Report of the FAO Training
“Gender and Livestock Development in East Africa”
28, 29, 30 May 2018
Nairobi, Kenya
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1. Background

In developing countries, livestock usually greatly contributes to national GDPs and rural incomes. In rural Africa livestock-related activities generate on average almost a quarter of the overall rural incomes, with large variation across countries and livestock systems. Livestock production provides food, income and employment not only to farmers and pastoralists but also, along value chains, to contract herders, animal handlers, traders, inputs and services providers, and market operators. The sector is an important source of livelihood for about 1.7 billion people globally. It is a key asset to the rural poor. Livestock also contributes to better nutrition for all household’s members, particularly children.

Throughout the developing world, women and girls in rural areas are deeply involved in livestock-related activities across the different nodes of livestock value chains. However, women livestock keepers typically face greater constrains than men, including economic, social and institutional barriers, which limit them in fully engaging in, benefiting from and upgrading their livestock businesses. These challenges are mainly a consequence of their poorer access to land, credit, markets, assets and technical information and to their stereotyped role within households and communities, particularly in rural settings.

Understanding gender differences in livestock management and production and reflecting them into livestock project and policies is critical. Quisumbing et al (2015) explain that men and women often face unique barriers to participate in value chains which mainly emanate from various customary norms and access to assets. These norms mostly perceive activities as either male or female. There are diverse gender roles of men and women in livestock value chains and within livestock systems which also vary and are very context specific.

A big proportion of workforce managing small livestock is represented by women, who consider livestock a productive, physical and social asset.

The gender issues in the livestock sector vary widely on regional basis. Depending on regional and cultural basis, some general patterns can however be identified. The main constraints that smallholder livestock keepers, particularly women, face in the livestock production/management sector include, but are not limited to:

a. Limited access to services, credit, technologies, trainings and information;

b. Difficult access to markets (mobility issue and lack of trading skills);

c. Poor participation in decision making process at the household, community and village levels;

d. Limited control over income and frequent loss of income over men;

e. Poor participation in farmers’ cooperatives coupled with lack of women farmer’s cooperatives that would enable them to achieve economic empowerment while connecting to rural finance institutions and markets.

The intra household control over livestock and income coming from selling animals/livestock products is also an important aspect, albeit often difficult to monitor. The 2010/2011 SOFA report highlights that women tend to reinvest the vast majority of their income in the household while men are less likely to do the same. There is evidence that income under the control of women is more likely to be used to improve family welfare: indeed, women spend up to 90% of their income on their families, while men spend 30-40% (FAO, 2011).

Also, as a result of women’s limited access to training, services and credit, men are more likely to scale up livestock production and management and then use livestock as a business. Women, instead, mainly keep...
and manage livestock for the immediate welfare of the household. Particularly small livestock products meet the needs of rural women, as they require less inputs/investments and can be managed even with limited access to land. Furthermore small livestock gives rural women a small and immediate amount of money to meet special needs of the household (school fees, death of a parent, weather related shocks).

There is evidence that generally men are responsible for keeping and marketing large animals, such as cattle, while women tend to control, own and manage smaller animals, such as goats, sheep, and, specially, poultry although this varies widely across regions and cultural contexts (Kristjanson et al, 2010).

Given these gendered patterns of livestock ownership, marketing patterns and income management, and the different constraints faced by men and women in livestock management and production, projects aimed at using livestock as pathway out of poverty for rural producers may have a reduced impact if they do not take gender issues into consideration. Understanding the importance of and addressing gender issues in livestock projects, activities, policies and strategies is necessary to enhance their quality, results and overall impact.

2. Rationale for the activity

In 2011, the Animal Production and Health Division (AGA), jointly with the Social Policies and Rural Institutions Division (ESP) started a training programme focusing on gender integration into livestock sector development.

Since 2011, AGA and ESP have jointly delivered five regional training events: Addis Ababa, Ethiopia in November 2011; Bangkok, Thailand, in June 2013; Harare, Zimbabwe, in December 2014; Colombo, Sri Lanka, April 2017 and July 2017, four of which carried out with technical inputs from the International Livestock Research Institute (ILRI). The training workshops were designed for FAO livestock officers working in decentralized offices and livestock experts representing Ministries of Agriculture and Livestock. The training workshops raised awareness, built knowledge and provided important tools for participants, enabling them to effectively put into practice what they learned in their everyday work.

In order to consolidate the training methodology developed through the training events, a sixth sub-regional training workshop was organized in Nairobi, Kenya, in May 2018, jointly by the AGA and ESP, with the technical collaboration of the International Livestock Research Institute (ILRI). This last training workshop was carried out applying the learning modules developed through the previous training experiences. It was therefore also an opportunity to validate and further consolidate the learning methodology that will be documented through the development of the first FAO training package on gender and livestock to be published in 2018.

3. Objectives of the training workshop

The training workshop carried out in Nairobi in May 2018 had a number of objectives:

1. **Build knowledge and understanding** of FAO staff as well as representative from Ministries of Livestock or equivalent on the specific gender issues emerging in livestock farming in the region, and to be able to appreciate that social inclusion is required to enhance the quality of project design, implementation, monitoring and impact, thus benefitting the entire rural society (including both rural women and men);
2. Build capacity to integrate gender issues in livestock programs and projects, making use of existing FAO’s material as well as the booklet developed following the Ethiopian training workshop in 2011. The training workshop will enable participants to identify the main constraints faced by women and men in accessing, controlling and managing livestock farming in the region and to integrate these specific social components in livestock projects and programs.

It was expected that at the end of the workshop participants:
(i) have increased their general understanding on gender issues as well as their capacity to address more specific gender issues related to livestock projects and programs,
(ii) are more aware of how to carry out gender analysis to effectively and efficiently work with rural men and women to respond to their different needs, priorities and constraints at the community/household level.

This enhanced gender analysis capacity will benefit future planning, implementation and monitoring of livestock projects and programs, both in FAO and in national entities.

4. Methodology

The training sessions were carried out making use of FAO methodology for gender and livestock training, elaborated jointly by the ESP and AGA division, which are based on adult learning approaches. Weeks prior to the beginning of the training, a pre-assessment was administered to the participants to measure their level of knowledge on gender and their capacity needs for the training. The pre-assessment was an important tool to structure the training and provided important insights to adjust the training materials to respond to the maximum extent to participants’ need. From the pre-assessment it was clear that there were different levels of knowledge on and experience dealing with gender issues in the livestock sector among participants. This called for a more interactive approach to the training, so as to allow everyone to learn from each other. The pre-assessment also provided participants with an opportunity to self assess their level of understanding on gender before the training experience. At the end of the workshop, there was also a post assessment, to allow the participants to self asses their levels of understanding on gender in livestock management after the training experience.

Two main entry points were used to do this, the prevalent livestock value chain in the region and the project cycle. Using the livestock value chain was a convenient way to allow participants to talk about what they knew, and thereby make gender a normal part of their working world. Similar with the project cycle, as most people were already familiar with them and used them in their work, helping them engender them, would have an important impact in the long run.

The three days were split into the following topics:
Day 1: Foundations, concepts and issues of gender equality in the agriculture and livestock sector. Identification of the gender issues in livestock management in the region, through the mapping of different livestock value chains.

Day 2: Participants’ presentation on the issues related to gender and livestock affecting their respective countries, and a session on gender in the livestock value chains. Introduction to gender analysis and to integrating gender into the project cycle.
Day 3: Introduction and exercise on gender monitoring, evaluation, reporting and indicators formulation in the livestock sector, as well as a session on integrating gender in livestock policy making. Development of individual and country actionable plans.

5. Logistical aspects and relevant contributions

The training workshop was held at the Comfort Gardens, Nairobi, Kenya over a three day period (28, 29, 30 May 2018). A total number of with 22 participants, attending from 8 countries within the eastern Africa sub-region (Burundi, Ethiopia, Kenya, Rwanda, Somalia, South Sudan, Tanzania, and Uganda).

Francesca Distefano, Gender and Policy Expert, FAO Social Policies and Rural Institutions Division (ESP), supervised the organization of the learning event, providing support in the organization and design of the training, which was jointly delivered with Nicoline de Haan, ILRI Senior Researcher and Gender theme leader.

Queen Katembu, Gender Focal Point (FAOKE), and Millicent Randiki, Operations Assistant, (FAOKE), as well as Nelly Njiru, Research Associate (ILRI), and Joyce Wanderi, Administrative Assistant (ILRI), provided consistent and invaluable logistical support in the organization and delivery of the training event.

This activity was funded by the FAO Animal Production and Health Division and the FAO Gender Theme, and contributes to FAO Strategic Objective 3 Reducing Rural Poverty, and FAO Functional Objective 6 Gender Equality.

6. Sessions

6.1 Day 1

The training workshop was opened by Mr. Robert Allport, FAO Kenya Programme Coordinator, who welcomed the participants to the workshop. He highlighted the global importance of livestock production, which can contribute up to 40% of the GDP in some African countries, and can greatly foster household nutrition. Mr. Allport emphasized the key role played by women in household income generation, food security and nutrition, which includes their engagement in the livestock sector. Understanding gender issues in livestock development is critical due to the critical role of women – he mentioned. Mr. Allport reiterated FAO’s commitment to integrate gender issues in livestock development at all levels, and to provide opportunities for national capacities to be developed. Finally he thanked the organizers, acknowledging the fruitful collaboration between FAO/ESP and ILRI, and wished everybody a useful and engaging training experience.

Nicoline de Haan from ILRI also gave welcoming remarks. Dr. de Haan pointed out the role that ILRI plays in the livestock sectors touching on various thematic areas, from animal health to issues relating to policy. She further mentioned that ILRI is currently taking a big push to ensure a balanced view of livestock. She further said that there is increased evidence of the importance of providing Animal Source Foods for infants especially for the first 1000 days. Of importance is that although 2/3 of livestock keepers are women, they frequently unfortunately do not own the livestock that they manage. ILRI has therefore taken gender and livestock seriously to try and incorporate gender in various thematic areas and projects. She however highlighted that gender is not simple but a complex yet very dynamic topic. ILRI is committed to engaging in research to achieve a more equitable livestock sector.

"Gender analysis in livestock management and interventions in East Africa"
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In addition, Francesca Distefano from FAO, highlighted how inclusive livestock development can greatly advance the achievement of SDGs and foster gender equality and the empowerment of women, particularly in rural areas. Without taking into account gender issues in livestock development we risk to leave behind a big part of the agriculture labour force: rural women. All participants were invited to fully participate and contribute to the learning experience, and were encouraged to share their experiences throughout the training.

The welcome remarks session was followed by the introduction of participants and an icebreaker. To introduce participants to each other as part of the opening session, a game of bingo was played, where participants had to interact with each other through a series of identifications, i.e. find a participant who was wearing glasses. The exercise allowed participants to talk to each other and made the environment less formal, setting a relaxed and fun environment for the training. Common rules were also formulated for ease of interactions during the three days of training.

The day focused on providing participants with a good overview of gender concepts in relation to their work in the livestock sector as well as an introduction to gender analysis and its place in the design and implementation of livestock interventions.

**Session 1: Introduction to gender in agriculture**

The objective of Session 1 was to provide participants with an improved understanding of gender concepts as well as key social and gender issues in relation to the livestock sector.

The session started with an interactive exercise designed to provide participants with an opportunity to reflect on and discuss the difference between the concepts of “sex” and “gender”. This is important to avoid confusion when starting to address gender issues, including in livestock programming. Participants were requested to identify one action/task/concept/object that they associate with women and one that the associate with men. Participant responses are summarized in Table 1 below.

**Table 1: Words associated with men and women as suggested by participants**

<table>
<thead>
<tr>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Love to dominate/ autonomy</td>
<td>• Engage in various household activities</td>
</tr>
<tr>
<td>• Provide for the family/protector</td>
<td>• Empathic/give hope/ patient/carer/caretaker/look after the family</td>
</tr>
<tr>
<td>• Love football</td>
<td>• Menstrual periods</td>
</tr>
<tr>
<td>• Has a beard</td>
<td>• Very strong</td>
</tr>
<tr>
<td>• For security</td>
<td>• Communicative/ gossip</td>
</tr>
<tr>
<td>• Defending the community</td>
<td>• Advocator for peace</td>
</tr>
<tr>
<td>• Protector</td>
<td>• Tender / Soft heart</td>
</tr>
<tr>
<td>• Hardworking</td>
<td>• Gets pregnant</td>
</tr>
<tr>
<td>• Can get women pregnant</td>
<td>• Owns chicken</td>
</tr>
<tr>
<td>• Strong</td>
<td></td>
</tr>
</tbody>
</table>

In the discussion that ensued, participants associated women with caretaking roles while they associated men with the role of provider, protector or breadwinner. By rearranging the inputs provided by participants under the new headings “biological” and “social”, the concepts of culture and socialization were introduced as vehicles through which all roles, responsibilities, and relationships are defined. Participants reflected on their own perception as regards women and men and how societal factors have played a role in shaping that idea. The exercise highlighted how very few true differences exist between women and men, and that they
do not and should not be a determinant or a factor in being assigned with certain tasks, behaviors, attitudes or ownership of assets.

The interactive exercise was followed by a presentation given by Francesca Distefano on the concepts that came out of the discussion and on gender terms and main concepts. Various concepts relating to gender were presented. These included: gender equality meaning equal enjoyment by women and men of socially and economically valued good, opportunities and resources; gender equity meaning fairness in terms of treatment that considers the differences between men and women. Equity is the step that allows to achieve the outcome of gender equality; empowerment was also covered where both women and men take control over their lives by setting their own agendas, gaining skills, increasing their own confidence, solving problems and developing self-reliance. It is both a process and a result; gender roles which are mainly productive (done outside the house) and reproductive (done inside the house) roles. These are what men and women are expected to do in their work place and in their societies and vary from one society to another, and over time; Gender mainstreaming which is a strategy to systematically consider women and men needs, realities and concerns.

The session also tackled gender responsive approaches and gender transformative approaches. Gender responsive approaches ensures that both men and women benefit and causes no harm. This approach responds to a situation and ensures that the project benefits everyone without changing the status quo. On the other hand, gender transformative approaches look to transform the society one is working with. It creates new rules in allocation of resources and benefits everyone and changes the status quo. It may change the rigid gender norms. During this session there was also a small exercise examining two different case studies on what was considered a gender transformative or responsive approach to livestock programming. This was an important exercise since it made participants really think through and apply what learned.

Finally, gender disaggregated data collection was discussed. This entails collecting data on women and men and it helps in program development and shaping of policies. Both qualitative and quantitative data should be collected. This helps to tell the untold story. It was highlighted that more good quality data is needed on this topic.

From the session, a number of questions and comments were made by participants, including:

- Africa society is changing, women are more empowered that in the past and this is creating societal shift;
- In the recent past more attention has been given to the girl child than the boy child, who represent the majority of child laborers;
- It still persist an unconscious gender bias which translates into a preference for boys over girls in many areas of life, including advanced education.

**Session 2: Gender Issues in Africa Agriculture and Livestock Sector**

The afternoon started with a presentation on gender in the livestock sector, providing the participants with some clear entry points to gender in livestock. Issues such as the gender gap in agriculture, access and control of resources, roles and responsibility, access to technologies, financial services, markets, participation and decision making power, occupation health and safety, and agency were discussed.

The presentation revisited some of the key data outlined in the video and in FAO’s SOFA 2011 publication. Notably, the presentation highlighted the fact that 70% of the poor are women, mainly in rural areas, and that 2/3 of poor livestock keepers are women. They typically operate smaller farms and keep fewer livestock. Rural women also face a greater overall workload, have less access to credit, poor access to
information, knowledge, and organizations, and limited access to income generating jobs. The presentation looked at ways that this can be reversed, including through policy interventions that eliminate discrimination, in access to education, extension and finance; facilitate the participation of women in efficient and fair rural labour markets; and increase access to sources of income.

The presentation also reaffirmed that women comprise between 30 to 40 % of the agriculture labour force in Africa. It noted that if women had the same access to productive resources as men, they could increase yields on their farm by 20-30 % and agricultural outputs could rise by 2.5 – 4% in developing countries. Production gains could reduce the number of hungry people by 12-17% (100 – 150 million people) (FAO 2011). Additional benefits would include increased health, education, and general household wellbeing. Importantly, it highlighted the importance of taking into account gender aspects in livestock interventions as rural women are very much involved in managing dairy cattle, poultry and small ruminants, feeding, watering and milking animals – often in different ways than men are. They are also involved in processing and marketing livestock products. Finally, because of the roles that women play in processing and marketing livestock products as well as tending to the health of livestock, they are often exposed to zoonotic disease risks.

**Session 3: Gender Issues in East Africa Livestock Value Chains**

The participants were then introduced to working on livestock development through a value chain approach. In order to do so, participants were asked to identify three main value chains in the region and that they interested in or currently work on. The three value chains identified for the region were dairy, small ruminants and poultry. This exercise was carried out to discuss in an interactive and more practical way the key livestock issues facing the sector in the Eastern Africa Region. Participants formed groups and analyzed the value chains across three main nodes, production, processing/value addition and marketing.

Once participants identified the main challenges across livestock value chains, they were asked to look again at these issues and discuss how gender could be a factor, based on the morning session. Participants started therefore analyzing the value chains once again and breaking down which of the issues identified could impact one sex more than the other, and/or if one issue was experienced particularly by one over the other sex.

The results of the interactive exercise are highlighted below.

<table>
<thead>
<tr>
<th>SMALL RUMINANT VALUE CHAIN</th>
<th>PROCESSING/VALUE ADDITION</th>
<th>MARKETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Market input poorly developed hence low inputs</td>
<td>• Little value addition of meat, milk, hides and skins</td>
<td>• Transport (roads, trucks with coolers)</td>
</tr>
<tr>
<td>• Technology for feed, health, genotype and AI</td>
<td>• Information gaps</td>
<td>• Distribution of collection centres</td>
</tr>
<tr>
<td>• Skills</td>
<td>• Access to equipment’s like cooling/processing</td>
<td>• Access/ logistics</td>
</tr>
<tr>
<td>• Linkages between research and extension are weak</td>
<td>• Weak linkages</td>
<td>• Price (instability seasonality)</td>
</tr>
<tr>
<td>• Land access</td>
<td>• Import of cheap low-quality products</td>
<td>• Competitiveness</td>
</tr>
<tr>
<td>• Credit access</td>
<td>• Credit access</td>
<td>• Market information (especially prices) is a big challenge</td>
</tr>
<tr>
<td>• Decision making</td>
<td>• Lack of incentives/ tax</td>
<td>• Tariff /quota</td>
</tr>
<tr>
<td>• Demotivation of youth</td>
<td>• Decision making</td>
<td>• Poor linkages between producers and processors</td>
</tr>
<tr>
<td>• Access to inputs like AI services</td>
<td>• Low purchasing power</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Access to improved breeds</td>
<td></td>
<td>• Poor quality assurance systems</td>
</tr>
<tr>
<td>• Increased prevalence of diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recurrent drought, water and pasture shortage</td>
<td>• Low market orientation of enterprises</td>
<td>• Male dominating slaughter process</td>
</tr>
<tr>
<td>• Livestock theft</td>
<td>• The middle men take most of producer price</td>
<td>• Good access to credit</td>
</tr>
<tr>
<td>• Overstocking and associated land degradation</td>
<td>• Seasonality in prices</td>
<td>• Conversant with information</td>
</tr>
<tr>
<td>• Poorly developed export market</td>
<td>• Poor market infrastructure and transport logistics</td>
<td>• Men dominating (brokers &amp; transporters)</td>
</tr>
<tr>
<td></td>
<td>• Individual quarantine and rest stations</td>
<td>• Good access to credit (collateral)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conversant with market information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cultural norms favour men</td>
</tr>
</tbody>
</table>

**POULTRY VALUE CHAIN**

<table>
<thead>
<tr>
<th>PRODUCTION</th>
<th>PROCESSING/VALUE ADDITION</th>
<th>MARKETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diseases prevalence: (NCD, Gumboro, Fowl pox, Typhoid, Parasites (ecto &amp; endo parasites))</td>
<td>• Poor/inadequate Slaughter facilities are</td>
<td>• Lack of market infrastructure and information for indigenous poultry</td>
</tr>
<tr>
<td>• Availability, quality and price of supplementary feeds</td>
<td>• Poor management-skilled personnel to inspect slaughtered chicken</td>
<td>• Access to credit</td>
</tr>
<tr>
<td>• Livestock theft</td>
<td>• Poor packing</td>
<td>• Policy lacking to guide marketing of indigenous poultry and products</td>
</tr>
<tr>
<td>• Animal Predators</td>
<td>• Lack of information</td>
<td>• Too many uncoordinated players e.g. MOL, MOT, cooperatives etc.</td>
</tr>
<tr>
<td>• Poor Housing</td>
<td>• Access to credit</td>
<td>• Transportation: poor/animal welfare not observed</td>
</tr>
<tr>
<td>• Credit access and availability</td>
<td>• Policy to support value addition for indigenous poultry – infrastructure, capacity building – personnel</td>
<td></td>
</tr>
<tr>
<td>• Lack of policy and extension to support indigenous poultry production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Poor infrastructure especially hatchery and brooding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Indigenous poultry not valued</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GENDER**

<table>
<thead>
<tr>
<th>PRODUCTION</th>
<th>PROCESSING/VALUE ADDITION</th>
<th>MARKETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mobility issue is particularly challenging to expand business. Particularly/only men are mobile. Women are not as mobile as their male counterparts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• When indigenous chicken enterprise becomes commercial the men take it over but when small scale it remains with the women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Women can mobilize little funds which they use for small investments but when it is large scale women are disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Women are doing the work but little is changing in terms of decision making powers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Out migration of men-feminization of agriculture is a burden and an opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increasing burden on women and unremunerated jobs besides farm work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DAIRY VALUE CHAIN**

<table>
<thead>
<tr>
<th>PRODUCTION</th>
<th>PROCESSING/VALUE ADDITION</th>
<th>MARKETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technology (Feed, health, genotype)</td>
<td>• Access to equipment (cooling and processing)</td>
<td>• Transport (roads) – truck with coolers</td>
</tr>
<tr>
<td>• Access to artificial Insemination</td>
<td>• Logistics and infrastructure – transport</td>
<td>• Lack of collection centres</td>
</tr>
<tr>
<td>• Skilled personnel</td>
<td></td>
<td>• Market access/logistics</td>
</tr>
</tbody>
</table>
The groups report back allowed for some interesting discussions and considerations, some of which included:

- Small stock form a critical productive asset for smallholder farmers, especially women
- Livestock contribute to food and nutrition security of smallholders and provides additional income
- Livestock are social assets
- Livestock can represent a stepping stone for economic empowerment
- Women provide a large share of agricultural labour
- Traditional and customary patterns limit women to access and fully develop livestock businesses
- Social norms play a role in limiting women’s economic activities: In Ethiopia, women are not allowed to cycle and hence transportation is a big challenge.
- Education is critical to change gender stereotypes and provide equal opportunities, especially in pastoral areas.
- Women in livestock must be supported and also empowered to maintain and keep their businesses, even after enterprises become profitable and men tend to take over

To conclude Day 1, participants were also tasked to prepare and deliver on the following day a 3/4 slides presentation on the livestock sector of their countries, sharing statistics and, reflecting on the day session, including the gender issues that they think affect the livestock sector in their country. Participants formed small country teams and worked on the presentations in the evening, which gave them an opportunity to reflect on the day learning sessions and to work together.

6.2 Day 2

Day 2 began with a recap of the previous day and a conversation to give participants the opportunity to share comments, view and remarks after the first day of training. The discussion that issued covered a number of issues and interesting thoughts, including:

- women’s role in agricultural production and their persistent difficulties in accessing credit;

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• the untapped potential of some countries’ indigenous chicken market, which could be a mean to
empower women if properly valorised as a commodity;
• access to information is also an issue and mobility was recognized as a big challenge, particularly for
training opportunity that, if provided far from, are attended mainly by men;
• the need to develop and improve markets to make them more equally accessible, marketing in east
Africa tends to be dominated by men with women selling mainly at the farm gate resulting in much
lower selling prices and profits, as well as exploitation of women from middlemen;
• men are more involved at policy level than women, in all spheres of rural and national institutions,
making women’s voice and concerns unheard and not addressed;
• need for more evidence base and strengthened collection of gender disaggregated data was highlighted.

Session 4: Gender analysis in livestock programming: project identification and design”

The session began with a presentation focused on what gender analysis is and how it is carried out when
identifying and designing a livestock intervention. Gender analysis is a systematic effort to identify and
understand the different needs, capacities, opportunities and life circumstances of women and men in a
socio-economic context. It makes visible the varied roles women, men, girls and boys play in the family,
community and political structures. Gender analysis leads to improve targeting and increase the
performance, efficiency and sustainability of interventions and livestock development. In addition, the
different roles and needs of men and women can be understood and fully address in intervention
development, to also prevent and mitigate risks.

The presentation highlighted some of the tools used in gender analysis as well as the main guiding
principles and questions that need to be asked in gender analysis within the identification and design i
accesses what? Who has access to resources such as land, equipment, capital? Who has decision-making
power? Over what? Who gains? Who loses? Who has access to benefits such as education, health, political
power?

Important notes within this session included:

- The need to do a good gender analysis at the beginning so that it is clear what the problem you are
  trying to solve
- To understand what sort of project you are implementing, are you doing a gender mainstreaming,
  responsive or transformative project, as they will all have different approaches
- The need to include the expertise of a gender specialist, when designing the project but also at
time when implementing the project.
- That developing a gender strategy for the project can be a good tool to ensure accountability in the
  long run.
- Depending on the type of project, doing a gender analysis can also go beyond the community, and
  require a better understanding of the research done and the information at policy level.

The discussion on gender analysis was followed by a group exercise to try some of the discussed gender
analysis tools. A case study (ANNEX C) was provided and participants were asked to use various gender
analysis tools based on the information provided by the case study. Three groups were set up to work with
the following tools:

- Daily activities for men and women
- A community stakeholder analysis
- Village source mapping

“Gender analysis in livestock management and interventions in East Africa”
Training Report
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
The results of the group work are highlighted in Figure 1.

Plenary discussions following the exercise highlighted that, regardless of the gender analysis tool used, it is important to understand the context and do proper research on the beneficiaries, direct and indirect, to assess their needs and challenges as well as possible impact on them of interventions planned.

**Country Presentations**

To get a better understanding of the specifics of the livestock sector and related gender issues in each of the participating countries, and to share country experiences, participants were asked to develop 3-4 slides country presentations. The presentation also included one good practice in the field of livestock development and possibly gender, to allow sharing of experiences.

Some of the highlights of the first four participants’ country presentations included:

**RWANDA:**
- In Rwanda, 64.5% of the population raise one or more types of livestock
- Percentage HHs raising livestock by types of livestock: (Cattle 53% MFF versus 40% FHH; Goats 49% MFF versus 56% FHH; Chicken 47% MFF versus 39% FHH
- In Rwanda women still face limited access to land (women account for 26% of sole landowners); lack representation in leadership positions and participation in decision-making at all levels including POs; limited control of joint family assets and income perceived from farming activities.
- Good practices: new school feeding program: One Cup of milk per Child Pgrm; One rabbit per child; One hen per child - for school going pupils

**SOMALIA:**
- Importance of Livestock sector: 60% of the population depends on livestock as source of food and/or income. Livestock contributes 40% of the GDP
- Changes in gender roles due to prolonged conflict - increasing No. of single headed HHs (66% FHHs); Gender roles across the livestock sector:

<table>
<thead>
<tr>
<th>Livestock Value chains</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production</strong></td>
<td>Graize camel/cattle and take care of animal helth</td>
<td>milking, processing milk, taking care of small stock and lactating animals, gathering and bringing fodder to the animals</td>
</tr>
<tr>
<td><strong>Value addition</strong></td>
<td>Produce hides and takes care of skins preservation</td>
<td>Slaughter (about 70% of slaughtering activities are carried out by women), production of ghee and dry meat</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>Sell live large animals/chilled meat, large scale traders and exporters</td>
<td>Sell milk, ghee, dry meat, meat, hides and skin in the peri-urban and urban areas</td>
</tr>
</tbody>
</table>
- Women disempowered - lack of access to education, health care, employment opportunities;
- Gender inequality in the ownership of and access to productive assets;
- In Somalia efforts have been made to (i) train women in the livestock sector and (ii) design gender responsive credit schemes and financial services, particularly in Somaliland;
• Good practices: Gender markers in livestock programming; Community Group establishment of mixed/single sex, with inclusive committees, to promote joint ownership or sharing of productive assets and training (APFS); Training designing criteria include venue, timing, duration, and consider women and men’s different roles/responsibilities along value chain segments;

TANZANIA:

• Livestock population in Tanzania particularly represented by cattle (30.5m) and goats (18.8 m);
• Gender Issues in the livestock sector include access to land (majority of women cannot inherit land therefore they need to purchase land); and livestock ownership( women likely to own only small ruminants and poultry);
• Women are likely to contribute to the livestock production node, while men at processing and marketing. Variation exists – eg small dairy processing centers operated by women groups/associations;
• In Tanzania, there is a dedicated Ministry on gender with gender experts present in all line ministries;
• Good practices: Dairy women groups in Arusha and Kilimanjaro (women’s cooperative and network of women in dairy business who work along the dairy value chain - production, processing and marketing nodes – and collectively search for opportunities eg capacity building, credit etc and solutions to challenges eg Establish school milk feeding programme where nutrition and school is addressed).

UGANDA:

• Livestock contributes 18% of GDP, and a total of 5m HH own livestock as source of food and/or income;
• Livestock is among the most rapidly developing sectors in Uganda’s economy, with a population of about 42m chicken, 23m cattle, 18.5m sheep and goats, and 14m pigs,;
• Meat and Dairy are Priority Commodities;
• Main gender issues in the sector include women’s limited/lack of land tenure and water rights; equal access to credit, market information and extension services; equal skills development opportunities; cultural barriers which prevent women from fully engaging in and benefiting from livestock development;
• High level of preparedness in regard to managing and controlling animal disease especially in poultry and small ruminants were majority of beneficiary are women;
• Good practice: institutionalization of joint decision making as regards sale of family assets.
Figure 1: Results of group work on gender analysis tools.

Daily activity clock

Stakeholders' analysis

Village resource mapping
Session 5: Gender analysis in livestock programming: project implementation

The training continued to session 5, which focused on implementation of livestock interventions, based on the lessons learned from the application of gender analysis tools. This was explored first through a presentation on implementing livestock interventions.

Emphasis on having a gender strategy was given as well as the need to develop a budget for gender, and to consider risks that can arise in implementation stages and there were not accounted for at inception stage. In addition, steps for proposal development were covered including coming up with a work plan and staffing.

The presentation was followed by a group exercise based on a case study provided (ANNEX C). Participants were asked to form three groups and review the case study, which presented a project in implementation phase. They were also provided questions to guide the discussion within the three teams. The teams were tasked to work around decision-making; labour/time-use; and access to financial services. The exercise was designed to provide trainees with an opportunity to review a livestock project in its implementation and address issues that might have emerged.

**Group 1: Decision-making**

1. What did the project learn from the design phase about women and men’s decision-making power at the household level in relation to livestock-related activities and income and expenditures?
   - The group’s deliberations revealed that, men largely make key decisions in all aspects since in most cases they are the head of the household, entitled to make decisions on incomes and expenditures.
2. How might this impact implementation and results?
   - This unequal distribution of power was having a negative impact on implementation and results.
3. Is the project implementing strategy to address intra-household decision-making around livestock management? If so, what are they doing? What else might the project need to do to address this aspect?
   - Participants proposed that the project can build synergies with the coffee value chain project and strengthen linkage with Village Saving and Loan (SVL). They also proposed the need to work with the local partners since they understand the local context and to train women in leadership and para vet positions at the collectives and service provision (para vet).

**Groups 2: Labour/time-use**

1. Does the project introduce new responsibilities/tasks for the women/men working as livestock managers in their household? Who makes decisions about who will use new technologies or practices? Who uses the technology? Carries out the tasks? What is the impact of this on women and men’s labour/time-use and benefits?
   - Women and girls collect fodder and clean the stalls. 50 women were trained as para-vets and leadership, hence more responsibilities for the women which increased their workload due to increased herd size. On the other hand, men and boys were taking greater control over income and made decisions on income use. Men made the final decisions (75%), especially marketing of larger stock, collection stock and during implementation. There was therefore a need to divide tasks between men and women e.g. feeding, treatment of animals. The project had an impact on time use and labour. For the women and girls, it increased labour and time use for livestock rearing, there was school drop out for girls, it reduced time for other chores and increased time use for training. For the men, it increased time use on training.
2. Does the project provide energy/time/labour-saving technologies? If so, are these made available to women and men and how? Who has decision-making power over these technologies in the household? What can the project do to ensure women and men benefit in an equitable manner from new technologies as well as their labour and time contributions?
   - Some of the benefits in case a gender transformative approach was used; increased benefits for both, improved communication/dialogue at household level (due to complementing project), girls will not drop from school since some of the roles are taken up by men, increased access to credit for both and there would be bulking (Group selling) hence higher prices and bargaining power.

**Group 3: Access to financial services**

1. Does the project consider women and men’s different access to financial services (e.g. credit, insurance, and savings)? If yes, what are they doing to help women and men access these services? If not, what can the project do to support women and men’s different needs in this area?
- The project does not consider men and women different access to financial services. Need to support gender analysis to identify women and men different needs and encourage participation of entire community.

2. Is the project addressing women and men’s need for accessing training, extension services, breeding and veterinary services? If yes, what are they doing?
- The project targeted 50 women para-vets for training and proposed the need for leadership training for women.

3. What else could the project do to ensure these services are accessible (and used) be women and men?
- Undertake gender transformative approach through re-looking gender roles in the community e.g. sharing of chores – fodder to collect and cleaning stalls. Decision making to empower women was needed. Land tilling – jointly by both men and women ought to be encouraged. Also, more incentives are needed to uptake gender transformative approach. The need to ride on the other initiatives on mentorship in view of strengthening was also emphasized as well as increased access to collateral especially for women to increase loans access.

6.3 Day 3

Day three started with a recap of Day 2 and the continuation of the country presentations.

To get a better understanding of the specifics of the livestock sector and related gender issues in each of the participating countries, and to share country experiences, participants were asked to develop 3-4 slides country presentations. The presentation also included one good practice in the field of livestock development and possibly gender, to allow sharing of experiences. Some of the highlights of the remaining four participants’ country presentations are included below.

Country Presentations

BURUNDI:
- Livestock contributes 14% to national GDP and 29% of agricultural GDP;
- Priority is on breeding for milk, meat, eggs and manure to increase production;
- Women are majority/dominant in production and they face difficult access to credit and land, skills and training, further to having low decision-making in the use of livestock products and income generated, as well as limited access to market information infrastructure in the livestock chain’
- Several women’s associations involved in the livestock sector, especially small livestock (poultry, pigs, rabbit);
- Enough technical personnel, both women and men, which allows for an effective epidemiological surveillance network;
- In Uganda, there is a dedicated Ministry on Human Rights, Social Affairs and Gender, and National Gender Policy which calls for the establishment of gender units in each line ministry ;
- Good practices: National constitution establishes quota of 30% women in different institutions; some livestock projects and programs are beginning to take into account the gender aspect(in farmer field school, 60% are women; in livestock restocking, 30% are women).

ETHIOPIA:
- Livestock contributes 18.9% to national GDP and 45% Agricultural GDP;
- Ethiopia’s livestock population accounts for about 59m chicken, 59m cattle, 615m sheep and goats;
- Women account 18% of the overall 12m land holdings, and 77% of land holding women engage in crop & livestock production;
- Women experience marginalized access to technologies, extension services & credit and limited decision making power, particularly over the HH large ruminants;
- Customary practices constrain equal access to natural and productive resources
- Average workday for rural women include 13-17 hours a day, twice as much as men;
- Good practices: Development of agro-industrial parks favors livestock value addition & rural job creation for women; Empowered pastoral women cooperatives supplies small ruminants to export abattoirs, & collecting/processing/marketing dairy products locally.

KENYA:

- Livestock contributes 12% to national GDP and 42% Agricultural GDP AND accounts for about 30% of the total marketed agricultural products;
- Kenya’s livestock population accounts for about 59m chicken, 17.5 m cattle, 45m sheep and goats;
- 80% of Kenya is ASAL - over 60% of all livestock is found in the ASAL;
- Livestock employs about 50 percent of the country’s agricultural sector labour-force;
- Main gender issues in the livestock sector include: land ownership (81.4% men own land compared to 18.5% women); unequal access to market information and extension services; management of livestock does not translate into ownership, decision making over the animals, the livestock products and the income generated;
- Women still work many more hours than men due to the multiple roles that they play;
- Good practices: Existing National gender policy and agricultural sector gender policy as well as the national gender and equality commission; existence of Women Funds and Youth Fund; Needed joint consensus for land sales and fixed assets (spouse and family member consensus).

SOUTH SUDAN:

- Livestock contributes 15% to national GDP and the livestock population accounts for about 24.5m sheep and goats and 11.7 m cattle, under free grazing system, agro-pastoralism and pastoralism;
- The pig and poultry farming industries have a high potential;
- Major gender issues in the sector include unequal decision making power within the household and the community; access to and control of livestock and other assets; access to new ideas, technology as well as skills and credit; limited mobility affects ability to transport livestock and livestock product to markets;
- Development of gender sensitive training manual and curricula for the Livestock training institute in the country;
- Good practices: Project which fostered women’s participation at different levels of the milk value chain to strengthen the commodity chain and increase income and food security. Project activities included putting in place market centers in town (Milk Bar), which are managed by women; training women and girls in hygienic milk processing and business skills; providing inputs for milk value addition and management; and facilitating the provision of milk to the urban center (Rumbek).

After concluding the presentation, the day continued with a deeper conversation on how to address risks and unexpected situations which have a gender inequality root cause, and were not foreseen.

Session 5: Gender analysis in livestock programming: project implementation

A number of approaches can be used to integrate gender concerns into project implementation. Programme implementers must understand the underlying factors behind the gender inequalities and likely positive and negative consequences of their interventions and must be careful not to leave women nor
men worse off, as this would result in limited projects results and impacts as well as a possible negative impact on women.

Participants were asked to look at brief description of scenarios representing issues that have a gender element that can be encountered in the countered in the implementation of a livestock project.

The results of the group were as follows:

<table>
<thead>
<tr>
<th>Scenario 1.</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Pull him aside and ask him to leave or take it up with the community elders.</td>
</tr>
<tr>
<td></td>
<td>• Set up the training venue in an enclosed environment</td>
</tr>
<tr>
<td></td>
<td>• Ensure that the community is involved.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 2.</th>
<th>Solutions:</th>
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<tbody>
<tr>
<td></td>
<td>• Take him to the police, but, this may generate more conflict</td>
</tr>
<tr>
<td></td>
<td>• Encourage the husband to attend future trainings that the wife has attended</td>
</tr>
<tr>
<td></td>
<td>• Sensitize the whole community and show them the benefits of both gender getting trained since it will benefit the family and the entire community</td>
</tr>
<tr>
<td></td>
<td>• Talk to the woman and ask her if she would like to go to the police</td>
</tr>
<tr>
<td></td>
<td>• Sensitize both sexes for both to agree</td>
</tr>
<tr>
<td></td>
<td>• Involve the family members to bring sanity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 3.</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use the two men as the role models</td>
</tr>
<tr>
<td></td>
<td>• Award them and consider them as facilitators in the meetings</td>
</tr>
<tr>
<td></td>
<td>• Let evidence speak</td>
</tr>
<tr>
<td></td>
<td>• Use the couple as a role model. Have a meeting and invite couples to attend and sensitize the couples on daily activities clock</td>
</tr>
<tr>
<td></td>
<td>• Let it be evidence based and allow each to give the benefits reaped by each i.e. testimony and evidence talks</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Scenario 4.</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Bring the gender unit in the ministry and people involved with wool and dairy value chains</td>
</tr>
<tr>
<td></td>
<td>• Discuss why the status is as it is (business as usual) and try to establish whether it is an issue of training</td>
</tr>
<tr>
<td></td>
<td>• And whether women are not interested</td>
</tr>
<tr>
<td></td>
<td>• Have separate gender meetings with women and men to understand roles</td>
</tr>
<tr>
<td></td>
<td>• Constantly remind people</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Scenario 5.</th>
<th>Solutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Use ethnographic approach to understand the root cause</td>
</tr>
<tr>
<td></td>
<td>• Is it the distance to the venue?</td>
</tr>
<tr>
<td></td>
<td>• Use the daily activity calendar to plan training timings</td>
</tr>
<tr>
<td></td>
<td>• Use seasonal calendar and plan accordingly</td>
</tr>
<tr>
<td></td>
<td>• Call and sensitize them on benefits accrued and increased tourism</td>
</tr>
<tr>
<td></td>
<td>• Have more dialogues with the men to understand</td>
</tr>
<tr>
<td></td>
<td>• Men inclusion in some of the trainings like making cheese</td>
</tr>
<tr>
<td></td>
<td>• Identify the community entry features</td>
</tr>
</tbody>
</table>
**Session 6: Gender analysis in livestock monitoring**

Session 6 focused on monitoring the gender aspects of livestock programmes, including by learning how to develop gender sensitive indicators. Through a presentation, issues related to gender in relation to monitoring and evaluation (M&E) and the need for sex-disaggregated data and gender-sensitive indicators were discussed.

Monitoring and evaluation is especially important in gender projects as often there are changes in labour or attitude that might not be anticipated, so setting up good monitoring and evaluation systems is important. Similarly, setting up appropriate indicators is important, as it allows for a level of accountability and also allows people to understand what they are aiming for.

The presentation was followed by an exercise on gender-sensitive indicators, which allowed participants to think about what different indicators tell us and how we can improve and formulate them.

In this session, the participants were given a group exercise to develop gender indicators for a livestock development program explained in the handout they were given. Participants worked together to design a number of gender-sensitive indicators.

**Develop vaccines for key major diseases that are suitable for use by smallholders, women and marginal farmers in Country X**

- Number of men and women farmers accessing and using livestock vaccines
- Perception of men and women on the suitability of livestock vaccines
- Change in productivity of livestock by sex of head of household

**Develop, test and evaluate effective and sustainable strategies for disseminating animal health information to women farmers in Country X**

- Number/percentage of women animal health workers providing animal health services
- Profitability of women owned animal health services
- Number/percentage of women reached with different animal health services
- Increased capacity of women to use animal health services

**Session 7: Integrating gender in livestock policies**

Day 3 also touched upon how to integrate gender into livestock policy development.

Gender mainstreaming implies grounding policies on the concrete situation and needs of people. It will introduce a learning process of paying attention to the broad effects of policies on citizens’ lives, aiming at the well-being of both women and men. Gender mainstreaming will lead to a fairer allocation of resources and greater transparency in the policy formulation and implementation process.

Policy concepts as well as the policy cycle were briefly presented. This was followed by a presentation on the six steps to mainstreaming gender in policy processes, namely

1. Do your homework - Gender-specific data collection and analysis;
2. Use the right wording - Gender-sensitive language;
3. Make sure everybody benefits equally - Equal access to and utilization of services;
4. Make sure everybody is involved and there is policy coherence - Women and men are equally involved in consultations and there is harmonization between policy objectives;
5. Pick your approach and develop it - Identify a specific gender strategy to apply to the policy;
6. Develop indicators, targets and monitor the progress - Gender objectives are spelled out and progress/results are measured (log frame of policy or strategy).

Finally it was presented and discussed how to integrate gender in the various section and elements of a policy document.

**Session 8: Gender and livestock national and sub-regional work-plans**

The final session’s objective was to pull together the learning from the training and translate this into actionable plans at the individual, national, and sub-regional level for follow-up with FAO.

The session began with all participants taking 10 minutes to themselves to think about the kind of commitment they could make in relation to addressing gender equality/women’s empowerment in their own life/work, etc. Participants then worked in groups according to countries to identify two to three follow-up actions that they could integrate into their own work-plans as well as ideas for sub-regional activities. These are included below.

FAO will follow up with the different participants on the implementation of the suggested activities below in order to maintain the momentum gained at the training.
<table>
<thead>
<tr>
<th>Country</th>
<th>Activities to be carried out</th>
<th>Description</th>
</tr>
</thead>
</table>
| Burundi      | **FAO**: Include gender into different steps of the FAO livestock restocking programme in the areas affected by PPR; | - Presentation of Gender concept. How to take into consideration gender in projects implementation.  
- Include gender in different steps: identification, implementation, promoting, impact evaluation (define SMART indicators) |
|              | **MINISTRY OF ENVIRONMENT, AGRICULTURE AND LIVESTOCK (MoEAL)**: Brief Ministerial authorities on gender and hold meetings with the MoEAL’s gender committee; | - Taking into account the gender aspect in different activities leads to the development of households and the country in general.  
- Share with them the experience of this training to “genderize” the committee  
- Workshop to include the gender expert in the draft National Livestock Policy |
|              | **FAO + MoEAL**: Include gender in the ongoing process of elaboration of the national livestock policy |                                                                                             |
| Ethiopia     | **FAO ECTAD**: Develop gender indicators for four ongoing projects within the ECTAD programme; | - (FAO ECTAD) the existing EPT2 ECTAD projects have a considerable gender dimension. Understanding this dynamic and inclusion of gender specific indicators enhance project success.  
- (FAO Ethiopia) organize consultation with project team; identify needs of women, men, girls, boys; ensure incorporation of activities, indicators and monitoring timeframe  
- Identifying needs through participatory approach |
<p>|              | <strong>FAO ETH</strong>: Revisit livelihood resilience project to assess gender sensitiveness; |                                                                                             |
|              | - Incorporate gender into future projects by performing gender analysis, and formulating specific gender activities and indicators; |                                                                                             |
|              | <strong>MINISTRY OF AGRICULTURE AND LIVESTOCK (MoAL)</strong>: Strengthen and/or establish gender institutions throughout the ministries affecting agriculture and livestock; |                                                                                             |</p>
<table>
<thead>
<tr>
<th><strong>FAO ECTAD + FAO + MoAL:</strong></th>
<th><strong>With founds from WorldBank Ethiopia is going to implement livestock development projects with an outlay of 180 million USD</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Assess upcoming projects to address gender throughout;</td>
<td>- The team will join to assess the various components of the projects, if they have properly considered gender issues.</td>
</tr>
<tr>
<td>- Develop gender indicators for livestock projects within ECTAD programme;</td>
<td>- Where appropriate, suggest gender related activities, outcomes and indicators (M&amp;E)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kenya</strong></th>
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<tbody>
<tr>
<td><strong>FAO:</strong></td>
<td><strong>AMR project in Kenya will be required to implement best practices on antimicrobial use, at design phase, gender related issues (including indicators) will be developed.</strong></td>
</tr>
<tr>
<td>- Design a gender study linked to AMR project in Kenya;</td>
<td>- New documentation on strategy on EDE pillar 4 is due to be released.</td>
</tr>
<tr>
<td>- Conduct gender analysis of poultry production linked to AMR project in Kenya, including by collecting sex-disaggregated data;</td>
<td>- The participation and the mobilization team use will be encouraged to include at least ½ of the 20 FGD group to be women.</td>
</tr>
<tr>
<td>- Include gender in the NOMA results framework;</td>
<td>- FAO coordinated Pillar 4 EDE report at country level; officers involved in the M&amp;E will be encouraged to include women in the team; identify projects by both men and women.</td>
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<tr>
<td>- Develop concept note on livestock women’s associations in Kenya;</td>
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<tr>
<td>- Review national livestock policy and identify entry points for gender;</td>
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<tr>
<td>- Encourage women’s participation to and benefits from the</td>
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</table>

**MINISTRY OF AGRICULTURE AND IRRIGATION: DIRECTORATE OF LIVESTOCK PRODUCTION:**
- Identify the gender gap in RPLRP in projects and National Livestock Policy
- Sensitize countries and other technical staff

**MINISTRY OF AGRICULTURE AND IRRIGATION: DIRECTORATE OF VETERINARY SERVICES:**
- Liaise with the M&E and reporting unit to develop gender markers

- Look into the projects document and livestock policy; share the findings with the management to come up with strategies on how to incorporate gender issues
- Deliver 3 to 4 trainers of trainings (for each country) on gender responsive services
- Workshop on development of gender markers in the programmes and projects
- Train heads of divisions and units on gender issues in Agriculture
- One day sensitization

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“Gender analysis in livestock management and interventions in East Africa”
Training Report
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
<table>
<thead>
<tr>
<th>Rwanda</th>
<th><strong>FAO:</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Promoting agriculture diversification to create job opportunities, reduce rural poverty through poultry value chain development</td>
</tr>
<tr>
<td></td>
<td>- Do a gender analysis of the policy cycle</td>
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**FAO + MINISTRY (DIRECTORATE OF LIVESTOCK PRODUCTION + DIRECTORATE OF VETERINARY SERVICES + AGRICULTURE SECTOR DEVELOPMENT SUPPORT PROGRAMME II)**

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<table>
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<tbody>
<tr>
<td></td>
<td>- AMR best practice pilot activity in the livestock sector</td>
</tr>
<tr>
<td></td>
<td>- Literature review to consolidate data on gender issues in the livestock sector</td>
</tr>
<tr>
<td></td>
<td>- Incorporate gender into national livestock policy implementation</td>
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**MINISTRY OF AGRICULTURE AND IRRIGATION:AGRICULTURE SECTOR DEVELOPMENT SUPPORT PROGRAMME II:**

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<tbody>
<tr>
<td></td>
<td>- Sensitize programme managers of country programme secretariat (ASOSP) on gender.</td>
</tr>
<tr>
<td></td>
<td>- Training 47 countries based officers on gender development of indicators</td>
</tr>
<tr>
<td></td>
<td>- Capacity building on gender for the Improved Animal Husbandry Practices (IAHP) Formation of Dairy Farmers Group</td>
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**FAO:**

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<tbody>
<tr>
<td></td>
<td>- Sensitize top management on gender issues at the Directorate</td>
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<tr>
<td></td>
<td>- 3 days training on gender concepts and planning developing M&amp;E indicators</td>
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<tr>
<td></td>
<td>- Incorporate gender analysis in KAP survey</td>
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<tr>
<td></td>
<td>- Design gender-sensitive pilot intervention</td>
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<tr>
<td></td>
<td>- Generate gender disaggregated data</td>
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<tr>
<td></td>
<td>- Carry out literature review to assess gender gaps in data</td>
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<tr>
<td></td>
<td>- Design a study to identify best practices on gender and livestock and carry out study to collect disaggregated data;</td>
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<td></td>
<td>- Review on national livestock-related policies with a view of “engendering”</td>
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**RWANDA AGRICULTURE AND ANIMAL RESOURCES DEVELOPMENT BOARD:**

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<tr>
<td></td>
<td>- Scaling up; selection of youth beneficiaries (young boys + girls) graduated from school;</td>
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<tr>
<td></td>
<td>- Work with the young people who tried to carry out livestock activities</td>
</tr>
<tr>
<td></td>
<td>- Training in poultry production; safe poultry production and management; training on using poultry production as business; distribution of poultry, vet medicine; courses in livestock production/poultry</td>
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“Gender analysis in livestock management and interventions in East Africa”
Training Report
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
- “one cup of milk per child” programme: assessment of the impact of the programme to women/girl pupils

**FAO + RWANDA AGRICULTURE AND ANIMAL RESOURCES DEVELOPMENT BOARD:**
- Reduce malnutrition among marginalized groups (2019/2024 - 5 years)
- Joint activity will be: 1) selection of beneficiaries 2) M&E 3) implementation will be done by a committee (steering committee will be selected among partners) 4) from FAO side final report and provision of funds.

**Somalia**
- FAO: Back to office report on the gender and livestock training organised by ILRI and FAO and held in May 2018
  - Sensitise the FAO Somalia livestock sector staff on the importance of gender in livestock programmes
  - Create awareness among the Ministry of livestock officials on gender and its importance in livestock development
  - Sensitise the staff of the Ministry of livestock and the FAO implementing partners in Somalia on gender and its importance in livestock development

- Projects was considering all the beneficiaries, though data were given in disaggregated manner but there was no follow up.
- Disaggregate data (male/boys/women/girls)
- Assess if the project has increased the attendance of enrolment of girls pupils
- Based on existing data, compare reports and draw recommendation for new threats according to target. This will empower girl pupil.

- Selection of sites and beneficiaries based on existing data in malnutrition rate; work with stakeholders (local leaders of district, sectors, villages) or other relevant Ministries
- Interaction and collaboration with stakeholders, local leaders and relevant ministries
- Disaggregate HH’s data by knowing women and men heading of the household.
- Meet the beneficiaries and confirming the data
- The project will distribute small stock while considering the gender
- Develop gender indicators to measure the impact of projects (eg: number of women and men given livestock);

- Share and discuss the action points in the report with the FAO livestock sector coordinator.
- Convene a meeting in Nairobi to sensitisate FAO livestock sector staff based in Nairobi; Convene meetings in Mogadishu, Garowe and Hargeisa to sensitisate FAO livestock sector field staff; Provide points of reference for information on gender mainstreaming to all FAO livestock staff.
- Convene meetings in Mogadishu, Garowe and Hargeisa to sensitisate the officials
<table>
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<tr>
<th>South Sudan</th>
<th><strong>FAO:</strong></th>
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<tbody>
<tr>
<td>- developing of gender indicators in reviewing report send by SP</td>
<td>- Review of the current community animal health workers manual</td>
</tr>
<tr>
<td>- Developing M&amp;E indicators in training of community animal health workers</td>
<td>- Undertaking field visit to various port of South Sudan to assess gender sensitivity</td>
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<tr>
<td>- Assessment to evaluation of the epidemiological spread of Rift Valley Fever</td>
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<tr>
<td>- Do a gender situational analysis within the livestock sector</td>
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<tr>
<td><strong>MINISTRY OF LIVESTOCK AND FISHERIES:</strong></td>
<td>- RVF is an acute, febrile disease characterized by abortion and mortality in livestock including sheep, goats, cattle, and camels and equally affects humans. The virus which causes RVF is transmitted by mosquitoes and other blood sucking insects such as the sand</td>
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<tr>
<td>- Rift Valley Fever Knowledge, Attitudes and Practices Survey among livestock keepers in Eastern Lakes State (Yirol)</td>
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</table>
Following the reports of a suspected RVF cases in the Eastern Lakes State of South Sudan in December 2017, the Ministry of Livestock and Fisheries (MLF) partnered with (FAO), (WHO), the Ministry of Health (MOH) in efforts to investigate and ascertain the nature of the outbreak and was brought to control. However the communities of the Eastern Lakes and the neighbouring States perception of RVF threat and responses is not defined known for dissemination of information to the public. The objective of this KAP survey: 1) Define the public perception of RVF threat and responses 2) Increase education and information to the public through interaction with experts on RVF in media centre 3) Disaggregate data by gender

**FAO AND MINISTRY OF LIVESTOCK AND FISHERIES:**
- Development of Livestock Policy
- Review of Ministry of Livestock and Fisheries Policy frame and Strategic Plan 2012-2016
- Review of Extension Policy (NALEP)

- After the Independence of the country in 2011, the Ministry of Livestock and Fisheries was striving to put in place some policies and regulation. In that regard the Ministry through support from FAO have sourced an expert to work with technical working team and national consultant to develop a livestock policy. The process will involved Desk work, consultation of the stakeholders, validation workshop
- Ministry of Animal Resources and Fisheries Policy framework was developed in 2006 after peace signing; the document was reviewed in 2012. The four years policy frame requires a review and therefore the plan is to do the exercise after the completion of the Livestock Policy
<table>
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<tr>
<th>Tanzania</th>
<th>FAO (ECTAD):</th>
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<tr>
<td>- Undertake gender analysis study in support of anthrax and brucellosis control in pastoral ecosystem in Arusha and Tanga region (KAP study and Anthrax + Brucellosis strategic control plan)</td>
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<tr>
<td>- Develop and disseminate technologies to men and women in support of zoonotic diseases control in pastoral ecosystem in Arusha and Tanga region.</td>
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<tr>
<td>- Develop and disseminate gender appropriate information kit in support of country for zoonotic diseases.</td>
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| - It is a joint policy between Agriculture and Livestock sector. The policy, National Agriculture and Livestock Extension Policy (NALEP) was developed in 2011. There is need to review the policy to mainstream gender into the policy and programme |
| - In collaboration with gender experts: develop proposal; develop tools to be used; undertake data collection and analysis; develop draft, report, undertake valid workshop; finalize report; disseminate the finding (2019) |
| - In collaboration with gender experts and Molf and MoE: to develop appropriate technologies for men and women; pilot the technologies in the selected sites; review and disseminate accordingly (2020 to 2022) |
| - In collaboration with gender expert and Molf and MoE: develop appropriate information kit/packages in support of the selected diseases and disseminate (2020 to 2022) |

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<tr>
<th>Uganda</th>
<th>FAO:</th>
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<tr>
<td>- Engaging ECTAD project managers at country level in incorporating gender issues in the work plan</td>
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<tr>
<td>- Involving gender aspect in laboratory training in order to improve diagnostic capacity</td>
<td></td>
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<tr>
<td>- Include gender aspect in surveillance plans (anthrax, brucellosis, rabies and Avian Influenza virus)</td>
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<tr>
<td>- Support first policy officers to review the ongoing National Dairy Policy</td>
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<tr>
<td>- Debrief technical colleagues on key aspects of training for their information/use …</td>
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<tr>
<td>- Support GFP in the review of gender issues/mainstreaming in ...</td>
<td></td>
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<tr>
<td>- With support from … Team and GFP draft a proposal to help identifying gender gap areas in livestock</td>
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| - Meeting within office to see how gender issues can be addressed; incorporating gender activities in the four action packages (GHSA) implemented by FAO |
| - Carry out meeting/training to assess the gender aspect of people involved in lab work in the country |
| - Reviewing the draft plans and fill in the gender gaps; |
| - Review draft daily policy; identify gender gaps if any; prepare brief suggestion/recommendations |
| - Summarized key issues/messages from trainings; organize two hours debrief/training for colleagues |
| - To follow MTR plan |

"Gender analysis in livestock management and interventions in East Africa"
Training Report
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
<table>
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<tr>
<th>MINISTRY OF AGRICULTURE, ANIMAL INDUSTRY AND FISHERIES:</th>
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<tr>
<td>- Development of a gender transformative policy for small ruminant</td>
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<tr>
<td>- Development of a small ruminant production enhancement project for Pian Upe region</td>
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<tr>
<td>- Develop of gender sensitive indicators for the small ruminants sector at the ministry</td>
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| - Carry out regional consultative workshop; desk work/reviews; actual policy draft |
| - Gender analysis; baseline survey; environmental impact assessment (EIA) |
| - Use of gender sensitive language; gender disaggregated data use and indicator development |
| - Review of policy regarding gender consideration by trainers (?) (Sam, Susan and Beatrice); stakeholders Ministry gender, Ministry of Agriculture |
| - Incorporating gender issues in activities |
| - Internal review and draft of policy |
7. Outcomes

The FAO training workshop brought together various country Ministries of Livestock and Agriculture; participants came from eight Eastern Africa countries and were able to share knowledge, learned from each other and acquired new skills. As a result of this workshop, participants increased their knowledge of gender issues in agriculture and gender issues specifically related to livestock farming in their region. They learned more about designing, implementing and monitoring of livestock projects from a gender perspective, as well as the selection and use of gender analysis tools in different value chains. They also had an opportunity to share knowledge, good practices and successful approaches in the field of livestock development.

All workshop participants gained significant knowledge and skills related to understanding gender issues in livestock projects, as well as how to use simple gender analysis tools in their work.

The learning process and increase in knowledge was monitored both prior to, and throughout, the training experience. Through pre-assessment forms distributed both before and after the training, participants were asked to rate (i) their ability to complete gender related activities and (ii) their level of knowledge on few gender concepts, using the following scale: 3=To A Great Extent; 2=Somewhat; 1=Very Little; 0=Not At All had. The overall average scored by participants prior to the training was 14 out of 27.

The results of the exercise had shown that few participants knew the definition and significance of gender related terms and concepts, such as gender analysis and gender mainstreaming. Many were not comfortable using gender analysis tools and to identify which phases of the project cycle or stages of the value chains are prone to an easier mainstreaming of gender. From the pre-assessment it was clear that there were different levels of knowledge on and experience dealing with gender issues in the livestock sector among participants.

At the end of the workshop, a post assessment was administered to allow participants to once again self asses their levels of understanding on gender after the training experience. At the end of the training a post-assessment form was distributed. The form included the same questions of the pre-assessment form and in addition featured few questions aimed at capturing the part of the workshop that had been more/less appreciated as well as suggestions for future similar activities.

Self-assessment showed a considerable increase in knowledge across the entire group: from an average score of 14 out of 27 scored by participants before the training, participants achieved an average score of 25 out of 27, indicating that through the training experience participants managed to increase their gender knowledge at all level, both theoretical and practical, with an overall average increase of 9 points.

Through the self-assessment participants indicated (i) an increased general understanding on gender issues as well as better capacity to address more specific gender issues related to livestock projects and programs, (ii) acquired ability to carry out gender analysis to effectively work with rural men and women to respond to their different needs, priorities and constraints at the community/household level.

This enhanced gender analysis capacity will benefit future planning, implementation and monitoring of livestock projects and programs, both in FAO and in national entities.

The participants expressed their appreciation of the workshop, commenting on the highly interactive nature of the workshop and on the strength of that. The participants all appreciated that it allowed them to learn and it provided an opportunity for some to explore the concept of gender issues in an informal way.

The training workshop was closed by Francesca Distefano and Nicoline De Haan, who thanked everyone for attending and re-iterated the strength in learning together, and how she hoped this would provide a good basis to do more gender work in the region, and that she enjoyed interacting with everyone. Nicoline de Haan also reiterated the willingness of all the different participants to participate very actively, which made
the workshop such a success. She also hoped that this would be the starting point for future collaboration on gender and livestock in the region amongst all the participants.

8. Follow up actions

A questionnaire will be sent out to participants in September 2018, in order to collect their feedbacks on constraints, challenges and successes while applying the acquired knowledge to their daily work. Questions part of the follow-up questionnaire will include:

1. Name one thing you learned during the training that has become a permanent part of your knowledge.
2. Did you learn anything during the training that has changed the way in which you carry out your job?
3. Give an example of how you have applied in your current job position what you have learned during the training.
4. Provide an update on where you stand in the implementation of the activities that you have committed to during the learning event. Please also describe any challenges you are experiencing in the implementation of the activity you committed to

Participants will be supported throughout the year in the implementation of the work plans agreed during the training, both at national and sub-regional level.
Annex A: Agenda

Day 1
8:30 – 9:00  Registration
9:00 – 9:45  • Welcome and opening address
             • Overview and objectives of the training and participants expectations
             • Planning of day learning objectives
9:45 – 10:30  Session #1: “Gender foundations, concepts and issues”
11:00 – 11:30  Coffee break
11:30 – 12:30  Session #1: - continued
12:30 – 14:00  Lunch
14:00 – 15:30  Session #2: “Gender issues in Africa’s agriculture and the livestock sector”
15:30 – 16:00  Coffee break
16:00 – 17:00  Session #3: “Gender issues in livestock value chains”
17:00 – 17:30  Plenary discussion on session # 1,2 and 3, and Daily Wrap-Up

Day 2
9:00 – 9:30  Summary of Day #1 and planning of day learning objectives
9:00 – 10:30  Session #4: “Gender analysis in livestock programming: project identification and design”
11:00 – 11:30  Coffee break
11:30 – 12:30  Session #4: - continued (Group work)
12:30 – 14:00  Lunch
14:00 – 15:00  Session #5: “Gender analysis in livestock programming: project implementation”
15:30 – 16:00  Coffee break
16:00 – 17:00  Session #4: - continued (Group work)
17:00 – 17:30  Plenary discussion on session # 1 and 2 and Daily Wrap-Up
Day 3

9:00 – 9:30  Summary of Day #2 and planning of day learning objectives

9:00 – 10:30  Session #5: “Gender analysis in livestock M&E”

11:00 – 11:30  Coffee break

11:30 – 12:30  Session #5: - continued (Group work)

12:30 – 14:00  Lunch

14:00 – 15:00  Session #6: “Integrating gender in livestock policies”

15:00 – 15:30  Coffee break

15:30 – 17:00  Session #7: “From learning to action: Gender and livestock national workplans”
  • Workshop Evaluation
  • Closing remarks
Annex B: List of Participant

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“Gender analysis in livestock management and interventions in East Africa”  
Training Report  
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
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“Gender analysis in livestock management and interventions in East Africa”  
Training Report  
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Annex C: Case studies

Case study: Commercialization of smallholder goat production

You have been asked to help design a project to increase incomes and food security in a sustainable manner by enhancing pro-poor small ruminant value chains in the country.

Objectives

The project’s objective is strengthen goat value chains in a way that increase incomes, reduce vulnerability and enhance welfare amongst smallholder farmers, including women. The project aims to transform subsistence-level goat production from an ad hoc, risky informal activity to a viable, profitable model, increasing incomes and thereby reducing poverty and enhancing food security, while preserving community and national resource systems. In addition to goat keepers, beneficiaries include other goat value chain actors, including small-scale traders, input and service providers.

As part of the design work, you have been asked to collect more in-depth findings from specific villages. You are now in the village of Gearbox – which is in an arid region. (See Group tasks at the end of this case study)

About the community

The community has 159 households and there is a water source (river) three kilometres from the village where women and children (mostly) collect water on a daily basis. From a recent wealth-ranking exercise, you understand that the average size of land cultivated in the community is (typically under 2 ha) and men typically have title to land compared to women. Some female-headed households do have their own title and very few male-headed households (5%) have both women and men’s names on title.

There is an agricultural credit institution (Agribank) in the next town, but it is more difficult for women to access than men as they do not own collateral or have their names on title (in most households). An international NGO (LogoNGO) has had a Village Savings and Loans program running in the community for about 5 years that has been accessed by a number of households, primarily women.

Other NGOs are presently working with smallholders on climate-smart agriculture initiatives (SMARTAG) and conservation agriculture (CONGO) in the area. A number of NGOs work in the region – some specifically on livestock production. Others also work on health, HIV and AIDS, education, etc. A relative newcomer to the area (but well known elsewhere in the country), MenEngage has been working with men and boys on becoming “change agents” around issues of domestic violence.

A local NGO has been working in the area training paralegals on land issues – particularly working on raising local communities’ awareness (including community leaders) on land tenure issues and inheritance/property rights.

A number of donors support projects in the area – including the EU, the African Development Bank, the World Bank, and Norwegian Government. FAO and IFAD are both working in the area on different initiatives.

Women also do the majority of the care of children and elders in the community, rising early in the morning to prepare food for the family and sleeping late after others have gone to bed. It has been said
that the rate of domestic violence is fairly high in the region although it often goes unreported. Not much
is known about household decision-making and relations as this has not been the interest until recently of
NGOs and donors.

Boys and girls attend school up to the end of primary and few go on to secondary education (more boys
than girls)

There is an entrepreneurial woman in the town who has started a cell business – doing well selling air
time.

**About goat-keeping**

On average, men own 7 times more goats than women. Men are also involved in raising cattle (very few
women are involved) and boys typically take care of grazing cattle in common lands. Women have a
stronger preference for dairy goats and local chickens. The preference for chickens and dairy goats on the
part of women compared to men could be due to the fact that both chickens and goats do not require the
owner to be a land owner. Men have a higher preference for meat goats than did women.

Women prefer dairy goats due to high kidding rates and the income earned from the sale of milk. The
goat milk market is predominantly informal, and although the milk is thought to have better nutritional
quality than cow milk, the market remains relatively small and informal, and dominated by women. Goat
milk is consumed at home, sold to neighbours or sold to a collection centre. Milk sales at home to
neighbours are mainly done by women (90 per cent) while sales to the collection centre are mainly done
by men. Goats are sold mainly to other farmers, to brokers or retained as breeding stock. However, the
farmers feel that for the same type of goats, women get much lower prices than men do.

Women mostly take care of the health of the goats as well while men are typically involved in the
marketing of goats. However, they have difficulty accessing veterinary services as they have difficulty
accessing transportation and travelling long distances without their husbands’ consent.

**Case study: Great Livestock Value Chain Project (GLVC)**

Project summary: The USD 10 million Great Livestock Value Chain Project’s (GLVC) objectives are to improve
smallholder livestock production and productivity, create market linkages, strengthen animal health services,
and increase household income in the country of Animalandia. GLVC is being implemented over three years in 3
Districts.

The executing agency is the Ministry of Agriculture, Livestock, and Fisheries. Project activities are coordinated by
a Project Coordination Team (APCT) using the existing Government structures. GLVC comprises 3 components:
(1) Livestock infrastructure development, (2) Capacity building, and (3) Technology improvement. The main
outputs are 10 livestock service centres; a milk collection centres, an improved livestock market, a regional
livestock slaughter facility, 2 veterinary service points, and a cohort of paravets.

Recently, the government has called for a smallholder goat commercialization initiative to be designed to
augment this project.
GLVC is expected to directly benefit 20,000 livestock keeping households including 5,000 female headed households. GLVC is mobilising participating producers into fully trained and empowered producer groups. It is increasing employment opportunities in livestock husbandry and marketing across livestock value chains. GLVC works with women and men to manage livestock in a complementary manner that benefits households and develop/strengthen livestock markets and market information.

The situation during implementation

The design process found that women and men discuss livestock and other issues at the household level, but that final decisions are typically made by the Head of Household (of which about 75% are male-headed), particularly in relation to marketing of larger livestock (cattle, goats). Female-headed households keep larger livestock, but often in smaller numbers than male-headed households (on average, 2/3 less). Across the majority of households, women make decisions about marketing eggs and vegetables and to some extent about marketing of milk.

In relation to dairy marketing collectives in the area, while women participate, it is mostly men who are the key decision-makers in these collectives. GLVC wants to improve women’s participation in decision-making in these collectives and is conducting leadership training for women.

GLVC is promoting the participation of women livestock producers along livestock value chains. As part of this, GLVC is targeting 50 women to train as paravets to complement the existing 30 male paravets and 3 female paravets.

GLVC is focusing on scaling up dairy production and marketing. As such, the project is promoting zero-grazing. This has been used by some producers already, but the project aims to promote this widely. Through the introduction of this practice, women and girls have taken on new responsibilities of collecting fodder and cleaning the stalls. Girls have had to leave school at times to help with these new chores. While they have contributed their labour and time, women and girls have yet to enjoy the benefits. With the increased commercialization of dairy production, men have taken greater control over the income as well as what is done with that income.

The project is struggling to find a way to mitigate women’s labour/time use and improve benefit-sharing as they have heard complaints from women about the reallocation of their time from other activities (marketing of eggs, growing of vegetables) as well as the need to take their daughters from school to help.

To add to the challenges, the area is known for a high level of gender-based violence – particularly at the household level.

The project heard of another initiative in the area which focuses on strengthening the coffee value chain through applying a household methodologies approach which uses household mentors to work with women and men to improve their communication and decision-making within the household. That project has been working with community leaders to also improve land-titling for women (introducing joint titling) and women and men in households to improve household decision-making power and labour-sharing, increase benefits to all household members, and by doing so, improving the quality of coffee sent to market (and producer income in so doing).
Finally, to strengthen producers’ livelihoods, GLVC is linking with an NGO experienced in starting and strengthening village savings and loans groups (VSL) in the region. The NGO has proven to be successful in improving both women’s and men’s incomes and benefits from enterprises through these groups as well as strengthening social cohesion to help in difficult times.
Annex D: Implementation scenarios

Scenario 1

You are having a meeting with a group of women as part of your regular monitoring exercise for the small ruminant initiative you are working on in the area. As you begin to discuss, you see that one of the local men have arrived quietly and is sitting beside a tree near the group to listen to the discussions. Why might this be of concern to you as a facilitator and what would you do?

Scenario 2

You visit one of the communities with whom you work on a poultry initiative. You hear from some of the group members that a woman was beaten by her husband and ended up in hospital after speaking out in a group in one of your last sessions. What would you do?

Scenario 3

You have been working with your community on a dairy initiative for a while. Two men report that they have begun to work more closely to help their wives with the children and cooking – reducing women’s labour so they can contribute more to the dairy initiative (e.g. gathering fodder for zero grazing, cleaning pens, etc.). The wives appreciate these changes. How might you build on these experiences with your project and the community?

Scenario 4

It has become clear to you that, even after conducting gender training for them, staff are resistant to addressing gender in the project work.

What will you do? Options?

Scenario 5

Your project is having a difficult time getting women to come to training for poultry development project. Their husbands are being difficult. How might you address the issue?
Annex E: Workshop pictures
“Gender analysis in livestock management and interventions in East Africa”
Training Report
Francesca Distefano (FAO) and Nicoline de Haan (ILRI)
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