

GRAD GENDER MIDTERM REVIEW

PROCESS DOCUMENT

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I. Introduction

The GRAD Midterm Review (MTR) process was an internal evaluation that was designed to flesh out and rigorously document the changes in gender relations and norms that have been observed and catalyzed by the GRAD program. It was envisioned as a complement to the TANGO mid-term evaluation and also to serve as a capacity-building exercise for staff interested in applying the outcome mapping methodology to other programs. This document outlines the methodology, synthesizes reflections during the training and fieldwork processes, and outlines some of the key findings about gender changes observed during the research process. It also proposes some considerations for improving the methodology and the implications of adopting this OM process for the GRAD or other CARE Ethiopia programs.

II. Overview

Starting in May 2015, CARE Ethiopia undertook a qualitative gender evaluation of Ethiopia's GRAD Program. Although a midterm evaluation of the GRAD program had previously been conducted, a follow-up qualitative exercise was seen as important to help to deepen understanding of the types and progression of behavior changes related to gender among the different target groups, as well as to observe any improvements or backlash since the midterm of 2014, particularly where new intervention approaches (application of SAA) have been applied. Broadly, the objectives of the evaluation were to answer the following questions:

- How has the project contributed to changes in the household (division of labor, decision-making, economic and social changes in the household)?
- What negative or unintended consequences have been observed (in terms of excess workloads, backlash, GBV)?
- What adjustments could be made to further gender equality and develop more accurate monitoring indicators of behavior change progress in the area of gender relations?

The MTR was initiated by Esther Watts, Program Director for CARE Ethiopia, while the design of the methodology and process (which was modeled after the Midterm Review (MTR) of the Pathways program and was guided by Emily Hillenbrand (STA Gender) from CARE USA, and Aynie Habtamu, GRAD Gender Advisor, who also led the fieldwork team. A team of 16 staff from the WeRise and GRAD programs participated in the 5-day training and 10-day data collection and analysis process). The individuals were selected to represent a cross-section of the partner NGOs and sector specializations, as follows:

- 2 from CCU (GRAD Capacity building and Livelihood Advisor, M&E manager)
- 7 from CARE Sidama (Gender officer, Livelihood officer, woreda team leaders, community facilitators from each woreda and M&E officer)
- 7 from MCS – Oromiya (Gender officer, Livelihood officer, woreda team leaders, community facilitators and M&E officer)

CARE – Sidama	MCS- Oromiya	SOS - Sahel	Addis office
Sintayehu Tesu Abera Johannes	Elizabeth Gebre Tewodros Fassil	Naomi Berhanu Senafekesh Lemma	Fanaye Gebrehiwot Mahlet Gashaw
Genet Admassu Serni Amanuel Abebe	Gemechis Uka Aman Beriso Kemal Abimasa		Redeit Eyau Aynie Habtamu
Massresha Tadesse (training)	Temeseen Razo (training)		

Timeline of the MTR process	
May-June 2015	<ul style="list-style-type: none"> Methodology design, tool design Final field preparation, training preparation, final tool translation
July 14-18, 2015	<ul style="list-style-type: none"> ToT training on OM and MTR methodology at Care Ethiopia office in Addis Ababa with 18 participants from GRAD, WeRise
Data collection and daily group reflection process	
July 20-24	Field work and analysis SNNPR <ul style="list-style-type: none"> Data gathering in Shebedino and Hawassa Zuria Kebeles (6 FGDs and 3 KIIS per day) Group analysis days: note-transcription, isolating and sorting Progress Markers, group reflections and observations
July 25-27	Field work and analysis in Oromiya <ul style="list-style-type: none"> Data gathering in Shala and Arsingele Kebeles (6 FGDs and 3 KIIS per day) Group analysis days: note-transcription, isolating and sorting Progress Markers, group reflections and observations
Final Field-team Analysis and Outcome Mapping process	
July 28-29	Final Group Analysis and Outcome Mapping Reflection <ul style="list-style-type: none"> Completion of notes and tallying Progress Markers Revisiting Outcome Challenges (empowerment visions) Completion of Progress Marker Maps

III. Guiding questions and methodology

Key questions and areas of exploration:

The GRAD program has emphasized several key areas in the VESA gender curriculum (a) workload-sharing, (b) sharing decision-making control, and (c) sharing control over productive assets). The MTR explored behavior changes that have been observed in these main areas and also to identify how (d) perceptions and expectations of women’s value and acceptable behaviors (social norms) may have shifted in the course of the program. In addition, the MTR explored e) the factors that have supported or inhibited positive gender-relation changes.

The evaluation also aimed to capture some key differences in project implementation, such as the different experiences of women in FHH versus MHH, and the added value of the SAA approach on

transforming community social norms and individual gender practices? To try to get at these dimensions, the MTR selected a **cross-section of 4 kebeles** in SNNPR and Oromiya (two of which had started implementing SAA) and triangulated perspectives from a representation of **respondent groups, as follows:**

- Women from male-headed households (MHH)
- Women from female-headed households (FHH)
- Community leaders (religious, administrative, traditional)
- Role-model men who have received training from GRAD
- Women leaders who have received training from GRAD
- Key economic actors: (Extension agents, Input suppliers/ buyers, MFIs)

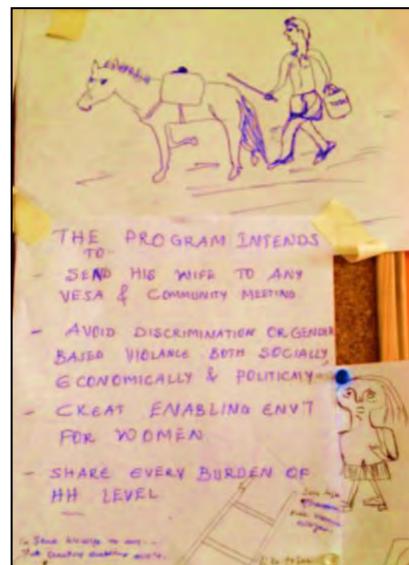
These questions were explored through 4 unique FGD guidelines (for men, MHH and FHH women, community leaders, female leaders, and male role models), as well as a Key Informant interview guideline for the key economic actors. In total, 6 FGDs and 1-3 Key informant interviews were conducted in each kebele, for a total of 24 FGDs.

Daily Data Collection	Facilitators	FGD Theme and respondent group
Morning	Pair 1	★ FGD - 8- 10 MHH women
	Pair 2	★ FGD- 8-10 FHH women
	Pair 3	★ FGD- 8-10 Male HH heads
	Pair 4	★ FGD – 3-5 Community leaders (religious, traditional, administrative)
	Pair 5	★ FGD- 3-5 Female leaders
	Pair 6	★ FGD - 3-5 - Male role models
	Team leader	★ KIIs – 1-3 Input suppliers
	Team leader	★ KIIs – 1-3 Extension Agent
	Team leader	★ KII- 1-3 MFI agents
	6 FGDs + 2-3 KIIs per Kebele (Each pair does 1 interview per day)	
Afternoon	Note-taking and summaries, Identifying Progress Markers from each FGD	

Analysis Frameworks - Outcome Mapping methodology

The methodology used for on-going analysis of the findings drew on key concepts from Outcome Mapping, which is an actor-centered design and M&E approach that is considered appropriate when an intervention is focused on changed behaviors or relationships, which may evolve or emerge unevenly in a non – linear way. The three key concepts applied from Outcome Mapping were: 1. **Outcomes**, which in OM methodology are understood as *changes in behavior* (include actions, activities, and changed

relationships). 2. **Outcome Challenges** for each actor describe the “ideal” behaviors of each actor if a program is successful in achieving its program. Outcome Challenge Statements for each key actor (in this case, women, men, female leaders, male role models, community leaders) were written as a set of statements capturing the way each actor is or would be behaving and relating to others if the GRAD program were a successful facilitator of change toward empowerment and equitable relationships. 3.) Finally, **Progress Markers** (or specific behavior changes) are a graduated set of mini-indicators of change, organized from the attainable, early changes a program can achieve (the “expect to see” behavior changes), to the most transformative changes (the “love to see” behavior changes) that indicate more profound transformation. They are written in active voice and are visible, tangible actions and behaviors (ie, “Men accompany their wives to the health center for antenatal checks,” or “Women ask for support with household chores.”)

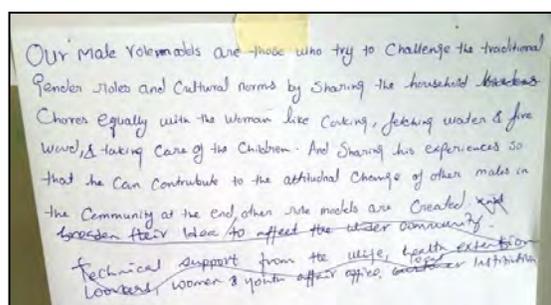


Through a daily analysis process of combing through the FGD data on the changes and challenges being observed by the GRAD participants (in the areas of intra-household decision-making, workload-sharing, resource control, and relationships), the researcher sought to identify and categorize the specific, progressive behavior changes (or Progress Markers) that had been observed during the GRAD period. By keeping a daily tally of the specific behavior changes mentioned in the interviews, they were also able to identify the relative *frequency* of changes. This information, together with their contextual knowledge, helped them to assess which behavior changes were relatively easier to adopt, and which were progressively more transformative in nature. Using this information, in a final step of the analysis process, they used the data from the FGDs to create Progress Marker maps, which showed the graduated behaviors that had been observed in a ‘roadmap’ leading to the Outcome Challenges of empowered women and engaged men and role-model leaders.

IV. Training Notes and Process

From July 13-16, a training of the field team was conducted at the CARE Ethiopia office in Addis Ababa. The participants comprised the field team as well as additional staff from the WeRise program who were not able to participate in the field work. The 4-day training covered the following components:

- Day 1 - Conceptual review of gender concepts as they relate to the GRAD conceptual model
 - Introduction to Outcome Mapping (Outcome Challenges and Progress Markers)
 - Overview of the MTR methodology and field and analysis plan
- Days 2-3- Skill-building practice in qualitative methodology, probing questions, conducting FGDs
- Day 4 – In-class practice of the MTR tool-guides ¹



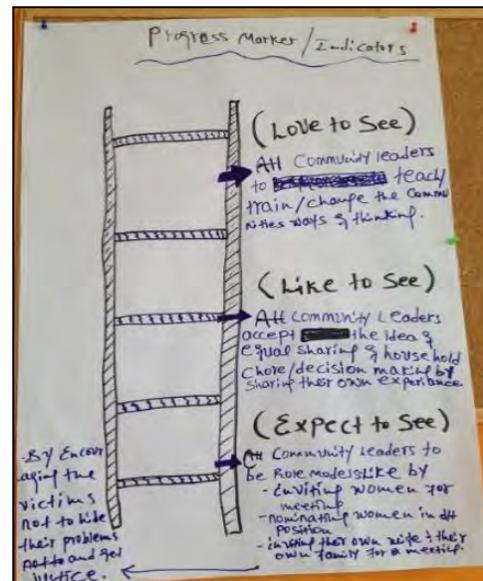
¹ Due to a holiday, we were not able to organize a pilot-test of the tools; participants practiced in the classroom

Participants first reviewed the GRAD causal model from a gender perspective, to comment on the gender-related challenges and GRAD’s approaches. They also reviewed the “Gender continuum” and presented their arguments as to where GRAD fit along the spectrum from “gender-exploitative” to “transformative.” Most participants felt that the gender work was comprehensive and that the strategy fell between the “accommodative and transformative” ends of the spectrum.

The Outcome Mapping presentation was received with interest, and the analogy of the actors’ different pathways to the summit of a mount (see below) helped them to visualize the idea of progressive steps toward the Outcome Challenge goal. Although the concepts were intuitive, applying them in practice was important to cement the concepts. After presenting the Outcome Mapping methodology, participants were divided into groups and wrote an initial **Outcome Challenge (OC)** for key target actors (men, women, community leaders, male role models, and female leaders).

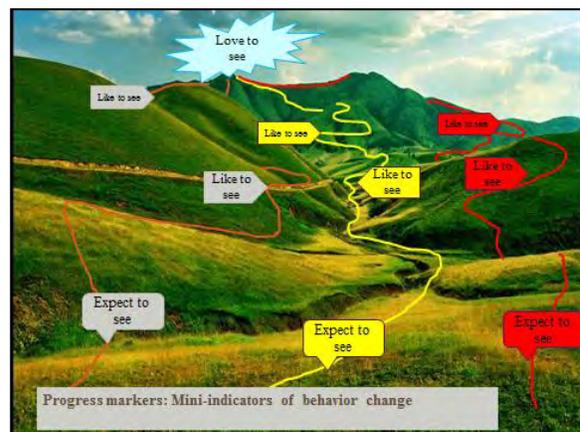
Although Outcome Challenge statements are lofty and aspirational, they should also be expressed in actionable terms, avoiding common development lingo (“capacitate, greater awareness, gender sensitivity, greater community ownership”). The participants had some challenges in transforming some of these abstract concepts (ie, “Create enabling environment for women”) into concrete action statements. We encouraged revision by asking the questions: “What does an enabling environment look like? What *actions* is the actor doing, to help create this environment?”

The initial Outcome Challenge statements were limited mainly to GRAD program activities; however, on the last day of the data collection process, they would return to re-write Outcome Challenges, based on the findings. These final Outcome Challenges reflected a much more expansive and holistic picture of empowerment and gender equality, illustrating one important outcome of the MTR process.



Progress Markers

To understand the concept of **graduated Progress Markers** and how to formulate them well, we had them develop their own set of progress markers for the target actors—from Expect-to-see, Like-to-see, and Love-to-see—that would indicate the actor’s progress toward reaching their Outcome Challenge statements. PMs should be expressed in terms of concrete, visible behavior changes written in active voice, with the target group as the subject. They respond to the question: “What are the actions that demonstrate that the actor is moving toward the Outcome Challenge?”



This exercise was challenging, and some had initial difficulty with the *graduated* nature of Progress Markers (identifying those behaviors that might be relatively easier to achieve within a given category of

Process reflection – Using OM to understand behavior change pathways

To introduce the complexity of the processes of behavior change and the concept of *graduated* behavior changes, the participants interviewed one another about an important achievement in their own lives and how they had gotten there. The exercise served several purposes: First, it illustrated the types of key questions that they could be using when conducting their focus group discussions (for example, what motivated them to make a change, what factors supported them along the way, what obstacles did they face? Etc), and it illustrated the level of detail that we hope to capture during the focus group discussions. It also demonstrated that when they know what they looking for (a change in behavior) and are interested in the topic, the questioning should feel as easy and natural as this conversation between peers.

It also illustrated the complexity of change processes, which is what Outcome Mapping tries to capture. The stories showed behavior changes are not immediate and that there are incremental steps as well as backward steps along the way. Finally, the nature of the stories within this group revealed some interesting patterns, showing how qualitative inquiry can reveal what is meaningful to a particular focus group. In this group, many of the stories had to do with the participants' academic ambitions, and how they juggled work, school, and family life to achieve higher education or further training while working. Support from family members and high ambition were factors that supported them along the way.

change). Others used the **project** rather than the actor as the subject of the behavior changes (ie, “The program intends to send his wife to VESA and community meeting”). The process of peer review was helpful and provided a useful starting point for understanding the concepts and the language of progress markers. The image of PMs as steps on a ladder was a helpful analogy for this exercise.

Qualitative skill-building

On the third and fourth days of the training, the participants delved into practicing probing questions and practice interviews. They started by creating simple, semi-structure interview guidelines around a key question related to the study, such as “how do you define an ‘empowered woman,’” and then demonstrating a mock FGD in front of the rest of the team. This exercise was a challenge, as required them to focus on a particular angle and structure their questions accordingly. The rest of the team (including the mock respondents) gave useful feedback and tips.



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Process reflection: Recognizing biases

One significant challenge with working with staff as the data collectors is the natural bias that staff have—both in assuming that they *know* the changes that have occurred, and in wanting to demonstrate the positive and successful aspects of the program.

In one community, for example, the data collectors were upset about the fact that “culture of savings” did not come up as a significant finding from their community. They saw this as “wrong information”—because they were aware of the savings interventions in that area, and they felt that the respondents were not answering correctly. We explained that in a community where a savings culture has already been in place for some time, they may not view this as an important *change*, in comparison to other gender changes. We repeatedly emphasized that we are trying to capture the *respondents’ perceptions* of what is a meaningful, recent change and they must be careful not to project their views through leading questions. While we tried to minimize bias by pairing data collectors from different working areas, this is a skill that needs further practice.

It was observed that the probing questions did improve over the data collection period, but further practice and skill-building is still crucial to getting the most out of this type of qualitative approach. They would have benefited from a field-test to be fully comfortable with the tool-guides and able to converse more freely with the respondents.

After their own semi-structured guides, we handed out the tool-guides for the fieldwork and gave time for each group to facilitate at least part of the semi-structured guideline from the tool-guide. While it was not an ideal situation, it did allow them to get familiar with the questions. They decided *not* to translate the entire tool-guides (to minimize the risk of word-for-word reading from the semi-structured guide), and we encouraged them to rewrite the main thematic questions in their own words; this helped them to internalize the key questions to have a more natural conversational flow.

For one of the more complicated FGD guides (one exercise involved brainstorming changes and placing cards on a flipchart to illustrate which were most significant), the facilitators demonstrated the exercise in front of the classroom, with the participants acting as respondents. During this exercise, we agreed on ways to simplify the questionnaire and used that feedback to revise the tool-guide. Finally, they were divided into pairs and distributed the corrected tool-guides that each would be using during the fieldwork.

Process reflection: Practicing the note-taking and analysis process

One of the most important steps of the training was to practice note-taking, and to go through the process of analysis that they would be following in the field. While doing the practice interviews in the classroom, we requested those who were not respondents to take notes. They then got into small groups to review these and to give peer feedback on the quality and completeness of the notes.

On the last day, we also took data and notes from one of the last practice interviews and, in plenary, had the groups identify the *progress markers* from that interview as well as the *factors that had contributed to the changes, obstacles, and observations around gender-based violence*. This exercise was important to help the participants identify gaps in their notes as well as to better understand the type of information and level of detail they should be looking for in their interviews.

VI. Fieldwork and group analysis process

The process of data collection and analysis with the team took place over the course of 7 days, from July 20-27, alternating a day of data collection with a day of note-taking and analysis of the findings as a team. A final two days were spent on July 28-29 to make sense of the overall data, revisiting the initial Outcome Challenges and developing Progress Marker maps of the total behavior changes observed among women, men, and community leaders. The detailed process is described below.

Data Collection Day 1- Shebedino Woreda, Dila Aferara Kebele

The first day of data collection took place on July 20, in Dila Aferara Kebele in Shebedino Woreda. After some delays in assembling the team, the data collectors arrived to the community by 10 am; all respondents were already assembled had been waiting for some time. The groups were well organized, and the field facilitators had informed the respondents about the process and purpose.

The data collection team worked in pairs. Their FGDs took up to four hours, in particular for one group that needed to use local-language translators. One interview group had a good hour of conversation before starting to do the card-sorting process with the women's/men's interviews, which resulted in flagging energy and attention by the end of the interview. It was suggested that they might do less in-depth probing during the brainstorming part of the exercise to make the process go a little faster. On the whole, however, the team observed that the respondent groups were very patient and eager to respond and had a good attitude about the process. Given the duration and timing of the FGDs, the team agreed that they should provide teams with refreshment in subsequent days. The teams returned to the office by 4:30PM and were given guidance on how to begin their joint notes-summaries with their partners.

First Group Analysis process, Shebedino Woreda, July 21

While two CARE Ethiopia team leaders (Aynie and Fanaye) went to conduct the key informant interviews with the Women's Affairs Committee and other market actors, the CARE USA facilitator (Emily) led the group through the analysis process.

Step 1. - In the morning, the interview pairs sat together and began by consolidating their notes from the previous day into a single, clean transcript. They were provided with a template for the notes, which

provided a column to identify the speaker in the left-hand side of the page, and were instructed that the notes-summaries should be the complete transcription of the interview, including the speaker identification as well as the questions asked. There was a tendency to summarize the content in their own words, rather than the speakers' own. The team also was not equipped with recorders, and were writing their notes in English (translated from local language and Amharic), which further limited the level of detail captured in the notes.

Step 2 - After transcribing the notes, they re-read them and isolated all of the unique progress markers (behavior changes) mentioned from each interview and transferred them onto a single page, with attribution of the factors enabling the change whenever possible. They attached these to the end of their detailed notes.

Progress marker instructions. Reviewing your detailed summary, pull out the progress markers (changes in behaviors, actions, relationships) that were identified in your interview. Write them in sentence form, with the **person who made the behaviour change** as the **subject** of the action. Where possible, write down the time-stamp in the recording and **factors that contributed** to the change.

Speaker	Progress markers (observed behaviour changes)	What prompted the change?
1,2,4	Sons started helping in the housework by making coffee	VESA group discussion
1,2,3,5	Women start eating with husbands and sitting together	
1	Husband encouraged wives to start saving	When they saw economic benefits

Step 3 – After completing the written notes, the interview pairs transferred each unique progress marker onto a separate piece of colored paper, with the subject of the action clearly articulated (ie, “Women started feeding vegetables to children”). If an identical progress marker had been mentioned by several speakers, they noted the number of times it was mentioned on the corner of the card.

The three walls of the training room were labeled Men, Women, and Community leaders. The teams taped their respective PMs on the appropriate walls, according to the **actor** who made the behavior change. In a process of peer review, the teams observed the progress markers and raised questions about the placement and formulation of the progress markers (Was the action clear and observable? Was it placed on the right wall? Was the meaning of the action clear?)

Process Note: Revising and reformulating progress markers

Proper formulation of the Progress Markers took some practice. Through processes of peer review and discussion, they were able to reformulate the PMs so that they clearly reflected an *action, behavior, or change in relationship*.

There were a number of attitudinal changes included in the Progress Markers (“Men believe that women can do anything that men can”). We agreed that the changes in attitude are important –and should be captured in the notes—but PMs should reflect *outcomes (in the sense of behavior*

Day 1 – Women’s Progress Markers, Shebedino Woreda (initial list)		
Category	Progress Marker	Number of times mentioned
Income Generating activities and change in income	Women started engaging in petty trades	28
Girls' Education	Parents started sending daughters to school	19
Family Discussion and decision making	Parents started discussion by involving children	7
	Women believe that they can do any activities that men can do ²	4
	Daughters started to refuse getting married before finishing G-10	3
Culture of Savings	Started saving to start their own business	13
Women's Leadership	Women are leading different community institutions (VESA, “Edir and ekub”)	6
Nutrition	Women started feeding vegetables to children	5
	Women start to eat diversified food during pregnancy	1
Access to MFI	Women started to access loans from micro finance	4
Building HH Assets	Women start managing their income	2
	Women started to change their hut to a better house (4 walls and iron sheet)	2
Changes in the relationship	Women started eating Bursame with their husbands/family	2
	Wife start to call husband by name	1
Work load sharing	Wife starts to assist her husband in agricultural activities	2
Mobility	Women started going to the market with simple notice to their husbands	2

July 23, 2015 – Group analysis process, Hawassa Zuria Kebele

The second day of data collection (July 22) took place in Hawassa Zuria Kebele. The team felt more comfortable with the interviews and with the process of note-taking, analysis, and categorization of the changes. In their note-taking, there was still a tendency for the team to describe some changes in terms too general to be useful (ie, “Households now discuss issues”), and participants were urged to be as precise as possible with the actor and with the specific behavior changes.

Discussion as a group helped to clarify the meaning and nature of specific behavior changes. For example, when they stated, “Husbands now trust their wives more,” the interviewers clarified that this referred specifically to trust in financial matters, and the progress marker was “Men now allow women to have a key to their resource-box or money chest.” While this might have been a “culture of savings”

² This was later removed, as representing attitudinal change rather than behavior change – but it was a common refrain from the interviews.

indicator, the team explained that it had more to do with terms of equality in decision making, and they classified it as “family discussions and decision-making.”

There was a significant and repeated debate over one progress marker, “Women are now seeding and weeding,” an observation made by one religious leader. The team contested this observation, saying that woman have always been participating in these processes.

In this community, it appeared that many of the changes, especially for women, related to adopting a culture of savings and engaging in IGA activities – suggesting that the establishment of VSAL and loan groups in this area may be newer and more significant than in other sampled areas. The women also remarked some meaningful behavior changes in the relationship, such as “husband shows his smiling face to the wife.” The team indicated the significance of MFI access for men – in that they were able to plan for the future and invest in productive assets. They agreed that a new header “Access to microfinance” was a distinct category for such progress markers than the “culture of savings,” because formal MFI is a more significant indicator toward food security.



Day 2 Progress Markers – Women- Hawassa Zuria			
Total	Category	Progress marker	Times mentioned
76	Workload Sharing	Husbands started to fetch water	23
	Workload Sharing	Men started to collect firewood	18
	Workload Sharing	Men started to make coffee	11
	Workload Sharing	Husbands started to clean the house and help with childcare	9
	Workload Sharing	Men started to wash clothes	6
	Workload Sharing	Sons started helping in the househo by making coffee and cooking food	3
	Workload Sharing	Husbands started making coffee and preparing bread	3
	Workload Sharing	Husbands started cutting enset and making ready for scratching/grating	2
	Workload Sharing	Men started to milk cows and process inset	1
37	Family discussions and decision making	Husbands started to discuss with their wives (what to sell, about children's education)	10
	Family discussions and decision making	Husbands started taking care of their pregnant wife (by visiting the health center together)	9
	Family discussions and decision making	Husbands started to trust his wife on financial issues (shares the key to the money box with her)	9

	Family discussions and decision making	Men started to send their wives to VESA and community meetings	7
	Family discussions and decision making	Men started to include women on decisions	1
	Family discussions and decision making	Husbands started to encourage their wives to start saving	1
11	Gender-based violence and HTPs	Men use less verbal insults towards women and girls	7
	Gender-based violence and HTPs	Men started reducing insults and beating their wives	1
	Gender-based violence and HTPs	Men started to oppose early marriage before their daughter finishes school	1
	Gender-based violence and HTPs	One role model decided not to have his daughter undergo FGM	1
	Gender-based violence and HTPs	One man had a chance to take a second wife but refused	1
10	Access to microfinance	Men are taking bigger and more frequent loans from MFIs	10
7	Changes in the relationship	Men started to show smiling face to women	1
	Changes in the relationship	Men start discussing household issues together with their wives	4
	Changes in the relationship	Men started to respect women's ideas in household discussions	2
6	Girls' Education	Men started to send both boys and girls to school	6
5	Nutrition	Men started growing and eating vegetables in their homestead	5
3	Aspirations	Men start to aspire to the future	3
3	Building household assets	Men start to invest income in productive assets	3

Total	Category	Progress Marker	Number of times mentioned
23	Savings Culture (23)	<ul style="list-style-type: none"> • Women started saving habit • Women start and increase saving 	17 6
20	Income Generating activities (20)	<ul style="list-style-type: none"> • Women started taking loan and engaged in vegetable selling and raising sheep and goats • Women started selling livestock at market 	15 5
17	Public Participation (17)	<ul style="list-style-type: none"> • Women started participating in public meetings and expressing their opinions • Women started participating in VESA meetings • Widows start to participate in public ceremony 	11 3 3
17	Relationship (17)	<ul style="list-style-type: none"> • Women started eating with their husbands/family • Wife started to call their husband by name • A women started sitting with husband • A woman started walking with husband • Woman started to go to weddings and funeral with husband 	12 2 1 1 1
16	Girls Education (16)	<ul style="list-style-type: none"> • Parents started sending daughters to school 	16
15	Nutrition (15)	<ul style="list-style-type: none"> • Women stopped selling eggs and started eating with in their family • Women started feeding vegetables to children 	11 4
14	Harmful Traditional Practices (14)	<ul style="list-style-type: none"> • Widows started keeping personal hygiene after the death of a husband (traditional practice is to not bathe, and to sleep on the floor) • Widows challenged and stopped cultural hereditary marriage • Mothers reject FGS for grand daughters • Women started inheriting family resource (land) • Woman's started to oppose early marriage • A women started to oppose polygamy (was able to say no when asked – usually this is a formality; there is pressure to say yes) 	6 3 2 1 1 1
7	Family Discussion (7)	<ul style="list-style-type: none"> • Mothers started family discussion with their children on house management and economic activity • Women started to ask the reason why husband stay out of home for long hour 	6 1
6	Women Leadership (6)	<ul style="list-style-type: none"> • Women started being seen as role models • A woman selected as kebele leader 	5 1
6	Building asset (6)	<ul style="list-style-type: none"> • Women start to change their hut to a better house 	6
3	Workload	<ul style="list-style-type: none"> • Women started to work on farm (weeding and seeding 	2

	sharing (3)	<ul style="list-style-type: none"> Mothers started assigning similar tasks to daughters and sons (such as collecting firewood and water) 	1
3	Increasing income (3)	<ul style="list-style-type: none"> Women provide good clothes and school materials for their children 	2
		<ul style="list-style-type: none"> Women pay for fertilizer inputs 	1
2	Access to finance (2)	<ul style="list-style-type: none"> Women start to have their own bank account 	1
		<ul style="list-style-type: none"> Women started to manage household income 	1

July 24, 2015 Group discussions – Reflections on both SNNPRS Datasets

On July 24th, we organized a half-day session to discuss findings from both of the SNNPR interview sets. A number of the team members were missing and seemed to be losing interest or were impatient to return to their regular assignments. The respondent pairs were asked initially to sit together with their interview partners and review their reflection summaries from both kabeles. After 30 minutes of discussions, the groups snowballed up: a) Men, Male role models, and Community Leaders formed one group, while 2) Women from FHH, MHH households and Female leaders formed a second group. Their instruction was to share their common reflections together, and to discuss together any notable differences or similarities between the different respondent groups, as well as between the two locations. The team appeared tired and reflections were not very fruitful. (It was also a local holiday.) It was difficult for them to broadly identify differences or common findings between the two areas. They had the afternoon free before the last data collection day.

Before breaking for the day, they had a discussion on the interview process – whether they appear to be getting the ‘real’ information or respondents are telling them what they want to hear. (There were a number of responses that seemed to suggest that CARE changed everything.) The men’s group felt confident that they were getting honest responses; the women’s group thought that part of the problem was having the field facilitators as translators, as their bias might be reflected in the responses. They suggested that they use external, non-project people to help as translators during the last day.

Summary of groups’ discussions from the reflection day, SNNPR, July 24

Enabling factors –

Common enabling factors for women are IGA loans, savings, joining VESA groups, while for men and religious leaders the supportive structures within the government at Kabele levels facilitated positive changes.

Differences:

- In Hawassa, there are SAA groups – some of the men mentioned these groups and discussions (not in Shebedino).
- In Hawassa Zuria, elders are giving the message to Clan Leaders that women and men should sit together in different occasions.
- In Shebedino – the elders *demonstrated* sitting together with women, whereas in the other area (Hawassa) that was not the case. In Shebedino, it was observed that overall, the elders were more reluctant to demonstrate the practices (though they talked about them). Because they are afraid of what their in-laws will think (usually live in extended families).

- In Shebedino, they mentioned use of new techniques for growing vegetables (which contributed to both nutrition and income), and the VESA group bought a pump – which enabled men in that household to support fetching water. In Hawassa, it was mentioned that the small land size limits how much they can engage in nutrition gardening and homestead gardening.
- In Hawassa Zuria, they mentioned that wife inheritance practice has been reduced thanks to HIV awareness; In Hawassa Zuria, they said they wanted to see reduction in FGM – now there are only 4-5 girls per year that are cut; because the Kabele leadership provided alternative livelihood for the women who used to perform that. In Shebedino, they claimed that it had been eradicated—same with GBV.
- In both areas, the men said that polygamous marriages are less common, because women have started saying no and know their rights.
- Male role models are saying that if girls are able to inherit, then the family planning practices would be better, because people wouldn't keep having children until they have a boy.

Obstacles for men:

- Cultural taboos – for instance against kocho preparation, which is believed to take away his manhood if he touches it (local language). Men are helping now with cutting and preparing the kocho, but not the squeezing and scraping it. Some are demonstrating it but few are actually doing it in their household. Some elders are resisting the changes – for example, during one demonstration of Kocho preparation, the leaders left because they didn't want to be part of the shameful demo. Work-related taboos seem to be similar for leaders, role models, regular men.

Obstacles – for women:

- Some men are still criticizing women when they stand up for leadership position
- Women themselves say that they don't want men involved in the household chores.
- Common proverbs and sayings to uphold gender inequality were heard, such as “[women are like dew – you have to push it aside so you don't get wet]”, “Women and geese belong behind the house (shouldn't be in public).”, “If a woman says 10 things, you should take just one.”
- Financial limitations –women are not able to get microfinance loans (not clear why –can't get the amounts they want?). MFIs in Hawassa Zuria are not willing to lend to new borrowers (?)

July 25, 2015 Data collection last day - Shala and Arsi Negele Kabeles

For the last two data collection days, the team was able to complete one data collection set in the morning and a second in the afternoon. At this point they were more confident with the tools and efficient with the process, although probing questions still leave room for improvement. In the last community, the community leaders prepared a ceremony to thank the data collectors.

July 26, 2015 Group Analysis Day – Shala and Arsinegele

The teams had two sets of notes to complete from Shala and Arsinegele kabeles, and had started writing them the night before. They finalized their notes and then isolated and sorted the progress markers. When all PMs had been ordered, they gave peer review of the progress markers and observations of differences and new behaviors/observations from these communities. During this process, we encouraged the team to consolidate and agree on similar labels for categories of behavior change so that there is consistency across the target actors.

Preliminary code list:

While the teams were working on their notes, Aynie, Fanaye and Emily reviewed the Progress Marker Categories that had been accumulated and wrote definitions for the codes. We created a code sheet, and then re-checked the category labels from the PMs from Days 1 and 2 of data collection, and re-organized and re-numbered them as needed (for example, we combined “GBV” and “Harmful Traditional Practices” into a single category and code progress markers).

Spreadsheet for data entry and analysis

We also created a database spreadsheet for further data entry and written analysis of the text. Level 1 codes using the same codes as the PM categories, plus additional codes such as “Changes in beliefs and attitudes,” and “definitions of empowerment.” For Level 2 codes, we used categories, “Baseline norms/practices/proverbs ‘how things used to be.’” “Changes observed (progress markers),” “Enabling factors”, “Obstacles” and “Desired changes.” For Level 3 codes, we used the Women’s Empowerment Framework dimensions – Agency, structures, relations.

Consolidating all progress markers into a spreadsheet

To prepare for the final mapping, we created Excel spreadsheets for each Kabele, within which there are tabs for the 3 respondent groups (women, men, CLs). We created one Progress Marker table ordered from largest to smallest a) by category of change (ie, workload-sharing), and a second table, ordered b) by overall frequency of the individual progress markers, sorted from most-frequent to least-frequent. This ordering was designed to help the team to more easily identify patterns – in what categories of behavior change are we seeing relatively greater change? What are the most/least commonly observed specific behaviors?

We printed copies of all 4 Kabele progress markers for Women, Men, and Community leaders sorted by a) category of change, and sorted by b) frequency of individual progress marker). These were distributed to groups on July 27, for their final day and total progress mapping.

July 27- FINAL Analysis Day- Progress Mapping.

The purpose of this day was to bring together and make sense of all of the patterns that they have observed, and to develop graduated Progress Marker Maps that illustrate the types and frequency of behavior changes, from the most common (“expect to see”) to the most transformative (“love to see”). This process is constructed to give a very visual representation of the areas where GRAD has encouraged more behavior changes, and where further progress can be encouraged.

Part 1.) Revising Outcome Challenges

The initial step was to return to the original Outcome Challenges from the training exercise in Addis (we distributed the originals). We placed them in their same groups (men, women, community leaders), with the instruction: “Based on what you have learned and the changes that you have seen and particularly the *desired changes*, *rewrite* or adjust the Outcome Challenge for your target group.”

There were still some challenges in formulating them (for instance, they need to make sure that the subject of the Outcome Challenge is the actor himself and that the actions are behaviors that he or she can control) and how this actor is contributing to these changes.

However, we were very pleased to observe that compared to their initial OCs, all of the final OCs were more expansive, holistic, and aspirational and visionary. They included elements that reflected women's and men's own interests (for women, nutrition, building a solid house, sending children to school). Some changes in the men's OC- were based on observations in some communities that men were cooking wot, and listening to the desired changes that men support more regularly. The revised OC specified men regularly supporting with household work, and doing a bigger range of household work. They also reflected revised aspirations related to raising girl children--support them through secondary school, supporting them to becoming scientists and doctors. Community leaders' outcome challenges reflected a greater emphasis on being a role model by doing rather than teaching and telling the community what to do. They reflect observations that women already are VESA leaders—now they want to see leaders supporting women at higher levels of leadership –they want to set their sights on Kabele level. All of the outcome challenges had much more emphasis on GBV and seeing each target respondent take an active role in contesting and eliminating harmful traditional practices.

FINAL OUTCOME CHALLENGES – REVISED BASED ON FINDINGS

1. Community Leaders:

Community leaders selecting and preparing women to come to leadership positions even at the Kabele Level and they are assisting women by sharing workloads, like fetching water, collecting firewood, making coffee and also preparing wot. In addition, they are starting to go together with their wife at any inviting ceremony places and they are respecting women's ideas before deciding any family issues—for example, selling livestock, managing other family resources. Moreover, they are fighting against gender based violence such as beating, abduction, FGD, at the end, the whole community will follow them, so as to empower women and to have zero gender based violence.

2. Men:

Men support women to be VESA members and sit on community meetings. Every husband shares his wife's work burdens to fetch water, cook wot, bake injera, wash clothes, take care of children – regularly. Men strongly wish to see women playing a leading role within every meeting, economic and social and political situations. Men [are] free, gender-based citizens who struggle for women's rights not to be abducted, discriminated against, and for polygamy, FGM and others to come to an end. Men support their wives and daughters to be entrepreneurs, pilots, scientists and doctors [by supporting them to secondary school]. Men give equal support to girls as to boys to join elementary, secondary, preparatory, and higher university. All men struggle against gender-based violence toward women and girls.

3. Women:

Women can take care of her family properly, make joint decisions with her husband without being influenced by him, she sends her children to school (both boys and girls), she has a better house—with four walls and iron sheeting. She owns her own business (ie, kiosk or a grinding mill), she is a role model for other women in her community by motivating them to become VESA members, to feed their family nutritious food, to give birth at the health center, to speak freely in public and transmit her message effectively. [Female leaders] are ones who have leadership position at the Kabele, Regional or national level. She fights polygamy, FGC, underage marriage and female abduction. She can do jobs perceived to be "men's jobs", like farming, providing leadership, and earning a stable income.

Part 2) Reflection on patterns in the common categories of change (across Kabeles) for the target groups

We handed out the Progress Marker tables from all 4 kabeles, sorted by **Category of change**, from the category with the greatest number of changes to the least. We asked them to look at the PMs for patterns and differences, drawing on all of the observations they have made over the week. Analysing broad patterns and applying what they know of the context of the different areas was a challenge, perhaps for the volume of data collected, and did not add great value to the overall process. The observations were more impressionistic than evidence-based. This part of the process may have to be skipped or improved in subsequent studies.

Instruction: Reflect within your group and briefly write up the answers:

- In which categories of change have seen the greatest changes? In which have you observed the least? (why do you think?)
- What notable differences do you recall from the different Kabeles? What do you think accounts for these differences?
- Thinking back on your interviews with the different respondent groups (FHHs/MHH/Female leaders or Male role models and Men, or Religious leaders versus administrative leaders), what differences did you observe among them? (in terms of confidence, changes, obstacles, and enabling factors)?

Present in plenary the findings to the rest of the group

Findings presented in plenary, Part 2 discussions:

Women – *The greatest number of changes were in the domain of engagement in IGAs in Shebedino and Hawassa Zuria, although access to MFI still a challenge because of barriers to women, such as lack of collateral. They attributed this to the establishment of VESA groups, which makes loans more accessible, and to provision of business skill training, and to the access to microfranchising opportunities. In addition, access to water allowed more women to participate in vegetable production. In Shala, more changes were seen in women’s public participation, and in Arsi Negele, more were seen in the domain of decision-making and family discussion. This was attributed to regular awareness training. In Oromiya overall, general water shortage meant less activity related to vegetable gardening (although they can garden during the rainy season).*

Mobility was one of the least commonly observed changes, as men still don’t allow women to leave houses freely. Changes in workload-sharing were also relatively limited– perhaps because men are participating, but not regularly.

Notable differences between women from MFF and FHH households were that women in FHH were much more active in VESA and public participation – because they are more independent, have fewer people telling them what to do. Their main obstacle is workload, and access to labor—some women have to hire labor to farm their land. In contrast, women in MHH are less active in public, because they are more likely to be prevented by male family members from joining, and they are more likely to be having

many children, so they may not have as much time to go to meetings and participate in other public activities.

Community leaders –

Most common changes were around women's leadership and public participation – women were already VESA leaders, now they are promoting Kabele leadership. In Shala there were more changes related to workload-sharing, fewer around the culture of savings, because they already have a habit of savings in this area. In Shebedino, there were male role models and competition among leaders. Kocho preparation was the least, which has a long cultural taboo. In Hawassa Zuria, there were role models who were making household visits. Savings culture was not a challenge for them. Male role models were focusing mainly on demonstrating workload sharing, while the community leaders were more focused on engaging women in public participation (talking about it).

Men –

Workload sharing was by far the most common category of change for men, attributed to training and demonstrations from role models. Some significant patterns of change were observed in family discussion and decision-making (such as around IGAs). MFI access was less frequent, although in Arsi Negele, men were taking multiple loans. Some of the least common changes were specific domestic tasks within workload-sharing category. Only in Shala, for example, had men started to make wot, injera. In Hawassa Zuria and Shala, a few men were also milking cows. Some of these domestic tasks, such as kocho preparation, tend to be taboo for me, and they meet resistance from wives, parents, community members.

Step 3) Progress Marker Maps: Ordering by Expect-to-see, like-to-see, love-to-see

For the final and perhaps most important part of the process, the respondents were tasked with creating ordered Progress Marker maps for their target actor, illustrating the most common and most transformative behavior changes.

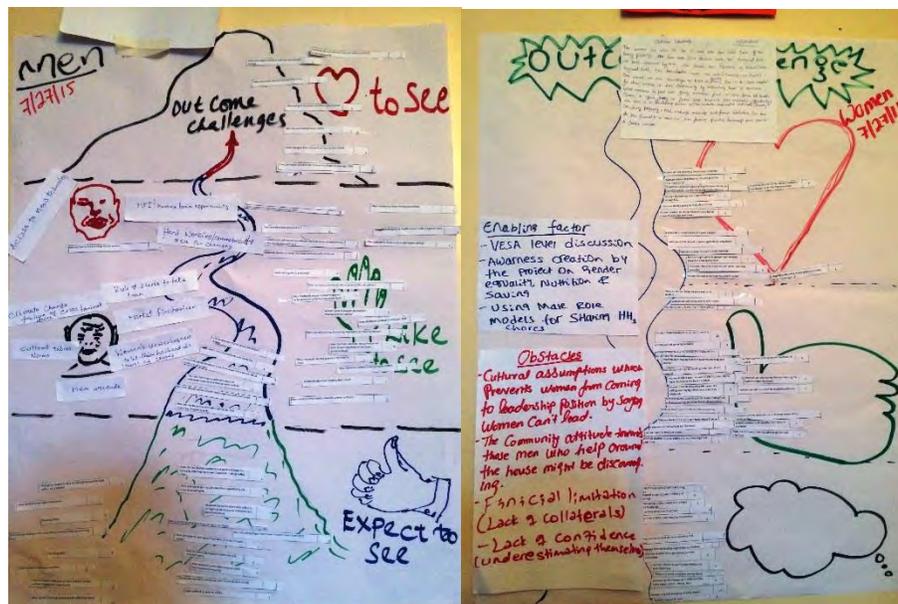
In their groups they were given the Progress Marker tables from all 4 kabeles, along with posterboard, scissors, and tape. They were asked to cut up the progress markers, using the frequency (and their own observations from the interviews) to decide whether a behavior is "expect/like/or love" and where it falls within that. We had to clarify that the numbering was illustrative and they would apply their own knowledge and observations to order the PMs accurately. When they had discussed and agreed, they glue or tape the PMs on the map.



Instructions Step 3) Progress Marker Maps

1. Review the handout of the Progress Markers ordered by frequency of individual behavior (from all 4 kabeles)
2. Draw a map, with your Outcome Challenge at the top. Divide it roughly in thirds, labeled "Expect to see, Like to see, Love to see."
3. Write (or paste) in the progress markers along the pathway to the Outcome Challenge. Looking at your PMs, order them by frequency (and by what you know of the difficulty of the behaviors), from most-common/easiest/earliest changes to like to see (more progressive) to Love to see (most progressive/least frequent). Include only changes observed (not desired changes).
4. Along the sides of the mountain, write in the common obstacles and the enabling factors that were mentioned in your interviews.
5. Present your maps in plenary.

Because there were so many, they were not expected to place each and every strip of paper on the map, but to consolidate similar clusters of behavior that have the same degree of significance, and to choose one of the PMs to represent that on the map. (For example, tasks such as "making coffee, fetching water, fetching wood" might be clustered together in the "expect to see", while a more progressive set of PMs such as "men started to milk cows, prepare foods," were placed high in the border of "like" and "love to see.")



The discussions were lively and it was evident that they understood the process and took great interest in the ordering and drawing of the maps. The arguments among them helped to clarify the specific meaning and significance of a behavior, relative to the Outcome Challenge. They showed visible excitement at seeing the entire data set come together. They could have used more time for this part of the process but succeeded in completing them before the end of the day.

The final progress marker maps are presented in the tables below for each target group—women, men, and community leaders.

Final Progress Marker Maps-- Women		
Expect to See		
		Enabling Factors: <ul style="list-style-type: none"> • VESA level discussion • Awareness creation by the project on gender equality, nutrition, and saving • Using male role models for sharing household chores
	Women started to save	
	Women started engaging in petty trades	
	Women started engaging in different IGAs, petty trade, coffee, maize, and flour	
	Women started using fuel saving stoves	
	Women started to participate [in] sheep and goat fattening	
	Women started micro-gardening on their homestead	
	Women started feeding vegetables to children	
	Women started to work on farm (weeding)	
	Women are sending daughters to school	
	Women start to eat diversified food during pregnancy	
	Women started to participate in VESA and community meetings	
Like to See		
	Women started going to the market with simply informing their husbands	Obstacles: <ul style="list-style-type: none"> • cultural assumptions which prevent women from coming to leadership position by saying women can't lead • the community attitude toward those men who help around the house might be discouraging • financial limitations (lack of collateral) • lack of confidence (underestimating themselves)
	Women started sitting, eating, and working together with men	
	Women pay for fertilizer options	
	A woman started walking with husband	
	Women started to access loan from microfinance	
	Widows started assigning similar tasks to daughters and sons (such as collecting firewood and water)	
	Widows start to participate in public ceremony	
	Women started discussing household issues like selling and buying cattle [and] land with their husbands	
	Women leaders teach women in their community to have children in the health centers	
	Women started to go to weddings and funeral with husband	
	Women start moving freely to business meeting and market	
	Women started to speak in public	
	Women started to ask the reason why husband stay out of home for long hour	
	Women started giving birth at health centers	
	Women started to sell grain and livestock at market	
	Women started plowing the land, sharing the task with	

	their husbands	
	Parents started discussion by involving children	
	Women provide good clothes and school materials for their children	
	Women started to sit together with men in meetings	
	Wife starts to assist her husband in agricultural activities	
	Women come to leadership in VESA groups	
Love to See		
	Women started being kebele and VESA leaders	
	Women started to manage household income	
	A woman became a role model farmer and was awarded	
	Mother negotiating to prevent her married daughter undergoing FGM	
	Women started to oppose early marriage	
	Women rent land and produce agricultural activities	
	Women start to have their own bank account	
	Daughters started to refuse getting married before finish G-10	
	Women started to change their hut to a better house (four walls and iron sheet)	
	Widows started going into adult education	
	Women determined not to have their girls undergo FGM	
	A woman started to oppose polygamy (was able to say no when asked—usually this is a formality)	
	Women believe they can do any activities that men can do	
	Women started inheritance family resource (land)	
	A widow choose not to remarry husbands clan (reject wife inheritance custom)	

Final Progress Marker Maps-- Men		
Expect to See		
	Men started to save at VESAs	Enabling Factors: <ul style="list-style-type: none"> • hard-working commitment of men for changes • access to new technology • MFI/having loan opportunity
	Husbands started to encourage their wives to start saving	
	Men started to send their wives to VESA and community meeting	
	Men started to get engaged in different IGAs (with MFI loans)	
	Men are able to take loans more than two times (to build assets)	
	Men are taking bigger and more frequent loans from MFIs	
	Husband started to allow their wife to sit together to discuss on economic and household issues	
	Men started to give equal educational opportunity for their boys and girls	
	Men started to send both boys and girls to school	

	Sons started helping mothers and sisters around the house by fetching water and firewood, making coffee	
	Men started fetching firewood and collecting water	
	Men started to take care of their children (while mother engaged in other tasks)	
	Men started to take care of children	
	Washing cloth	
	Sons started helping in the household by making coffee and cooking food	
	Making coffee	
	Men started to eat with their wives	
	Men go to market to buy household necessities (salt, coffee, etc.)	
Like to See		
	Men started to discuss with their family on their resources, household tasks	Obstacles: <ul style="list-style-type: none"> • climate change— failure of crops and animal death • men’s attitudes • cultural taboos/norms • market fluctuation • rule of Sharia to take loan • women’s unwillingness to let their husbands share household chores
	Men start discussing household issues together with their wives	
	Men started to discuss with their wives on managing resources and roles in the household	
	Husbands started to discuss with their wives (What to sell, about children’s education)	
	Men start to cover medical costs and school fees	
	Men understand that household chores are difficult	
	Men use less verbal insults towards women and girls	
	Husbands decrease beating of their wives	
	Male role models started washing clothes	
	Male role models started to prepare the bed for sleep	
	Men decrease violence rate at household level/lower argument and lower physical abuse	
	Men started to show smiling face to women	
	Men started growing and eating vegetables in their homestead	
	Men started to produce three times per year	
	Women started discussion on decision-making/livestock selling	
	Men started to respect women’s idea so as to solve any conflict at household level	
	One man had a chance to take a second wife but refused	
	Took maize grain to grain mill	
	Husbands started to clean the house and help with childcare	
	Men started to clean tools in the home	
	Husbands started to trust his wife on financial issues (share the key to the money box with her)	
	Men started to cook stew and wot	
	Men started going to health center with pregnant	

	wife	
	Men started to milk cows and process milk	
	Men started to clean the house	
Love to See		
	One role model decided not to have his daughter undergo FGM	
	Men changed their house from hut to iron sheet	
	Men started cleaning house	
	Men took grain to maize mill when wife is pregnant	
	Male role model started making bread/injera	
	Male role model started to milk cows and process milk	
	Husbands started cutting enset and making ready	

Final Progress Marker Maps - Community Leaders		
Expect to See		
	Religious leaders and elders resolve conflict between VESA members and leaders	Enabling Factors: <ul style="list-style-type: none"> • training (gender equality) • the existence of MFI nearby • government structure • the interest of people to change their livelihood
	Elders and religious [leaders] cascade the training of gender equality they received from the VESA meeting to GRAD and non-GRAD households to their meetings	
	Religious leaders and elders started discussion like selling their cows	
	Kebele leaders at kebele follows implementation of different training	
	Kebele leaders started to have peaceful relationship with their wives and at community	
	Kebele leaders motivate the community to engage in shaot fattening	
	Elders give advice to men and women to sit together at VESA and kebele meetings	
	Elders and religious leaders started to advise “gosa” leaders of the importance of men and women eating together	
	Elders advise households that husband and wife should eat together	
	Men started to respect woemn’s idea so as to solve any conflict at household level	
	Elders and religious [leaders] encourage women to attend VESA meeting	
	Administration of kebele follows and implements the rules and regulation of MFIs like to repay on time and use their money properly	
	Religious leaders started to resolve conflict between VESA members and leaders	
	Kebele leaders started to discuss with their wives in any issues like how many children to have and selling	

	their household assets	
	Kebele leaders support each member to have a plan before the access to loan	
	Elders started to encourage their sons to assist women in their house with household chores	
	Religious leaders intervene to persuade the husband if he will not willing to send his wife on regular VESA meeting	
	Religious leaders taught they followers in the church to offer food to her husband	
	Religious leaders resolve conflict between VESA members, husbands and wives	
	Elders advice the loan takers to use their money appropriately	
	Elders demonstrate to the community seating together of male and female	
	Elders start to take care their babies and also encourage their sons to do the same	
Like to See		
	Religious leaders start greeting their wives when they come back home	Obstacles: <ul style="list-style-type: none"> • cultural taboos: men ashamed to do household chore since the attitude of the community is not completely changed • Sharia law does not allow the people to take loan with interest from MFI and to repay it
	Religious leaders start to collect firewood and fetching water without any shame	
	A religious leader started assisting his wife in “kocho” preparation (collecting the materials for the preparation)	
	Religious leaders’ wives stopped feeling ashamed when guests arrive	
	Religious leaders start to fetch water, prepare wot, and make coffee	
	Religious leaders encouraged the community to sit together in VESA meetings even if Sharia law prohibit it	
	Elders started preparing food jointly with their spouses in their households	
	Elders advised husbands to have common resource storage key and to count their money together with spouses	
	Kebele leaders select and prepare women to leadership	
	Kebele leaders and elders started to eat together with their wives	
	Elders fight against polygamy in their regular meeting in their community	
	Elders started to collect firewood for their wives	
	Elders started fetching water by cart, donkey, or their shoulder	
	Elders started to cook “wot” while she makes injera	

	Elders start to assist their wife kocho preparation by digging hole while she makes	
	Elders started to go besides their wives while traveling on foot	
Love to See		
	Religious leader (Muslims) demonstrate to the community by taking loans from MFI even if Sharia law forbids taking with interest	
	Elders start to wash their own cloth and wives'	

4.) Final reflection: What's working well? Where do we need to increase effort or change approaches?

a. In two groups (mix of participants from all respondent groups), facilitate a discussion related to overall findings. Write a set of recommendations for:

- Activities /approaches to continue (what's working well)
- Key risks and negative changes to monitor
- Needed adjustments/ changes in approach

In a final step, there was a presentation of the progress marker maps to the group and a brief reflection as a team on what is working well and what needs adjustment. They were also asked to reflect on the OM process itself and what they appreciated, learned, or would have changed about the process.

This discussion was rushed and limited, due to time constraints, however, the teams took great pride in the presentations of their progress maps. Their general comment on the OM process was

that this bringing-together of the data into the Progress Markers made them have a much better understanding of the overall exercise. Although it had required a time away from their work which was a challenge for them, they were pleased with the participation and felt that they had gained valuable skills and better understanding of the gender issues and potential for change within the project. They observed the importance of the livelihood components and access to savings as a crucial step toward the broader gender changes as well as the influence of role models and training. We did observe as a group that where the GRAD project had placed significant emphasis (ie, on workload-sharing), there was a corresponding output in behavior changes in that category. Where the project had placed less clear emphasis or suggested less explicit behavior changes (for instance, in the categories of family decision-making), there were fewer observed changes. This gave them encouragement that the program can have an influence on social norms and can use the Outcome Challenges and Progress Marker maps to push for more progressive and specific behavior changes in categories that are meaningful to men and women in the program.



Overall Outcomes And Implications For Programming

Value in the visual and tangible nature of the OM process. The cumulative collection of progress markers help to clearly illustrate the broad categories of change, where the program has seen greater effect on gender relations. Although there were some discrepancies, the subsequent transcription and written analysis of the notes generally validated the observations that were made as a team. Although some of the terms were confusing (and could be renamed), the visual metaphor of the progress marker map as paths up the mountain with obstacles and enabling factors drawn in was an effective and satisfying way for the team to bring together their findings. They clearly were enjoying the process of sorting and placing the final progress-marker maps and the discussions demonstrated that they clearly understood and were accurately placing the PMs on the map. Ordering the progress markers in this enabled them to both appreciate the numbers of changes already happening, and to set their sights on more transformative behaviors.

Broadening our categories of gender change. Leaving the teams to label (and relabel as they went along) the categories of behavior change was an important part of the process. It gave them ownership of the analysis and led to important conversations about the meaning of some changes. Their expertise as program staff helped to interpret under which category of change some progress markers fell. This open-ended process also led to perhaps a broader range of indicator categories than are typically used in livelihoods programs, and particularly gave insights into meaningful intra-household behaviors that can be monitored and encouraged. It highlighted, for instance, the cross-cutting relevance of harmful traditional practices and gender-based violence that are prevalent in women's everyday lives; it also brought out intergeneration effects (enrolling girl and boy children in school) that might not be captured in other data systems.

Meaningful indicators of power in the relationship. During the process of data collection and analysis, discussion frequently focused on the strong taboos around certain traditionally female tasks (such as enset or kocho preparation). Perhaps because the program had emphasized workload-sharing and because these activities are visible, there seemed to be sense that gender-transformative change meant seeing men do these tasks. Insisting on role-reversal for its own sake can risk greater resistance from all community members. Moreover, the OM process revealed some subtler indicators were more indicative of a change in the relationship between men and women – women looking at men in the eye when they serve them, men and women sitting together to eat, spouses calling each other by name, 'showing a smiling face'—these are also easily measurable behaviors that *can* be encouraged in dialogues and VESA sessions. Putting energy and focus on behaviors like these (rather than insisting on a particular workload-taboo) may indicate or lead to a more profound process of communication and renegotiation of dynamics in the household.

Applying Outcome Challenges across programming. One of the benefits of the process was the great expansion of the participants' vision of empowerment and gender equality for each of the key actors. As discussed earlier, the Outcome Challenges they developed during the last day were more holistic and transformative – including leadership, attention to socialization of children, and non-acceptance of gender-based violence. These OCs need not be project-specific, and if validated with CARE Ethiopia and communities, they could serve as guiding mission statements across programming.

Challenges and requirements of the process

Ownership of the process and outcome. The process of Outcome Mapping with participation of the key program staff was intended to build and secure staff understanding of gender and social norm change. This requires an extensive time commitment from the participants, who appeared to feel pressure to get back to their day jobs. Attention span and level of effort did clearly dwindle over the period and it was not always clear that there was strong internal ownership of the process and final product.

Developing stronger probing skills. The data collection team recognized the tendency for respondents to say what they believed staff wanted to hear in terms of the GRAD program facilitating changes in their communities. While outcome mapping as a methodology tends to have a positive bias, internal monitoring and evaluation can skew results further still. For this reason, considering the use of an external evaluation team may be beneficial, but for monitoring purposes, where internal involvement is essential to program improvement, additional training and practice may help the data collection team gather stronger feedback. Becoming more comfortable with hearing negative feedback and strengthening probing skills could bolster outcome mapping-style monitoring.

Improving progress marker formulation. We can improve how the progress markers are written to better capture the individual practice of a behavior as opposed to an impression of social norms – what respondents see others in the communities practicing. In this exercise, they wrote the subject of the action as “A man” or “some women” or a “few traditional leaders.” In future, we can encourage them to write “I ___” if the respondent him/herself practiced the particular behavior (versus observed it happening around them). Although there are numerical data to show Progress Marker frequency, the tally process remains illustrative – it captures the number of times an observation is made by the respondents, to illustrate the extent to which it appears to be changing. The frequency also depends on the quality of the questioning and note-taking.

Building qualitative and analytical skills. This evaluation methodology requires strong qualitative skills, capacity to ask probing questions, and ability to analyze patterns and ask critical questions throughout the process. Although the team did become more comfortable with the tools and there was sufficient data to make sense of, there was a learning curve as they went along and still a significant gap in the capacity to ask probing and critical questions – both in interviews and during the reflection segments. The respondents tended to take surface-level answers at face value and to move on to the next written question, as if it were a survey. There was also a bit of defensiveness bias when they collected information that they thought reflected poorly on their program. The triangulation step of the group analysis process (when teams compared views between different groups of respondents – ie, MHH women vs FHH women, or ‘regular’ men vs. role-model men), and looking for differences between areas was the weakest and least fruitful part of this process. In retrospect, with this group it may have been more fruitful to skip this step. If this approach is to be valuable, investing in opportunities for skill-building, practice, and feedback will be important. Engaging a mixed-team comprising field-staff as well local researchers or master’s level research students can help to push the quality of data and the usefulness of the reflection sessions during the process.

Improving documentation and turnaround of written analysis. Entering the data manually after the group analysis process allows for textual analysis of the data, as well as validation of the categories and frequencies of progress markers identified during the Group Analysis process. Once the data entry and coding was initiated by two CARE Ethiopia and CARE USA interns, it was not a time-consuming process (est. 5 days), but the manual analysis of the entered data requires higher-level analysis, a clear analysis framework, and sufficient time for writing. The lag-time in turnaround of the report needs to be shortened and could be improved by ensuring that there is sufficient human capacity to continue this

process and possibly to simplify the analysis framework. The Excel spreadsheets that were formulated for data entry and analysis may be revised to simplify the variables and allow for easier and clearer correlations between different target groups.

ANNEX 1 – FGD Themes and target respondents

	Target respondents per village	Key discussion themes
1	Women from MHH, members in VESA	<p>FGD 1- Intrahh changes made and observed</p> <ul style="list-style-type: none"> • Global views of the program (most important changes for women) • Behavior-changes made in own lives: • Intra-household relations + communication • Decision-making (esp asset and economic control) • Negotiating workload-sharing support • Changes observed among men <p>FGD 2- “Good wife” and “empowered woman” – Social norm change</p> <ul style="list-style-type: none"> • Traits of empowered women and role-models for women in the community (women); challenges to empowerment • Changing social norms for women/men (unwelcome + desired changes)
2	FHH women	<p>FGD 1- Intrahh changes made and observed</p> <ul style="list-style-type: none"> • Global views of the program (most important changes for women) • Behavior-changes made in own lives: • Intra-household relations + communication • Decision-making (esp asset and economic control) • Negotiating workload-sharing support • Changes observed among men <p>FGD 2- “Good wife” and “empowered woman” – Social norm change</p> <ul style="list-style-type: none"> • Traits of empowered women and role-models for women in the community (women); challenges to empowerment • Changing social norms for women/men (unwelcome + desired changes)
3	Men who participate in VESA w /wives	<ul style="list-style-type: none"> • Global views of the program (most important changes) • Behavior-changes made in own lives: • Intra-household relations + communication • Shared decision-making (esp asset and economic control) • Workload-sharing support • Changes observed among other men; role models; motivating factors • Changing social norms for women/men (unwelcome + desired changes)
4	Community leaders (religious, administrative,	<ul style="list-style-type: none"> • Views of program and major changes associated with it • Views of changes in practices in intra-hh relations and women’s public roles • Community social norm changes observed for men/women

	traditional)	<p>(unwelcome + desired changes)</p> <ul style="list-style-type: none"> • Behavior changes adopted in own household • Definition of empowered woman + role-model man
5	Role-model men who have received training	<ul style="list-style-type: none"> • Motivations to receive trained/be role models • Key messages learned from training • Behaviors changed in own life • Challenges to behavior change (ie., backlash) • Definitions of a role-model man • Social norm change for men/women (unwelcome + desired changes)
6	Women who have received leadership training	<ul style="list-style-type: none"> • Motivations to receive training/be leaders • Key messages learned from training • Behaviors changes applied in own life • Challenges to behavior change (ie., backlash, resistance) • Definitions of empowered woman • Community social norm changes for men/women (unwelcome + desired changes)
7-8	1) Extension agents, Input suppliers/ buyers, 2) Cooperatives, MFIs	<ul style="list-style-type: none"> • Views and understanding of the program • Benefits (to them) of program (?); • Initial views on women (as clients, farmers, borrowers, etc.) • Changes in perspectives and in practices to address women's business • Unwelcome + desired changes

ANNEX 2- TRAINING PROGRAM

GRAD Gender Midterm Evaluation Training July 13-16 2016, Addis Ababa			
Objectives: <ul style="list-style-type: none"> • To learn a qualitative methodology for understanding gender and household changes • To practice qualitative techniques and probing questions • To prepare and practice for GRAD Gender Midterm evaluation fieldwork 			
July 13 Overview of MTR methodology and Outcome Mapping	July 14 Qualitative techniques and skill practice	July 15 Listening and group management: Techniques and skill practice	July 16 Tool-guide practice
Introductions, expectations and overview of agenda	Quantitative vs Qualitative techniques	Review of Focus Group Discussions and common challenges	Mid-term tool-guide review and classroom practice
GRAD Causal model: Unpacking gender issues, strategies, and gender monitoring approaches	Semi-structured interviews and probing questions Probing practice (But why?)	Surfacing group dynamics and managing difficult personalities Identifying our own biases Body language and power positions	Note-taking practice and feedback
GRAD Gender MTR: Purpose and key questions	Types of questions (Leading, Open, Closed-ended)	Active listening and paraphrasing practice Note-taking tips and practice	Debriefing and tool adjustments
Outcome Mapping: Overview of key concepts Outcome Challenges Boundary partners Progress Markers	Introduction to the GRAD mid-term tool-guides Fishbowl practice: Semi-structured interview practice	Ethical considerations and sensitive scenarios: Gender-Based Violence	Fieldwork plan and logistics

ANNEX 3-Final Report Outline

Methodology—Objectives, purpose, OM concepts and methodology, tools used

Site selection – Brief description of key differences between sites and how/why selected

Categories of change: Code list and definition of the categories of change

Summaries of Change:

- Behavior Changes among men (Progress Marker summaries)
 - Most common to least common changes (with examples)
 - Differences between Male Role models and non-role models
 - Factors enabling changes
 - Obstacles/barriers to change
- Behavior Changes among women (Progress Marker summaries)
 - Most common to least common changes (with examples)
 - Differences between FHH and MHH women ?
 - Differences between Female Leaders?
 - Factors enabling change
 - Obstacles/barriers to change
- Behavior Changes among Community Leaders
 - Most common-to-least common changes (and examples)
 - Saying or doing? (analysis of what they're advising and what they're doing – discrepancies?)
 - Factors enabling change
 - Obstacles/barriers

Gender-based violence trends observed

- Perceptions of change
- Types of violence discussed
- Factors supporting/inhibiting change

Progress marker maps (Expect-Like-Love to see)

Global analysis and summary:

- Categories of change:
 - Overall categories where most change has been observed (and factors attributing to them)
 - Overall categories where least change has been observed (and factors/obstacles preventing them)
- Differences in approach:
 - Key differences across project areas
 - Key differences/notable points for specific respondent groups (ie, FHH)
- Role of Role models –
 - What motivates *them*? What risks do they face? How effective are they?
- What's working well (overall)? Where is it transformative?
- What risks need to be monitored?
- Where do efforts need to be concentrated (to get to more transformative results)?