



GENDER AWARENESS TRAINING MANUAL 2021

**Sessions 1-4 of Gender Awareness Raising with
Stakeholders**

Authors: Bagnol Brigitte and Beth Miller

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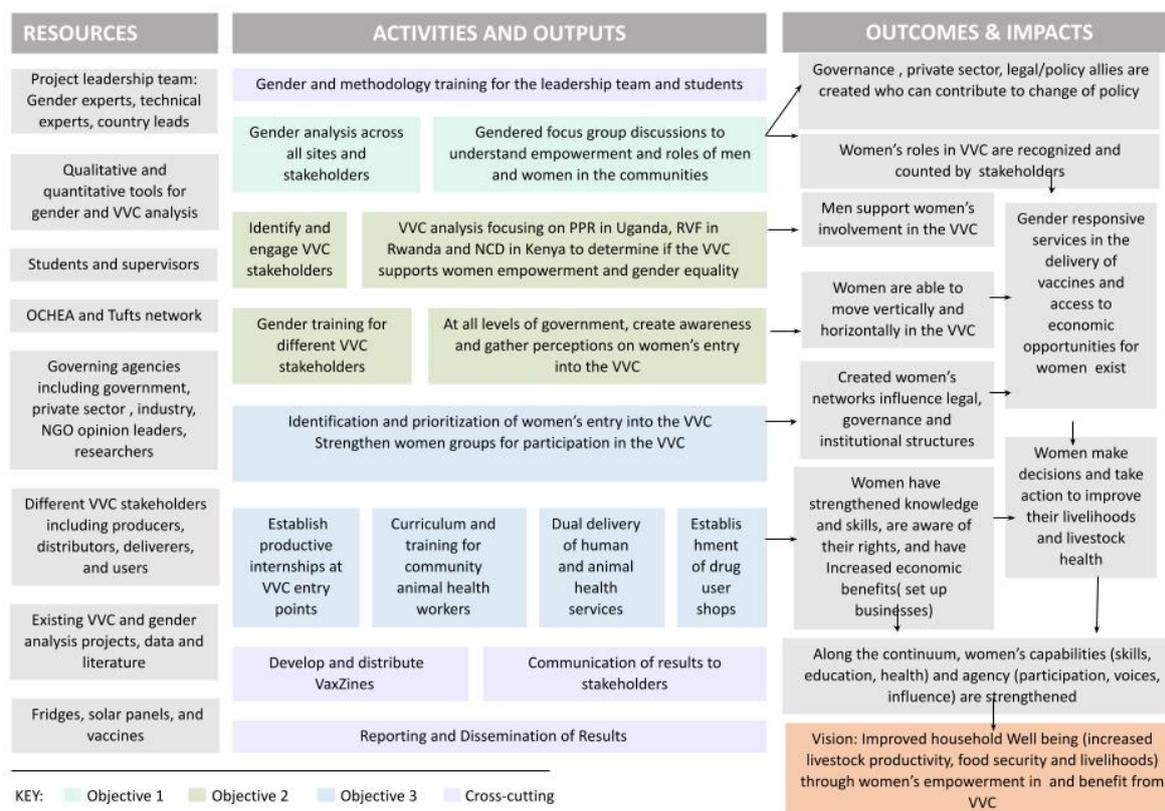
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1 Background information

These training sessions are based on the baseline gender analysis of the veterinary vaccine value chain (VVVC) in Kenya, Uganda, and Rwanda, for the SheVax+ Project. The analysis revealed that although women performed essential labour and management of livestock on the farm, there were little benefits for women and their animals. Also, there was scant participation of women at higher levels of the VVVC, as vaccine deliverers, distributors, or manufacturers. Most stakeholders who participated in the VVVC Stakeholder Engagement Meetings said they had received little guidance or training about gender, or the implementation of gender sensitive activities, despite national policies committing them to equality between men and women (gender equality). Therefore, the SheVax+ project and its partners are testing models in specific sectors of each country to increase vaccination against preventable diseases in livestock owned by women, and to expand the quality of participation and benefits for women throughout the VVVC.

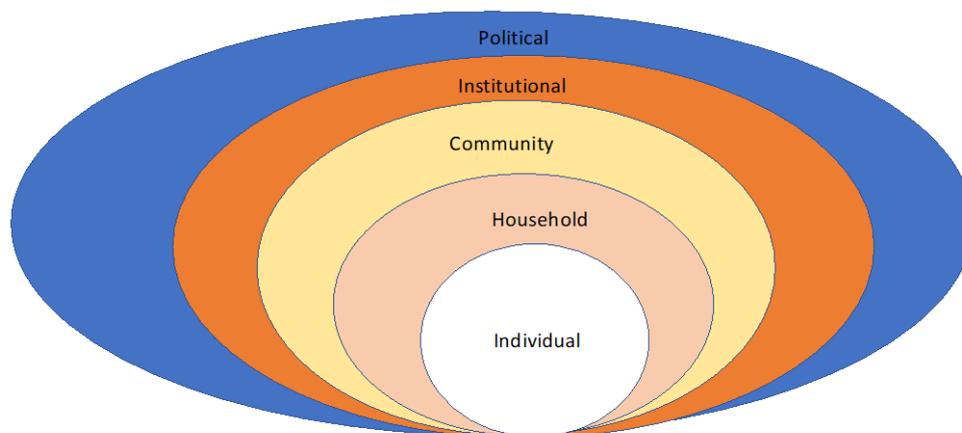
Gender awareness among stakeholders is an important component of SheVax+ theory of change.

Figure 1: SheVax+ theory of change



The objective of our intervention is to transform gender relations at different levels (political, institutional, community, household, and individual level).

Figure 2: The ecological model of gender transformative approach



2 Overall objectives, target groups, methodology and duration

2.1 Overall objectives of this series of sessions

- Sensitize stakeholders/ trainers on the important role of women in household livelihoods, and their potential to improve livestock production through improved animal health (specifically vaccination) and management
- Demonstrate the need to increase women’s capacity to manage livestock, and the advantages this brings to household livelihoods and nutrition
- Help men determine their role in the shift towards gender equality
- Identify male role models to support women’s empowerment
- Identify individual and collective actions by stakeholders to support gender transformation
- Identify benefits to all from increasing women’s decision-making power in different domains of the vaccine value chain
- Learn to support women farmer groups to improve their livestock activities

2.2 SheVax+ outcomes and outputs: context for these sessions

These 4 sessions will enable individuals and organisations to plan specific actions to contribute to transformation of gender relations through more inclusive delivery of training, inputs, opportunities, and communication.

Ultimate Outcome

- Improved household well-being (increased livestock productivity, food security and livelihoods) through women’s empowerment in and benefit from VVC

Intermediate Outcomes

- Women’s capabilities (skills, education, health) and agency (participation, voices, influence) are strengthened
- Increased and meaningful participation of women in community-level animal health system

**Immediate
Outcomes**

- Increased agency among adolescent girls related to decision-making and education in animal health
- Women’s farmer organizations have strengthened skills in advocacy, animal health and business
- Men and boys have increased knowledge of and capacity for supporting women’s participation in vaccine value chains
- Leaders support women’s groups to vaccinate their goats and chickens
- Men support their female partners interest in animal health training and in vaccination
- Extension service provide training for female farmer groups on animal health and production
- District agriculture directorate’s annual planning includes specific interventions for women’s livestock

Outputs

Training curricula developed and delivered to women farmers/
stakeholders on:

- Animal health and management
- Business and entrepreneurship
- Leadership and soft skills
- Gender Awareness
- Gender Analysis and Budgeting
- Participatory Methods

Touch Screen Monitors

Comic Books

Vaxxer Calendars

PhotoVoice Exhibit on Women and Animal Health

2.3 Methodology and unfolding of the sessions

Participatory methods such as visual exercises, games, group dynamics and discussions will allow male and female participants to learn individually and collectively about gender inequality and develop solutions to improve women’s participation in the vaccine value chain.

Group work in breakout rooms is central to all activities. Each group must write down and share its findings, comments, and solutions through Zoom. Records may be organized online, or written on paper and photographed, uploaded, and shared as needed. Each record must be identified by date, type of group (single sex or mixed), and any other relevant information.

3. First session: different roles carried out by men and women, and their time use

3.1 Specific objectives of the first session

- Become aware of different expectations and opportunities for men and women
- Understand the different roles of men and women in goat and chicken raising, livestock vaccines and the consequences of those differences
- Analyze the implications and consider the advantages of men and women sharing more household resources, responsibilities and benefits
- Each participant will develop one or two simple and feasible activities to raise women's status and opportunities at the household or higher VVC level.
- Work in single sex groups and share the findings in a following session. Identify a note taker(s) and presenter(s).

3.2 Characteristic of the session

Same sex session

3.3 Plan of the session

|  | Themes  | Methodology | Material | Who? |
|--|---|-----------------------------------|----------------------------------|------|
| 10 mn | Introduction of SheVax+ project | Plenary | Computers/internet | |
| 15 mn | Icebreaker: introduction of each participant | Group dynamic 1 text | Exercise/ Group dynamic | |
| 30 mn | Exercise 1: Activity profile in livestock production | Participatory and visual exercise | Group dynamic Written records | |
| 15 mn Tea break | | | | |
| 30 mn | Exercise: 2 Time use | Participatory and visual exercise | Group dynamic | |
| 30 mn | Group discussion: actions for different stakeholders and for individuals | Discussion | Group dynamic | |
| 30 mn | Prepare presentations | Prepare charts and summaries | Group dynamic | |

Materials needed

Computers and internet access.

If meeting in a group hall, have at least 2 computers so single sex groups can work separately

Note: If meeting in person, provide flip charts (with tables already drawn) and markers.

3.5 Introduction of SheVax+ project and objectives of the series of sessions (plenary)

The Cummings School of Veterinary Medicine at Tufts University is partnering with the Africa One Health University Network (AFROHUN: <https://afrohun.org>) to:

1. Assess gender parity in the livestock VVC,
2. Identify key entry points along the value chain in which empowerment needs to be strengthened
3. Synthesize knowledge about gender roles and the livestock VVC in Rwanda, Kenya, and Uganda
4. Identify the best models to empower women small holder farmers and entrepreneurs to contribute to and benefit from livestock vaccines, to improve livestock production and their livelihoods.
5. The information and successful models can be scaled up and applied to other livestock vaccines and other countries in the region.

3.6 Icebreaker: Animals and characteristics

Divide participants into pairs:

- Each participant thinks about an animal with whom they share a characteristic
- Pairs introduce themselves to each other by sharing their name, profession and the name of their animal and the characteristic they share
- When the group is together, each participant introduces his/her colleague by name they wish to use for the workshop, the name of their animal and their shared characteristic. The facilitator records on the screen.
- The group looks at the list of animals selected, and their characteristics. Discuss if opposite sex would have selected similar animals and characteristics ?
- Ask why men and women often see themselves and each other in a different way.
- List the animals and the characteristics that are usually attributed to men and to women. Discuss what is a stereotype and how it influences our behaviours and beliefs
- Discuss how these ways of seeing men and women influence their hopes and dreams, their actions, and their behaviours

3.5 Exercise One: Activities carried out by men and women of different ages in relation to chickens and goats

Exercise 1 Directions for Activity Profiles

1. In single sex groups, identify who typically performs the different poultry and goat activities Use a + to identify the person, and ++ if they do more than any other person. In addition to age, you can add other characteristics such as ethnicity, education, religion if relevant).
2. Complete the table on the computer
3. Discuss the main findings, and record conclusions



Picture 1: group discussion with men in Tanzania (Singida Region, Manyoni District in Sanza Ward). Photo by: Brigitte Bagnol

Table 1: activities carried out by men and women related to poultry raising

| Activities | Adult men | Adult women | Boy | Girl | Older men | Older women |
|--|-----------|-------------|-----|------|-----------|-------------|
| Large species of animal (general) | | | | | | |
| Small species (general) | | | | | | |
| Chicken raising | | | | | | |
| Give feed | | | | | | |
| Give water | | | | | | |
| Build the poultry house | | | | | | |
| Prepare the place for the hen to brood | | | | | | |
| Clean the house | | | | | | |
| Receive information on poultry raising | | | | | | |
| Control birds' health | | | | | | |
| Decide when to sell birds | | | | | | |
| Decide when to sell eggs | | | | | | |
| Decide to vaccinate | | | | | | |
| Open and close the poultry house door | | | | | | |
| Collect eggs | | | | | | |
| Eat birds (which parts) | | | | | | |
| Eat eggs | | | | | | |
| Take care of sick birds | | | | | | |
| Decide if vaccination was worthwhile | | | | | | |

Table 2: activities carried out by men and women related to goat raising

| Activities | Adult men | Adult women | Boy | Girl | Older men | Older women |
|--|-----------|-------------|-----|------|-----------|-------------|
| Large species of animal (general) | | | | | | |
| Small species (general) | | | | | | |
| Goat raising | | | | | | |
| Give feed | | | | | | |
| Give water | | | | | | |
| Build the goat house | | | | | | |
| Prepare the place for the goat to give birth | | | | | | |
| Clean the house/kraal | | | | | | |
| Receive information on goat raising | | | | | | |
| Control goat | | | | | | |
| Take goat to pasture | | | | | | |
| Decide when to sell goats | | | | | | |
| Decide to vaccinate | | | | | | |
| Open and close the gate of the kraal | | | | | | |
| Eat goat (which parts?) | | | | | | |
| Take care of sick goat | | | | | | |
| Decide if vaccination was worthwhile | | | | | | |

The discussion around the findings and the conclusions that participants draw is the most valuable part of the exercise. Do not spend too much time on the answers; if there is a sharp disagreement, record that.

Topics for the conversation can include:

- What patterns do you see?
- Who is carrying most of the activities in relation to chickens and goats? Why is it like that?
- How do we learn roles? What happens if you question them? Are roles rigid? Can they change? When?
- Can women own their own chickens and goats? What does “ownership” mean?
- Who is more likely to have the ownership of goats and chickens? Why?
- Who can decide to vaccinate the chickens and goats?
- Who has control over the household money?
- Who is more likely to benefit from raising chickens and goats activities? In what way? Why?

Possible issues to stress in conclusion of the exercises

Society defines and often limits the role that men and women (depending on their age, class, education, religion, marital status, etc.) can carry out. These roles are often transmitted to boys and girls through their education/ socialization.

These roles limit the range of possibilities of men and women. When we look specifically at chickens and goats we observe that women tend to carry out most of the labour (feeding, cleaning, identifying disease). Men tend to do the selling outside the house and women at the

house door. In many cases women do not have the full ownership of the animal although they can have most or all of the decision-making authority. Women heads of household often have more control and decision making over chickens and goats than women who are married, although they have fewer total resources.

These roles may seem rigid but can change according to age, education, ethnicity, time/period and region etc.

This situation allows us to understand what is gender. Definition of gender:

- Socially given attributes, roles, activities, and responsibilities connected to being a female or a male in a given society (but not biological or genetic attributes)
- Power relation between men and women
- Learned, changeable over time, and have wide variations within and between cultures

3.6 Exercise 2: time use

Using the online chart (flip chart if in person), the facilitator asks the participants to list and discuss thoroughly the daily activities of men and women. Different colours can identify the activities of adult men and women.

The sheet of paper can be on the floor with people sitting on the floor or on chairs. The sheet of paper can also be placed on a table with people sitting around.

Discuss each activity mentioned on the flipchart, identify who performs the different activities taking into consideration age differences and other characteristics (linguistic groups, education, religion, etc.). Identify the activities carried out by specific group of persons.

Table 3: Time use (example of activities that can be mentioned)

| | 2 4 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 0 | 1 1 | 1 2 | 1 3 | 1 4 | 1 5 | 1 6 | 1 7 | 1 8 | 1 9 | 2 0 | 2 1 | 2 2 | 2 3 | |
|-----------------------------|--------|---|---|---|---|---|---|---|---|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| Wake up | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prepare bath | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prepare breakfast | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prepare children for school | | | | | | | | | | | | | | | | | | | | | | | | | |
| Go to work | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Go to sleep | | | | | | | | | | | | | | | | | | | | | | | | | |

Topics for the conversation can include:

- Who is waking up earlier in the morning and going to sleep later during the day? Why is it like that?
- Who is carrying most of the activities during the day? Why is it like that?
- What type of activities are carrying men and women? Similarities and differences?
- Who is more likely to rest or enjoy leisure? Why is it like that?
- Who is more likely to benefit from the results of the activities? Why?
- Are the activities carried out by men and women valued in the same way? Why?
- What are the consequences of this situation for men and women? Discuss the constraints experience by a man or a woman who is a single head of the household.
- What can be done to change the situation? Focus specifically around feasible interventions at individual level and collective level such as allowing and encouraging boys and girls to play a different role in the household and to experiment and be able to carry out different tasks. (Example: What would happen if men and boys could do the chores usually assigned women in the raising of goats and chickens and vice versa?)
- Who would support this change? Is it more difficult to change as an individual, or together with your community? Discuss how to build support for less restrictive roles for women? For men?

3.7 Possible issues

Women tend to wake up earlier and sleep later in rural area as they are responsible for the bath and the breakfast for the people in the household. They tend to carry out most of the activities in the household (washing, cleaning, cooking, taking care of the young and the elderly) while men tend to work outside of the house. When men and women are involved in agriculture men usually raise cash crops or livestock while women are more likely to raise subsistence crops and livestock. Do you see any evidence that this is changing around you?

Often men are involved in work that provide cash or a salary while women are more involved in activity that are not paid, is therefore less valued. This influences the status and the benefits of men and women in society and in the household. In many contexts, women do not have access to valued activities and this her status low and makes her financially dependent on men. This contributes to gender inequality, or inequality between men and women access to resources and opportunities to improve. We will continue to discuss those issues in the following 3 sessions.

But everything is changeable! One's status changes according to their changing situation during the life cycle and according to other circumstances, such as level of education, lineage, position at birth (first or second born) in marriage (first or second wife), number of children, wealth, etc. People's situations change due to their own efforts, and also when they are supported by others.

Stress how to improve the situation.

4. Second session: Men and women together share their exercises from session 1, and work on role play to experience discrimination

4.1 Specific objectives of the second session

- Share and compare the findings, comments and solutions from last meeting, now in a mixed sex group
- Using role play, experience how the other sex is feeling and how it is to live in a situation of inequality and discrimination
- Discuss in more details the way men and women feel about gender inequalities, and negative consequences for the children
- Identify new solutions to mitigate or eradicate the gender inequalities observed in relation to chicken and goats raising activities including vaccination

4.3 Plan of the session

|  | Themes | Methodology | Material | Who? |
|---|--|-----------------------------------|---|------|
| 10 mn | Summary of what was done in the same sex previous session Introduction of the session | | | |
| 10 mn | Icebreaker: Presentation of each participant | Group dynamic 1 text | Exercise/ Group dynamic | |
| 10 mn | Presentation of the findings of women 's group and discussion | | Flip chart from previous session Markers | |
| 15 mn Tea break | | | | |
| 10 mn | Presentation of the findings of men's group and discussion | Participatory and visual exercise | Flip chart from previous session Markers | |
| 15mn | Prepare role pay - conflictual or unequal gender relation | Group work | Role play topic | |
| 15 mn | Role play conflictual or unequal gender relation | | | |
| 10 mn | Discussion | | Role play topic | |
| 15 mn | Prepare role pay – equal and supportive gender relation | | | |
| 15 mn | Role play equal and supportive gender relation | | | |
| 10 mn | Discussion | | | |
| 10 mn | Conclusion and next session presentation | | | |

Materials

Flipchart and felt pen

4.4 Greetings and Introduction

In the last session we analyzed the roles that men and women were performing in relation to chickens and goats, and we saw that while most of the activities were carried out by women, yet often women did not have the full decision making about the sale and vaccination of their animal because the male partner needed to give permission and lack of financial autonomy.

4.5 Icebreaker: Food and characteristics

The trainer divides the group into pairs and ask participants to tell each other their favorite food they feel best describes them and why. This information is shared with the group when participants introduce their partners.

4.6 Presentations of men and women from the previous session

After each presentation, participants can ask questions and discuss the finding, conclusions and the solutions.

4.7 Exercise: Role play

Participants are assigned roles (roles may be their own or different gender) and are asked to act out a certain situation. Role play allow participants to experience a real-life situation in an interesting manner. It is important to try to feel and act as another person to build empathy and understand their perspective and also what is most troubling for them. This can raise awareness of gender discrimination. Extract and adaptation of existing documents. ¹

| | |
|-------------------------------|--|
| Time required | 30-90 minutes. <ul style="list-style-type: none">▪ 5 minutes to introduction to the exercise▪ 20 minutes per role-play followed by discussion (3-4 role plays)▪ 5-10 minutes for final exercise review and debrief |
| Role of trainer | The trainer observes the feelings and behaviour from the assigned roles and helps to distinguish the difference between the role-play and reality. |
| Necessary resources | Flipchart and markers Set aside an area to be the stage and a seating area for observers. |
| Topic of the role play | Link topics to learning outcomes to maximize your training time. Once a topic has been selected, identify the key points to be covered through the role-play and identify roles. Introduce the exercise and define the result you want to achieve. prepare some role-play conversations and gather any required materials (props, question cards etc.). |
| Process | Discuss the subject and roles. Give the participants time to prepare for the roles. Invite the groups to start the performance. After the presentation, ask the actors to share their feelings and then ask the other participants. Discuss. Collect responses on flip chart. |

First role play about poor household communication and cooperation:

¹ <http://www.wecf.org/wp-content/uploads/2018/11/GenderTOTinstrumentsupdatedversion.pdf>
<https://ventureteambuilding.co.uk/role-play-training/#.YRFNFy0Rqfc>

- In a joint male and female headed household, the man is considered the head of the household and is respected. Although he does not carry any activity in relation to goats and chicken he wants to take all the main decision related to the sale of the animals. The woman wants to sell 5 chickens because she wants to buy new uniforms for their 3 children who are in primary schools. The man instead wants to invest in seeds for his sesame field. They argue and each of them try to convince the other to use the money for the different use. The man becomes violent while the woman tries to negotiate. Develop the situation and create the dialogue around this situation

or

- In a joint male and female headed household the man went to the closest main village to sell 3 chickens from the women's flock. He left with the chickens without consulting her and came back without the money. Create the conversation and discussion between them.
- Ask for volunteers to play the roles. Ensure that the role players understand the reason of the role play (the why) and agree to play these parts.
- Allow five minutes for role players to prepare for their performance. Observers (other participants) will watch the role-play and discuss afterwards.
- Observers should watch how the role-players attitudes and feelings change, and how they deal with difficult moments.
- Provide around five minutes for the role-play to be performed. Once the situation has become sufficiently explored, say "stop."

You should also stop the role-play if:

1. The role-play is not serving its purpose
2. The role-play becomes heated
3. To analyse something in more detail
4. To ask role players to share their feelings

2nd Role Play: good communication between husband and wife

- In a joint male and female headed household, the man and women are both considered the head of the household and are equally respected. Although he does not carry out any activity in relation to goats and chicken, he supports his wife with ideas, work and money if necessary and values her livestock activity. The woman wants to build a chicken house to make it easier to vaccinate her chickens. The man offers to help her by building it. Develop the situation and create the dialogue around this situation.

or

- In a joint male and female headed household, the man went to the closest main village to sell 3 chickens from the women's flock. He left with the chickens after consulting her and came back with the money. When he comes back, he gives her all the money and praises the size of the birds. He encourages her to improve her business and skills in relation to chicken's production and animal health. Imagine the conversation and discussion between them.

4.8 Conclusions (It is helpful to record on a flip chart).

Help participants identify key learning points (link to training objectives).

- Ask observers to share what they learned from the role-play.
- Ask performers to share how they felt during the experience and what they learned.
- What are the consequences of women not having financial autonomy in relation to animal health and possibility to adopt vaccination?
- What could be the benefit of women being able to take fully decide whether to sell the animal they are raising, and how to spend the income they generate?
- What could be the benefits for individual, household, community, country to have more equal relationship and supportive attitude toward women's initiative and business?

Final Summary:

Men and women do not experience life in the same way. People who lack autonomy do not reach their full potential and do not have the same possibilities to experience life.

Achieving equality between women and men can contribute to increasing the production and health of the animals they are raising, other joint economic activities, food security and rural development. As livestock is the second-largest contributor to the global agricultural economy there is a huge potential for improving the situation by giving more skill, decision making to women to develop their activities and business to contribute to the household economy.

5. Third session: Access, control over and benefits from resources, and forms of capital that men and women have, especially in relation to goat and chicken raising activities and livestock vaccines

5.1 Specific objectives of the third session

- Understand the access to, control over and benefit from resources especially in relation to goat and chicken raising activities and livestock vaccine
- Recognize the consequences to women and men of this situation
- Understand the different forms of capital that men and women have, and the consequences in relation to goat and chicken raising activities and livestock vaccines
- Draw conclusions about the advantage of men and women sharing more of the resources, the responsibilities, and benefits of their households
- Develop one or two simple and feasible activities that can improve the livelihoods of the households through greater autonomy for women (or participation of women in the VVC)

5.2 Characteristic of the session

Same sex session

5.3 Plan of the session

|  | Themes  | Methodology | Material | Who? |
|---|---|--|---|------|
| 10 mn | Summary of previous 2 sessions | | | |
| 15 mn | Icebreaker | Icebreaker text | Exercise/ Group dynamic | |
| 30 mn | Exercise: Access control and benefit | Participatory and visual exercise | Group dynamic Flip chart Markers | |
| 15 mn Tea break | | | | |
| 30 mn | Exercise: 5 Forms of capital | Participatory and visual exercise | Group dynamic Flip chart Markers | |
| 30 mn | Group discussion and identification of actions for individuals and groups | Discussion | Group dynamic Flip chart Markers | |
| 30 mn | Preparation of the presentation for next session | Writing of flip chart for presentation | Group dynamic Flip chart Markers | |

5.4 Summary of previous session and Introduction of the sessions

In the last 2 sessions, we saw that women carried out most of the goat and chicken rearing activities, but lacked autonomy in decision making about sales, use of income, and vaccinations. We performed role plays to distinguish between households with poor communication and cooperation between husbands and wives, and those with good communication leading to better cooperation and harmony, more income and healthier children. The role play allowed the experience of gender discrimination to create more understanding and empathy. Groups identified interventions for improving the situation at the individual and collective level.

Explain to the participants that the fourth session is again about sharing the discussion held in this same sex/gender group with the other sex/gender.

5.5 Icebreaker: Non gender stereotypes adjectives

The trainer divides the group into pairs and ask participants to tell each other how they will challenge gender stereotypes (the attributes people associate with men and women) by associating their name with a non-gender stereotyped adjective (attributes that are not specifically used for their sex and often for the other). Participants introduce their partners by name and adjective. By example we often say that women are sweet, and men are strong.

5.6 Exercise: Access to, control over and benefit from resources

Control of a resource or an input means making the final decision about its use. Access to a resource implies conditionality about using it and how it is used. These inputs include labour, land, water, cash, seed, vaccine, medicine, fertilizer and implements. Sometimes, access is mixed.

For instance, where vaccines are available for chickens, the money to buy the vaccine and the decision to vaccinate might be in the hand of the man but women can have some money that she can use for this also. She might be the one who decide to vaccinate the birds, and she might be the one who decide what bird to sell to get money to buy the vaccine. She might be able to sell some eggs to buy the vaccine.

Benefits - There are a number of potential uses for the outputs of production. These include consumption, storage for later consumption, later exchange, or later sale; other domestic uses, such as fuel and building materials; exchange; sale; and reinvestment in agricultural production, such as manure, fodder or fencing.

In making sure that agricultural research provides technologies that will be adopted by the farmers, and will increase farmers' welfare, it is often useful to work out a matrix of the uses and benefits of production to provide some insight into farmers' incentives. The access, control and benefit matrix is also used to make male and female participants more aware of the discrimination faced by specific groups in society. These discriminations can be based on sex, linguistic group, age, disability, education, religion, social class, etc.

In analyzing benefits, there are important questions to consider:

- What are the resources available for access and control by men and women ? Are there differences in sources of income? Source of status? Why?

- Who has access to or control of the products and the income they produce? Will this situation be positive or negative for the vaccination programme and participation in the vaccine value chain at all levels? Whose capital is invested, and who controls the animal produced? Factors other than yields and returns frequently affect farmers' or stakeholders' acceptance of proposed changes. This is particularly true in limited resource rural households. Ability to quickly identify these factors by gender can help enhance understanding the whole farming system and provide criteria against which to evaluate further intervention.
- Identify the needs of men and women in relation to small animals; health and vaccine and small livestock (goat and chickens) raising activities.
- Discuss with participants the consequence of this situation to the project intervention, or planned intervention, or stakeholders' activities.
- Identify solutions that are easily implementable by participants at different levels; record on flip charts

Table 4: Access and Control

| RESOURCES | WHO HAS ACCESS? | WHO HAS CONTROL? | WHO BENEFITS? | WHAT ARE THE IMPLICATIONS? |
|---|-----------------|------------------|---------------|----------------------------|
| <p>LAND (list different kind of land)</p> <ul style="list-style-type: none"> - dry areas - wet areas <p>WATER</p> <p>CROPS (List subsistence and cash crops)</p> <p>TREES (List trees)</p> <p>LIVESTOCK (list animals)</p> <ul style="list-style-type: none"> - Chickens - Eggs - Manure - Goats - Animal medicine <p>VACCINE</p> <ul style="list-style-type: none"> - chicken - goat - cow <p>LABOUR</p> <ul style="list-style-type: none"> - Own - Family - Hired <p>INPUTS: (Purchase or produced on farm)</p> <ul style="list-style-type: none"> - Fertilizer - Pesticides <p>CAPITAL GOODS</p> <ul style="list-style-type: none"> - Implements - Fencing <p>CASH</p> <ul style="list-style-type: none"> - Credit | | | | |

| | | | | |
|-------------------------|--|--|--|--|
| INFORMATION | | | | |
| MARKET/TRANSPORT | | | | |
| EDUCATION | | | | |

KEY: MA=Male Adult, MC=Male Child, FA= Female Adult, FC= Female Child

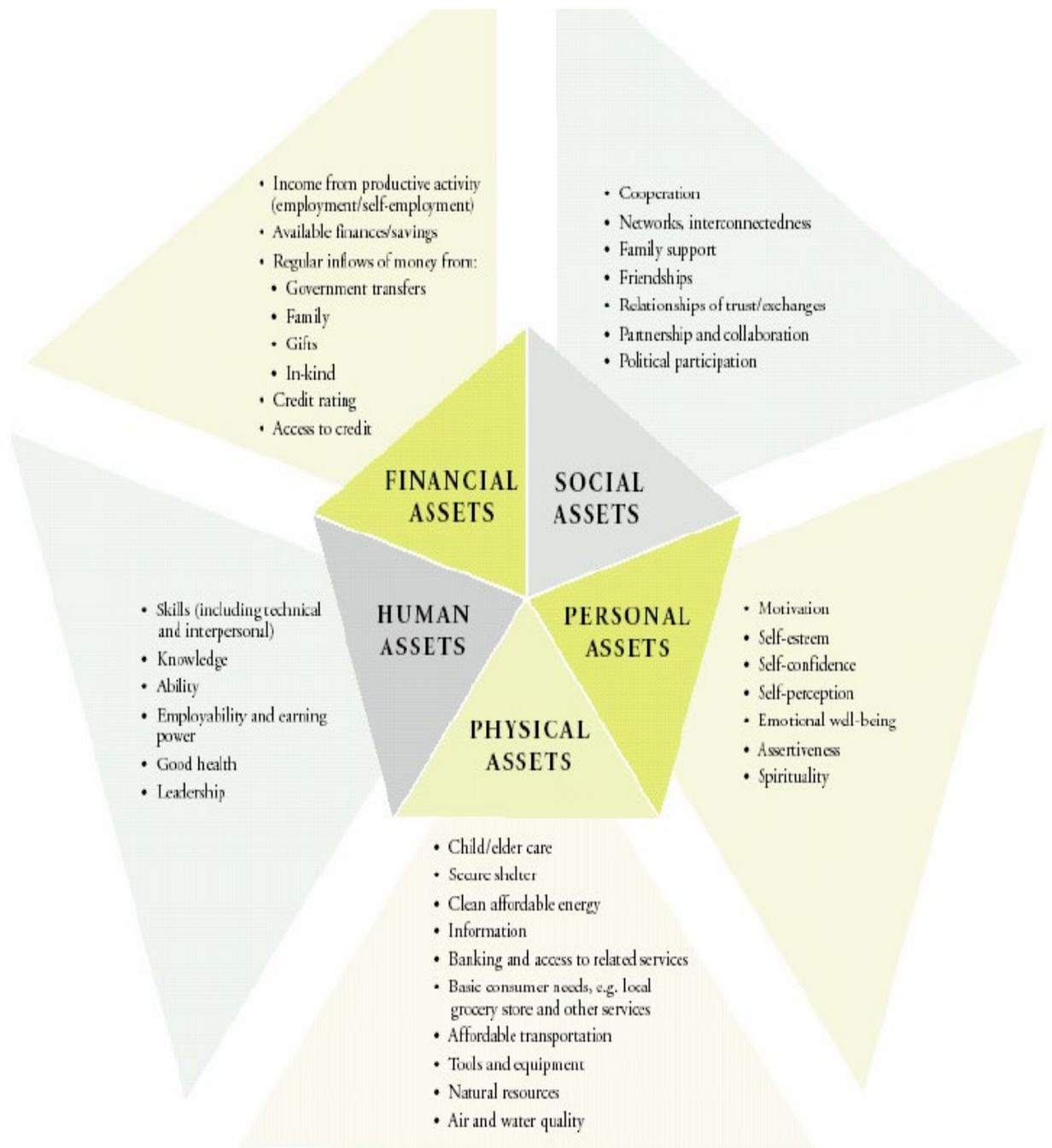
5.7 Exercise: Five forms of capital

The facilitators introduce the participants to the idea that capital is any asset that can be used to achieve a desired outcome, and is divided into financial, human, physical, social and personal capital. This is a useful tool to make visible the resources that people already have, to avoid development interventions based on deficits and needs only, which leads to passivity and dependency on outsiders. We used the following definitions for each form of capital (Murray & Ferguson, 2001):

1. Human capital/asset represent individual skills, knowledge, education, health and leadership, which when combined, allow populations to engage in promoting skill and employability-related outcomes through training and capacity building
2. Social capital/asset refer to the connections that women can draw upon to achieve their goals, by building a foundation of networks and contacts through family support, friendships and political participation that enhances their support systems, making it easier for them to develop other assets.
3. Personal capital/assets are the less tangible self-esteem and self-confidence, related to the values and self-perception a person holds, and exerts a strong influence on personal motivation and transformation.
4. Financial capital/asset such as income, savings and financial security are the capital base which are essential for the security of a woman and her family, as well as her transformation and development .
5. Physical capital/assets refer to the natural resources, basic infrastructure, information, equipment, and production inputs needed to support livelihoods through the provision of security, shelter and food.

The participants are asked to score men and women’s access to and control over each type of asset, using a scale of 1-10, with 10 being the maximum. Participants explained their reasons for the score of 1-10, then negotiated a consensus on the most typical situation in the village. Then participants are asked to draw a “radar diagram” of the scores for men and women’s access to each of the 5 capitals on a flip chart.

The picture shows samples of what could be included in the different assets. However, every community should be able to identify its own idea of assets across the 5 factors.



In this discussion, we want to analyze how men and women view the existing assets, how they use them and benefit from them. This will give a picture of how the project intervention in the vaccine value chains is likely to affect and be affected by men and women

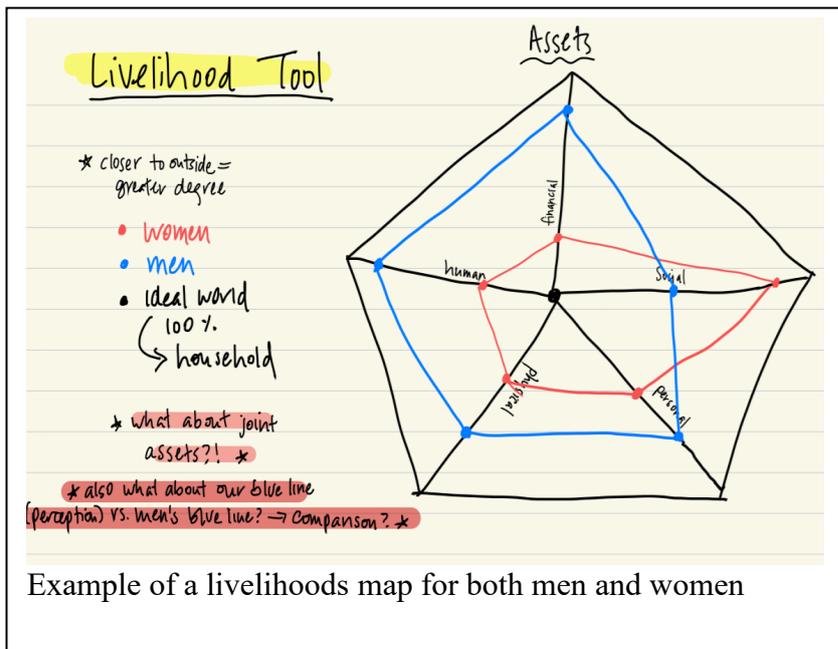
1. Provide the group with a flip chart
2. In the group, have the members list the various assets in households and communities
3. Study the five assets of livelihood analysis in the diagram provided
4. Draw a standard pentagon with each line representing one of the assets. The lines should be of equal length and graded to 100%. The 50% mark should be visible

- Based on the resources, they have the participants should then mark on the map the percentage of resources they think they have access to. For example, if women think they have access to or control 70 % of the financial resources, they should mark at the 70% spot for Financial.
- Join the dots. This will show the picture for women, and men. Compare the two pictures.

Topics for the conversation can include:

- Discuss how men and women are involved with these assets
- If there are differences, discuss why there are differences
- What decision-making power do women and men have over these assets?
- How does the decision-making power over these affect women and men involvement in the vaccine value chain?
- How can the decision-making power of women over these assets be enhanced?

The maps can be superimposed on each other to come up with one map that shows both men and women different access to the forms of capital.



5.8 Discussion and Summary

Record solutions on a labeled flip chart.

- Men and women do not have access to the same resources or the same capital including social capital
- The differences in access, control and benefit over resources is encompassing all areas of social life and all sectors/ domains
- When looking specifically at the small livestock we can see that access to financial capital can be a problem for women to access vaccine 0 discuss the role that merry-go-round or saving groups can play for providing finance to afford the vaccine

- Discuss the role that social capital and merry-go-round or saving groups or any other form of group can play in the vaccination and the exchange or access to animal health information or resources



Picture 2: Vaccination of chicken against Newcastle disease. Photo by: Brigitte Bagnol

6. Fourth session: Men and women share their exercises from session 3; "heard it said it" exercise and role play

6.1 Specific objectives of the 4th session

- Share and compare the findings, comments and solutions drawn from the last session on “Access and Control of Assets”
- Understand how everyone absorbs local gender norms as a child, but adolescents and adults can choose to change their behavior.
- Experience how the other sex is feeling and what is like to know inequality and discrimination
- Discuss how men and women feel about gender inequalities after the 4 sessions
- Identify new solution to mitigate or eradicate the gender inequalities observed in relation to chicken and goats raising activities and vaccination

6.2 Characteristic of the session

Mixed sex session

6.3 Plan of the session

|  | Themes  | Methodology | Material | Who? |
|---|---|-------------------------------|---|------|
| 10 mn | Summary of what was done in the previous session Introduction of the session | | | |
| 15 mn | Icebreaker: Presentation of each participant | Group dynamic 1 text | Exercise/ Group dynamic | |
| 15 mn | Presentation of the findings of women’s group and discussion | Plenary presentation by women | Flip chart from previous session Markers | |
| 15 mn Tea break | | | | |
| 15 mn | Presentation of the findings of men’s group and discussion | Plenary presentation by men | Flip chart from previous session Markers | |
| 60 mn | Exercise “heard it and said it” | Same sex group work | Text of the exercise | |
| 20 mn | Conclusion and definition of individual and collective action points | | | |
| 10 mn | Distribute certificates of completion | | Printed and signed certificates | |

6.4 Summary of previous sessions and Introduction

We saw that while most of the chicken and goat raising activities were carried out by women, but men often could decide when to sell and how to use the money. We also saw that men and women have a different workload during the day. We used role plays to understand gender discrimination better, then together we discussed some alternatives. Then we looked more specifically at access to, control over and benefit from different resources. Today we will share our radar diagrams and will examine and even challenge some harmful cultural norms.

6.5 Icebreaker:

The trainer divides the group into opposite sex pairs, who will tell each other how they feel about the training and if they have experienced any changes in how they think or feel about gender discrimination. Then the listener shares the other person's ideas with the group as if it were their own feeling and experience. This will help people to put themselves in the shoes of others and to try empathizing with other people's perception and feelings.

3.5 Presentation of radar diagrams of assets to the group

Participants can ask questions and discuss the findings, conclusions and solutions.

6.5 Exercise "Heard it and said it"

The facilitator introduces this activity to discuss some of the beliefs and attitudes about women and men in their community and culture,

The group is divided into two groups of same sex people (one group of men and one group of women). The groups have to discuss attitudes and beliefs they share about their own sex (men discuss their beliefs about men and women discuss about their beliefs about women). They list these beliefs and attitudes on a flipchart.

Once both groups have finalized their lists, the facilitator asks how many people have heard of it, said it, believe it, practice it. The group records the number of people who raise their hand for each question on Table 5 drawn on a flip chart.

After the group work each group present to the plenary their work. Each person can ask questions to clarify anything they do not understand. There can be controversy in the sharing of some of these beliefs, which are often unspoken rules in society. The facilitator ensures that everyone is heard and that no one idea is attacked.

Table 5: Grid for counting the number of participants who heard it, said it, and want to change it

| Belief / attitude | Heard it | Said it | Believe it | Practice it | Want to change it |
|-------------------|----------|---------|------------|-------------|-------------------|
| | | | | | |
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|--|--|--|--|--|--|
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The facilitator then asks the group to select 2 to 3 beliefs that most people believed in (according to the vote) and ask them to discuss how a specific belief impacted them personally. The facilitator asks them to discuss the causes of the belief, why they believe it and what are the effects of this belief on society.

6.6 Conclusion

This last session wraps up the 4 sessions and encourages participants to implement their gender transformative commitment. Then discuss difficulties that may be encountered when implemented.

Topics can include:

- Which are the beliefs that directly impact men’s and women’s livestock activities? The vaccine activities?
- What could be the benefits to the individual, household, community, and country to challenge these beliefs and attitudes?
- Which of the beliefs and attitudes are easier to change/transform? Why?
- What is the best way to challenge beliefs and attitudes?
- Why are beliefs and attitudes about gender norms so entrenched? Which circumstances allow them to evolve?
- When do beliefs and attitudes transform spontaneously?

Men, women, children, communities, and countries can benefit from giving more opportunities to women to develop their businesses.

The benefits may be financial through increased knowledge, skills, access to technology and credit, leading to more income. More income for women helps children through improved education, household nutrition, and health. This helps each family and community, and even the country to be more prosperous and harmonious.

End the program with same sex pairs, and each person makes a commitment to change their behavior in one way to challenge gender inequality and promote more opportunities for women and girls.

Finally, thank all participants for their contributions and ask them to share the most valuable insights with friends and relatives. Call out each person’s name and distribute certificates.

The End

Time: 60 minute Zoom sessions
Number: 4-6 sessions, as needed
Language: English

Session I: Introduction to Gender

1. Introductions and Icebreaker
 - a. In pairs, introduce yourself and say why you studied animal health/science, and what you like and dislike about it.
 - b. In plenary, introduce your partner by the name they wish to use here, and their answers to above.

2. Sex vs Gender
 - a. Definitions
 - b. Equity vs equality
 - c. The “social context” and idea of culture
 - d. Gender Stereotypes activity (groups)

3. Why gender matters in livestock health? (plenary)
 - a. Results of Country Baseline: Presentation
 - i. Men and women are responsible for different animals and different activities
 - ii. Men and women have different access and control over money
 - iii. Men and women have different ability to make decisions about livestock sales and preferences for spending money from livestock
 - b. Consequences: discussion
 - c. SheVax interventions
 - d. What you can do?
 - i. Role model to local men and women
 - ii. Always mention gender (women are as smart and competent as men, and deserve to learn new things; homes are most successful when husband and wife are partners in decision-making, and wife is not just unpaid labor to be maximized, how are things at home, etc...)
 - iii. Organized discussions about gender x 4-6 (between March -Sept 2022)
 1. 24 hour day
 2. Access and Control
 3. Heard it/ said it
 4. Commitments for the future
 5. Tools for monitoring NCD use and impact (if wanted)
 6. How to measure success (if wanted)
 - iv. Homework: observe additional gender stereotypes and effect on both men and women

Session 2: Gendered time use

1. Updates on activities with communities since last session, what went well and what could be improved
2. Report from homework: observations on additional stereotypes
3. Time Use Chart:

- a) In same sex pairs (or small groups), fill in the 24 hour day for your own home. Remember that the baseline data showed that on farms, women woke up earlier and went to sleep later than their husbands, and had less leisure time. Let's see what the situation is like in the homes of educated professionals.
- b) Plenary: presentations, patterns and variation
 - i) Suggestions for women's limitations on time
- c) How will you need to adapt this activity to use in the villages with the people you are working with?
- d) Homework: Facilitate this activity with farmers. At end, emphasize women are overburdened with unpaid household chores which are required by all HH members; what are some strategies for women to have more time for training, marketing, leisure?

Session 3: Gendered Access and Control of Resources

1. Individual debrief on Time Use chart in villages; what went well, what did not? Brainstorm solutions.
2. In same sex pairs or small groups, fill out the Access / Control Chart of Agricultural Resources for the smallholder farmers you work with
3. Plenary: presentations, patterns and variation
 - a) Suggestions for resolving women's disadvantage
4. Homework: Facilitate this activity with farmers.

Session 4: Gender Stereotypes, Heard it Said it Activity

1. Debrief on Access/Control tool in villages
2. In same sex pairs, generate a list of the 5 most important gender stereotypes which hold women back. In plenary, share and select the 3 most frequently mentioned.
3. Facilitator reads out the first stereotype, and asks:
 - i. Who has heard it? Record the number on chart.
 - ii. Who has said it? Record the number.
 - iii. Who believes it is true? Record the number.
 - iv. Who acts as if it were true? Record the number.
4. Repeat for stereotype 2-5 (or 3).
5. Discussion: which do you want to change? What are good strategies?
6. How will you need to adapt this activity to use in the villages with the people you are working with?
7. Homework: Facilitate this activity with farmers. (Keep the charts to compare at end of project).

Session 5: monitoring vaccination uptake and impact

Session 6: as needed