GENDER INTEGRATION TRAINING WORKSHOP REPORT

GENDER INCLUSIVE VACCINE ECOSYSTEM – ENHANCING DISTRIBUTION AND DELIVERY SYSTEM FOR NEWCASTLE DISEASE (NCD) AND PESTES DES PETITS RUMINANTS (PPR) AMONG SMALL HOLDER FARMERS IN MAKUENI

12th – 13th September 2019

FORT HOTEL, WOTE TOWN, MAKUENI COUNTY

Contents

DAY ONE (THURSDAY 12ᵀᴴ SEPTEMBER 2019)

1.0. Introduction and Training Workshop Objectives

A two day gender interaction training workshop was conducted for the 15 GIVE project team members. The training was facilitated by Lorna Wanjama - a gender training expert from Mercy Corps. The learning objectives were to:

- ✓ Define gender and related terms
- ✓ Identify why gender is important to agricultural outcomes and programming
- ✓ Identify criteria for how gender is addressed in research
- ✓ Components of Women Empowerment

2.0. Understanding Gender Terms and Concepts

The facilitator, sought to develop a common understanding on concepts pertaining to gender and gender terms given that the GIVE project is focused on women smallholder farmers. The basic concepts of what gender is were given and different definitions given, as highlighted in the sub-sections below.

2.1. Sex and gender

The definition of sex and gender was given in which members were made to understand that:

- ♦ **Sex** - relates to biological differences, it's universal to all humans and is unchanging
- ♦ **Gender** – relates to beliefs about appropriate roles, duties and rights, constructed by societies;

Participants were informed that the term man or a woman relates to the socialisation or perception, and that this is likely to influence selection of key informants and FGD participants in the GIVE research project.

2.2. Gender differences

Team was informed that gender differences refer to:
- ♦ Difference between men and women that are not biological
- ♦ Differences that are socially constructed
- ♦ Social constructs include power relations, access and control of resources, gender roles, value attached to labour and division of labour;

2.3. Gender roles

These were referred to as the culturally and politically defined roles and responsibilities to which men and women are socialized to conform. Participants were further informed that gender roles are categorized into:
1. Reproductive roles (care and maintenance economy)
2. Productive roles (associated with cash income)

3. Community management (reproductive roles at community level – e.g. weddings and funeral preparations), and
4. Community politics (like leadership in village government, religious groups etc).

The GIVE project team was advised to always establish the woman's position in the context of the gender roles before engaging women respondents in the study or when setting the venues and the timings of various activities or trainings during the implementation of the GIVE research study.

2.4. Division of Labour

Division of labour was defined as the different tasks that men and women engage in as a consequence of their socialization patterns. These also relate to assigned roles identifying tasks as traditionally seen women's or men's work.

2.5. Gender Gap

Gender gap was defines as unequal access to and participation in opportunities that women and men experience due to adherence to rigid gender roles. The participants were also informed that in most cases, women have access to few opportunities such as credit and savings groups, education and informal labour markets, compared to men who have access to education, income, legal rights, social and political spaces among many other opportunities.

2.6. Gender Equality

Gender equality was defined as a state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. Participants were informed that genuine equality means more than just parity but instead having expanded freedoms and improved overall quality of life for all people.

2.7. Gender Equity

The process of being fair to both women and men and ensuring that both have a level play ground. The participants were informed that initiatives can actually fail for not involving certain gender aspects and that women empowerment can trigger certain disequilibrium in a family which can jeopardize the initiative, hence the need to be very careful when engaging the different genders. It was also reported that gender is socially constructed and so the meanings may differ from one community to another.

Following the presentation and ensuing discussions, the facilitator reminded the team to:
♦ Always involve community members when initiating development programs or studies;
♦ Seek to first understand what the local perception of women empowerment is and then refine tools and the approach that would be used by the GIVE research team.

- ♦ Establish what women in the community perceive to be empowerment in the local context and consider using that to track transformation or behaviour change;
- ♦ Be careful not to fall into the trap of the commonly made assumptions that:
  - ✓ **Men are the head of household** – and therefore project activities for economic benefits should focus on men.
  - ✓ **Housework or child care is not much efforts** – and that women can handle outside work with house work. This way, women's priorities go unnoticed.
  - ✓ **Women do care work** – and that interventions related to family health should always focus on women.
  - ✓ **Development/Research benefits will automatically reach women**

An 11 minute video on socio-cultural aspects of family poultry production was played for the team. The short video elicited discussions among participants who observed that the video summarizes what the GIVE project is likely to encounter in the course of study implementation;

Lessons learnt from the video show:
- ✓ That there is need to be sensitive to the different cadres of women that the GIVE project team is likely to encounter during the study;
- ✓ Men could also have a role to play in the poultry production e.g. poultry house construction among other tasks;
- ✓ Gender of the service provider could be a hindrance to vaccine distribution value chain in circumstances where male vaccinators may be unwilling to vaccinate birds owned by female farmers and vice versa thus may interfere with the projects objectives;

Group work:

A case scenario of a donor funded initiative among homeless and poor communities was presented to participants from which members were required to identify problems or challenges with the approach and how the GIVE project team might prevent such challenges from arising or deal with it if it did arise.

3.0. Gender Analysis

Team was informed that Gender Analysis are analytical tools that encompasses both men and women, whose goals are to:
- ♦ Better understand the community (women, men, boys and girls) and,
- ♦ Get better results from development programs.

The gender analysis is also:

♦ An analytical tool used to identify and understand gaps between males and females and the relevance of gender norms and power relations in a specific context;

♦ A tool that examines different roles and rights as well as relations between males and females;

♦ A tool that identifies gender inequalities and their causes;

♦ A tool that examines differing needs, constraints and opportunities for women/girls and men/boys;

♦ A tool that determines how identified gaps or inequalities could be addressed;

♦ A tool that identifies potential adverse impacts or gender based exclusion in planned projects;

With reference to the GIVE research project, participants were informed that a gender analysis will provide:

✓ Analysis of the division of labour, access and control of resources

✓ Understanding of gender relations and their implications for development policy and implementation

✓ Specific gender disaggregated statistics

✓ A review of women's priorities, practical needs and strategic interests and ways to address them

✓ A review of social, economic and political power dynamics

A detailed outline of **"How to Do Gender Analysis"** was given to the participants. The steps involved are:

• Collection of relevant data: Sex–disaggregated information for analysis (Who does what? Gender roles, responsibilities, priorities of men and women both within and outside the household? Who has what? Who controls what?)

• Identification of relevant gender issues (women's and men's practical needs and strategic interests);

• Understanding the institutional, economic, social, and political contexts (What are the differences, constraints, influences, power dynamics between women and men?)

• Understanding the priorities and needs of both men and women affected by the project (what do they need/want?)

3.1. Harvard Framework

The team was informed that the Harvard Framework can help planners design efficient projects and improves visibility of women in the target area. The Harvard framework uses 3 main tools to conduct a gender analysis:

3.1.1. TOOL 1: The socio economic activity profile

This focuses on who does what, when, where and for how long). A sample of an activity profile was given to participants which highlighted the productive and reproductive activities column, a gender column where the roles are assigned to either men or women or both and the time duration during which the activity lasts.

Following the presentation, team members sought to establish:
- The levels at which the socio economic activity profile is collected
- Weather seasonality is taken into consideration when conducting the socio-economic activity profile
- How the reproductive activities are developed in the private space.

On the queries raised, the team was informed that:
- ✓ The socio economic activity profile is often collected from communities using FGDs and not from individuals.
- ✓ Seasonal changes are taken into consideration since the work load tends to differ with seasons e.g. during planting seasons, workload is likely to be higher compared to the other seasons.
- ✓ The project team needs to hold meetings with community members to develop region specific reproductive activities relevant to communities being focused on.
- ✓ The time calendar and activity profile gives the idea of the workload among household members.
- ✓ These socio-economic activity profile enables the research project team to plan on when best to conduct project activities and steps to be taken to ensure that targeted women attend (e.g. by having childcare programmes etc).

Participants noted that if women have more duties, then engaging them in project activities, will mean transferring most of their duties to their daughters in the household. In this scenario, the research project may be empowering the women but disempowering the girls;

Group activity:

Case study of a socio-economic activity profile was given to team members and they were required to allocate the different roles to either men, women, girls or boys or a combination of each.

3.1.2. TOOL 2. Access and Control Profile

This tends to look at:
- ✓ Who has access to resources (land, equipment, animals, capital etc)
- ✓ Who has access to benefits (e.g. education, health services, political power etc)
- ✓ Who has control over resources and benefits (i.e. decision making power)

Group Activity:

Team members were given an exercise to develop an access and control matrix from a provided case scenario.

Based on the exercise, the participants **learnt** that:
- ✓ There is need to probe further and deeper to get a full understanding of some of the responses provided by respondents instead of taking everything at face value.
- ✓ Access could mean just having the ability to make use of something but not being able to make any decision on it;
- ✓ Access does not necessarily mean empowerment;
- ✓ If the project is serious about empowerment, then control (decision making powers) should be emphasized;
- ✓ When doing a gender role and responsibility matrix, there is need to look out for red flags such as complete absence of a certain genders or household members from the socio-economic activity profile and this may force researcher to go back and probe deeper to establish the meaning behind such findings;

Having been briefed about the Harvard Framework, participants observed a number of **shortcomings** on the Harvard framework:
- ✓ The tool lacks a section where unintended outputs could be captured
- ✓ The tool is not very comprehensive and may therefore not be able to capture other underlying issues;
- ✓ The tool does not provide clear rules on how activities should be listed making it prone to errors or biases where one user may chose to lump several activities together under one sub heading while another may separate individual activities;
- ✓ The tool ignores underlying inequalities which then calls for additional notes on what these inequalities are and how they impact on the tool;

Following the issues raised the team was informed that:
- ♦ Having a detailed breakdown of activities against which the gender roles are assigned would give better results than lumping activities together;
- ♦ The Harvard Framework could be used alongside observational notes which can then capture additional results that may not have been captured in this particular framework.

3.1.3. TOOL 3. Influencing factors
Participants were informed that this tool helps identify factors that determine the gender differences in different spheres namely:
- ♦ Political, economic, cultural etc

- ♦ Community norms, social hierarchies,
- ♦ Training and education
- ♦ Attitude of community towards external development workers
- ♦ Past and present influences
- ♦ Opportunities and constraints

Following the training, the participants observed that:
- ♦ The Harvard Framework has been used for many years and is still in use to date;
- ♦ The framework has its weaknesses that have never been modified since the tool was developed;
- ♦ The framework does not look at reasons as to why specific tasks/activities are allocated to different genders;
- ♦ A single tool may not capture all information that a researcher may be interested in.
- ♦ In measurement of the impacts, the GIVE project team could consider having another tool/framework

4.0 Social Norms

The facilitator informed participants that social norms are shared expectations or informal rules among a set of people as to how people should behave. In addition participants were informed that:
- ♦ Norms influence behavior by shaping what people believe is **typical** or **appropriate**
- ♦ There are **social rewards** for people who conform as well as **social sanctions** for those who don't.
- ♦ Social norms regulate what behaviour is considered "normal" in a group

4.1. Gender norms

Participants were informed that gender norms:
- ♦ Are social norms that relate specifically to gender differences.
- ♦ Refer to informal rules and shared social expectations that distinguish expected behaviour on the basis of gender. For example, a common gender norm is that women and girls will and should do the majority of domestic work.
- ♦ Are sustained through rewards and sanctions, and often times violence.
- ♦ Drive and sustain gender inequality.
- ♦ Can be very deep and complex, but they are not fixed.
- ♦ Can change when the related shared beliefs are changed, or when new norms are created.

Participants were informed that working to change gender norms is at the heart of gender transformative programming.

Following the presentation, team members were informed that:

♦ To mitigate power relations, there is need to have men's buy-in when the study begins.

♦ Sensitization and tagging men along may however not be a guarantee that men will relax their influence or control over women or poultry production.

♦ The concept of having male champions has been explored before in some areas but another school of thought believes that this amounts to misusing men.

Group work

Team members were given an assignment to think about norms or beliefs surrounding decision making power and what social sanctions or rewards reinforce such norms in their communities.

Following the group work, participants noted that:

♦ Norms vary from one region to another and therefore researchers need not assume that they are the same for a certain geographic region;

♦ Most importantly, researchers should avoid making assumptions about community norms;

♦ Need to know how to react to the responses given by community members when seeking information about their norms or beliefs;

♦ Gender norms are not static in a given community, they may also change with time;

5.0. Power Mapping

A definition of power was given as the ability to act. To be able to understand the ability to act, there is need to analyze the power relation that exist, build power and use the power. On questions of power, participants were informed that:

♦ Benefits of many interventions tend to accrue with the better-off and more powerful community members, even though they were intended for the poorest;

♦ Power is one characteristic structuring the interactions of groups of people;

♦ Power is a social construct that only materializes in the interaction of people

♦ Power is relative as it characterizes relationships between individuals or groups;

♦ Power of one actor is dependent on how strong or weak the actor is in relation to others within a certain social setting;

DAY TWO (13TH SEPTEMBER 2019)

5.1. What Power Mapping Entails
Participants were informed that when conducting a power mapping, there is need to:
- ✓ First think about the desired changes that one would like to see;
- ✓ Who has the resources to create this change?
- ✓ What does the community want?
- ✓ What do the implementers have that the communities want?
- ✓ What is the theory of change?

Participants were notified of other tools that can be used to conduct a power mapping exercise.

5.2. Gender Tree
The gender tree is a standard tree which is used to map out issues related to gender. Working collectively, participants were guided through the process of building the different parts of the gender tree taking into considerations, the GIVE research project (Figure 1).
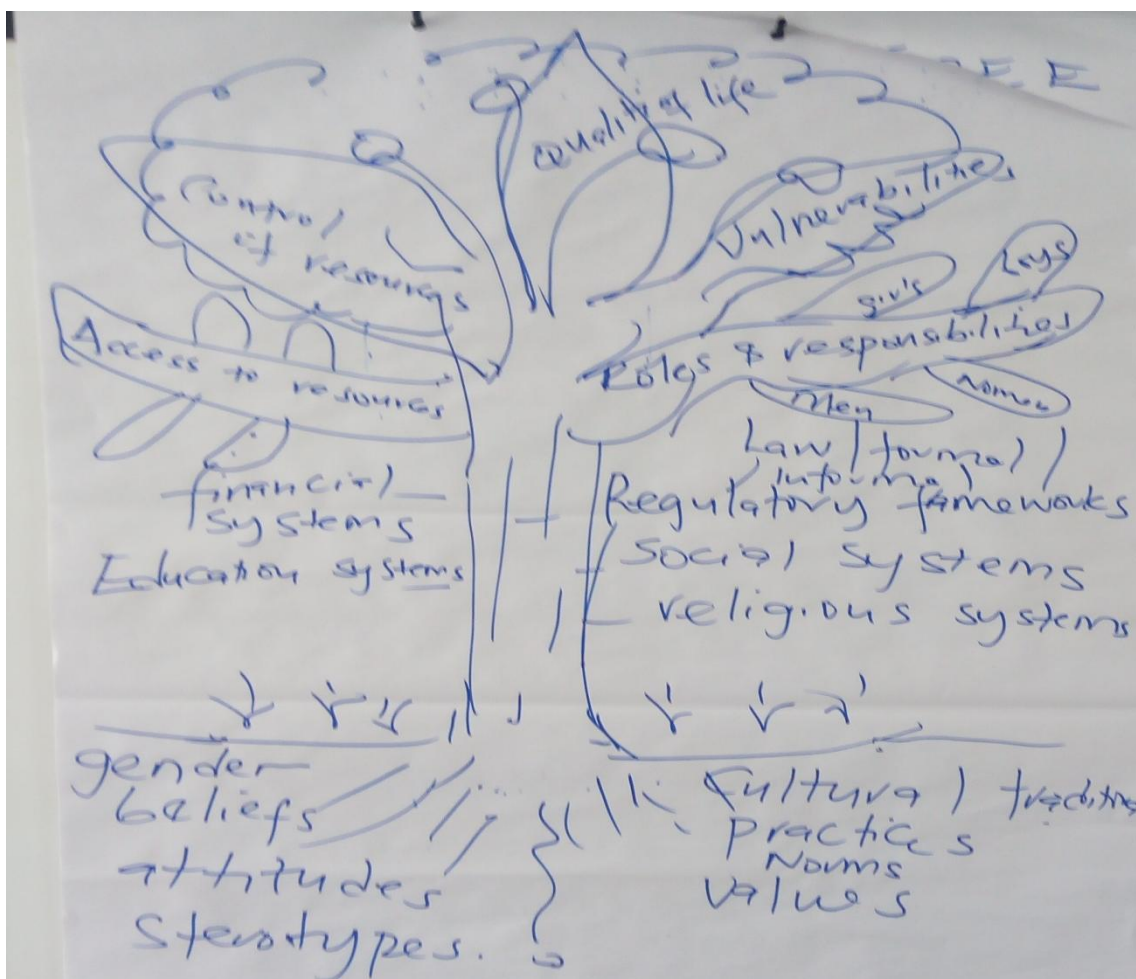

Figure 1. Sketch of the Gender Tree developed by GIVE project team members

The different parts of the trees were defined and related to the different players in the GIVE project's success as described below:

- ❖ **Roots** in the gender tree were equated to: gender beliefs, cultural practices, values, norms, attitudes, stereotypes among other.
- ❖ **Trunk/Stem** in the gender tree were equated to: Regulatory frameworks, social systems, formal laws, financial systems, educational systems, religious systems among others
- ❖ **Branches** in the gender tree were equated to: Access to resources, control over resources, roles and vulnerabilities, quality of life among others
- ❖ **Leaves** in the gender tree were equated to: men. Women, boys and girls in the community

Following the gender tree building exercise, participants observed that:

- ♦ The roots are very important since they feed into everything else in the gender tree.
- ♦ Factors related to the root are things that cannot change overnight, but are very instrumental for the success of the intervention.
- ♦ To succeed, effective awareness creation which requires a significant amount of resources, time and effort is needed.

6.0. Women Empowerment

The facilitator took the team through women empowerment noting that the word "empowerment" is a difficult concept to unpack and which does not even exist in most languages. The facilitator defined empowerment as "*the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes*".

The facilitator further noted that:

- ♦ Empowerment is a process by which women acquire access to and control over economic resources, opportunities and markets, enabling them to exercise agency and decision-making power to benefit all areas of their lives.
- ♦ Empowerment is a process.
- ♦ More simply put, it's the "can do" factor, going from "I can't" to "I can.

Participants were further informed that:

- ♦ Many definitions of women's economic empowerment exist, and that there is no one-size-fits-all approach.
- ♦ Indicators of empowerment must be clearly defined and must reflect local contexts and data availability.
- ♦ The GIVE project team needs to establish what empowerment is and what it means from the women perspective in the study area prior to commencement of the study.

The team was also taken through different **domains of empowerment** all contained in the WEAI, i.e.:

- ✓ Economic independence
- ✓ Decision making
- ✓ Voice and leadership
- ✓ Confidence and self worth
- ✓ Time use
- ✓ Mobility
- ✓ Health

6.1. Gender Needs, Vulnerabilities and Access

Participants were informed that the aim of gender needs, vulnerabilities and access is to understand gender norms and needs in access to resources, how to collect gender sensitive data and how to identify some red flags that relate to vulnerabilities. Participants were given a case scenario which they were to read and pick out gender aspects and anything related to gender violence.

Following the exercise, the following came to the fore:

- ✓ The need to clearly think of who to invite when conducting a FGD among community members
- ✓ The need to be more gender sensitive during data collection process;
- ✓ The need to think and reflect on other factors that may arise during FGDs and household survey
- ✓ The need to find a way of empathizing with the respondents on other unrelated issues but steer them back on track during FGDs;
- ✓ The need to consider the seasonality and the ensuing climate. For instance, going into the community with a questionnaire during drought may not be productive.
- ✓ How the FGDs are structured is very important
- ✓ The timings and venues of the FGDs and trainings are very important;
- ✓ Gender Based Violence (GBV) is not necessarily physical. It could be psychological and these can always be picked up by a keen interviewer/facilitator;
- ✓ Even as the GIVE project plans to conduct FGDs among women, there is need to conduct the same on men so as to have their views incorporated in the study as well;
- ✓ There is need to inform the men in the households of the project's objectives from the onset so that they understand that this project will be of benefit to their entire HH;
- ✓ There is need to ensure that project team does not work with assumptions especially on norms and beliefs among different communities.
- ✓ The need to have a very good communication system to gain entry into the community especially in areas where a number of projects have been conducted before.

✓ The need to ensure the research study is referred to by the right wording. For instance, the term "Project" may give different connotation to community members.

7.0. Training Workshop Participants

No.	Name	Role	Institution
1	Lornah Kanjama	Facilitator- Gender Training Expert	Mercy Corps
2	Dr. Judith Chemuliti	Co-PI	KALRO
3	Prof. Isaac Nyamongo	Co-PI	CUK
4	Prof. Kennedy Waweru	Researcher/Data Manager	CUK
5	Dr. Dalmas Omia	PI - Alternate	UON
6	Dr. Lucy Kiganane	PI- Alternate	CUK
7	Dr. Obadia Okinda	Researcher	CUK
8	Dr. Kennedy Ogola	Researcher	KALRO
9	Douglas Anyona	Project Manager	UON
10	George Mwendwa	Research Assistant	KALRO
11	Mercy Mbithe	Research Assistant	UON
12	Winnie Kimani	Research Assistant	KALRO
13	Alex Kitwa Nzioki	Research Assistant	CUK
14	Shelmith Wanjiru	Masters Student	UON
15	Lydia Nyaboke Barongo	Masters Student	CUK
16	Abel Simiyu	Masters Student	UON