



RESEARCH  
PROGRAM ON  
Livestock

*More meat, milk and eggs by and for the poor*

# Transforming gender relations and reducing risk of zoonotic diseases among small ruminant farmers in the highlands of Ethiopia

A guide for community conversation facilitators

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CGIAR is a global partnership that unites organizations engaged in research for a food secure future. The CGIAR Research Program on Livestock provides research-based solutions to help smallholder farmers, pastoralists and agropastoralists transition to sustainable, resilient livelihoods and to productive enterprises that will help feed future generations. It aims to increase the productivity and profitability of livestock agrifood systems in sustainable ways, making meat, milk and eggs more available and affordable across the developing world. The Program brings together five core partners: the International Livestock Research Institute (ILRI) with a mandate on livestock; the International Center for Tropical Agriculture (CIAT), which works on forages; the International Center for Research in the Dry Areas (ICARDA), which works on small ruminants and dryland systems; the Swedish University of Agricultural Sciences (SLU) with expertise particularly in animal health and genetics and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which connects research into development and innovation and scaling processes.


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## Section 1: Background

# Introduction

Gender norms and division of labor in livestock management expose women and men to different levels of zoonotic disease risks. Studies reveal that women are more exposed to zoonotic diseases, and when sick, they do not receive the same level of care as male members of the household (Kristjanson et al. 2010).

In Ethiopia, the CGIAR Research Program on Livestock (CRP) focuses on gender capacity development at institutional level. Awareness raising activities at community and household level to transform gender relations have not yet been done to overcome restrictive gender norms and reduce zoonotic disease risks. Community members accept the division of labor and traditional animal source food handling practices as normal, thereby increasing their exposure to zoonotic diseases.

Community conversation (CC) is a participatory approach to engage community members in discussions about issues that matter most to them. Changing the mindset of community members is possible through engaging in conversations over a period of time. CCs aim not only to create awareness among community members, but also take action to change constraining gender relations and minimize zoonotic disease risks.

## Why community conversations?

CC is a participatory process which brings together community members and encourages them to think, discuss and explore gender relations in livestock and the associated risks to zoonotic diseases. It is based on the recognition that people have the knowledge and capability that can bring about positive gender and animal health outcomes individually and collectively, once the community perceives ownership of the problem.

CC gives a chance for community members to listen to each other attentively and speak out about what they think is best. It also helps people to feel included in the process of decision making about gender and zoonoses issues. The community members taking part in the conversation will feel empowered and they can question their values and consider their cultural and traditional practices.

The approach engages women and men in examining, questioning, and most fundamentally, shifting discriminatory gender norms, attitudes, behaviors and practices and the related imbalances of power. Such shifts can reduce norm-based constraints on women's roles, decision making, mobility and burdens (for example, shifting intra household sharing of livestock husbandry practices), undesired perceptions about women's roles and control over animals and other resources. It does so by creating a space for communities to share their perceptions, learn from one another and engage in dialogues. This can create a suitable environment for collective ideas to evolve and form a critical consciousness, which contributes to change in restrictive gender norms and practices.

CC sessions are facilitated using a set of interactive and reflective techniques such as visuals, role plays, visioning, storytelling and video clips among others. These are used to prompt and stimulate discussions,

reflections and sense making around gender roles, gender norms, access to and control over livestock resources, men and women's position in the community and perceptions and practices about zoonotic diseases. The CC process will lead to changes in community member's knowledge, attitude and practices (KAP) regarding gender relations in livestock management and the risk to zoonotic diseases. These changes will be captured by administering pre and post CC KAP assessments. Moreover, early signs of change in practice, appreciation of work men and women do, change in division of labor and time allocation and changes in behavior in risk situation (particularly handling and consumption of animal source foods) will be monitored and reflected during the CC implementation process (see Annex for tools). The guide focusses on four dimensions of gender relations: gender division of labor, access to and control over resources and benefits, decision making and gender norms.

## About the guide

The success of a CC process depends on the quality of the facilitation process where CC facilitators play a key role. This CC facilitation guide is designed to help CC facilitators effectively engage with community members in conversations to increase knowledge, change attitudes and improve practices of community members regarding gender relations in livestock husbandry and prevention and control of zoonotic diseases. It provides a process guide, a set of participatory tools, techniques and tips to organize, facilitate and document CCs around issues of gender and zoonotic diseases. The purpose of the CC guide is to motivate and enable community members to adopt and sustain healthy and gender equitable livestock husbandry practices that challenge the constraining gender-based norms in livestock production in Ethiopia.

The CC facilitation guide has three sections: introduction, methodological background and CC delivery process. The introductory section provides contextual background regarding gender relations, animal health and zoonotic diseases. It introduces CC as a community-based approach to transform constraining gender relations in livestock husbandry and prevention and control of zoonotic diseases.

The second section provides methodological background. It describes a set of participatory methods and tools that will be used to facilitate and document CC sessions.

The final section provides a step-by-step process and learning activities that will be conducted during and after CC sessions. It also provides facilitators with resources and tips on facilitation and note taking techniques and background reading on technical issues. Additionally, the annexes provide guidelines for facilitation and documentation of the CC process.

## Learning goals and objectives

In this guide, you will learn about:

- What community conversation is and what its advantages are.
- Methods and processes used for community conversations.

The goal of the CC guide is to equip community facilitators with knowledge and skills in the planning, implementation, documentation and evaluation of CC sessions particularly on the topic of gender relations in livestock husbandry and prevention and control of zoonotic diseases.

When you use the guide effectively, participants will be able to:

- Think and talk about gender relations in their households and community
- Discuss and explore zoonoses risks due to their differential gender roles
- Explore and question their perceptions, attitudes and practices about gender relations, decision making and zoonotic diseases
- Discuss questions they have about zoonotic diseases
- Plan actions to change gender relations and reduce zoonoses risks at the household and community level

## Learning content

- Gender roles in livestock husbandry
- Attitudes and perceptions about women's ownership and control over livestock assets
- Knowledge, attitudes and practices about zoonotic diseases
- Institutional and structural factors in prevention and control of zoonotic diseases

## Section 2: Methodology



# Overview of methods, tools and materials

This section aims to provide a methodology for planning and organizing CC events. It describes the overall approach and some participatory methods. Depending on the scope and context of issues under discussion, a combination of collaborative learning methods can be used to facilitate CC sessions. CC facilitators should be creative in using and adapting methods depending on realities on the ground.

## Overall approach

As a community-based participatory approach, CC is used to engage a cross-section of community members in discussions that matter to them. It helps community members identify issues; question their values, perceptions and practices about the issues at hand; and have a shared vision for community wide actions towards changing constraining gender relations and practices that expose them to zoonoses. An appreciative inquiry approach to CCs helps facilitators and community members search for what works, focus on visions and enable them to dwell on possibilities and options to bring about and sustain changes at the household and community level.

Participatory and active learning methods and tools drawn from different sources can be used to prompt and facilitate CCs about gender issues and zoonotic diseases. CC facilitators are encouraged to adapt and be innovative with different visualization and collaborative learning techniques depending on specific situations. Several ways of prompting and facilitating CCs can be used depending on the scope of the issues under discussion and the composition of community groups. This guide only provides an example of methods and processes that could be used in CC sessions. No one method is enough by itself and a combination of methods should be used to promote understanding, learning and action during CC sessions.

## Methods and tools

Some of the methods that will be used in the CC process include:

*Storytelling:* Stories help CC facilitators relate discussion issues to the experiences and values of participants in ways that appeal to their feelings and they could identify with. Experiences and values of participants around an issue can be shared as a story to form a common ground and provide a positive and reflective tone to begin CCs about gender roles, access to and control over resources and benefits, decision making and zoonotic diseases.

Stories can be gathered or created around themes (main points) of an issue. Participants' aspirations, experiences and concerns around the issue can be presented as a story which can be used to prompt conversations and explore emerging themes and messages. People feel comfortable telling stories of their experiences, perceptions and challenges, and they become open to others' views, values, experiences and perspectives. This can help them engage in meaningful discussions to identify aspirations, concerns and solutions.

*Probing questions:* Asking insight provoking questions stimulates exchange of experiences, indepth description of a problem or situation and elaboration of solutions. Questions help CC participants reflect on their experiences and imagine and envision possibilities for change.

*Role plays:* Role playing takes place between two or more people who act out roles to explore a scenario or problem situation. It helps get a sense of what other people are likely to think and feel in the particular situation and engage them in reflective discussions exploring their views, attitudes and perceptions.

*Panel discussions:* A panel of farmers and animal health service providers can discuss specific issues to facilitate CCs. Facilitators identify key discussion points to engage panelists in discussions and reflections followed by questions and feedback from participants.

*Pictures/posters:* Picture supported communication techniques such as using materials like posters, drawings or photos can be used to prompt CCs and stimulate reflections and sharing of stories and experiences. Pictures increase attention and memory, help people to speak and interact actively and facilitate open sharing of experiences and stories. Pictures are particularly useful to engage with illiterate community groups. Reflections and stories can be told around pictures so that community members question their own values and perceptions about issues under discussion. Use illustrations to start conversations and do not overuse them as training tools. Once people start talking, focus on their experiences and stories using a set of probing questions.

*Community theaters:* Theatrical performance made by, with and for a community addressing local issues is engaging and can easily catch attention of community members. It can be made entirely by community members or with the assistance of professional theatre artists. Community theatre plays a role in developing social capital of community members and addressing community issues such as gender and animal health issues. They can be used to stimulate discussions and reflections on issues and help community members uncover and question values and perceptions.

*Participatory videos:* Videos made by community groups to feature innovation processes and community engagements are great ways of bringing people together to explore issues, voice concerns and tell stories of experiences and challenges. Community videos can reduce social distance between community members and outsiders. Watching videos of people in similar contexts can be motivating and community members identify with fellow farmers and can be influenced by their actions and experiences.

## Community entry

Entering the community is an important task that CC facilitators do to understand the community leadership structure and mobilize the community.

- Identify elders, community leaders and influential people.
- Introduce yourself to community leaders and influential opinion leaders.

- Explain the purpose of the CC to community leaders and influential opinion leaders.
- Get the buy-in and support of community leaders in community mobilization and implementation of CC sessions.
- Ask community leaders for contact persons in the community who could provide support in the implementation and follow up of CC sessions.
- Identify and get the support of contact persons such as animal health workers, development agents, health extension agents, women groups and farmer development groups.
- Request for the presence of community leaders and elders in the opening and closing sessions so that community members see the issues and actions are important.

## Selecting and inviting CC participants

- Strive for a diversity of opinions, perspectives, gender and age to achieve a richer dialogue.
- Avoid inviting only the obvious people, such as model farmers, to CC events.
- Aim for more representative and diverse groups of the community.
- Involve community members who have more experience in life, a vision for their community and who can actively participate and contribute to conversations.
- Make personal contacts to invite people and ensure that community members realize their voice is essential.
- Review the list of participants for gender, diversity and participation.

## Selecting and training facilitators and note takers

- Identify community workers (animal health workers, health extension agents, development agents), school teachers or literate community members (leaders of women groups, farmer development groups and cooperative breeding groups) who can help with community mobilization, small groups facilitation and note taking and documentation.
- Identify and train CC facilitators and note takers (development agents, health workers, veterinary officers) to cultivate full participation, document each CC session and the overall CC process.

## Process documentation and monitoring methods

1. *Reflective writing:* A deeper level of learning lies in personal reflection and insight making. For each CC session, review and reflect on the CC process, main ideas discussed, themes that emerged from the conversations and actions proposed. Keep your reflective notes short and simple.

2. *Participant survey*: For each CC session, get participant feedback through interviews and feedback surveys as appropriate.
3. *Picture documentation*: Take pictures of group activities and conversation outputs to illustrate your reports.
4. *Interviews*: During CC sessions and coaching and monitoring visits, conduct interviews and gather change stories participants demonstrated because of CC sessions.
5. *Reflection and review meeting of facilitators and note takers*: After each CC session, hold brief meetings to review and reflect on the CC process, participant reactions, challenges faced and improvements to make in the next CC session. Also review notes, observations, key insights and identify main points that need to be covered in the report for each CC session.
6. *Videos*: Where possible, record the CC process and realities on the ground such as the practices used to manage livestock or animal source foods.
7. *Synthesis report*: Piece together main themes and action points from CC session reports and draw lessons through reflection on the overall process and experience.

## Follow ups

- After each CC session, plan follow up action such as forming discussion and dissemination groups to allow social learning to continue. Until the next CC session, learning groups can continue interacting and reflecting on the issues discussed and applying the actions proposed.
- Provide support to learning and action groups through monitoring visits and capture performance of groups in terms of disseminating information and engaging in social learning (see Annex 6).

## Materials

- |  |                      |
|--|----------------------|
| • Flipcharts                               | • Camera             |
| • Flipchart stands (could be locally made) | • Masking tapes      |
| • Markers                                  | • Video clips        |
| • Posters                                  | • Written stories    |
| • Sign-in sheets                           | • Role play scripts  |
| • Pictures and drawings                    | • Leaflets           |
| • Video and voice recorder                 | • Notebooks and pens |

## Format for CC sessions

Depending on local contexts, CC sessions can take different forms. In this guide, the following format for facilitating CC sessions is recommended. CC facilitators are advised to adapt the format to suit local realities (number and type of participants and meeting venue).

- Four facilitators per CC session with one acting as lead facilitator and the others as small group facilitators and note takers
- 2–4 hours per CC session
- Recommended site for CC sessions is community centers such as schools and farmer training centers where there is wide space for breakout sessions if necessary.
- A maximum of 50 participants per CC session
- 10–15 participants per small group discussions
- Facilitators/note takers for each small group discussion

## Further reading

Kaner, S. with Lind, L., Toldi, C., Fisk, S. and Berger, D. 1996. *Facilitator's guide to participatory decision making*. Vancouver, B.C: New Society Publishers.

Lemma, M., Hoekstra, D., Tegegne, A. and Berhanu, G. 2015. *Capacity development toolkit*. Lives Toolkit 1. Nairobi, Kenya: International Livestock Research Institute (ILRI).

## Section 3: Delivery

# Session 1. Getting started

## Description

In this session, you will learn about the purpose of CC and the methods and processes of conducting it. The session aims to:

- Explain the purpose, objectives and process of CC sessions.
- Introduce key issues that will be addressed through CC sessions.
- Clarify roles of community members during CC sessions.
- Agree on ground rules for CC sessions.
- Agree on time and place of CC sessions.
- Identify expected outputs of CC sessions.

The introductory session aims to bring community members together, create a rapport and build relationships among community members and facilitators to create conducive learning environment for consecutive CC sessions. It can be held alone or combined with the second session depending on time availability. For year-long conversation sessions, it may be helpful to have a separate introductory session to establish rapport, clarify expectations and identify and agree on change indicators from the beginning.

## Objectives

By the end of the CC session, you will be able to:

- Bring a cross-section of the community together and introduce the purpose and process of CC sessions.
- Do the ground work for a trusting relationship among community members and facilitators throughout the CC process.
- Have motivated and confident community members that have interest to engage in CC sessions.
- Clarify expectations and concerns for CC sessions.
- Establish ground rules and clarify roles of participants for CC sessions.

## Content

- Participants' and facilitators' introductions
- Purpose, objectives and process of CC sessions

- CC issues
- Role of community members
- Ground rules for CC sessions
- Expected outputs of CC sessions.

## Learning methods and materials

- Interactive methods
- Questions and answers
- Experience sharing
- Flipcharts

Estimated time: 2 hours

## Learning activities

1. Create a welcoming and friendly atmosphere. Warmly welcome and greet participants as they arrive at the meeting place to establish friendly relationship. If possible, place posters relevant to the event to attract and motivate participants.
2. Open and introduce the meeting with respect to local traditions and customs. Have elders and/or community leaders welcome participants and open the event. What happens in the welcome and start can set the tone for the rest of the CC process.

Try to understand the diversity of participants by asking participants to stand in groups, such as religious leaders, elders, community leaders, couples and other participants. This will help you identify influential people and you will take care so that they do not dominate the discussion. There could also be a tendency of participants to easily agree to the views of community or religious leaders.

The group introduction method is appropriate when there are many participants (it saves time) and when the venue does not allow participants to move around.

Alternatively, if there is enough space, ask participants to stand, move around and meet as many people as they could. Limit the time. Ask them to share their hopes for women and men in their community and health of their animals.

Introduce the facilitation team including note takers. Introduce the team using hand drawn self portraits that describe their roles during CC sessions. This can help create a relaxed atmosphere and create rapport with the participants.



In plenary, ask participants how they felt after the introductions. Tell them that they will know each other more as they work together and have a series of conversations.

3. Introduce the purpose, objectives and expected outputs of the CC event. Before the meeting, write the purpose, objectives and expected outputs of the CC event visibly in the local language on flipchart papers.

Explain the need for and purpose of CC and key issues that would be discussed during CC sessions using flipcharts. Make sure everyone is clear about why they are gathered and how the CCs will work.

Monitor how fast you speak and make sure that participants follow you fully. Observe body language and ask for feedback from participants to make sure that they are comfortable.

4. Explain the process of the CC event and seek agreement on time and place of CC meetings. In small groups, ask participants to discuss and agree on place and timing for the CC sessions. If necessary, group men and women separately to create an environment where women can freely discuss without fear and to also aid gender analysis of the information gathered.

On a flipchart, write the task clearly and make sure that groups understand it.

- What meeting place would be convenient for most participants (men and women)? Why is this place convenient?
- What meeting frequency would you suggest (fortnightly or monthly)? Why?
- What meeting time would you suggest (first or second week of the month, Sunday of the first or second week of the month)?

In plenary, ask groups to share their suggestions. Record suggestions visibly on a flipchart and encourage discussion on the suggestions to agree on place and time for CC events. Write the agreed upon time and place on a flipchart and make sure that participants get it right.

Ask participants to identify focal persons who would communicate with organizers (facilitators) and mobilize participants for subsequent meetings. Assure participants that you would follow up on this with them to make sure that everyone participates in subsequent meetings.

5. Establish ground rules. Prepare conversation ground rules beforehand. Tell participants that the success of the CC meetings depends on the contributions of everyone and observation of meeting rules which participants agree and commit to.

Share ground rules with participants and encourage discussion to agree on and commit to meeting rules that should be observed and respected throughout the CC sessions.

During the discussion, participants may leave out some rules and add others. Write down agreed upon meeting rules on a flipchart and place them in a visible place for everyone to see. Make sure that you place the meeting rules in a visible place and remind participants to observe them every time CC meetings are held.

6. Clarify roles during the CC sessions. There are three roles in CCs: facilitators, participants and notetakers.

Introduce the facilitation team's role: 'My role is to guide and facilitate conversations by asking questions about issues related to gender and zoonoses. I will not take part in the discussions and offer my views. The notetakers will take notes during the discussions. I will regularly check with the notetakers to make sure all of the key discussion points are being captured.'

As participants, your role is to share your knowledge, experiences, perspectives and values on issues relating to gender relations and zoonotic diseases. You can also play different roles throughout the CC process. Some of you can serve as feedback groups, others can tell stories as energizers, and still others can welcome and thank participants on behalf of facilitators.'

Ask for men and women volunteers to play different roles.

7. Reflect, give feedback and close. Reflect on the process and summarize main points.

Write reflection questions on a flipchart:

- What is clear for me today is ...
- A concern/question I have is ...

In plenary, ask participants to reflect on their learning experiences and identify their concerns. Write responses on a flipchart. Identify and reflect on common themes and try to address concerns.

Thank participants for their time and express your hope that they will continue to consistently participate in successive CC sessions.

## Facilitator's resources

### CC meeting objectives

- Advance understanding and broaden perspectives of community members about gender relations in livestock husbandry and zoonotic diseases by providing a neutral setting in which they can come together, interact with one another and share their views and perspectives.
- Encourage community members to think and talk through basic values, concerns and assumptions that underlie their views and aspirations about gender relations in livestock husbandry and prevention of zoonotic diseases.

- Encourage community members to consider what they might do individually or what they would like to see the community do to address gender constraints and risk of zoonotic diseases in livestock husbandry.

#### Expected outputs of CC meetings

- Improved community awareness and knowledge about consequences of unequal gender relations in livestock management
- Better community acknowledgement and appreciation of women's role in livestock and willingness to share roles among household members
- Change in community perceptions and practices about women's ownership and control over livestock resources
- Enhanced community awareness and knowledge about the causes and consequences of common zoonotic diseases
- Improved community awareness and knowledge about prevention and control of common zoonotic diseases
- Steps taken to formulate and implement actions at household and community levels to transform constraining gender relations in livestock husbandry and prevent zoonotic diseases

#### Date, time and place of CC sessions

Engage participants in discussion and consensus regarding the place, date, time and frequency of the CC sessions. Meeting place and time can have a big impact on the success of CCs. The place and time of meetings can affect who can attend each CC and the quality of the conversation.

- Check local calendars to avoid conflicts. Consider use of local events such as *iquib*, *iddir* and *mahiber* in case finding appropriate time for community meetings is difficult.
- Agree on duration and frequency of CC sessions which are convenient for both women and men participants. A typical CC session can take 3–4 hours. CC sessions can be held fortnightly or monthly. Make sure that participants agree on the timing of CC sessions. The advantage of having CC sessions fortnightly is that participants can easily maintain the flow of conversations. A wider spacing between meetings can dilute the energy of the conversations as participants may forget the ideas discussed in previous meetings.
- Ensure that participants are comfortable in and commit to agreed location and timing of CC sessions.

#### Considerations while selecting meeting place

- Participants are familiar with it and use it frequently

- Part of the community
- Offers a comfortable or safe environment
- Not too noisy or full of distractions
- Easily accessible to all participants (men and women).

#### CC ground rules

- Be on time.
- No phone calls during sessions.
- Do not interrupt others while they are speaking.
- Appreciate differences in thinking and perspectives.
- Respect the views of everyone.
- Don't dominate discussions.
- Accept reality.
- Listen carefully to what others are saying.
- There are no wrong answers.
- Keep an open mind.

## Session 2. Gender roles in livestock husbandry

### Session description

The purpose of this session is to make women's roles in livestock more visible so that men and other community members acknowledge and appreciate the roles women play in livestock husbandry. The session aims to develop better recognition, understanding and appreciation of the unbalanced division of labor and women's invisible roles in livestock. It aims to bring a more equitable and balanced livestock husbandry role sharing and value among household members.

### Session objectives

By the end of the CC session, CC participants will be able to:

- Identify livestock husbandry activities that men, women and children do.
- Identify activities women are responsible for and compare them with that of men's in terms of labor and time demand and explain how it is valued by the community.
- Explore perceptions about gender division of labor and consequences for livestock productivity and household welfare.
- Identify opportunities and propose actions for equitable gender division of labor in livestock.

### Session content

- Activities men and women carryout in livestock production
- Labor and time demand and balance of men and women's activities in livestock
- Visibility and value of women's role in livestock husbandry

### Learning methods and materials

- Gender division of labor poster
- Storytelling
- Probing questions

Who does what?			
Type of work	Men	Women	Family
Planting and pasture management	♂		👤👤👤
Cattle management (sanitary, reproductive)	♂		👤👤👤
Production management (feeding and pasture)	♂	♀	👤👤👤
Milking	♂	♀	
Product management (hygiene, cleaning, handling equipment)		♀	
Care of people and assets, administering family resources		♀	



Sources: Pyburn and Eerdewijk 2016

Sources: Desta et al. 2017

Estimated time: 3–4 hours

## Learning activities

1. Recap the previous session. What was discussed, what was agreed, what has changed? How was information shared? Welcome participants and thank them for taking time to participate in the CC meeting. Recap to connect the present session with the previous one, to create a smooth flow and to provide participants with a purpose for this session.

Write recap statements clearly on a flipchart paper.

- What I learnt from the previous meeting was ...
- The information I shared with other people is ...
- The changes I made due to the previous meeting is ...

If space and time allow, ask participants to sit in a circle. Explain the task and ask them to reflect on their experiences (insights, actions, changes, information sharing) from the previous session by completing the sentences above.

You may start from a volunteer and go around the circle. Encourage participants to share any experience in no particular order and they do not have to think seriously. Encourage illiterate and passive participants to reflect on their learning experiences by giving examples. Make the experience rewarding and less threatening.

Appreciate responses and write them on a flipchart paper. Review the responses and connect them with the CC agenda for the day.

Display ground rules in a visible place and remind participants to observe them.

Voluntarily assign feedback groups who will make observations, gather feedback from participants and provide feedback to facilitators.

2. Introduce the CC topic using the daily agenda. You can introduce it by saying, 'today we are going to discuss about the roles of men and women in livestock husbandry, how these roles are valued and how the position of women is seen in the household and community.'

Make sure participants are clear with the agenda and learning objectives for the day. Ask participants for feedback by asking questions like "Is it clear? Do you have any questions? Can we go this way?" Always appreciate feedback from participants and encourage them to participate.

Participants may expect facilitators are there to train them. Making the purpose of the session clear and managing expectations from the start will help make participants to work together and find answers to their own concerns.

3. Deliver the CC session. Use pictures that show activities of men and women to prompt a conversation around gender division of labor and value of men and women's activities in livestock husbandry.

Distribute pictures that show the gender division of labor in livestock husbandry. Ask participants to look at the pictures and discuss in pairs what they mean to them. Make sure that everyone understands the activity, feels comfortable to share freely and listens to the views of other participants. Consider having separate men and women's groups, if necessary.

In plenary, ask participants to share stories of their experiences regarding gender division of labor in their households/community. Participants may tend to over refer to the pictures. Use pictures to start conversations, and once people start talking, focus on their experience and stories using probing questions. Initially, participants may tend to portray normative behavior (what they believe to be rather than what is) but uncover this perception through dialogue using probing questions and get to the crux of the issue. Through probing and sharing of stories, they will develop trust and confidence and become critical of their own views and perceptions.

When people become active and want to talk, don't interrupt the momentum of conversation by trying to summarize each participant's views. Allow participants to speak and only summarize when you feel participants have sufficiently expressed their views on the conversation topic. After summarizing, probe further or proceed to the next discussion topic.

In a plenary brainstorming, ask participants to identify roles of men, women and children in livestock production. On a flipchart, write what has been said.

Reflect on the results. Probe by asking participants: 'Which of these activities are demanding (in terms of labor and time)? Which of these activities are most valuable (most important)? Why?

Unpack the issues related to gender division of labor and invisibility of women's role by asking probing questions about the causes, manifestations and consequences of gender division of labor and the undervalued role of women.

Use and/or adapt the probing questions as appropriate (can also be written at the back of each picture for easy use) to unpack the issues related to gender division of labor and value of women's role in livestock production.

- How does the story in the picture show/reflect the situation in your household/community?
- How do the gender issues we are talking about affect your household, community or you personally? What personal experiences have you had? How about your household members?
- Who does what in your household/community in livestock husbandry by livestock species?
- What is the social and cultural basis for this role division?
- Is this role division fixed or can somehow be flexible? Under what conditions could it be changed?
- Who in the household does more activities and works longer hours in the day? Do you think there is a fair share of roles among men and women in livestock husbandry?
- What is not acceptable for a man to do in your household/community regarding livestock husbandry? Why?
- What is not acceptable for a woman to do in your household/community regarding livestock husbandry? Why?
- Do you agree that men's roles are more important (valued) than women's roles in livestock husbandry? Why?
- Are there households in the community where livestock husbandry roles are somehow equally shared between men and women? What makes these households different from others in your community?
- What kind of division of labor do you want to have in your household/community? Why is that important? How is that different from the way things are now?
- What could you do to have the kind of gender division of labor you want in your household/community?
- What could keep you from having the kind of division of labor you want in your household/community?

On a flipchart paper, write down themes (main points) that arose from the stories shared during the discussion around gender division of labor and recognition of women's roles. Pay close attention to any variations that might emerge from men and women.

Summarize emerging themes from the discussion as key messages and reflect on experiences, stories, values and perspectives that have surfaced during the conversation for a deeper level of understanding and sense making.



Communicate messages that state explicitly the actions participants should take and the benefits of the recommended behavior. You could say something like, 'what emerges clearly from our conversation is ...'

- Recognizing and valuing women's role in livestock production is important to increase their access to information and services.
- A more balanced and equitable gender division of labor increases productivity and welfare of your household.
- Collective decision and action among household members increases livestock productivity and income of your household.

Get feedback from participants and make sure they take on these messages.

After you summarize the main themes from the conversation and communicate key messages, you can now engage participants to come up with actions that they will take individually and collectively.

In plenary, explain that the conversations have identified important issues regarding gender division of labor in livestock husbandry and the status/position of women and communicate messages that they should take home and act upon accordingly. You can say something like: 'now, we will propose and agree on actions that we should take individually and collectively to apply the messages in our life and bring about changes to gender relations that negatively affect livestock productivity and household wellbeing.'

In plenary, ask participants to identify actions that they will carry out individually and/or collectively to bring changes in gender relations and balance the gender division of labor.

Action points:

- What actions would you like to take in your household and/or community to address the unbalanced gender division of labor?
- How do you plan to disseminate the key messages and ideas from the conversation in your household and neighborhood/community?
- What challenges would you anticipate in implementing your action plans?
- How do we know what change have taken place? What might you see that would tell you your actions are bringing change?

Record results on a flipchart and highlight actions that might be specific to either women or men or both. Motivate participants to implement the proposed actions/behaviors through telling stories of consequences and benefits to individuals and groups. Make sure that participants identify with the cause, implications and have motivations to commit to solutions proposed and agreed.

Identify focal persons for each action and learning group for follow up and to serve as monitoring and feedback groups. Teams constituting both men and women are recommended.

Assure groups that you would follow with them and provide support to enable them to continue the learning until the next CC session.

4. Reflect and end the CC session. You can say, 'we are now coming to the end of our conversation. Let us wrap up and reflect on the main points, insights, aha's, surprises and next steps.'

Write reflection questions on a flipchart:

'What stands out for me from the conversation is ....'

- Ask each participant to have moments of reflection.
- Ask participants to share their insights as it pops up.
- Write insights/reflections on a flipchart.
- Review reflections and highlight common themes.
- Record the themes on a flipchart.

Tell participants how great they have been in learning and thank them for the work they have done.

At the end of the session, sit with the notetaker, reflect on the process, review the notes together and fill in any important missing information. Write your reflective notes and reports immediately after the end of the session.

## Facilitator's resources

### Overview of gender issues in livestock

- Women are responsible for labor intensive livestock activities, such as fetching water and cleaning the barn; but their work is invisible, less appreciated and valued. Sociocultural values, attitudes, practices and norms underestimate the role of women in livestock management and in their society as a whole.
- There is unbalanced labor distribution among household members regarding livestock husbandry practices, with women undertaking more roles. This could vary across livestock species.
- Men have an upper hand in decision making over animals and benefits generated from them although women are the key players. Women have limited access to and control over animals.
- Women have limited decision-making power in households, even when it comes to their own labor. Women's economic dependence limits their ability to decide on their needs and interests. In some communities, women have autonomy over small amounts of income from selling livestock products, petty trade or casual labor, which minimizes their total dependence. Also, large sums of income from sale of livestock might be collectively decided upon in some households.
- Women have limited access to and benefit from extensions services, training and livestock technologies.

- Therefore, awareness creation and recognition of these problems by men and women and more focus on transforming constraining gender relations is needed to change this situation but also to encourage ongoing good practices.

#### Tips for facilitating the recap session

- Build on the previous session and create continuity and advanced understanding on individual reflections, review of action points, reflection on learning and dissemination plans of groups.
- There are different ways you can conduct recap sessions. These may include small group reflections, plenary reflections, common themes, big circles, report from learning journals, report of recap from groups etc.
- You may use pictures or illustrations to help participants recall discussions and refresh their memories. It is important to do this to motivate and help them reflect on their experiences.

#### Further reading

Kinati, W. and Mulema, A. A. 2016. *A gendered analysis of community profiles of target sites for small ruminant value chain interventions in Ethiopia*. ICARDA/ILRI Project Report. Nairobi, Kenya: ILRI.

Mulema, A.A., Farnworth, C.R. and Colverson, K.E. 2017. Gender-based constraints and opportunities to women's participation in the small ruminant value chain in Ethiopia: A community capitals analysis. *Community Development* 48: 1-19. <http://dx.doi.org/10.1080/15575330.2016.1267785>

## Session 3. Perceptions and attitudes about women's ownership and control over livestock assets

### Session description

The purpose of this session is to explore perceptions and attitudes about women's ownership and control over livestock resources, and how this influences women's access to extension services, decision making, livestock productivity and household welfare.

### Session objectives

By the end of the CC session, participants will be able to:

- Explore and question perceptions, attitudes and practices regarding women's ownership and control over livestock assets.
- Identify and analyze causes and manifestations of women's limited ownership of livestock assets.
- Identify and question gender stereotypes regarding women's livestock ownership and their consequences on women, the household and the community.
- Act to address perceptions, stereotypes and practices that limit women's ownership and control over livestock assets.

### Session content

- Means of livestock acquisition
- Women's ownership and control over livestock
- Constraints and opportunities to women's livestock ownership and decision making
- Effects of women's lack of livestock ownership
- Actions to increase women's ownership and control over livestock

### Learning methods and materials

- Role plays
- Reflective discussions
- Story telling
- Probing questions

Estimated time: 3–4 hours

## Learning activities

- I. Recap previous session. Welcome participants and thank them for taking time to participate in the CC meeting. Conduct a recap to connect the present session with the previous one, create a smooth flow and continuity and to provide participants with a sense of purpose for this session. Find out who had not participated in the previous session. If there are new participants, ask them to introduce themselves and explain that they would get overview of the previous session during the recap session.

Write recap statements clearly on a flipchart paper:

- What we discussed in the previous meeting was \_\_\_\_\_
- The actions we agreed in the last meeting were \_\_\_\_\_
- The changes I start to make are \_\_\_\_\_

If time and space allow, ask participants to sit in a circle. Explain the task and ask them to reflect individually on their experiences (main ideas, insights and action points) from the previous session by completing the sentences.

Give a moment of reflection and then start plenary. You may start from a volunteer and go around the circle. Encourage participants to share any experience in no particular order and they do not have to think seriously. Encourage illiterate and passive participants to reflect on their learning experiences by giving examples. Encourage women to participate. Make the experience rewarding and less threatening.

Appreciate responses and write them on a flipchart paper. Review the responses and connect them with the CC agenda for the day.

Display ground rules in a visible place and remind participants to observe them.

Voluntarily assign feedback groups.

2. Introduce the CC topic using the agenda for the day.

You can say, 'today we are going to discuss women's ownership and control over livestock assets. We will explore perceptions, attitudes and practices regarding women's ownership of animals and the manifestations and consequences of these perceptions and practices. You will attend a short role play acted out by people from this meeting. Watch out carefully and attentively, and we will then reflect on and discuss perceptions, attitudes and behaviors reflected in the role play'.

We will then reflect on our life experiences and observations and share stories of practices about how women own and control livestock assets in our community. Once we explore the challenges, causes and consequences of women's ownership of animals, we will then propose and commit to solutions to address this challenge.'

Confirm if this makes sense for the participants. Ask if any clarification is needed or if there are any questions.

3. Deliver the CC session. Prompt the conversation with a role play. Vignettes, scenarios or provocative statements can also be used to help people think through and share stories.

Prepare well before the session by identifying role play actors, writing the message/script for the role play and training the actors. Include both men and women in the role play to reflect perceptions and attitudes they hold about women's ownership of livestock assets.

Invite the role play actors to come to the stage.

After the role play, thank the actors and ask them to stay on the stage as a reference for reflective conversations.

Invite participants to voice what comes out from the role play, reflect on their observations and share stories of their experiences. If participants get stuck, provide real life examples and more facts to encourage them to think and talk about their perceptions about women's livestock ownership. Be a 'devil's advocate' by sharing provocative ideas and see how people respond.

Use the following reflection questions:

- What do you see happening in the role play?
- What do you think of the characters in the role play? Are there people like this in your household/community?
- How does the role play reflect the situation in your household or community?

Follow up with the following probing/discussion questions:

- How do community members describe ownership and control?
- In your community, do women own and have full control over animals? If yes, which livestock species? Why?
- Do women control income from livestock? Which species?
- Do women influence spouses on how to spend income from sale of livestock? How? Tell your stories.
- Under what conditions do women have full control over livestock? For example, do they control livestock that they come with during marriage or livestock that are gifted to them?
- What happens during divorce?
- Can livestock empower women by helping them have a voice, developing their ability to make choices and acting upon these choices? Which livestock? Give examples.
- How do community members benefit or lose from the current status/norm of livestock ownership and control?
- What experiences or stories can you share about women's ownership of livestock assets?
- In general, from men and women, who has more ownership and control over livestock?

- What is bad/good about women having ownership and control over livestock?
- In your community, what proverbs or expressions are there about women's ownership and control over livestock assets? What does the proverb mean? Do you agree or disagree with the proverb? Why? What are the implications of these expressions/proverbs?
- Do you think that men would lose authority/power if women own and control livestock assets? Why?
- In your household, how do you make decisions regarding the sale and/or acquisition of livestock? Why? Tell your stories.
- Given what we discussed, how do these dynamics affect women, livestock productivity and household welfare?

On a flipchart paper, write down themes (main points) that arose from the experiences and stories shared during the conversation. Piece together what participants are saying. Summarize emerging themes from the discussion as key messages and reflect on experiences, stories, values and perspectives that surface during the conversations.

Communicate messages that state explicitly the actions participants should take and the benefits of the recommended behavior.

You can state these messages as follows.

'What clearly emerged from our conversation is:

- Women's lack of livestock ownership and control can limit their decision-making ability and access to information and services.
- Joint ownership and control of livestock empowers women, increases their participation in decision making and increases livestock productivity and household welfare.

Now we will propose and agree on a course of action that we should take individually and collectively to apply the key messages in our lives, continue the learning and reflection until the next session and bring about change in women's ownership of animals.'

In plenary, ask participants to identify actions that they will carry out individually and/or collectively to address perceptions and attitudes and bring about change towards women's ownership and control of livestock assets and the proceeds from them.

- What actions would you like to make in your household and/or community to address perceptions and practices limiting women's ownership and control of livestock resources?
- How do you plan to disseminate the key messages and ideas from the conversations in your household and neighborhood?
- How do we know what changes have taken place? What might you see that would tell you your actions are bringing change?

Record the results on a flipchart and highlight proposed actions.

Motivate participants to implement the proposed actions/behaviors by telling stories of consequences and benefits to individuals, groups and households. Make sure that participants identify with the cause and have motivations to commit to solutions proposed and agreed.

4. Reflect on key learnings and insights and end the session. You can say, 'we are now coming to the end of our conversation. Let us wrap up and reflect on the main points, insights, aha's and surprises.'

Write a reflection question on a flipchart:

- What is emerging for you personally from the conversation?

Ask participants to have moments of reflection in pairs and share what stands out in their mind.

In plenary, ask participants to share their insights as it pops up. Write the insights on a flipchart and review responses for common themes. Record the themes on a flipchart. Highlight actions that might be specific to either women or men or both. Tell participants how great they have been in learning and thank them for the work they have done.

Thank note takers. Announce the date and agenda for the next meeting and express your hope that they would make it happen.

## Facilitator's resources

### Women's ownership and decision making in livestock

Access is the opportunity to use a resource without having the authority to make decisions to sell, exchange or modify it. Access may apply at different levels of decision making (little control, some control, full control).

Control is the full authority to make decisions about the use of a resource including to buy, sell or modify it.

Generally, ownership of livestock belongs to men and if women own animals they usually own small animals like sheep and goats. This is because if a woman owns and has control over animals, participates in public gatherings and travels away from home, men fear loss of their influence/leadership in the family. In other words, if women own and control livestock assets and participate in social groups such as livestock-based cooperatives, men fear losing their roles as head of the household (threatened masculinity).

Ownership can vary across regions. It can be joint, or individual. So, it is important to understand the dynamics in each context.



Part of the reason why the number of women in social groups including breeding cooperatives is very minimal or nil is the prevailing wrong perceptions about women's ownership.

Men's upper hand in all aspects of livelihood of the family is reenforced again and again by men, women, community and development practitioners—externals consult men, work with men and provide services to the family through men. Women and men accept this as normal and an appropriate practice. This systematically excludes women from decision making and accessing stocks of productive resources including live animals, capacity building opportunities, technologies and information and advisory services. Women lack capacity to fulfill the conditions required to be members of social groups that would enable them to exercise voice and their rights.

Women are key players in livestock management and their participation in decision making over productive resources enables them to improve livestock productivity, ultimately improving the livelihoods of the family. Therefore, there must be attitudinal changes from both sides on this issue. The kind of attitudes and behaviors we want to promote relate to livestock ownership, control and decision making.

We seek to encourage men to act in the following ways:

- Seeking relationships with their spouse based on equality and partnership rather than conquest. This includes believing that men and women have equal rights and that women have their own needs, desires, priorities, knowledge and right to exercise their choice and voice as men do.
- Recognizing and appreciating women's role and knowledge in livestock management.
- Seeking women's involvement in decision making and supporting them to participate in capacity building initiatives, livestock extension activities and livestock related groups.
- Taking initiative to discuss unbalanced gender roles, mobility, decision making and control over resources with their partner.
- Challenging negative perceptions about women's ownership of livestock. This include men's perceptions that if women own and control animals, participate in public gatherings, travel away from home, men are likely to lose their influence/leadership/upper hand in the home.
- Appreciating the importance of livestock as an asset to women and their influence on household food security by increasing household dietary diversity and food adequacy.

## Further reading

Galie, A., Mulema, A., Mora Benard, A. M., Onzere, S. and Colverson, K. 2015. Exploring gender perceptions of resource ownership and their implications for food security among rural livestock owners in Tanzania, Ethiopia, and Nicaragua. *Agriculture and Food Security* 4:2.

Njuki, J., Waithanji, E., Bagalwa, N. and Kariuki, J. 2013. *Guidelines on integrating gender in livestock projects and programs*. Nairobi, Kenya: ILRI.

## Session 4. Knowledge, attitudes and practice about zoonotic diseases

### Session description

The purpose of this session is to explore knowledge, attitudes and practice of community members about the causes, transmission pathways and prevention and control of major zoonotic diseases. First, it deals with the knowledge women and men possess about different animal diseases. Then, it explores knowledge, attitudes and practice of men and women about zoonotic diseases and their level of exposure due to their gender roles in livestock husbandry and handling and consumption behavior of animal source foods.

### Session objectives

By the end of the CC session, participants will be able to:

- Recognize and value knowledge women possess about animal diseases.
- Identify which animal diseases are zoonotic.
- Explore and question their own knowledge, attitudes and practice regarding causes, transmission and prevention and control measures of zoonotic diseases.
- Explore attitudes about consumption of animal source foods and handling of sick animals.
- Articulate the consequences of zoonotic diseases on the productivity and welfare of the household.
- Act to involve household members in decisions and actions regarding animal health management and prevention of zoonotic diseases.
- Adopt safe behavior regarding consumption of animal source foods and handling of animals to reduce zoonoses exposure.

### Session content

- Knowledge of men and women about animal diseases
- Recognition of women's knowledge about animal diseases
- Knowledge and attitude of men and women about zoonotic diseases
- Handling practice and consumption behavior of animal source foods
- Exposure to zoonotic diseases due to gender roles and differences in decision making power
- Consequences, prevention and control of zoonotic diseases

## Learning methods and materials

- Pictures/posters
- Story telling
- Reflective discussion
- Video clips
- Leaflets/fliers



Estimated time: 4 hours

## Learning activities

1. Recap previous session. Warmly welcome participants. Find out who is new to this session and allow them to introduce themselves. Recap to connect the present session with the previous one, create a smooth flow and continuity of learning and provide participants with a sense of purpose for this session.

Write recap statements clearly on a flipchart paper:

- What we discussed in the last meeting was \_\_\_\_
- The actions we agreed in the last meeting were \_\_\_\_
- The changes I've started to make are \_\_\_\_

If time and space allow, ask participants to sit in a circle. Explain the task and ask them to reflect individually on their experiences (main ideas, insights and action points) from the previous session by completing the reflection sentences.

Give a moment of reflection and then start plenary. You may start from a volunteer and go around the circle. Encourage participants to share any experience in no particular order and they do not have to think seriously. Encourage illiterate and passive participants to reflect on their learning experiences by giving examples. Encourage women to participate. Make the experience rewarding and less threatening.

Appreciate responses and write them on a flipchart paper. Review the responses and connect them with the CC agenda for the day.

Display ground rules in a visible place and remind participants to observe them.

Assign voluntarily feedback groups.

2. Introduce the CC topic using the agenda for the day. You can start by saying, 'today we are going to discuss about knowledge men and women possess about animal diseases and perceptions and practices related to zoonotic diseases. You will hear a story of a household affected by a zoonotic disease. You will also see drawings/pictures about transmission, consequences and prevention of zoonotic diseases. We will then reflect on attitudes and behaviors reflected in the story and drawings. You will also reflect on your own life experiences and share stories of practices about animal diseases and disease transmission from animals to humans.'

3. Deliver the CC session.

*Topic 1: Men and women's knowledge of animal diseases*

Prompt the conversation with pictures of animals affected by diseases.

Ask participants to identify the diseases and the clinical signs.

Divide participants into women and men groups.

Ask women and men groups to:

- Identify animal diseases (local names) they know and which animals these diseases affect.
- Explain the causes and prevalence periods of these diseases.
- Identify clinical signs of these diseases.

- Explain effects/consequences of these diseases on livestock productivity and household welfare.
- Identify traditional/scientific prevention and control mechanisms.

In plenary, ask small groups to share their results. Record results of men and women groups separately on flipchart papers. Compare women and men's groups results and explore the results further.

If the group results show that women have comparable or even more knowledgeable about animal diseases than men, find out what the reasons are.

Ask women and men participants if it was what they expected and why. Use probing questions. Discuss implications (consequences) of acknowledging or not acknowledging women's knowledge of animal diseases. Find out what participants would do to acknowledge and/or improve women's knowledge and decisions about animal health issues in their household/community.

Probing questions:

- Is animal health women's or men's issue? Why? Is it a household or community issue?
- Who is more knowledgeable about animal diseases (men or women)? Why?
- Who has more access to training, information and advisory services about animal diseases in your household? Why?
- Why is women's knowledge about animal diseases invisible (not recognized) by community?
- What is the implication of this in terms of women's access to services, training, information, technology and their ability to make decisions?
- What is the benefit of involving women in animal health management interventions?

## *Topic 2: Knowledge and attitudes about zoonotic diseases*

Explore participants' thinking about zoonotic diseases. Find out if they think animals can or cannot transmit diseases (bacteria, parasite, fungi and virus) to humans.

In plenary, ask participants: 'Do you think that animals can transmit diseases to humans? How or why?'

Explore further on participants' responses.

If participants don't think that animals can transmit diseases to humans, explore it with more stories and examples of human illness that could result from disease transmission from animals. Stimulate the discussion with a picture and/or story of households affected by zoonotic diseases. Encourage participants to tell stories of their experiences and observations around the picture and story. Probe into the stories and experiences to uncover underlying thinking and attitudes about zoonotic diseases. Take nothing at face value. Notice the words and phrases people use.

Summarize and paraphrase what was learned from the stories and experiences.

If participants think that animals can transmit diseases to humans, ask them to identify diseases (and clinical signs) which can be transmitted from animals to humans. Record results on a flipchart paper separately for women and men and compare results.

Summarize main points.

- Animals can carry harmful pathogens that can be shared with people and cause illness.
- Not all animal diseases are zoonotic diseases.
- There are many different zoonoses (such as rabies, anthrax, Coxiella, toxoplasmosis and brucellosis) and each has different transmission pathways and clinical signs.

Probing questions:

- Do you think diseases can transmit from animals to humans? If yes, how and which diseases?
- Who is more knowledgeable about zoonotic diseases (women or men)? Why?
- Who has more access to information and advice about zoonoses in your household? Why?
- Who is more exposed to zoonotic diseases (men, women or children) in your household? Why?

### *Topic 3: Transmission of zoonotic diseases*

Have a poster presentation of common zoonotic diseases (Anthrax, Coxiella).

Tell participants that they are going to work in groups to identify which livestock husbandry activities may expose people to which zoonoses.

Divide participants into women and men groups. In each group, place papers on the floor labelled 'common zoonotic diseases', 'livestock activities', 'consumption of animal source foods' and 'who does what'.

Under the 'common zoonotic diseases' label, place names of common zoonotic diseases (rabies, anthrax, toxoplasmosis, brucellosis and Q-fever) that could be caused by livestock related activities.

Under the 'livestock activities' label, place pictures of different livestock husbandry activities (milking, cleaning barns, attending births/sick animals, slaughtering, carcass disposal, sharing shelter with animals, etc.) that women and men do and that may expose them to zoonoses.

Under the 'consumption of animal source foods' label, place different pictures that show handling and consumption of animal sources foods (drinking raw milk/blood, eating raw meat) by women, men and children that could expose them to zoonotic diseases.

Under the 'who does what' label, place pictures of men, women and children that do different livestock husbandry activities and consume animal source foods that could expose them to zoonotic diseases.

In each group, ask female and male volunteers to play with the picture cards matching items from the labels. For each zoonotic disease, groups identify which livestock activities and consumption of animal source foods could be associated with and who could be more exposed to the disease due to their gender roles in livestock husbandry.

Ask female and male volunteers to place cards with drawings of actions related to livestock husbandry and consumption of animal source foods to where they think they are relevant for transmission. Discuss who in their household is normally doing the action and consume animal source foods.

Ask groups of women and men to:

- Identify which livestock husbandry activities may expose one to which zoonotic diseases.
- Identify which handling practices and consumption of animal source foods may expose them to zoonotic diseases.
- Name different zoonoses that could be associated with different livestock husbandry activities and consumption of animal source foods.
- Identify who could be more exposed to these diseases due to their gender roles in livestock husbandry and consumption behaviors of animal source foods.

For each arrangement of the cards, pause and ask questions. Probe into their reactions and listen for perceptions and attitudes about the causes of common zoonotic diseases.

In plenary, ask groups to share their results. Record results by men and women groups and compare the results. Discuss the different zoonoses.

For selected diseases (anthrax, Coxiella), explain the resulting human clinical signs (cutaneous anthrax, fever, diarrhea, abortion, etc.).

Probing questions:

- Which zoonotic diseases are you aware of/familiar with?
- How can these diseases be transmitted from animals to humans?
- Do you think drinking raw milk and eating raw meat can expose you to zoonotic diseases? If yes, which diseases and why?
- Do you think sharing shelter with animals can transmit diseases from animals to humans? Why?
- Are you aware of the clinical signs of the zoonotic diseases you know? If yes, what are these?
- What farm activities can expose you and your household members to the zoonotic disease you know?
- Which handling practices and consumption of animal source foods can expose you and your household members to the zoonotic disease you know?

- In your household, who do you think is more exposed to zoonotic diseases due to their gender role in livestock activities and consumption of animal source foods?
- Is there any stigma in relation to zoonotic diseases? If yes, what is it? How it is expressed or associated with? Is it gendered?

#### *Topic 4: Prevention and control of zoonotic diseases*

In plenary, engage participants in discussion about consequences of zoonotic diseases on the productivity and welfare of households. Ask participants what they think the consequences would be if they are not taking actions to prevent and control zoonotic diseases.

Divide participants by gender and ask them to identify livestock husbandry practices that could expose them to zoonoses risks.

In plenary, discuss what participants could do to prevent the risk of exposure to zoonotic diseases. The expected result is a comparison of existing practices (that may expose them to zoonoses) and desired practices (appropriate actions that could prevent exposure to zoonoses).

Ask participants: 'What could you do to prevent yourself and your household members from being exposed to risk of zoonotic diseases?'

Use pictures that show appropriate actions in livestock husbandry and consumption of animal source foods (regular veterinary control, hand wash, glove use, mask use, boot wearing, disposal of animal carcass, boiling milk and cooking meat) to facilitate the discussion and give ideas for participants.

Use the following probing questions:

- What do you see in this picture? Do you or your household members practice what you see in the picture? Why?
- Do you report animal diseases to animal health professionals?
- Do you regularly vaccinate your animals? Why?
- Do you wash your hands after milking your cows and cleaning animal sheds? Why?
- Do you use protective materials such as gloves and masks in handling sick animals? Why?
- Do zoonoses affected women receive the same medical care as men in your household?
- Where do you get information about zoonotic diseases? Is this information source reliable and provides adequate and relevant information?

Summarize main points (themes) from the discussions as key messages and reflect on experiences, stories, values and perspectives that surface during the conversation.



Communicate messages that state explicitly the actions participants should take and the benefits of the recommended behavior.

Key messages:

- Wash your hands with water and soap after milking your cows and cleaning barns.
- Use gloves or wash your hands after you handle sick animals.
- Boiling milk is good for your health.
- Eating raw meat can infect you and your household members with parasites and bacterial spores.

Explain that the conversation has identified important issues about animal and zoonotic diseases and communicated messages that we should take home and act upon. Then engage participants to propose actions they will take individually and/or collectively to avoid risk of exposure to zoonotic diseases.

In plenary, ask participants to identify actions that they will carry out individually and/or collectively to prevent and control selected zoonotic diseases.

- What actions would you take to prevent the risk to zoonotic diseases related to livestock husbandry and consumption of animal source foods?
- What challenges would you expect to face in implementing your proposed actions?
- How will you know if you have successfully implemented your proposed actions?

Record action points on a flipchart. Highlight actions that might be specific to either women, men or children.

Motivate participants to implement the proposed actions/behaviors through telling stories of consequences and benefits to individuals, households or groups. Make sure that participants identify with the cause and have motivations to commit to solutions proposed and agreed.

Set up learning and action groups to continue the learning and reflection until the next session and monitor learning and practice at the community level.

4. Reflect on key learnings and end the session. You can do this by saying, 'we are now coming to the end of our conversation/participatory training. Let us wrap up and reflect on the main points, insights, aha's and surprises.'

Ask participants to have moment of reflection.

In plenary, ask a few participants to share their insights as it pops up. Write the insights on a flipchart. Review responses for common themes and pay attention to insights that might be specific to either men or women or both.

Tell participants how great they've been in learning and thank them for the work they have done.

Thank participants and note takers. Announce the date and agenda for the next meeting and express your hope that they would make it happen.

## Facilitator's resources

Women play a key role in livestock husbandry. Nevertheless, community members, particularly men, perceive that women do not know much about animal diseases. In fact, one's knowledge about certain activities depends on one's level of engagement in those activities. So, it follows that women could know animal husbandry practices in which they are involved better than others and may notice animal diseases that are prevalent at those transmission paths and their control strategies.

However, due to existing social norms about women, their knowledge is not acknowledged at household level and not used by outsiders for development. This perpetuates gender inequality in terms of exercising their own agency and providing or accessing information and extension services, thereby hampering the development of livestock and household welfare. Hence, there is a need to create awareness on this fact and enable men and development practitioners to engage women in animal disease surveillance and development of control strategies.

There are several diseases that can be transmitted from sick animals to human beings. Although, men and women know some of these diseases, they lack the knowledge of what these diseases are, how they can be transmitted to human beings from diseased animals and their control methods.

Traditional practices regarding the use of animal source foods and wrong perceptions about animal diseases expose household members to risk of zoonotic diseases. Meat, milk and their products are consumed raw as it is believed that cooking meat and boiling milk destroys the nutritional value of the food. Men and women assume that human beings do not get diseases from animals.

Diagnostic studies in pilot communities show that men and women believe that use of raw meat and milk does not have any problem. Moreover, communities assume that certain groups of people (adults) do not get diseases from animals. Some practices about animal source foods are assumed appropriate for certain groups of community members (particularly for adults and children).

Studies reveal that women are often more exposed to zoonotic diseases, and when sick, they do not receive the same level of care as male members of the household (Kristjanson et al. 2010). Lack of awareness on zoonotic diseases was apparent, and there are several social and structural barriers to the prevention and control of zoonoses and care for diseased individuals.

## Further reading

- Wieland, B., Alemu, B., Desta, H., Kinati, W. and Mulema, A. A. 2016. *Participatory epidemiology and gender analysis to address small ruminant disease constraints in Livestock and Fish and Africa RISING project sites in Ethiopia*. Nairobi, Kenya: ILRI.
- Mulema, A.A., Kinati, W., Desta, H., Alemu, B. and Wieland, B. 2017. *Tapping the knowledge of women in small ruminant disease surveillance and management*. SmART Ethiopia intervention factsheet 23. Addis Ababa: ICARDA.

## Session 5. Institutional and structural factors in prevention and control of zoonotic diseases

### Session description

The purpose of this session is to explore institutional and structural factors that influence the ability of women and men to access information and advice and to make decisions to avoid risk of zoonotic diseases. Community values and norms define relational patterns and influence who relates and interacts with whom, who gets what information, who accesses what, and who decides on what. An effective and sustainable effort to prevent and control zoonotic diseases is achieved by addressing sociocultural and structural factors that influence the ability of women and men to join community groups and access information, have a voice and make choices.

### Session objectives

By the end of the CC session, participants will be able to:

- Identify sociocultural and structural factors that influence women's mobility and access to information and services.
- Explain the position of women in the community and social groups (for example, breeding cooperatives).
- Evaluate values and norms that define women's relations in the household and community.
- Identify communication and information sharing patterns in the household and community and explain its consequences on women's ability to avoid risks to zoonotic diseases and their participation in animal health management interventions.

### Session content

- Women's membership of community groups and cooperatives
- Norms and values that shape women's relations and access to information in the household and community
- Consequences of women's limited mobility and relational capacity
- Influence of income and resources on women's ability to manage risks and prevent zoonotic diseases.

### Learning methods and materials

- Posters

- Story telling
- Reflective discussions
- Fact sheets

Estimated time: 3 hours

## Learning activities

1. Recap previous session. Welcome participants. Recap to connect the present session with the previous one and create a smooth flow and continuity to provide participants with a sense of purpose for this session.

Write recap statements clearly on a flipchart paper:

- The main points we discussed in the previous meeting were \_\_\_\_
- A new understanding and insight I have gained from the previous meeting was \_\_\_\_
- Implications and benefits for my life were \_\_\_\_

If space allows, ask participants to sit in a circle. Explain the task and ask them to reflect individually on their experiences (main ideas, insights and action points) from the previous session by completing the sentences.

Give a moment of reflection and then start plenary. You may start from a volunteer and go around the circle. Encourage participants to share any experience in no particular order and they do not have to think seriously. Encourage illiterate and passive participants to reflect on their learning experiences by giving examples. Encourage women to speak out.

Appreciate responses and write them on a flipchart. Review the responses and connect them with the CC agenda for the day.

Display ground rules in a visible place and remind participants to observe them.

Assign voluntarily feedback groups.

2. Introduce the CC topic using the agenda for the day.  
You can start by saying, 'today we are going to discuss the values, norms and relations within our community and how these influence women and men's access to livestock related information and their ability to prevent and control zoonotic diseases. You will hear a story. We will then reflect on perceptions, attitudes and behaviors from the story. You will reflect on your life experiences, observations and share stories of situations where community values and norms influence the way men and women interact and relate with different actors within households, communities or markets. You will also reflect on how the rules and norms within the community influence women and men's access to resources and opportunities and under what conditions.'

3. Deliver the CC session. Prompt the conversation with a story. Ask participants to reflect on the story and share their own experiences and stories. Probe into the stories and experiences shared and summarize the lesson learned from the stories.

*Topic 1.* What institutions and structures influence the ability of women and men to access information and advice and reduce risk of zoonotic diseases?

Identify context specific examples and probe.

- Meeting/training place and time—mobility, household duty
- Method of communication—women friendly extension and media
- Localization/customization of information
- Involving couples and household members
- Membership to groups that are recognized by community members
- Livestock markets

Probing questions:

- What livestock markets exist? Where are they located?
- Do men and women have equal access to markets?
- How are decisions made on which markets to visit?
- Can women freely sell livestock in the market? What species?
- Who buys livestock from women? What kind of livestock?
- Are the market facilities/infrastructure favorable for women? What are the implications?
- Can women identify sick animals in the market before purchasing?

*Topic 2.* What community values and norms define relational patterns and influence who relates and interacts with whom? Who gets what information and services? Who decides on what?

Women's mobility and access to information and training:

- To which places do women in this community go? Explore markets, training centers, churches etc.
- Do women have the freedom to move anywhere they want and at any time?
- How supportive are men to allow women to get access to information?
- When extension advisors come to your household, who do they meet with? Do they engage women and other household members? Do you engage your wife when advisors come to your household?

Cultural constraints to reach women in male-headed households

- Can women contact male extension advisors even when their husbands are not there? How about female extension advisor?
- How could women in male-headed households have better access to extension advice about livestock and zoonotic disease?

Information sharing within the household about livestock and zoonotic disease

- Do men share information from trainings or meetings with household members, particularly wives?
- What kind of information is shared? With whom?
- What kind of information do women mostly have access to? What is the advantage of sharing information with household members?

*Topic 3.* What communication and information sharing patterns benefit women?

- What kind of groups are highly recognized?
- What kind of groups do men belong to?
- What kind of groups do women belong to?
- What information is shared within these groups and who shares the information?
- How does one become a group member? Do the criteria affect men and women equally? How?
- Do women join community breeding groups? Do women play leadership roles?
- What do we gain or lose by women and men belonging to certain groups?

Summarize themes (main points) from the discussion.

Probing questions:

- In your community, are women members of cooperatives? If not, why?
- Which cooperatives or groups in your community are important? Why? Who mostly belongs to these cooperatives/groups?
- Do women take leadership positions in community groups and/or cooperatives? If not, why?
- What norms define who men and women should interact with within the household, community, market and other public places?
- What networks/connections/forums do women have in your community? How different are these from men's networks?
- What kind of connections and networks enhance or constrain men and women from strengthening their ability to prevent and control zoonotic diseases?
- What are the consequences of women's limited mobility and relational/networking capacity?
- If women get sick from zoonotic diseases, do they get medication?
- Do men and women have equal access to information and advice on animal and zoonotic diseases?
- In your community, can women move freely to access information and services such as veterinary, health care and training?

4. Reflect on key learnings and end the session. You can do this by saying ‘we are now coming to the end of our conversation. Let us wrap up and reflect on the main points, insights, aha’s and surprises.’

Write reflection questions on a flipchart:

- What is emerged for you personally from the conversation?
- How will you apply what you’ve learned in your life?

Ask participants to have moments of reflection.

In plenary, ask a few participants to share what stands out in their mind.

Write the insights on a flipchart. Review responses for common themes paying close attention to any differences in themes that emerge from men and women. Record themes on a flipchart.

Tell participants the next step will be to identify actions that will be done individually and collectively to continue the learning and reflection until the next session.

Tell participants how great they’ve been in learning and thank them for the great work they have done.

Thank participants and note takers. Announce the date and general agenda for the next meeting and express your hope that they would make it happen.

## Facilitator’s resources

Women, men, boys and girls pursue their interests and livelihoods in the context of institutional structures. These are formal and informal rules and practices that govern behavior and expression of voice as well as distribution and control of resources.

Gender norms govern division of labor, which exposes women and men to different levels of risk to zoonotic diseases. Structural arrangements within the community also enhance or constrain men and women from accessing information and services that help them manage their livestock health as well as their opportunity to exercise voice in animal health management. The norms and structures define who can access what resources and opportunities to manage livestock diseases. This impacts the productivity of livestock and consequently, household welfare. Achieving animal health outcomes is not possible without changing the underlying institutions and structures that constrain women and men’s involvement in key decisions that affect the community.

Women’s involvement in decision making, leadership and collective action can challenge constraining institutions and structures. This can, in turn, lead to a redistribution of resources, decision making power, recognition of women’s roles and entitlements and triggers transformational change.



There is a strong interrelationship between changes in division of labor, control over resources and institutional structures. This interrelationship plays a strong role in helping communities manage their health and that of their animals in a more gender equitable manner. This is one of the stepping stones to empower women by helping them exercise their voice and make informed choices.

## Session 6. Reflection, review and closing

### Session description

This closing session aims to review and reflect on the process and learning experiences of participants in the CC sessions. It is a participatory and reflective review of the CC experience and capturing of change stories participants are making because of it. Participants will be guided through a set of reflective questions to capture and document their experiences and stories about the benefits of the CC sessions and the changes they have made individually or as a group.

### Session objectives

By the end of the CC session, you will be able to:

- Review and reflect on your CC experience.
- Identify benefits and changes you have made individually and collectively.
- Comment on and provide feedback on the organization and facilitation of the CC process.
- Share your experience and benefits gained from learning and action groups.
- Share challenges faced in participation and implementation of action plans.

### Session content

- CC experiences: organization, facilitation, timing and venue, action and learning groups, personal and collective benefits
- Changes in perceptions and practice about gender relations and women's ownership of animals
- Changes in knowledge, attitudes and practice regarding prevention and control of zoonotic diseases
- Opportunities and challenges for sustaining the changes made because of the CC sessions
- Community empowerment due to community conversations

### Learning methods and materials

- Review of main points and actions documented
- Individual and group reflections
- Plenary discussions
- Replication and sustainability

Estimated time: 2 hours

## Learning activities

1. Display outputs of CC sessions such as posters, pictures, flipcharts and video clips.
2. Welcome participants. Thank them for taking time to participate in the review and knowledge sharing session.
3. Introduce the session using the agenda for the day.

You can say, 'Today we are going to review and reflect on our experience in the CC process and the benefits we gained personally and collectively because of our participation in the sessions. We will identify change stories and positive behaviors we have practiced regarding gender roles, women's ownership and control over livestock assets, women's position in our household and community and changes in knowledge and practices regarding prevention and control of zoonotic diseases. We will do individual and small group reflective activities, interactive plenary discussions and feedback sessions.'

4. Reflect on CC experiences and capture change stories. Find out who has participated throughout the CC sessions and ask them to reflect on their learning experiences. Ask participants to work in small groups of men and women to review and reflect on their experiences of the CC sessions and the changes they have made because of the CC sessions.

Assign group facilitators and note takers to help men and women groups discuss the following discussion questions. Print these questions and give to group facilitators.

Reflection questions:

- What is your experience of the CC session? What was your highest moment of the CC session?
- How do the CC sessions help you change your attitudes and perceptions about gender division of labor and women's ownership and control of animals?
- In your community/household, how did the CC sessions help change the way men and women carryout their roles and make decisions over livestock resources?
- Have the CC sessions provoked any discussions at household level or discussions in the community? If yes, what and how?
- Have the CC sessions changed anything in household relations or in the way livestock are managed? If yes, what and how?
- How do the CC sessions help you change your knowledge, attitude and perceptions about causes and transmission of zoonotic diseases?
- What safe behavior are you now practicing in dealing with animals and handling and consumption of animal source foods?

- How have you influenced your household and neighbors because of your participation in the CC sessions?
- How would you like the CC sessions to improve? What challenges have you faced in participation and implementation of the learning?
- How would you evaluate your experience in the action and learning groups?
- What would you do individually and collectively to sustain the changes made because of the CC session?

In plenary, small groups present their results. Record responses on a flipchart and highlight common themes from the presentations.

Invite community leaders/officials to attend the final session. Engaging officials to open and close the review session can help create acknowledgement and institutional ownership, thereby sending the message of commitment to ensure sustainability of the changes.

Arrange for video and photo documentation of the review process and presentation of sustainability action plans.

Interview a few women and men participants about their CC experience, key learnings, changes in their lives and plans to sustain the changes and the learning.

5. Thank participants for their great work and tell them that the session is almost complete.

Use participatory feedback survey to evaluate the CC process.

Develop a few evaluation statements such as these:

- The discussion points were relevant and address challenges in our community.
- There was lively discussion and community members actively engaged in the conversations.
- The time and place of community conversations was appropriate.
- The right people were engaged in the community conversations.
- My experience in the community conversations was rewarding and I now feel empowered to actively engage in community meetings.

Place cards labeled 'Highly satisfied', 'Satisfied', 'Somehow satisfied' and 'Dissatisfied' on the ground horizontally. Tell participants that you are going to read out evaluation statements and ask them to stand on a card to identify their level of satisfaction in the CC process. Act it out yourself to make the task clear.

Read out evaluation statements. Ask groups to indicate their level of satisfaction. As they stand, ask them why they stand on that degree of satisfaction. Record feedbacks/comments on a flipchart.

Invite a community leader to thank participants, assure continuity of the changes and close the CC session.

Finally, thank participants for their time, ideas and participation in the CC sessions. Also thank note takers for the great job they have done in facilitating small group tasks and documenting each CC sessions.

# Annexes

## Annex 1. Participant interview checklist

1. What was it like to take part in this conversation? What makes you say that?
2. How does the issue we just discussed in this conversation personally affect you or your household members?
3. What have you gained/learned from participating in this conversation?
4. Do you think differently about gender/zoonotic diseases because of attending this conversation?
5. Is there anything you might do differently after being part of this conversation?
6. In what way(s) might you and/or others in the community be involved in following up this meeting?

## Annex 2. CC report template

Woreda/Community: \_\_\_\_\_

Conversation date: \_\_\_\_\_

Conversation location: \_\_\_\_\_

Number of participants (male/female): \_\_\_\_\_

Facilitators: \_\_\_\_\_

Note takers: \_\_\_\_\_

1. Did the place, time and logistics work well for the conversation? Why/why not?
2. How was the group dynamics (representation and participation of participants)? What approaches and methods worked well to motivate and actively engage participants? Why?
3. What did not go so well? Why?
4. What methodological adaptations or innovations have you made?
5. What major themes (main ideas, agreements and key learnings) emerged from the conversation?
6. What action points evolved out of the conversation?
7. What perceived benefits of participation did men and women participants have?
8. Overall, what is your evaluation of the CC session?
9. When is the next meeting?

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

### Annex 3. Note taking techniques

- Capture the process, key issues discussed, insights made, agreements, action points and quotes from the community conversation without your judgment.
- Do not try to write down everything said verbatim. Summaries and shorthand are needed much more than exact wording.
- Listen for statements that might be useful quotes for later and write those down as best as possible.
- Listen for why participants are saying what they say. Think about what is going on beneath the surface. Body language can give important clues.
- Note what people say and how they say it. Watch for areas of tension and strong emotion.
- Listen when the facilitator(s) takes a moment to summarize the conversation.
- Look for turning points in the conversation, where participants were able to break through disagreements, find compromises and/or reach a new level.
- Compare what participants say at the beginning of the conversation with where they have arrived at the end.
- Actively take notes during check out and check in reflection and recap sessions.
- Date and number flipchart outputs for easy documentation.
- Interact with participants during breaks and try to understand their impressions and feelings about the CC sessions.
- Review the notes with the facilitator immediately following the conversation and organize the notes as soon as possible after the conversation.

### Annex 4. Facilitation guidelines

An effective CC facilitator:

- Guides conversations
- Remains neutral about the topic under discussion
- Explores ideas with people
- Builds trust and creates smooth relations
- Encourages people to consider different perspectives
- Respects culture and traditions of the community

Facilitation and group management tips:

- Conversations can take place in an open air or in a room with enough air.
- Avoid sitting on a chair if participants are sitting on the ground.
- Utilize active methods and activities to engage illiterate participants.
- Contextualize activities and languages to make sense to participants—use local examples, cases and contexts when you present information.
- Summarize and paraphrase discussion to feedback participants and note takers and help them get the flow of information.
- Create a safe environment, keep conversation on track and manage the time that the meeting takes.

In your facilitation, use:

- Open ended questions to stimulate many responses
- Wait for responses to give time to think of an answer
- Eye contact and names to encourage people to contribute
- Listen carefully to understand, rephrase and lead a discussion
- Encouragement to promote more responses
- Rephrasing to clarify understanding and show appreciation
- Redirecting to get others involved
- Probing to get out more information and views
- Observing to check on who is not participating
- Active listening to listen with the eyes as well as the ears and check out body language cues
- Summarizing to help participants understand and reach an agreement

## Annex 5. Paraphrasing and summarizing techniques

- Restate the ideas that were said using descriptive language.
- Summarize if the speaker used a lot of sentences to describe his or her idea.
- Start with a framing comment like ‘If I understand you correctly...’ or ‘It sounds like what you’re saying is...’ or ‘This is what I’m hearing you say...’
- Always ask for and get acknowledgment from the speaker that the paraphrasing was correct. This can be a verbal check-in: ‘Does that sound like what you were saying?’ or a nonverbal look.
- If an ‘Okay’ was not received, ask for clarification until the facilitator can understand and repeat the idea correctly. One way to do this is to ‘draw out’ the speaker by prompting him or her with

open ended questions for examples and/or further reasoning. 'Can you give me an example of...' 'Please say more about that...' 'I want to make sure I understand...'

- When paraphrasing and/or summarizing multiple ideas that were raised, check back to make sure that no contributions were missed. 'Did I capture all of the themes?' 'Were those all of the ideas on the table at this point?'

## Annex 6. Follow up and monitoring activities and checklist

This tool is for community-based facilitators to provide follow up support to CC participants and monitor implementation of action points by community groups.

By the end of each CC session, actions which participants will take individually at the household level or collectively at the community level will be identified. Religious and community leaders will commit to share information and influence other community groups in social and religious gatherings. Follow up community groups will also be established.

Community facilitators will follow up and monitor implementation of actions and document early signs of changes in behavior. When they document changes because of the conversations, they will motivate participants to share information with neighbors and practice what they will learn during the conversations.

The following are monitoring tasks of community facilitators and indicative changes that they will document after each community conversation session.

### Gender roles in livestock husbandry

#### Monitoring tasks of community facilitators

- During home visits, community meetings or wherever you meet CC participants, talk about what they learned from the conversations and what they are doing with the learning. Ask them what efforts they have made in sharing the information and having conversations with their household members, with their neighbors and at community gatherings (community meetings, religious events, market place, etc.). Document responses by names and gender of the people you talked with.
- During home visits, observe and note down practices (positive outcomes) which men and women are doing based on what they have discussed and agreed during the conversations.
- In the community, observe and note people who have made positive changes (e.g., men fetching water and fire wood, men cleaning the house or barns, men sharing domestic activities, women teaching male members of households to cook, women being supportive of men sharing domestic roles, women slaughtering or killing chicken, etc.). Document the changes for each household. Talk about other members of the household as well.



- In the market place, observe number of women selling livestock and livestock products, which livestock species (e.g. sheep, goat, oxen, etc.), write their names and find out if there were issues with selling livestock in the market. Take picture of women selling livestock in the market, take picture of livestock market where women are part of market transaction agreements.
- Encourage religious and community leaders to share information and hold conversations about gender equality and balanced gender role sharing in community gatherings, such as church gatherings or community meetings, during home visits and social and religious events. Observe and note down when religious and community leaders talk about gender equality and women's work burdens in community meetings. Write down who said, what they said, when and where.
- Identify participants who have not made changes because of the conversations and find out the constraints for change. Identify men and women participants who were nicknamed or ridiculed when practicing what they learned from the conversations and note down their stories.

#### Indicative outcomes for documenting early signs of changes

- Reduced workload of women or less working hours than before
- Increased involvement of men in domestic chores
- Improved communication, information sharing, open discussion, and shared decision making among household members
- List male household members who learned new domestic skills; domestic activities men were willing to practice
- List male participants who shared women's work burdens (cleaning barns, fetching water, washing dishes etc.)
- List female participants who learned men's traditional roles
- List women who taught male members of households domestic skills such as cooking, making coffee, baking *kita*, cleaning the house, washing clothes and washing dishes
- Number of men and women reached through information sharing within the household and neighborhood
- Changes in household interactions e.g. women participating in making livestock decisions
- Changes in collective actions e.g. marketing
- Number and type of community events in which gender equality issues are shared by religious and community leaders
- Names of women observed selling livestock and livestock products in the market (specify type of livestock species sold by women)
- Stories of gender stereotypes which men and women participants encountered when practicing what they learned from the conversations
- Pictures of men participants who practiced what they learned from the conversations, e.g. men fetching water, cleaning barns, cooking, child care etc.
- List women participating in community gatherings and training events from participating households

## Knowledge, attitudes and practices about zoonotic diseases

### Tasks of community facilitators

- During home visits and community meetings, talk about what they learned from the conversations and what they are doing with the learning. Ask them what efforts they have made in sharing information and having conversations in their households, with their neighbors and in community gatherings (community meetings, religious events, market place etc.) about zoonotic diseases.
- During home visits, observe and note down safe and unsafe livestock husbandry and ASF consumption practices which men and women are practicing regarding zoonotic disease transmission and control (such as boiling milk, cooking meat, washing hands after contact with sick animals, using protective materials when cleaning barns, avoiding sharing shelter with animals, burying sheep heads etc.)
- Write down names of participants who have made changes because of the conversations and document the changes for each household. Talk about other members of the household as well.
- In the market place, observe if coenurosis infected sheep are sold and ask the sellers if they have reported the case to animal health professionals.
- Take picture of men and women who practiced safe livestock husbandry practices such as wearing protective materials (boots, masks, gloves etc.)
- Encourage religious and community leaders to share information and hold conversations about zoonotic risks in community gatherings, such as church gatherings or community meetings, during home visits and social and religious events.
- Observe and note down when religious and community leaders talk about zoonotic diseases in community meetings. Write down who said, what they said, when and where.
- Identify participants who have not made changes because of the conversations and find out the constraints for change.
- During festivities and holidays, visit participant household, observe and take picture of participants consuming raw meat and milk or cooked meat and milk.

### Indicative outcomes for documenting early signs of changes

- List and type of households (male or female headed) who practiced measures against zoonotic disease transmission
- Type of measures participating households, men and women take to control transmission of zoonotic diseases
- Number and sex of household members reached through information sharing within the household and neighborhood
- Number and type of community events in which risk of zoonotic diseases shared by religious and community leaders

- Pictures of household members who practiced measures for controlling transmission of zoonotic diseases
- List women who report about sick animals to the vet
- List women who bring sick animals to animal health posts

## Perceptions and practices about women's ownership and control over livestock assets

### Monitoring tasks of community facilitators

- During home visits, community meetings or wherever you meet CC participants, talk about what they learned from the conversations and what they are doing with the learning. Ask them what efforts they have made in sharing the information and having conversations with their household members, with their neighbors and at community gatherings (community meetings, religious events, market place etc.). Document responses by names and gender of the people you talked with.
- During home visits, talk to different household members and find out if information from the conversations regarding women's ownership and control over of livestock assets is shared, discussed and reflected.
  - Find out if there are changes/agreements made between couples regarding decision making, ownership/control over livestock and income from livestock.
  - Find out what children are learning or how parents are teaching new dynamics of gender relations regarding the power to make decisions and ownership and control over of livestock and income from livestock.
- In the community, find out if women participate in community meetings or community breeding groups in which decisions are made. Note down and talk to these women and their husbands about the dynamics of gender relations in their households.
- In the market place, observe women selling livestock and livestock products, which livestock species (e.g. sheep, goat, oxen etc.), write their names and talk about how they make decisions about livestock and income from livestock and if there were issues with selling livestock in the market. Take picture of women selling livestock in the market, take picture of livestock market where women are part of market transaction agreements.
- Encourage religious and community leaders to share information and communicate messages about trust, open discussions, shared and consulted discussions about ownership and control over livestock and income from livestock in community gatherings, such as church gatherings or community meetings, during home visits and social and religious events.

Observe and note down when religious and community leaders talk about women's ownership and control over of livestock and income from livestock in community meetings. Write down who said what, when and where.

- Identify participants who have not made changes because of the conversations and find out the constraints for change.

#### Indicative outcomes for documenting early signs of changes

- Improved intra household decision making
  - ⇒ Open discussions between couples and other household members regarding ownership, control over livestock and income from livestock
  - ⇒ Trust and respect between couples
  - ⇒ Confidence and ability of women to make proposals/plans for the acquisition or disposal of livestock and the use of income from livestock
  - ⇒ Women's increased control of income from livestock/ability to make decisions regarding what to do with the income
  - ⇒ Confidence and ability of women to ask their husbands and hold them accountable regarding the amount and use of income from livestock
  - ⇒ Involvement of children in consultations and decisions regarding ownership and control over of livestock and income from livestock
- Improved communication, sharing of information, open discussion, and shared decision making among household members regarding ownership and control over of livestock
- List of households in which women have equal say/ability to control livestock and income from livestock
- Conflicts regarding sell of livestock, control of income and plans to use incomes from livestock and how these are resolved
- Changes in collective actions e.g. marketing decisions and market participation

#### Institutional and structural factors in prevention and control of zoonotic diseases

##### Monitoring tasks of community facilitators

- During home visits, community meetings or wherever you meet CC participants, talk about what they learned from the conversations and what they are doing with the learning. Ask them what efforts they have made in sharing the information and having conversations with their household members, with their neighbors and at community gatherings (community meetings, religious events, market place etc.) Document responses by names and gender of the people you talked with.
- During home visits, talk to different household members and find out:

- ⇒ Information sharing from the conversations regarding institutional and structural factors affecting women and men's relational capacity, access to information and advisory services
- ⇒ If women and children are also consulted and involved in discussions with outside development workers (development agents, livestock health officers etc.)
- ⇒ Observe if the husband also invites his wife and children when you visit the household and hold discussion with him
- ⇒ Ask the husband and other household members how they make decisions regarding who participants in meetings, trainings, field days etc.
- ⇒ Discuss constraints to women's mobility (markets, training, advisory services) and how this can influence women's access to information and acquiring of skills, decision making to improve productivity and welfare of households.
- ⇒ Find out the household's views and arguments for the participation of women in trainings and advisory services and what actions/decisions they make at the household level to enable/support women to participate in trainings, community groups etc.
- In the community, observe and note down women's participations in community meetings and community groups and document cases where women exercise ability to influence institutions and community structures
- In the market place, observe women selling livestock and livestock products, which livestock (e.g. sheep, goat, oxen etc.), write their names and talk about how they make decisions about livestock and income from livestock and if there were issues with selling livestock in the market. Take picture of women selling livestock in the market, take picture of livestock market where women are part of market transaction agreements.

#### Indicative outcomes for documenting early signs of changes

- Increased involvement of women in meetings, advisory services or trainings
- Involvement of women in discussions during expert visits to households
- Men who support women to attend community meetings and knowledge sharing events
- Women reporting increased mobility to public places—training places, markets
- More women involved in livestock markets

## Annex 7. Checklist for documenting change stories

This tool is to document changes as a result of a session or series of sessions.

Learning recall	<p>What was discussed in the community conversation?</p> <p>What did you learn from the community conversation?</p>
Knowledge sharing	<p>Participant:</p> <p>Did you share learning from the community conversation? Tell us your information sharing experience.</p> <ul style="list-style-type: none"> <li>• Household members</li> <li>• Neighbors</li> <li>• Friends</li> <li>• Any other person</li> </ul> <p>Where and how did the sharing happen? How did people react to the information?</p> <p>Probing</p> <p>If you have not shared the information with any person, what was the problem?</p> <p>What will you do next? What support would you need to do it? From whom?</p> <p>Household members:</p> <p>Tell us what was shared and discussed in your household.</p> <p>What has your partner, father, mother or both shared with you and discussed about in the household?</p> <p>How did you find the information? Did you agree with what was discussed/shared?</p> <p>Who else did share information from the CC with you? How did that happen?</p> <p>How did you find household information sharing? Did you feel empowered? Was it useful?</p> <p>What is your vision for your household and community regarding how men and women make share roles, make decisions, and manage resources and zoonotic diseases?</p>

Knowledge application	<p>Probing</p> <p>In your household, what changed because of community conversations about gender relations (e.g. division of labor, decision making/power relations, and access to and control over livestock assets) and zoonotic diseases?</p> <p>What new thing/behavior/practice have you done or observed household members do that they have not done it before?</p> <p>Did you teach household members to practice what they have not done before? How did they find the experience?</p> <p>Give examples. Probing.</p> <p>If no knowledge application, find out why? Identify constraints to knowledge application.</p> <p>What benefits do you get from your participation in community conversations?</p> <ul style="list-style-type: none"> <li>• Awareness of cultural influence</li> <li>• Change of perceptions</li> <li>• Ability to challenge community norms and values that hinder change in practices</li> <li>• Changes in household relations—open discussion, collaboration, more understanding, positive and engaging relationships, productive use of time, new skills, access to information, equitable gender division of labor etc</li> </ul> <p>Probe for stories/examples.</p>
Context/background information	<ul style="list-style-type: none"> <li>• Name, age, gender, education level</li> <li>• Family size</li> <li>• Distance from district town</li> <li>• Location: zone, district, kebele</li> <li>• Agroecology: altitude, climate, soil, rainfall, vegetation etc.</li> <li>• Land size</li> <li>• Crops and livestock species</li> <li>• Leadership/membership: cooperative, community breeding group, marketing group etc.</li> <li>• Infrastructure: road and market access</li> </ul>

## Annex 8. Glossary

*Gender*: Culturally based expectations of the roles and behaviors of men and women. The term distinguishes the socially constructed from the biologically determined aspects of being male and female. Sex identifies the biological difference between men and women, whereas gender identifies the social relations between men and women. It therefore refers not to men and women but to the relationship between them, and the way this is socially constructed. Gender relations are contextually specific and often change in response to altering circumstances.

*Gender division of labor*: Tasks, activities and responsibilities assigned to female (feminine roles) and male (masculine roles) gender.

*Access*: The opportunity to make use of a resource.

*Control*: The power to decide about how a resource is used and who has access to it and its benefits.

*Gender relations*: The expectations and cooperative or negotiation dynamics embedded within relationships between people in the home, market, community, and groups and organizations.

*Structures*: The informal and formal institutional rules that govern collective, individual and institutional practices, such as environment, social norms, recognition and status.

*Empowerment*: The process by which those who have been denied the ability to make strategic life choices acquire such an ability (Kabeer 1999).

*Gender equality*: The entitlement of both women and men, regardless of their biological differences, to justice and equality in the use, control, and benefit of the same opportunities, laws, goods, and services in society.

*Zoonotic diseases*: Diseases which can spread between animals and people.



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