



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Transformative Household Methodology (THM) Training Material



USAID
UHMATA AMERIKAA IRRA



Introduction

USAID's Feed the Future Ethiopia Value Chain Activity (VCA) is a five-year program that will run from January 2017 to December 2021 as part of the US Government's Feed the Future Initiative and the Government of Ethiopia's Agricultural Growth Program (AGP-II). The principal value chains supported are maize, chickpea, coffee, meat and live animal, dairy, and poultry underpinned with cross-cutting themes of nutrition, youth and gender, and climate smart agriculture.

Acknowledgment

THM was adapted from a Harvard gender analytical tool and participatory rural appraisal tools. Initially the approach was developed in 2004 by the Swedish International Development Cooperation Agency (SIDA) for the Amhara Rural Development Program. International Fund for Agricultural Development (IFAD) funded Send a Cow Ethiopia to pilot and scale up the THM in different areas of Ethiopia. IFAD also funded THM projects in Malawi And Uganda.



Transformative Household Methodology (THM)

Purpose: The purpose of THM is to create awareness among members of the household on gender relations specifically access to, control over and benefits from resources and the division of labor to transform intrahousehold gender relations.

Objective of the training: The training is a practical, participatory exercise that involves all members of the household in identifying gender relations between women, men, girls and boys. At the end of the training the household members will be:

- *Aware of gender relations at the household level*
- *Able to identify who does what, and the extent of workload to specific household members*

- *Able to identify who has access to which resources, and control over and benefit from different resources*
- *Knowledgeable of the implication to household wellbeing, health, education and harmonious relations*
- *Identify an action plan for the household to narrow the gap*

Time: 1-2 hours, depending on the level of understanding of household members and their facilitation skills.

Target groups: All household members

Medium of instruction: Local language

Training site: The training site will be located within the village – as identified by trainers in collaboration with local authorities

Materials: Locally available materials such as gravel or seed, stick or rope to make a grid, different colored cards if available or just paper with marker or pen.

Facilitation Steps

The following steps should be followed when conducting Transformative Household Methodology (THM):

Step 1

- Identify four volunteers who are willing to role play as 1) head of household, 2) mother/ father, 3) son and 4) daughter
- Tell the volunteers to sit in a row in front of the audience/participants
- The audience/participants should sit in a semicircular manner (the activity is better done inside the house or under shelter to avoid interruption).



Step 2

- Demonstrate to participants how to make a grid and pile up stones or beans proportionally to the relative size of workload or access to and control over resources inside the grid after asking the participants/ audience to agree on who is primarily responsible for the activity.

Step 3

- Draw grids using sticks and list the activities by asking the audience to name them. Begin by listing household and reproductive activities, eg. cooking, fetching water, collecting firewood, caring for children, etc. followed by productive activities, eg. livestock rearing, milking, ploughing, weeding, etc.
- For the first activity, ask the audience to agree on which member of the household is primarily responsible for the specific activity and give a number from 1 – 10 for each household member, depending on their level of responsibility (father, mother, son and daughter). The household member who has the greatest amount of responsibility for the activity will be given a higher number compared to other members of the household who have less or no responsibility for the activity.
- Place the stones in front of the “family members” based on the number agreed for each member of the household.



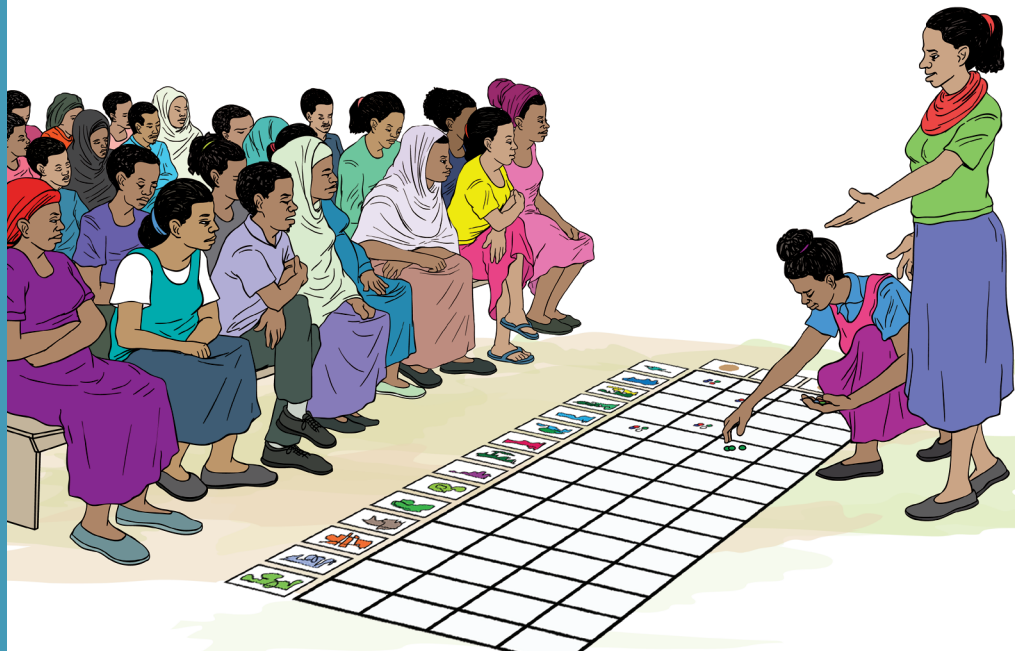
Step 4

- List down resources all of the household members have and ask the participants who has access to and control over those resources. This exercise is focused on who has control and decision-making power over resources within the household, particularly adult men and women. Recognizing that most members of the family may have some form of access to each resource, continue placing stones based on the number agreed for each household member.
- After completing the list of activities and resources, ask the representatives of the family to each collect their own stones and count.



Step 5

- Announce the numbers/ final results for each family member to the participants and open for discussion and reflection on why some household members have more stones than others.
- The facilitator encourages participants to examine the reasons behind the results and guides a cause-effect analysis. Suggested facilitator questions include:
 - *What did you feel about the exercise?*
 - *What did you learn?*
 - *Why do women do certain activities? Why not men and the other way around?*
 - *What is the effect on family income/health/education/workload balance?*
 - *Who has more access to and control over resources and benefits, and why?*
 - *What are the effects in terms of harmonious family relations, productivity, accountability, economy, etc.?*



Step 6

The facilitator should then ask: What should be done to address these findings? Household members should take the lead and suggest action items. Note the following:

- *The content of activities and their size varies from household to household.*
- *Facilitators should help households develop an action plan that is self-generated and should avoid imposing solutions.*
- Close the session by asking the participants to start thinking about how to change the situation and share their action plan for their family.

Note: *Gender roles are socially constructed. They are learned through the socialization process whereby men, women, boys and girls learn their gender identity and it guides them to live based on their gender identity, which influence their roles and responsibilities, access to use and control over resource, opportunities and challenges (influencing factors) within the family, society and institutions.*



Example:**Activity profile (Productive and reproductive activities) and Resources**

Activities	Men	Women	Boys	Girls
Cooking food		XXX		XX
Washing cloth		XXX	X	XX
Fetching water ... etc				
Plowing				
Weeding				
Harvesting				
Trashing ... etc				
Livestock				
Rearing				
Milking				

Milk processing etc				
Non-farm				
Petty trade				
Embroidery ...etc				
Resources (Access to and Control over)				
Cattle				
Land				
House				
Household items				
Cash				

Address

Bole Sub-city, Woreda 03, House # 077|

Addis Ababa, Ethiopia

Tel:- +251116684570|

E- Mail:- FTFE-VCA@fintrac.com

www.feedthefuture.gov



FEED^{THE}FUTURE

The U.S. Government's Global Hunger & Food Security Initiative



USAID
UMMATA AMERIKAA IRRA

