell anything to earn money? (make people to raise their hand if they own a business) What do you sell? (make a list of businesses) • Is it a group or an individual IGA/business? 	
Access to agricultural land	Normally who owns agricultural land in this area? <ul style="list-style-type: none"> • Do women own agricultural land in this area? (Raise your hands if you own land) • Do women access agricultural land for ploughing? (Raise your hands if you access land to plough) 	

Access to finance	<p>What challenges do you face to start up new income generating activity for profit?</p> <ul style="list-style-type: none"> • Where do you get money to start your own IGA/business • Where do you get money to start a new IGA/business? • What are the factors that limit women from accessing start-up loans for their own businesses? (Structural and socio-cultural factors?) 	
Profit monitoring and Savings	<p>Do you have a business plan?</p> <ul style="list-style-type: none"> • Do you keep records of your input costs and profits in your IGA? • Do you have individual and household savings from your business? • How do you save your money? • What challenges do you face in trying to save money? 	
Income earned by women	<p>Who earns income in your households? (Woman, man, youth? Specify if more than one person?)</p> <ul style="list-style-type: none"> • What are the sources of income for women in this area? Which of these do you participate in? • Are women allowed to earn an income? (Why? Who are the people who say that women should not earn an income?) • How common is for a woman to earn money in your community? • How much income do you earn as a woman? 	
Income from PSNP	<p>Are the PSNP transfers you receive food or cash?</p> <ul style="list-style-type: none"> • Who in your households collects which PSNP transfers? (Why?) • Who decides on use of PSNP transfers? (explain) • When the transfer is cash, what does your household use the PSNP money for? • Do you agree with this use of PSNP money? (Why?) 	
Women in employment	<p>Do you have employment? Are women generally formally employed in this area?</p> <ul style="list-style-type: none"> • Is it acceptable for women to be employed here? (Why? Why not?) • Which jobs are acceptable for women to be employed in, in this area? (Why? Who does not accept?) • What job opportunities exist for women here? (make a list) • Would you like to be employed? • Do you think women should be employed and earn wages? (Why?) 	

Prosperity and quality of life	Describe your quality of life at present in terms of the following: <ul style="list-style-type: none"> • Your housing • Your household nutrition • Your household health • Fixed property ownership • Ownership of movable assets • Children education (how many children do you have? How many of them did you send to school? Probe if they send their boys or girls, If they did not send them, why?) 	
Household Food Security & Health level	Describe your household nutrition levels in terms of the following: <ul style="list-style-type: none"> • How many months of food gap do you experience each year? • Describe your food security in terms of seasons. • What does your daily diet consist of? (Why?) • Who in the household is given priority in terms of feeding time and nutrition? (Who gets the best food? When?) • How does the feeding of pregnant and lactating women affect their health? (Women of reproductive age often suffer from anemia) Describe your access to health facilities.	
Power and Agency Indicators		
Financial Decision-making	Who makes decisions on the use of income earned by the following: <ul style="list-style-type: none"> • men • women • Youth (Why or why not?) How does lack of control of money affect women in male headed HHs How does lack of control of money affect women in female headed HHs?	
Decision making on agricultural land	Who makes decisions on use of land in this area? <ul style="list-style-type: none"> • Who decides on what to plant? • Who decides on what inputs to use for farming? 	

Household decision-making	<ul style="list-style-type: none"> • What are the major household decisions that you are involved in? (Make a list of major household decisions) <ul style="list-style-type: none"> ▪ Land use ▪ Use of money ▪ Children's education ▪ Technology adoption ▪ Family planning ▪ Number of children ▪ Taking loans to start IGA 	
Access to information	<p>What information do you need in order to improve your livelihoods?</p> <ul style="list-style-type: none"> • Extension and agricultural information and training services • Agricultural technology • Good health practice Information • Nutrition information • Weather forecast information • Market information • Education, training and skills development information • Financial services information • Mobile phone • Other information _____ <p>Do you have access to this information? (tick on this list)</p>	
Autonomy and Mobility	<p>Are women in this area able to move to public spaces by themselves?</p> <ul style="list-style-type: none"> • social gatherings, • weddings, • funerals, • kebele/edir meetings, • trainings, • markets, • Health facilities, (Why not? Why? Any dangers?) 	
Self-confidence/ Self-efficacy	<p>What is your current level of personal happiness?</p>	

STATE SCALE



F.HH						
M.HH						

Are you able to speak in public and with people in authority? (this a measure of confidence)

Answer the questions below:

Statement	Agree	Disagree
8. A man should have the final say about how money should be used at home.		
9. I think it is more important to send a boy to school as compared to a girl child		
10. Because men work hard to provide for the family, they should be given a lot of food than the rest of the family members.		
11. There are times when a woman deserves to be beaten		
12. A woman can make her plans work		
13. We cannot control what happens in our lives		
14. I stand for my rights		

Gender Norms & Responsibilities

An activity: using cards, write different daily duties of women and men in a household, putting time for doing the activity

	<p>at the back of the card</p> <p>In this area which roles are considered to be only for men and only for women, and which for both?</p> <ul style="list-style-type: none"> • What are the community attitudes towards women doing business activities or income generation activities? <ul style="list-style-type: none"> ▪ Take livestock to the market, ▪ Engaging in beekeeping, ▪ Petty trading, ▪ Who meet with DA, ▪ Attend FTC trainings, ▪ Whose husbands help out at home, ▪ Who leave their children in the care of another community member when they engage in IGA, ▪ About husbands who help out at home? Explain. ▪ Does polygamy exist in this area? • How does it affect you and your household? (how common is it, explain) • Do you think being a woman is good or bad? Why? • What happens if a man participates in a woman's role (gate keepers) • What happens if a woman participates in a man's role? (gate keepers) 	
<p>Domestic Violence & other Gender based violence</p>	<p><u>An activity:</u> A body of a woman and women show on the picture where they feel power and/or shame</p> <p>Do women in this area experience gender based violence? If yes, what forms of gender based violence do you experience</p> <ul style="list-style-type: none"> • Physical abuse wife beating • Forced sex • Rape • Verbal abuse • Emotional abuse • FGM (Which of the mentioned GBV is most common?) 	
<p>Women participation in economic activities</p>	<p>Where do women participate in the market linkage/ value chains/IGA?</p> <ul style="list-style-type: none"> • Where do men participate in the market linkage/value chain/IGA? • Which of these areas are more profitable (men's or women's)? • Who in your household participates in PSNP works? <ul style="list-style-type: none"> ▪ Women, ▪ Men ▪ Youth • Who does the most public work? • Which groups do you participate in? 	

	<ul style="list-style-type: none">▪ Cooperatives▪ FEMA▪ RUSACCO▪ Other specify <p>What are the major limitations to women participation in market linkage activities?</p> <ul style="list-style-type: none">• Small remnants,• Larger livestock,• Cereal crops,• Horticultural crops,• Any other?	
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Annex 4: Gender Gap Analysis FGD Tool (GRAD Men)

This tool assesses economic success and advancement, as well as agency and power indicators. It will be administered to male beneficiaries. It will bring out the factors that inhibit men and men's perspective of women's economic empowerment and how the project can address them. This tool will identify the gender gaps that exist before the project interventions, and will lead to the Outcome Challenges that will be used in the Outcome Mapping exercises.

Region: _____ Woreda: _____ Area: _____

Date: _____ Number of participants: _____

Economic Success & Advancement Indicators

Thematic Ares	Question	Response
Education Levels	Have you gone to a formal school? <ul style="list-style-type: none"> • How far? Why? • What is your level of education? (Primary, secondary, TVET, Tertiary etc) 	
	Did your educational level affect you in any way? <ul style="list-style-type: none"> • If yes, what have you missed because of your educational levels? • If no, what have you gained because of your educational levels? 	
Technical/Business Skills	What technical/business skills do you have that will help you earn money? <ul style="list-style-type: none"> • Which of these skills can lead to employment? (Why? How?) 	
Business ownership	Do you provide any service to earn money? (Ask participants to list the services) <ul style="list-style-type: none"> • Do you sell anything to earn money? (make people to raise their hand if they own a business) • If you do, what do you sell? (make a list of businesses) • Is it a group or an individual IGA/business? 	
Access to agricultural land	Normally who owns agricultural land in this area? <ul style="list-style-type: none"> • Do you own agricultural land in this area? (Raise your hands if you own land) 	
Access to finance	What challenges do you face to start up new income generating activity for profit? <ul style="list-style-type: none"> • Where did you get money to start your own business? • VESA loan/ how many rounds? • MFI/how many rounds? • Have you returned the loan you have taken? If No why? 	

Profit monitoring and Savings	<p>Do you have a business plan?</p> <ul style="list-style-type: none"> • Do you keep records of your input costs and profits in your IGA? • Do you have individual and household savings from your business? • How do you save your money? • What challenges do you face in trying to save money? 	
Income earned	<p>Who earns income in your households? (Woman, man, youth? Specify if more than one person?)</p> <ul style="list-style-type: none"> • What are the sources of income for men in this area? (Which of these do you participate in?) • How much income do you earn as a man? 	
Employment	<p>What job opportunities exist for men in this area? (make a list)</p> <ul style="list-style-type: none"> • Are you employed? Where? • Would you like to be employed? • Do you think women should be employed and earn wages? (Why?) 	
Household Food Security & Health level	<p>Describe your household nutrition levels in terms of the following:</p> <ul style="list-style-type: none"> • Describe your food security in terms of seasons. • What does your daily diet consist of? (Why?) • Who in the household is given priority in terms of feeding time and nutrition? (Who gets the best food? When?) • Describe your access to health facilities. 	
Power and Agency Indicators		
Financial Decision-making	<p>Who makes decisions on use of income earned by the following:</p> <ul style="list-style-type: none"> • men • women • Youth (Why or why not?) <p>How does managing of money affect you?</p>	
Decision making on agricultural land	<p>Who makes decisions on use of land in your HH?</p> <ul style="list-style-type: none"> • Who decides on what to plant? • Who decides on what inputs to use for farming? 	
Household decision-making	<p>What are the major household decisions? (Make a list of major household decisions)</p>	

	<ul style="list-style-type: none"> • Land use • Use of money • Children's education • Technology adoption • Family planning • Number of children • Taking loans to start IGA <p>Are women involved in these decision makings?</p>							
Access to information	<p>What information do you need in order to improve your livelihoods?</p> <ul style="list-style-type: none"> • Extension and agricultural information and training services • Agricultural technology • Good health practice Information • Nutrition information • Weather forecast information • Market information • Education, training and skills development information • Financial services information • Mobile phone • Other information _____ <p>Do you have access to this information? (tick on this list)</p>							
Self-confidence/ Self-efficacy	<p>What is your current level of personal happiness?</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">STATE SCALE</p> <p style="text-align: center;">0 1 2 3 4 5 6 7 8 9 10</p> <p style="text-align: center;">Depressed Sad Content Happy Elated</p>  <p style="text-align: center;">0 2 4 6 8 10</p> <p style="text-align: center;">Helpless/Depressed Sad/Doubtful Unhappy Satisfied Joyful Exuberant</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; height: 20px;"></td> <td style="width: 16.6%;"></td> </tr> </table>							

	<p>Answer the questions below:</p> <table border="1" data-bbox="443 236 1417 675"> <thead> <tr> <th data-bbox="443 236 1173 276">Statement</th> <th data-bbox="1173 236 1279 276">Agree</th> <th data-bbox="1279 236 1417 276">Disagree</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 276 1173 355">A man should have the final say about how money should be used at home.</td> <td data-bbox="1173 276 1279 355"></td> <td data-bbox="1279 276 1417 355"></td> </tr> <tr> <td data-bbox="443 355 1173 435">I think it is more important to send a boy to school as compared to a girl child</td> <td data-bbox="1173 355 1279 435"></td> <td data-bbox="1279 355 1417 435"></td> </tr> <tr> <td data-bbox="443 435 1173 515">Because men work hard to provide for the family, they should be given a lot of food than the rest of the family members.</td> <td data-bbox="1173 435 1279 515"></td> <td data-bbox="1279 435 1417 515"></td> </tr> <tr> <td data-bbox="443 515 1173 555">There are times when a woman deserves to be beaten</td> <td data-bbox="1173 515 1279 555"></td> <td data-bbox="1279 515 1417 555"></td> </tr> <tr> <td data-bbox="443 555 1173 595">A woman can make her plans work</td> <td data-bbox="1173 555 1279 595"></td> <td data-bbox="1279 555 1417 595"></td> </tr> <tr> <td data-bbox="443 595 1173 635">We cannot control what happens in our lives</td> <td data-bbox="1173 595 1279 635"></td> <td data-bbox="1279 595 1417 635"></td> </tr> <tr> <td data-bbox="443 635 1173 675">I stand for my rights</td> <td data-bbox="1173 635 1279 675"></td> <td data-bbox="1279 635 1417 675"></td> </tr> </tbody> </table>	Statement	Agree	Disagree	A man should have the final say about how money should be used at home.			I think it is more important to send a boy to school as compared to a girl child			Because men work hard to provide for the family, they should be given a lot of food than the rest of the family members.			There are times when a woman deserves to be beaten			A woman can make her plans work			We cannot control what happens in our lives			I stand for my rights			
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<p>Gender Norms & Responsibilities</p>	<p>What are the community attitudes towards women and men doing the following?</p> <ul style="list-style-type: none"> ▪ Take livestock to the market, ▪ Engaging in beekeeping, ▪ Petty trading, ▪ Who meet with DA, ▪ Attend FTC trainings, ▪ About women whose husbands help out at home, ▪ About husbands who help out at home? Explain. <ul style="list-style-type: none"> • What do you think made you change? What or who influenced you? <p>Does polygamy exist in this area?</p> <ul style="list-style-type: none"> • Do you think being a man is good or bad? Why? • What happens if a man participates in a woman's role (who are the gate keepers?) • What happens if a woman participates in a man's role? (who are the gate keepers) 																									
<p>Participation in economic activities</p>	<p>Which value chain do you participate in?</p> <ul style="list-style-type: none"> • Which value chain do women participate in? (List. Which of these areas are more profitable, men's or women's)? • Which groups do you participate in? <ul style="list-style-type: none"> ▪ VESA 																									

	<ul style="list-style-type: none"> ▪ Cooperatives ▪ FEMA ▪ RUSACCO ▪ MFI ▪ Other specify 	
<p>Change as a result of GRAD</p>	<p>How do you feel that your lives have changed as a result of</p> <ul style="list-style-type: none"> ▪ VESA membership, ▪ Holding leadership positions ▪ Participation in value chain activities ▪ Participation in trainings? <p>How have you and your family changed in terms of</p> <ul style="list-style-type: none"> • Children’s education, (how many children do you have? How many of them did you send to school? Probe if they send their boys or girls, If they did not send them, why?) • Equal participation in social events (eg, eating in funerals), • Relationship with your wife (calling each other by name, sitting, walking or eating together), • Involving your children in discussions, • Applying new technology (rope and washer), • Prosperity, (Your housing ,Your household health, Fixed property ownership, Ownership of movable assets) • Are the changes through GRAD also benefiting non GRAD members? (Why?) • How do you think your wife feels about these changes? • What gender norms do you think are easiest to change? Why? • What norms are hardest to change? Why? 	

Annex 5: Gender Gap Analysis FGD Tool (GRAD 2 Men)

This tool assesses economic success and advancement, as well as agency and power indicators. It will be administered to male beneficiaries. It will bring out the factors that inhibit **men and men's perspective** of women's economic empowerment and how the project can address them. This tool will identify the gender gaps that exist before the project interventions, and will lead to the Outcome Challenges that will be used in the Outcome Mapping exercises.

Region: _____ Woreda: _____ Area: _____

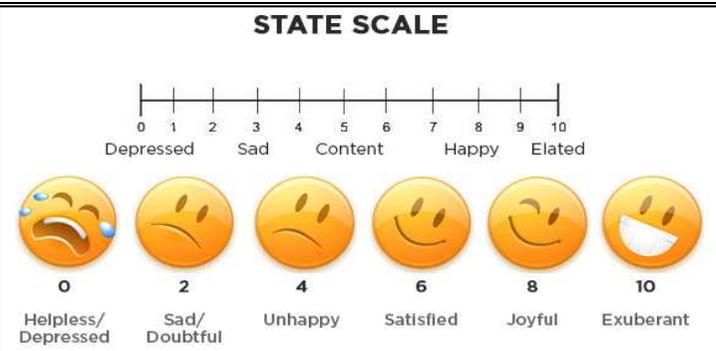
Date: _____ Number of participants: _____

Economic Success & Advancement Indicators

Thematic Ares	Question	Response
Education Levels	Have you gone to a formal school? <ul style="list-style-type: none"> • How far? Why? • What is your level of education? (Primary, secondary, TVET, Tertiary etc) 	
	Did your educational level affect you in any way? <ul style="list-style-type: none"> • If yes, what have you missed because of your educational levels? • If no, what have you gained because of your educational levels? 	
Technical/Business Skills	What technical/business skills do you have that will help you earn money? <ul style="list-style-type: none"> • Which of these skills can lead to employment? (Why? How?) 	
Business ownership	Do you provide any service to earn money? (Ask participants to list the services) <ul style="list-style-type: none"> • Do you sell anything to earn money? (make people to raise their hand if they own a business) • If you do, what do you sell? (make a list of businesses) • Is it a group or an individual IGA/business? 	
Access to agricultural land	Normally who owns agricultural land in this area? <ul style="list-style-type: none"> • Do you own agricultural land in this area? (Raise your hands if you own land) 	
Access to finance	What challenges do you face to start up new income generating activity for profit?	
Profit monitoring and Savings	Do you have a business plan? <ul style="list-style-type: none"> • Do you keep records of your input costs and profits in your IGA? • Do you have individual and household savings from your business? • How do you save your money? • What challenges do you face in trying to save money? 	

Income earned	<p>Who earns income in your households? (Woman, man, youth? Specify if more than one person?)</p> <ul style="list-style-type: none"> • What are the sources of income for men in this area? (Which of these do you participate in?) • How much income do you earn? 	
Income from PSNP	<p>Are the PSNP transfers you receive food or cash?</p> <ul style="list-style-type: none"> • Who in your households collects which PSNP transfers? (Why?) • Who decides on use of PSNP transfers? (explain) • When the transfer is cash, what does your household use the PSNP money for? • Do you agree with this use of PSNP money? (Why or why not?) 	
Employment	<p>What job opportunities exist for men in this area? (make a list)</p> <ul style="list-style-type: none"> • Are you employed? Where? • Would you like to be employed? <p>Do you think women should be employed and earn wages``? (Why?)</p>	
Household Food Security & Health level	<p>Describe your household nutrition levels in terms of the following:</p> <ul style="list-style-type: none"> • How many months food gap do you experience each year? • Describe your food security in terms of seasons. • What does your daily diet consist of? (Why?) • Who in the household is given priority in terms of feeding time and nutrition? (Who gets the best food? When?) • Describe your access to health facilities. 	
Power and Agency Indicators		
Financial Decision-making	<p>Who makes decisions on use of income earned by the following:</p> <ul style="list-style-type: none"> • men • women • Youth (Why or why not?) <p>How does managing of money affect you?</p>	
Decision making on agricultural land	<p>Who makes decisions on use of land in your HH?</p> <ul style="list-style-type: none"> • Who decides on what to plant? 	

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Household decision-making	<p>What are the major household decisions? (Make a list of major household decisions)</p> <ul style="list-style-type: none"> • Land use • Use of money • Children's education • Technology adoption • Family planning • Number of children • Taking loans to start IGA <p>Are women involved in these decision makings?</p>	
Access to information	<p>What information do you need in order to improve your livelihoods?</p> <ul style="list-style-type: none"> • Extension and agricultural information and training services • Agricultural technology • Good health practice Information • Nutrition information • Weather forecast information • Market information • Education, training and skills development information • Financial services information • Mobile phone • Other information _____ <p>Do you have access to this information? (tick on this list)</p>	
Self-confidence/ Self-efficacy	<ul style="list-style-type: none"> • What is your current level of personal happiness? 	

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<p>Participation in economic activities</p>	<p>What are the major challenges you face to participate in IGAs?</p> <ul style="list-style-type: none"> • Which value chain do women participate in? (List. Which of these areas are more profitable, men's or women's)? <p>Which groups do you participate in?</p> <ul style="list-style-type: none"> • Cooperatives • FEMA • RUSACCO • Other specify 	

Annex 6: Outcome Mapping Tool 6: Gender Progress Markers

OUTCOME CHALLENGE:	
I EXPECT TO SEE [BOUNDARY PARTNER]:	
1	
2	
3	
4	
I WOULD LIKE TO SEE [BOUNDARY PARTNER]:	
5	
6	
7	
8	
9	
10	
11	
12	
I WOULD LOVE TO SEE [BOUNDARY PARTNER]:	
13	
14	

Annex 7: Summary of Progress Markers Indicators

Thematic area	Immediate Indicators Expect to see	Intermediate Indicators Like to see	Long term indicators Love to see
Women's Education	<ul style="list-style-type: none"> - Save some money separately to buy my school materials - Find evening class and register for school - Plan and prepare my education program continue education from where stopped 	<ul style="list-style-type: none"> - Started my education - Begin to read and write - Complete some grades - Study and do homework with my child 	<ul style="list-style-type: none"> - Complete adult education up to grade 8, 12, university - Become an educated person - able to read and write - Able to make a phone call by myself - Able to manage my business - expenses, input costs, and profits
Business/Technical Skills	<ul style="list-style-type: none"> - I expect to get training to start my business - I expect to get other technical trainings - Use my new skills to improve life 	<ul style="list-style-type: none"> - Start my business and start to make money - Practice my new business knowledge in my business - Discover a good business 	<ul style="list-style-type: none"> - Sharing my knowledge with other women - Run a profitable business - Diversified IGA - Having personal money - Eating good food - Building a good house
Women Business/IGA ownership	<ul style="list-style-type: none"> - Do a market assessment before I start my business - Get information from das where I can get goods cheaper for resale - Get skills on identified business - Visit different shops to ask if they could buy my <i>enjera</i> - Participate in different trainings 	<ul style="list-style-type: none"> - Start baking <i>enjera</i> for selling - Identify the households where I can do my micro-franchise work getting business license running my own business 	<ul style="list-style-type: none"> - Selling my fattened cattle, goats and sheep - Calculate my business profits at the end of the month - Expanding my business - Lend money to others
Access to Finance	<ul style="list-style-type: none"> - Get information about sources of loans to own my IGA/business - Get training in financial management skills - Start saving the little that I have or earn 	<ul style="list-style-type: none"> - Busy doing useful and productive things instead of just moving around doing nothing 	<ul style="list-style-type: none"> - Improve my standard of living - Send my all children to school
Business Planning and profit monitoring	<ul style="list-style-type: none"> - Pay all my expenses and make a profit - Profit recording and monitoring book - Find somebody who can assist me in doing business planning - Receive training on business planning and record keeping - Start to make savings from my business 	<ul style="list-style-type: none"> - Knowing how to do calculation of numbers and how to monitor my business - To have a written business plan - Teaching others how to manage business 	<ul style="list-style-type: none"> - To evaluate my business whether it is profitable and to expand the business - To create job opportunities for others from my business be employing them - To share my business experience with others

Women Income Sources	<ul style="list-style-type: none"> - Receive training in accounting - Looking for market information - Having many customers - Buying a good dairy cow to sell milk and butter - Opening a shop - Opening coffee house nearby a factory 	<ul style="list-style-type: none"> - Work hard and get good profit - Use my business profits to diversify my business - Starting saving from what I get - Creating job opportunity for other women - Buying household assets such as refrigerator - Building a new house for my cows 	<ul style="list-style-type: none"> - Becoming rich from my business - Becoming a distributor, an importer and exporter - Providing capital for others to start their business - Buying a truck for my business - Opening a supermarket, a hotel - Buying a motor cycle for public transport business (<i>bajage</i>)
Income from Employment	<ul style="list-style-type: none"> - Developing my skills to be employable - Going out from my house in the morning and coming back in the evening - Committed and happy with my job - Employed more than one place 	<ul style="list-style-type: none"> - Getting my salary - Starting to save from my salary 	<ul style="list-style-type: none"> - Become a successful woman who creates job opportunity for others - Looking for additional job - Become financially self sufficient
HH Food Security and Health	<ul style="list-style-type: none"> - Getting training about nutrition - Cultivating vegetables in the compound - Planting short season drought resistant crops - Renting additional agricultural land for use - Working hard to secure food for my family - Teaching other women health and nutrition as taught by health workers to us 	<ul style="list-style-type: none"> - My children getting enough food - Keeping some of the food that I produce for household food security - My family is food secure all women - Enough food for pregnant women 	<ul style="list-style-type: none"> - Having healthy family - Eating nutritious food - Eating more than 3meals a day - Eating well when I am pregnant - Making sure my children have good nutrition and are healthy - Extending my agricultural land - Graduating from PSNP; and advising others to come out of PSNP - Stopping 8 hours of PSNP work and working more on my business - Being food secured throughout the year - To store food grain for the time of food shortage - My children should not experience the hunger and poverty that I experienced
Decision making on major household issues	<ul style="list-style-type: none"> - Train the men on joint decision making in finances, household and land use 	<ul style="list-style-type: none"> - Share equally whatever profit we have as a family - I can decide on and saving that I can use for IGA that I like - Discuss and decide equally about the money we borrow and spend - Have my own bank book and saving - Joint decision making on land use 	<ul style="list-style-type: none"> - Decide on everything with my husband - Have a say and to equally decide on our savings - Change my life through the IGA that I do - Take loan that I can decide on and use it for my own IGA - My own profit and saving
Access to	<ul style="list-style-type: none"> - Nutrition and diversified foods 	<ul style="list-style-type: none"> - To be trained and practice the training on pest 	<ul style="list-style-type: none"> - A health post equipped with equipment like

information	<ul style="list-style-type: none"> - Livestock fattening - On what kind of IGA to do - How to get my own loan - To be hygienic and prevent diseases - Children vaccination - Marketing information - Information on what the season requires us to grow - How to own land - Which fertilizers to use - What and how to plant crops - Health information about pregnancy, hygiene and sanitation - Pest control information to protect my vegetable and fruit from pests and diseases - How to cultivate the new improved seed 	<p>protection on my vegetable & fruit farm</p> <ul style="list-style-type: none"> - To know where to buy chemicals and how to use it - Get financial and technical training - Ask the DA to get new improved vegetable and fruit seed 	<p>electricity, TV to have all health information, and all types of medicine</p> <ul style="list-style-type: none"> - Having healthy vegetables and fruit free from pests and taking to market to sell with good price and generate income - Harvested products from the new improved seed and taking to the market to sell with good price and generate big income
Autonomy and Mobility	<ul style="list-style-type: none"> - Husbands to have the awareness that when women engage in economic activities or go out of the house, they bring money, and this improves the HH economy - Husbands to be advised by elders - Husbands and wives must discuss and agree why the wife should move to gatherings and other places 	<ul style="list-style-type: none"> - Husbands' mind-sets to be transformed - Husbands and wives to trust each other when any one of them is going out of the house - I would like to see changes in husbands' mind and create peace with their wives in the house - Husbands to have the awareness that when women engage in economic activities or go out of the house, they bring money, and this changes the family's life. 	<ul style="list-style-type: none"> - To go anywhere I like alone for trainings, weddings, or any other place freely without any mobility restriction - To stand for my right of movement - To be able to move everywhere and doing what we want - The project to educate the men not to do these dangerous things - To stand for my right of movement
Self-confidence and self-efficacy	<ul style="list-style-type: none"> - To get public speaking training - to be able to speak in front of people and express my opinions - Women to have the chance to participate and speak in meeting - To have my own business to improve my happiness 	<ul style="list-style-type: none"> - To practice talking in front of people to get out of our financial situation so that we can be confident - To be educated so that I can be more confident - All girls attend school equally with boys so that girls are confident - To speak in meetings to save some money to improve my happiness level 	<ul style="list-style-type: none"> - To overcome my fear to stand and talk before many people - To develop self-confidence and to be able to speak in public - To become an educated person and speak confidently to people - To express my opinion freely - To attend meetings equally with my husband and participate equally with my husband - My husband and see him consider me as equal to him

Gender Norms and Responsibilities	<ul style="list-style-type: none"> - Our men to be educated to create awareness to them so that they change their attitudes about gender workloads - Change first in the attitude of my family because they give me workloads heavier than my brother and he gets to rest but i do not rest (youth) - My brother must also get trained in gender workloads - To have good discussions with my husband about the workload - My husband to fetch water, go to the grinding mill and bring the flour home, cook sauce (wat) - My husband to split and bring me the wood, and to hold our baby when i am engaged in other things - The project to give men and women training and create awareness to the community about gender norms - Get help from my husbands in the household chores - Awareness training to be given to husbands about women workload and men involvement in the hh chores 	<ul style="list-style-type: none"> - Men learn practically how to do the women duties - Equal division of labor for my brother and me. - The community to get awareness about work load sharing - My husband to change our baby's nappies/diapers, washes clothes, serve food to the table, clean the house, make the bed - The community support women doing 'men's work' and men doing 'women's work' - The community to stop insulting and thinking low of women and men who do the other gender's work 	<ul style="list-style-type: none"> - My husband bake enjera, making porridge, clean and polish the house using cow dung, prepare coffee - Women including myself to plough fields, build a house - The community thinking positively towards changing gender norms - transformed change on the community about gender norms - My husband/brother do the household chores rest equally with my brother - my brother work and share the work burden
Polygamy	<ul style="list-style-type: none"> - To give awareness training to men about polygamy. - To take the matter to the kebele elders before he marries another wife for advice - To educate women on prevention of sexually transmitted diseases - Training and advice given to men on how polygamy affects the hh economy - Training and advice for men how polygamy affects child education - Training of both men and women on the negative effects of polygamy 	<ul style="list-style-type: none"> - Prepare the women to be self-sufficient in case the husband marries someone else - To manage and support myself and the children in case of polygamy - Husbands to make him be punished by the kebele elders. - The community/ people in the village to give him advice and bring him back to me - My husband utilize the training given to him, and taking it into practice and having his mind transformed concerning polygamy 	<ul style="list-style-type: none"> - My husband take care of and support me and my children, and live with me only - To eradicate polygamy in our community - To have an improved household economy - Timely ploughing, sowing, weeding, and harvesting my crops
Gender Based Violence	<ul style="list-style-type: none"> - Awareness creation for the abusers/perpetrators parents to teach their daughters about the dangers of gender based violence 	<ul style="list-style-type: none"> - To get protection from the abusers from my family - To get training from health posts about ways of protecting myself 	<ul style="list-style-type: none"> - To move without any fear of being abused or being raped - my daughters to be free of violence and fear of

	<ul style="list-style-type: none"> - My husband and i to discuss and agree on sex - The project to create awareness and training on early marriage a woman or a girl to shout for help when any kind of forced sexual advances happen - The project to train both women and men on gender based violence husbands to not drink alcohol 	<ul style="list-style-type: none"> - Health workers to inform daughters about times that will expose them to these dangers - Men change their attitude on forced sex - Sex with my husband to be when i want it and when i am willing - All men to know and understand gender based violence and its consequences - The men who are committing forced sex to be exposed and to be taken to law enforcement, and to be punished - The women to expose the men who are committing forced sex to their 1 to 5 groups - To have my own money so that i can support myself and prevent being abused - To know all my rights and protect myself from the abuse of my drunk husband 	<p>them</p> <ul style="list-style-type: none"> - The community changed on protecting women and girls from gender based violence to have sex with my husband and enjoy it - Women to only have sex when they are willing, and not to be forced to have sex - The gender norm where all forms of gbv are eliminated - Husbands stop drinking and see peaceful families who do not quarrel - The couple separate and live a peaceful life if the husband does not change his drinking and abusive habits - My husband and i changed, respect each other and live a peaceful life
Forced sex by partner	<ul style="list-style-type: none"> - Husbands who do not listen to their wives about forced sex, to be given advice - Women to be able to convince their husbands without being shy to tell that she is too tired for sexual intercourse 	<ul style="list-style-type: none"> - The existence of common understanding between me and my husband to make sexual intercourse 	<ul style="list-style-type: none"> - Sexual intercourse which is based on our common interest, and need
Rape	<ul style="list-style-type: none"> - Increasing awareness among women and men about rape and its effects on women not moving out of their homes after 7pm - Education men and women; boys and girls on prevention of rape - Police to be aware ahead of time and protect women from rape - Local beer houses to stop their services at evening and night 	<ul style="list-style-type: none"> - My houses full of peace and without news of rape - The rule/law of the land about rape enforced - Kebeles without rape 	<ul style="list-style-type: none"> - Women moving from place to place even at the evening without any fear of rape - Women having a confidence when she moving from place to place rape committers properly punished
Verbal and Emotional Abuse	<ul style="list-style-type: none"> - Both husband and wife given frequent advice on how to live together without verbal and emotional - Abuse serious disputes to be taken up to the police or any other body of justice 	<ul style="list-style-type: none"> - My household having full of peace - My household full of love - My husband taking the advice given to husbands into consideration, and exercising it always - Husbands regret and apologize for the verbal and emotional abuse they did to their wives 	<ul style="list-style-type: none"> - I would love to see our hh without verbal and emotional abuse that affect their wives morally and physically, and with full of peace and love with our husbands and each other

Annex 8: ToR: Gender analysis/outcome mapping for livelihoods for resilience

Consultants:	TBD
Location:	Ethiopia
Dates:	April 15 – May 20, 2016
Reporting to:	Elisabeth Farmer, GRAD2 Deputy Chief of Party, CARE Ethiopia, and John Meyer, GRAD2 Deputy Chief of Party, CARE Ethiopia

Background

The Livelihoods for Resilience Activity (also known as GRAD2) was designed as a follow-on to the USAID-funded Graduation with Resilience to Achieve Sustainable Development (GRAD) project. The goal of GRAD2 is to reduce food insecurity and increase resilience for households in 27 highland woredas of three regions in rural Ethiopia: Amhara, SNNPR, and Tigray. In particular, the Livelihoods for Resilience Activity aims to enable 97,900 chronically food insecure households to graduate from the Productive Safety Net Program (PSNP) with resilience. The five-year activity (from December 5, 2016 to December 3, 2021) has the following four sub-purposes:

1. Members of PSNP households have increased capacities for undertaking resilient livelihoods
2. PSNP households have increased economically viable and resilient livelihoods portfolios
3. Strengthened enabling environment that supports resilient livelihoods for PSNP households
4. Scaled-up Collaboration, Learning and Adaptive Management processes for the Livelihoods for Resilience Activity to expand impact

GRAD2 believes that for a chronically food insecure household to succeed, the women in that household must play a significant role in economic activities and decision-making. The project will employ a variety of approaches to empower women both economically and socially. The project will build women's economic agency through skills trainings and participation in Village Economic and Social Associations (VESAs), providing leadership training to women, and using awareness raising sessions and positive male role models to encourage attitudinal and behavioral change in gender relations. In addition, GRAD2 will work with community leaders and key government actors to promote gender equality and combat gender-based violence and harmful traditional practices.

Objective

Gender outcome mapping has proven to be a useful analytical tool for understanding the status of women in households, communities and institutions, gender dynamics and trends in society, and to help define progress indicators that can be tracked over time. The consultant will use the outcome mapping approach to conduct a gender analysis for a sample of the project's operational areas. The objectives of this assignment are to:

1. Document attitudes and behaviors related to gender dynamics in GRAD2 communities;
2. Analyze those attitudes and behaviors related to the set of interventions proposed in the GRAD2 plan;
3. Propose additions or modifications to GRAD2 interventions related to gender, based on the information gained;
4. Propose a concise set of indicators that would serve as markers of progress for the project's gender objectives.

Approach

The Consultant will complete the following steps to achieve the objectives described above:

Step 1: Secondary Review of Documentation and Evidence

The GRAD project generated a significant amount of data and information for review. Other projects and institutions, particularly those applying an outcome mapping approach (e.g. Pathways), may also serve as a source of background materials.

Step 2: Planning and Team Building

The consultant will work with GRAD2 Senior Management to develop a detailed schedule and work plan. S/he will provide an orientation/training to project staff and/or others who will participate during field work. S/he will prepare a detailed study design with tools for review and approval by GRAD2 management.

Step 3: Data Collection and Analysis

The Consultant will travel within the project to lead data collection per the plan and tools referenced above. Data collection will not involve household surveys, but will focus primarily on qualitative data collected using appropriate tools from a cross-section of informants.

Suggested research questions include:

Area of Inquiry	Key questions	Target groups
Decision making	<ul style="list-style-type: none"> • What ideal/ equitable decision-making looks like for impact groups? • What changes are being observed • What contribute to these change 	<ul style="list-style-type: none"> • Male HH • Women in Male HH • Female HHH

Women Empowerment	<ul style="list-style-type: none"> • How does an “empowered women look lie? • How does the community sees her? • What changes are being observed • What contribute to these change 	<ul style="list-style-type: none"> • Same as above
Men’s engagement	<ul style="list-style-type: none"> • How does an engaged/ supportive spouse look like? • What does an equitable partnership look like? • What changes are being observed • What contribute to these change 	<ul style="list-style-type: none"> • Male HH • Men champions • Women In VESA groups
Division of Labor at HH	<ul style="list-style-type: none"> • What are the HH chores men do usually? • What changes are being observed • What contribute to these change 	<ul style="list-style-type: none"> • Male HH • Women in Male HH • FHHH
Gender based violence	<ul style="list-style-type: none"> • What did you see any change in relation at HH level because of the changes observed? 	<ul style="list-style-type: none"> • Same as above

Step 4: Analysis and Reporting

Prior to leaving Ethiopia, the Consultant will present initial findings, as well as his/her plan and schedule for analysis and reporting plans, to an audience of GRAD2 managers and others. Further analysis and drafting of the final report will take place after the Consultant leaves Ethiopia; an initial draft of the final report will be shared no more than two weeks following the completion of the field work.

Duration of the Assignment and Level of Effort

The assignment should be completed within four to six weeks from initiating the contract. The Consultant would have a LOE of from 40-45 days. Local team members will be recruited from CARE Ethiopia and GRAD2 partners.

Deliverables

The Consultant will produce and deliver the following:

1. Study design (due three days after arrival)
2. Presentation of preliminary findings (prior to departure)
3. Draft report (within one week after departure)
4. Final report (within three days following receipt of feedback from GRAD2 team)

Annex 9: The Work Plan

Week	Day	Field Activities
Week 1	Tuesday afternoon and Wednesday, May 16-17, 2017	Briefing in Addis CARE office
	Thursday/Friday, May 18/19, 2017	Travel to Hawassa – SNNPR Region
	Sunday, May 21, 2017	Regional Gender staff from the IPs join the team
Week 2	Monday to Thursday, May 22- 25, 2017	Field visits in SNNPR Region
	Friday May 26, 2017	Travel to Addis
	Sunday, May 28, 2017	Travel to Bahir-Dar – Amhara Region
Week 3	Monday to Thursday, May 29 - June 1, 2017	Field visits in Amhara Region
	Friday, June 1, 2017	Travel to Addis
	Sunday, June 3, 2017	Travel to Mekele – Tigray Region
Week 4	Monday to Thursday, June 4- 8, 2017	Field visits in Tigray Region
	Friday, June 9, 2017	Travel to Addis
Week 5	Monday to Wednesday, June 12- 14, 2017	Implementing Working Group Meeting in Addis Ababa – Presentation of preliminary findings & Debrief
	Wednesday, June 14, 2017	Travel to Johannesburg
Week 6 - 8	June 15-30, 2017	Report writing and submission