

International Livestock Research Institute

Training course report

Veterinary students' training in equity

4–5 December 2018



© 2018 International Livestock Research Institute (ILRI)

ILRI thanks all donors and organizations which globally support its work through their contributions to the [CGIAR Trust Fund](#).



This publication is copyrighted by the International Livestock Research Institute (ILRI). It is licensed for use under the Creative Commons Attribution 4.0 International Licence. To view this licence, visit <https://creativecommons.org/licenses/by/4.0>. Unless otherwise noted, you are free to share (copy and redistribute the material in any medium or format), adapt (remix, transform, and build upon the material) for any purpose, even commercially, under the following condition:



**ATTRIBUTION.** The work must be attributed, but not in any way that suggests endorsement by ILRI or the author(s).

#### NOTICE:

For any reuse or distribution, the license terms of this work must be made clear to others.

Any of the above conditions can be waived if permission is obtained from the copyright holder.

Nothing in this license impairs or restricts the author's moral rights.

Fair dealing and other rights are in no way affected by the above.

The parts used must not misrepresent the meaning of the publication. ILRI would appreciate being sent a copy of any materials in which text, photos etc. have been used.

Written by Elizabeth Waithanji and Kristina Roesel

#### Citation

Waithanji, E. and Roesel, K. 2018. *Veterinary students' training in equity*. Report of a training course held on 4-5 December 2018 at Lilongwe University of Agriculture and Natural Resources, Malawi. Nairobi, Kenya: ILRI.

Patron: Professor Peter C Doherty AC, FAA, FRS  
Animal scientist, Nobel Prize Laureate for Physiology or Medicine–1996

Box 30709, Nairobi 00100 Kenya  
Phone +254 20 422 3000  
Fax +254 20 422 3001  
Email [ilri-kenya@cgiar.org](mailto:ilri-kenya@cgiar.org)

[ilri.org](http://ilri.org)  
better lives through livestock

ILRI is a CGIAR research centre

Box 5689, Addis Ababa, Ethiopia  
Phone +251 11 617 2000  
Fax +251 11 667 6923  
Email [ilri-ethiopia@cgiar.org](mailto:ilri-ethiopia@cgiar.org)

ILRI has offices in East Africa • South Asia • Southeast and East Asia • Southern Africa • West Africa

# Contents

Background .....	1
Training summary .....	2
Training objectives.....	2
Concepts of equity, gender and empowerment.....	2
Reconnaissance quiz.....	2
Definition of equity, gender, empowerment and associated concepts .....	2
How equity affects veterinary work .....	6
Plenary discussion of inequity experiences in the day to day veterinary work.....	6
Participant learning and collective sense of commitment to equity .....	7
How to integrate equity in veterinary work: Application of new understanding of equity, gender and associated concepts.....	7
Background information on gender equity research.....	7
Refresher session on lecture on participatory epidemiology tools (26 July 2018) .....	8
Research proposal development and implementation .....	9
Practical lessons on implementing equity and gender in veterinary work.....	9
Group work: Application of new understanding of gender, equity and associated concepts in research projects .....	9
Presentation of proposal titles, objectives and research questions.....	9
Agenda .....	11
Training material .....	12
Training evaluation .....	12
Mood meter.....	12
Final evaluation .....	13
Overview.....	13
Specifics .....	13
List of participants .....	14
Bibliography .....	15
Annex 1: Trainee experience of inequity in veterinary work .....	16
Annex 2: Training evaluation .....	17

# Background

The Gender, Equity and Empowerment Unit of the CGIAR Research Program on Agriculture for Nutrition and Health (A4NH) ensures that gender and equity is integrated into the research and activities done by the program. Gender is widely recognized as an integral part of the different systems of agriculture, nutrition, and health. A4NH defines equality as being concerned with the sameness of an outcome, and therefore the final distribution of a good; while equity is concerned with the fairness of a process, and therefore the just distribution of a good. In practice, this means that inequity can refer to differences which are unnecessary and avoidable but, in addition, are also considered unfair and unjust in the context of what is going on in the rest of society. Despite clear tests of avoidability and fairness, equity approaches are difficult to operationalize. Nonetheless, it is possible to work towards equitable policy; with an equity lens, five areas of policy come more sharply into focus:

- The role of universal access to public services in better including the marginalized;
- The role of targeted action for disadvantaged groups in actively addressing issues facing the marginalized;
- The role of social protection in ensuring that the marginalized do not drop below a minimum level of welfare;
- The role of redistribution through different policies in improving equity by reducing financial inequality; and
- The role of embedded power imbalances in causing and sustaining inequity, and challenges to these.

A4NH commissioned an external review of equity issues in A4NH research. Based on this review, the program management unit, with input from the program management committee, have prepared an implementation plan for integrating equity into A4NH research during Phase II. The review suggested the following aspects of equity: gender; income; age; youth; geography; ethnicity; disability. Gender, income, ethnicity and age were considered well-covered in Food Safety, but youth and geography are not well covered.

Marginalized groups relevant to the food safety flagship are street vendors (often harassed by authorities), Pork joints/pubs and role of women, immunosuppressed (high risk of foodborne disease and may be stigmatized), youth (often searching for business or work and food systems provide opportunity), indigenous or tribal people (often have specific food safety risks), or intersectionality (especially youth, trade, gender and processing).

# Training summary

**Organizers:** Kristina Roesel, Elizabeth Waithanji, Nicoline de Haan and Delia Randolph

**Facilitators:** Elizabeth Waithanji and Kristina Roesel

This training was conducted to enable participants to pursue equity and/or to intentionally address inequity in their areas of research and development work until inequity is eliminated.

## Training objectives

1. To introduce concepts of equity, gender and empowerment
2. To demonstrate ways in which equity affects veterinary work
3. To demonstrate how equity can be integrated in veterinary work
4. To give practical lessons on how to implement equity and gender in veterinary work

## Concepts of equity, gender and empowerment

### Reconnaissance quiz

This session started with a quiz on the participants understanding of gender, the subject under which the concept of equity has been addressed most extensively (Box 1). Other terminologies used in gender discussions and whose effects intersect with the effects of gender, e.g. equity, equality, empowerment, were examined. The responses to this quiz enabled the facilitators to adjust the training to respond to the areas where students were less knowledgeable.

#### Box 1: Quiz on gender and intersecting concepts

**Instructions:** Please indicate your sex and age and answer the questions in the spaces provided. If you do not know, please answer "Don't know" – there is no grade assigned to the answers. Responses to these questions will enable the facilitator to design the training to address the areas of need.

What is gender?

What things, factors or characteristics other than gender are used to define people and determine their position in relationships? For example, age. Do they affect gender relations? Are they affected by gender relations? How?

What is equity?

What is equality?

How do equity, equality and gender relate?

Is this relationship important? Why or why not? How? For whom among the veterinary stakeholders?

### Definition of equity, gender, empowerment and associated concepts

This is a summary of how the concepts were used in the workshop, with some examples included from discussions with the participants.

**Equity:** The principle that people should be treated as equals and that despite many differences, all people share a common humanity or human dignity. The three principles of equity are: equal life chances, equal concern for people's needs and fair access to opportunities (meritocracy) (Jones 2009). Equity refers to the fair distribution of a good or process among individuals or groups. Inequities are differences that are unnecessary, avoidable, unfair, and unjust. Inequities have been associated with the following concepts/conditions (Harris and Mitchell 2017).

**Gender:** Gender is a social category usually associated with being a man or a woman. It encompasses economic, social, political, and cultural attributes and opportunities as well as roles and responsibilities (Rubin et al. 2009). Gender is a socially constructed **system** of dynamic differences among boys, girls, men and women. It is the **process** through which differences based on presumed biological sex are defined, imagined, and become significant in specific contexts (Hanson 2010).

Workshop example: According to the students, in Malawi, a good woman cooks well, does not talk much, carries out instructions from husband without talking back, lays out water and clothes for spouse as part of her home making obligations. A good man provides for his family, fixes broken things in the home, is courageous and protects the family.

Because it is socially constructed, gender changes and is changeable. Gender, therefore is a social identity for humans. It differs from the biological identity sex, which is used in the entire animal kingdom and is mainly unchangeable. Sex is the biological state of being male or female (human and animals) and is represented by the presence of distinct anatomical features like gonads (testicles and ovaries), penis, vagina, mammary glands and beards/manes.

The processes that define gender are always influenced by other dimensions of perceived difference (e.g. age, ethnicity, economic status – class, caste, physical ability) and develop through everyday practices (Pratt and Hanson 1994). This influencing of dimensions over each other is called intersectionality (Hankivsky 2014).

Gender issues are pervasive in all aspects of development. Gender considerations in development, in agriculture and in climate change etc. are, therefore, necessary. The differences in the roles and experiences of men and women in livestock health, production and markets condition livestock research and development outcomes. Integrating different gender analyses in livestock research and development as a key lens is one way through which to research equity.

Despite gender mainstreaming efforts in programs to address issues arising because of gender norms, gender gaps/inequalities in participation in, and benefits from, development persist, making the search for strategies that achieve effective and sustained narrowing of the gender gap necessary. Interventions for gender equity and equality are indispensable to sustainable development.

**Income:** Income is money received, especially in regular intervals, from work done, goods and services sold or from investments. Income, and poverty more generally, is a key equity issue. Income and poverty, therefore, can be used as a key lens through which to research equity.

Workshop example: The students indicated that women from Malawi generally earn less money than men. It is difficult for women and youth to access loans, but lately many government programs that lend women money have emerged.

**Life-stage/age:** Equity in the life cycle implies relative power between people depending on their position defined by age, marriage, household position (head/widow etc.) and which intersects with other facets of identity, most notably gender. For some projects, it will make sense to focus on certain life stages as conditioning different forms of marginalization. E.g. the experiences of unmarried first-time mothers are important to understand, or of the elderly in livestock keeping households. Depending on the project, therefore, different life stages are important to consider when conducting research on equity.

Workshop example: Men from Malawi, according to the students, are pushing for a paternity leave, but the government is reluctant to give them because it is likely that they'll spend this leave in bars.

**Youth:** This category can stand alone or belong to the life-stage or age category depending on the prominence it takes in research and/or development. E.g. youth as a marginalized group in livestock ownership and the industry in general.

**Geography:** Geographical inequities can be observed in access to land, roads, markets, and comparisons between areas such as rural and urban, or highlands and lowlands. Inequity in terms of access to markets and to services is therefore captured as part of a focus on geography.

Workshop example: Students said that Njeru, in Malawi, has no public transport vehicles on Sundays.

**Ethnicity or caste:** Ethnicity (and in some contexts, caste) is acknowledged as an important aspect of marginalization in some contexts. Ethnicities tend to cluster in the same geographic locations, focus on ethnicity may be underestimated if geographical focus is implicitly addressing this aspect of marginalization. It would, therefore, be important to make this explicit in research to tease out the different aspects of marginalization at play.

Workshop example: “In Malawi, ethnic inequity is a guarded secret”, said one student, who was supported by the rest.

**Disability:** Disability, whether physical or mental, is a final aspect of marginalization that has emerged in literature as an important dimension through which inequity in livestock research and development can be understood.

Workshop example: Students noted that there are no physically disabled students in the veterinary school.

**Examples of areas in the livestock sector:** Food safety where equity issues may manifest include the informal markets such as pork joints and milk vendors and these intersect with gender, life/stage age and youth.

Sometimes, words other than equity are used to represent the concept of equity in interventions. Examples include the following.

- Achieving inclusion and eliminating exclusion
- Working with vulnerable groups
- Enabling beneficiaries
- Enhancing market access
- Increasing incomes

**Equality:** The level at which a person can define, choose, have control over and share resources like another person. In gender equality, therefore, women should be able to define, choose, have control over and share resources, just like men. Equality means that the outcome is the same for all groups despite the differences among the groups.

Table 1. Differences between equality and equity

Equality	Equity
Founded upon efficiency and utility principles underpinning much development economics	Founded upon distributive justice or socially just allocation of goods.
It is about achieving the highest average levels of achievement of distribution of goods such as education to farmers, access to social services	It is about how distribution is done, whether it is fair and according to (i) need and (ii) features of people to whom distribution goes e.g. Marginalized populations.
Focuses on outcomes – looks at sameness of outcomes	Focuses on process – fair process, equal life chances and equality of opportunity

## Equality






## Equity



**Difference between distribution of resources equally and equitably**

**Empowerment:** is the expansion of people's ability to make strategic life choices, particularly in contexts where this ability had been denied to them. Empowerment is the ability to define, choose, have control over and share resources. For empowerment to happen, one must have an enabled agency. Agency is the capacity of an individual to act independently to make his or her own free choices (Brown and Westaway 2011) and is enabled by skills and confidence (AWEP n.d.). Agency is, therefore, a prerequisite for gender equality and women's empowerment. Once women's agency is strengthened, they can challenge the way they relate with household and community members, e.g. by being able to negotiate for more autonomy in making decisions on income expenditure. This ability to negotiate enables women to transform the usually oppressive structures that define their and others' identities and the unequal relations of power that ensue among them.

Some slides presented in the training on concepts:

Gender	 	Sex
<p>Gender refers to the <b>socially constructed</b> and <b>normalized</b> roles, responsibilities and status of women, men, girls and boys that are determined by <b>culturally specified characteristics that define</b> their social behaviour and the relationships among them. Gender differences are often manifest in four main ways,</p> <ul style="list-style-type: none"> <li>a) roles and responsibilities;</li> <li>b) access to resources;</li> <li>c) influence and control over resources and</li> <li>d) distribution of benefits accrued from an event or process</li> </ul>		<p>Sex is the biological state of being male or female (human and animals) and is represented by the presence of distinct anatomical features like gonads, penis, vagina, mammary glands and beards/manes.</p> 



## Gender issues in the livestock sector

- ☐ Small stock, form a critical asset for small holder farmers and particularly women
- ☐ Livestock contribute to food and nutrition security and provides- additional income
- ☐ Livestock is also a social asset (family events, social status, marriage)
- ☐ Women provide a large share of labor in livestock keeping, especially in mixed systems and low income households



## How equity affects veterinary work

### Plenary discussion of inequity experiences in the day to day veterinary work

Participants were guided into sharing inequity experiences in their veterinary work. The discussions stimulated much thinking about inequities in veterinary work. A few cases of inequities experienced by participants are presented in Box 2 and the entire list appended in Annex 1.

#### Box 2: Participant experiences of inequity in their veterinary work

**[Discussions on participant's experience with inequity]** As veterinary students, do you talk, have you heard people talking about (in)equity issues? Have you experienced (in)equity – gender, age, ethnic etc. Let us share. To start off the discussion, the facilitator can give own example about how veterinarians do not like working in rural areas, livestock owners get limited services from community animal health workers; Gender issue – when I visit a farm, I often find the farmer's wife who insists that I must speak to and agree with her husband (works in an office in the city and is most likely less knowledgeable about the cow than wife) before I treat the cow). Some students' experiences:

**Disability inequity:** There are no disabled people – e.g. lame, in the veterinary profession. There are no considerations for them on campus. You must be able bodied around here.

**Stage in life cycle/youth/gender inequity:** "I was on attachment at the wildlife services department. A very knowledgeable young female ranger was not allowed to accompany me (young male veterinary student) to the forest patrol and I was assigned a less knowledgeable male ranger because, as the boss stated, "there were too many snakes around". I felt she was denied an opportunity to share her knowledge and acquire more because she is female and young."

**Gender inequity:** "Working on attachment at a commercial chicken farm, I (young female vet student) was surprised to learn that there was no female employee working with the chickens – feeding them, cleaning or collecting eggs. When I asked why there were no women working at the chicken unit, I was told that there used to be some female workers, but they were removed because "they were not strong enough". "I wondered how much strength was required to feed chickens and collect eggs, especially because I know what work women do every day."

**Gender inequity:** "Some diseases like Toxoplasmosis in cats could cause abortion in female vet doctors. Should a pregnant female veterinarian handle cats or should they let men handle cats?"

Most of the examples on inequity given by students were gender inequity issues. This finding demonstrates the pervasiveness of gender inequity, which appears to be the most common form of inequity. Failure to address gender inequality and associated inequities appears to undermine development efforts. This observation supports Kofi Annan's statement, 'Gender equality is more than a goal. It is a precondition for meeting the challenge of reducing poverty, promoting sustainable development and building good governance' (<https://aklangaddb.wordpress.com/>).

## Participant learning and collective sense of commitment to equity

At the end of this session, all participants agreed that (in)equity is inexplicable from veterinary work and it is necessary to include (in)equity perspectives/dimensions in veterinary research and development work.

## How to integrate equity in veterinary work: Application of new understanding of equity, gender and associated concepts

### Background information on gender equity research

Research design is a general plan about what you will do to answer the research question(s) that will guide you towards achieving your objectives. Important elements of research design include research strategies and methods related to data collection and analysis. Research can be conducted using qualitative and quantitative research methods or a mixture of both these methods. Research can be broadly divided into three types: formative, action and evaluative research. Formative research attempts to understand equity/gender patterns and issues in different contexts. Action research implements some or all the recommendations from formative research or may be implemented to test a solution to a problem without prior formative research. Evaluative research seeks to establish whether an intervention has had the intended outcome or any other unintended outcomes. Table 2 illustrates the main differences between formative and action research in relation to important components of a study

Table 2: Checklist of factors to consider prior to engaging in gender equity formative or action research project

	Formative research project [exploratory or conclusive]	Action research project [conclusive]
1.	What is/are the equity (gender etc.) question(s)?	What are the equity (gender etc.) problems being addressed through what intervention?
2.	Are you (individual or team) qualified to do the research professionally or will you need external specialists e.g. gender, statistics etc.	Are you (individual or team) qualified to implement the project professionally or will you need external specialists e.g. gender, statistics etc.
3.	What other factors are likely to affect the difference in equity? Which ones will affect this difference positively (by narrowing it) or negatively (by widening it). Which ones will not change the equity situation	What other factors are likely to affect your intervention to reduce the difference in equity? Which ones will have a positive (narrow gap) and which will have a negative (widen gap) effect on equity? Which ones will have no effect?
4.	What are your research objectives and for each objective, what equity (gender etc.) questions will you ask? Which ones will be qualitative and which ones will be quantitative?	What are your project intervention objectives and for each objective what equity (gender etc.) results do you anticipate? For each result, what activities do you need to undertake? What steps (project cycle process) will you follow?
5.	Who (disaggregation by areas along which inequity occurs e.g. gender, age, marital status, income, level of education, etc.) will you ask the questions? Will you establish difference within (intra) and between (inter) identified groups? What tools will you use – household questionnaires, individual interviews, focus group discussions, key informant interviews? Why?	How will you know that you are making the desired change (monitoring and evaluation)? What type of change – process or outcome? Who will you ask about change (disaggregation by areas in which inequity occurs e.g. gender, age, economic status etc.)? Is there a measure (indicators) of where you are, and can you estimate the extent of change you would like to make within and between identified groups?
6.	What questions will go into what tools? Why?	What tools will you use and what questions will go into what tools? Why?
7.	How long will it take to complete the research and what milestones will show that you are on track – not too early and not too late? What will be your research outputs (some will constitute the milestones)? Examples of outputs – research brief, report, peer reviewed publication	How long will it take to complete implementing the project and what milestones will show that you are on track – not too early and not too late? What will be your research outputs (some will constitute the milestones)? Examples of outputs – research brief, report, peer reviewed publication
8.	Do you have a realistic budget?	Do you have a realistic budget?
9.	Other considerations?	Other considerations?

The traffic light tool will help you show the area of equity used and the extent to which the various components of your study delves into equity issues. Is it deep (used in the analysis), superficial/implicit – mentioned but not used in analysis or lacking. It is important to know this from the onset. The colours of the lights may also be replaced with signs such as ++ for green; + for orange and nothing for red (Table 3).

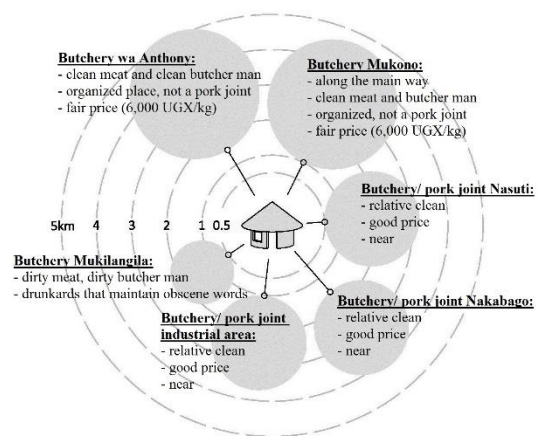
Table 3: The traffic light tool (**Facilitator: Handout**)

Where Used Equity Area	Objectives	Research questions	Analysis
Gender	++	++	++
Income	+	+	+
Age	++	+	+
Youth	++	++	++
Geography			
Ethnicity	+	+	+
Disability			

Finally, develop an impact pathway and budget of your work. This strengthens your understanding of your project and your ability to explain it to others.

### Refresher session on lecture on participatory epidemiology tools (26 July 2018)

Participatory methods from social science have been adapted for use in veterinary medicine in resource-poor communities with limited veterinary coverage and limited data on disease. Tools used during a participatory rural appraisal include focus group discussions, key informant interviews, mapping, ranking, scoring, proportional piling, seasonal calendars, and activity clocks. Examples for each were repeated during the training including how to carry out the exercise and how to present the results generated with the community in a research report.



Following that, we discussed what traits make a good facilitator in participatory methods and shared a checklist.

Pretty, N.J., Guijt, I., Thompson, J. and Scoones, I. (1995) A Trainer's Guide for Participatory Learning and Action, IIED.



## Research proposal development and implementation

The twelve participants were asked to form three common interest groups constituted by four participants each. Each group was asked to identify a veterinary research proposal project addressing (in)equity issues resulting from the context in which the problem occurs. Participants were free to present their current proposals under consideration for funding, but they all chose three different projects. Three proposals, whose titles are listed below were developed during the training.

### *Group 1: Impact of the pass-on dairy program on the youth*

**Background:** A dairy cow pass on program to low income households is being implemented in parts of Malawi where an in-calf-heifer is given to the male in female headed vulnerable households. In these households there are unemployed single male and female youths (18-30 years) that constitute family labour. These youth search for and collect (cut and carry) fodder for the cattle that are given to households with landholdings too small to sustain the cow. The study intends to investigate how the youth are involved in the project, if and how the youth benefit, and if there is a difference between roles by and benefits of male and female youths. The findings will inform the implementing agency and project facilitators on areas of inequity (along age and sex) while suggesting how the inequities can be reduced.

### *Group 2: Rabies risk factor assessment in rural areas of Malawi*

**Background:** Rabies is endemic in Mitundu with human cases and deaths being reported occasionally. The study will attempt to establish how men and women and boys and girls of different ages interact with dogs, what kind of interactions are likely to result in bites and which sex and age group is most likely to be bitten by dogs and hence contract rabies. The findings from this study could be used to inform a reduction in risky behaviour interventions targeting different sexes and ages according to the different risk factors identified in the study.

### *Group 3: Evaluations of the effects of anthrax outbreak on the community around Liwonde national park in Mchinga district, Malawi*

**Background:** In the last week of November 2018, 10 hippos from the Liwonde national park were confirmed dead from anthrax. River Shire is the main fresh water supply for domestic and livestock use to the communities that live next to the park. The river has a healthy population of fish, which constitutes these vulnerable communities' main source of protein. The river is also infested with crocodiles. The study intends to investigate how men, women, boys and girls from these communities could have been affected by (morbidity and mortality), and which gender roles resulted in (increased) exposure to anthrax. The study will also try to establish if and how other wildlife e.g. the crocodiles, fish and domestic livestock were affected by the outbreak.

## Practical lessons on implementing equity and gender in veterinary work

### Group work: Application of new understanding of gender, equity and associated concepts in research projects

Identify if your research project is a formative or action research project. Identify equity areas that make sense for your project. Develop one or more equity objectives and for each objective, the research question(s) you want to ask.

For each project:

Give a handout of tables 1 – 3.

Clearly identify the issue – the problem you want to investigate (research) or address (intervention).

Specify the type of project guided by tables 2 and 3.

### Presentation of proposal titles, objectives and research questions

Participants presented their proposals in plenary. Participants and facilitators critiqued the research ideas, objectives and questions. Groups noted suggested revisions and implemented them in group work sessions where they also populated their proposal outlines. Participants then developed outcome maps, activity plans

and budgets. They also evaluated their proposals for inclusion of equity using the traffic light tool. They presented these in plenary and could revise and submit the final proposals in two days' time.

#### 4.2.1. Traffic light results of the student proposals

Impact of pass-on dairy programs on youths (Watson Mbizi, Benjamin Msesera, Sam Mvula and Lawrence Banda)

Equity area	Objectives	Research questions	Analysis
Age	+++	+++	+++
Gender	++	++	++
Income	++	++	++
Youth	++	++	++
Geography			
Ethnicity			
Disability			

Evaluation of the effects of anthrax outbreak to the community around Liwonde National Park in Machinga district, Malawi

Equity Area	Objectives	Research questions	Analysis
Age	+	++	++
Gender	++	++	++
Income		++	++
Youth			
Geography	+	+	+
Ethnicity			
Disability			

Rabies risk factor assessment in rural areas of Mitundu

Where used	Objectives	Research questions	Analysis
Equity area			
Gender	+++	+++	+++
Income			
Age	++	++	++
Youth			
Geography			
Ethnicity			
Disability	+	+	+

# Agenda

## Tuesday 4 December 2018

Time	Session and activity
9:00	Registration, opening, introduction of participants and ice breaker (Livestock Bingo)
9:45	Introduction to the training program, purpose of the training and objectives
10:10	Tea break
10:30	Reconnaissance quiz
10:45	Introduction of concepts of equity, gender and empowerment (lecture and plenary discussion)
11:45	Introduction on how equity affects veterinary work (lecture and plenary discussion)
13:30	Lunch
15:00	Interactive lecture on how equity can be integrated in veterinary work
15:45	Tea break
16:00	Work in three groups to prepare research objectives (exemplary proposals) and presentations
17:30	Closing

## Wednesday 5 December 2018

Time	Session and activity
8:30	Group work: develop research questions for the proposals and presentations
10:30	Tea break
10:50	Group work: develop activities, outcome indicators for each research question and budgets for the field work
12:30	Lunch
14:00	Presentation of the proposals and final discussion
15:45	Tea break
16:00	Recap participatory epidemiology tools (July 2018 training)
16:45	Evaluation and closing
17:00-19:00	Meeting with selected students on progress of their research proposals

## Training material










- Slides on introduction to equity, gender and empowerment
- Handout with elaborate notes on some concepts presented in slides and information in tables not presented in the slides
- Handout - the “livestock bingo” tool used as an icebreaker in the introduction session, quiz to evaluate the extent of understanding of trainees of equity, gender and empowerment and the impact evaluation questionnaire
- Slides: participatory epidemiology tools and how to be a good facilitator

## Training evaluation

Twelve sixth-year veterinary students, ten males and two females between ages 23 – 34 attended the training. There was a simple evaluation on the first day using a mood meter and a detailed final evaluation on the second day.

### Mood meter

A flip-chart paper with three faces depicting happy, ambivalent and sad moods was placed on the wall and participants ask to indicate how they felt about the training in the morning and afternoon of each day. Concerns would be discussed during the recap session of the second day. By the afternoon, most ambivalent trainee’s moods had shifted to happy. The mood meter was, therefore not discussed.

Mood meter	Comments												
<div><p>MOOD METER DAY 1</p><table><tr><td></td><td></td><td></td></tr><tr><td>MORNING</td><td>MORNING</td><td>MORNING</td></tr><tr><td>✓ ✓ ✓ ✓ ✓ ✓ ✓</td><td>✓  ✓ ✓ ✓</td><td></td></tr><tr><td>AFTERNOON</td><td>AFTERNOON</td><td>AFTERNOON</td></tr><tr><td>✓ ✓</td></tr></table></div>				MORNING	MORNING	MORNING	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓  ✓ ✓ ✓		AFTERNOON	AFTERNOON	AFTERNOON	✓ ✓
													
MORNING	MORNING	MORNING											
✓ ✓ ✓ ✓ ✓ ✓ ✓	✓  ✓ ✓ ✓												
AFTERNOON	AFTERNOON	AFTERNOON											
✓ ✓													



## Final evaluation

The detailed final evaluation is appended in Annex 2.

### Overview

1. In response to the things they liked the most, 45% liked the training content and 23% liked the involvement of participants in many practical sessions the best.
2. The things they disliked the most about the training, 55% did not like the way time was managed and 22% stated that the training time was inadequate.
3. On improvements they desired to see the most, 55% would like to see an improvement in time management and 15% would have liked practical sessions improved.

### Specifics

Responses to specific questions, rated on a scale of 1-10, where 1 represented extremely dissatisfied, and 10 excellent, participants' responses ranged between 9.2 and 9.9 for 17 questions.

Ten students agreed that they should get involved with equity and gender issues in the vet profession? Two did not respond to this question. The reasons they gave for responding in the affirmative include the following, for one student each. The response "it will help improve veterinary services" was given by two students.

- Wide knowledge and equity gaps exist
- People in the field still do not believe that ladies can be veterinarians. They need to be sensitized
- It will help improve veterinary services
- The veterinary work involves working with clients of different origins and opinions and equity and gender issues must be included
- It helps improve quality of data and associated decisions
- To address the gaps in society
- Addressing gender equity issues can help to address gaps existing in relationships and misconceptions



## List of participants

Serial No.	Name	Email contact	Sex (M/F)	Age	Country of origin
1	Love KAONA	<a href="mailto:Kaonalove0@gmail.com">Kaonalove0@gmail.com</a>	F	25	Malawi
2	Sam MVULA	<a href="mailto:Sam.mvula@yahoo.com">Sam.mvula@yahoo.com</a>	M	34	Malawi
3	Amos MHONE	<a href="mailto:Mhone.amos@bunda.luanar.mw">Mhone.amos@bunda.luanar.mw</a>	M	23	Malawi
4	Watson MBIZI		M	25	Malawi
5	Benjamin MSESERA	<a href="mailto:benjaminmsesera@gmail.com">benjaminmsesera@gmail.com</a>	M	24	Malawi
6	Muonanouza DELEZA	<a href="mailto:Muona41@gmail.com">Muona41@gmail.com</a>	F	23	Malawi
7	Lawrence BANDA	<a href="mailto:bandalawrenceg@yahoo.com">bandalawrenceg@yahoo.com</a>	M	23	Malawi
8	Brighton NKUNIKA	<a href="mailto:Bright.nkunika@gmail.com">Bright.nkunika@gmail.com</a>	M	30	Malawi
9	Bonnie MUNTHALI	<a href="mailto:bonniemunthali@gmail.com">bonniemunthali@gmail.com</a>	M	27	Malawi
10	Peter MWALE	<a href="mailto:mwaleevanle@gmail.com">mwaleevanle@gmail.com</a>	M	25	Malawi
11	Gift MKANTHAMA	<a href="mailto:mkanthamagift@yahoo.com">mkanthamagift@yahoo.com</a>	M	34	Malawi
12	Jonas MWANLIMA	<a href="mailto:Mwamlimaionas89@gmail.com">Mwamlimaionas89@gmail.com</a>	M	31	Malawi

# Bibliography

AWEP (African Women's Entrepreneurship Program) (n.d.) *African Women's Entrepreneurship Program Theory of Change*. PowerPoint presentation.

Brown, K. and Westaway, E. 2011. Agency, capacity, and resilience to environmental change: Lessons from human development, well-being, and disasters. *Annual Review of Environment and Resources* 36: 321–342. <https://doi.org/10.1146/annurev-environ-052610-092905>

Hankivsky, O. 2014. Intersectionality 101. Vancouver: Canada: Institute for Intersectionality Research & Policy. (Available from [https://www.researchgate.net/profile/Olena\\_Hankivsky/publication/279293665\\_Intersectionality\\_101/links/56c35bda08ae602342508c7f/Intersectionality-101.pdf](https://www.researchgate.net/profile/Olena_Hankivsky/publication/279293665_Intersectionality_101/links/56c35bda08ae602342508c7f/Intersectionality-101.pdf)) (Accessed 12 February 2018)

Hanson, S. 2010. Gender and mobility: New approaches for informing sustainability. *Gender, Place & Culture* 17(1): 5–23. <https://doi.org/10.1080/09663690903498225>

Harris, J. and Mitchell, B. 2017. *Equity in A4NH research: A review of current work and future opportunities*. (Available from <https://a4nh.cgiar.org/files/2018/08/Equity-in-A4NH-research-final-CLEAN.pdf>) (Accessed 19 November 2018)

Jones, H. 2009. *Equity in development: Why is it important and how to achieve it*. ODI Working Paper 331. London, UK: Overseas Development Institute.

Pratt, G. and Hanson, S. 1994. Geography and the construction of difference. *Gender, Place & Culture* 1(1): 5–29. <https://doi.org/10.1080/09663699408721198>

Rubin, D., Manfre, C. and Barret C. 2009. *Promoting gender equitable opportunities in agricultural value chains: A handbook*. Washington, D.C.: USAID.

## Annex 1: Trainee experience of inequity in veterinary work

1. Female ranger with more knowledge was not allowed to join a patrol because “there were too many snakes around” (she is denied an opportunity) – male student on attachment at wildlife services
2. Chicken ownership, most village chickens owned by women, but proceedings controlled by men – he wants to find out if the females know about Newcastle disease and control measures – male student
3. Mona (female student) on the chicken farms: only male workers (feeders), all female workers removed because “they were not strong enough”
4. One month at a state vet farm feedlot, only men living there – male student
5. Only male vets vaccinate cattle – male student
6. State vets should go out and enforce drug policies instead of sitting in the office and sending women to the field to enforce the policies. Especially because vet drug dealers object to punitive measures in violent ways – e.g. chasing the drug inspectors with sharpened machetes. Moreover, the ratio of veterinarians is 1 woman: 10 men. – male student
7. Youth and mentorship/succession/empowerment plans or projects are lacking in our country. Older veterinarians work like they will never grow old and slow down. They do not mentor younger vets. – all students
8. Quality of the profession: The veterinary department (there is no veterinary faculty) got 75% of the funds allocated to the Faculty of Agriculture. The rest of the departments were against this, which they perceived to be unequal distribution of funds. Equal distribution of resources to the different departments can affect the quality of veterinary work which requires different inputs from the rest of the departments. Other departments did not appreciate the equitable distribution of funds. – all students
9. Some diseases like Toxoplasmosis from cats could affect a female vet doctor. Should pregnant female veterinarians hand over all cat cases to male veterinarians? (Facilitator: No, ideally, all veterinarians should take precautions when handling cats and all other animals that can affect them in various ways, but not send a man). – male student

## Annex 2: Training evaluation

Sixth year veterinary students

6 December 2018

Sex: M, M, M, M, M, M, F, M, F, M, M, M

Age: 25, 34, 24, 23, 30, 25, 23, 23, 25, 34, 27, 31

### Overview

1. Generally, what three things did you like the most about the training? Explain your answer.

Liked most	Frequency	
Training content – clear explanation of concepts such as equity, equality, and data collection tool such as activity clock	IIII IIIII	10
Time allocated was adequate	II	2
Facilitators were friendly	I	1
Traffic light tool	I	1
Involvement of participants in many practical sessions	IIII	5
Participatory epidemiology review	II	2
Research proposal development	I	1
Total responses		22

45% liked the training content followed by 23% who liked the involvement of participants in many practical sessions.

2. Generally, what three things did you not like about the training? Explain your answer.

Liked least	Frequency	
Venue – power outages	I	1
Time management: Delays at lunch time and finishing late as a result, time was not enough	IIII IIIII	10
Not enough practical sessions	II	2
Group presentations were not well scheduled and rotated	I	1
Training period was not adequate – need more days	IIII	4
Total responses		18

55% did not like the way time was managed and 22% stated that the training time was inadequate

3. Generally, what three improvements would you like to see in future trainings?

Proposed improvements	Frequency	
Consider a more convenient venue	I	1
Time management: Take care of time at lunch and end in good time, allocate more time to training, improve time management and increase number of days	IIII IIIII	11
Shorten each session	I	1
Increase practical sessions	III	3
We should implement the project we proposed	I	1
Rotate presentations by group members	I	1
Visit villages and do fieldwork	I	1
Continue with activities to improve the student's knowledge	I	1
Total responses		20

55% would like to see an improvement in time management and 15% would have liked practical sessions improved.

## Specifics

On a scale of 1-10, where 1 represents extremely dissatisfied, and 10 excellent, please assign a value to represent your opinion of how satisfied the training aspect in question made you feel.

Aspect	Value	How to improve if value is below 10	
1. How each training objective was addressed		Mean	
Objective II. Introduction on how equity affects veterinary work	10, 10, 10, 10, 10, 10, 10, 10, 10, 9, 9,	9.8	
Objective I. Introduce concepts of Gender, Equity and Empowerment	10, 10, 10, 8, 10, 10, 10, 10, 10, 8, 8,	9.5	
Objective III. How can equity be integrated in veterinary work	10, 10, 9, 10, 10, 8, 10, 10, 10, 10, 8, 9	9.5	Need for more clarification on the linkage of gender equity and equality to the veterinary profession
Objective IV. Practical lessons on how to implement equity and gender in veterinary research	10, 9, 10, 10, 6, 10, 10, 10, 10, 10, 9, 7	9.3	Need more time for practical sessions and facilitation
2. Participant activities in plenary			
Veterinarian experiences on how veterinarian work is affected by equity	10, 9, 10, 7, 9, 10, 10, 10, 10, 10, 7, 8	9.2	Need more examples from field experiences
Written quiz	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 9, 8	9.8	
Mood metre	10, 10, 10, 8, 10, 10, 10, 10, 10, 10, 10, 8, 7	9.4	
This evaluation	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 9, blank	9.9	
3. Lectures			
Concepts – equity, gender, equality, empowerment	10, 10, 8, 10, 10, 10, 10, 10, 10, 10, 9, 9	9.6	
Types of research	10, 10, 7, 9, 10, 10, 10, 10, 10, 8, 8	9.3	
4. Tools to establish extent of equity			
Checklist – table 2	8, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 7, 8	9.4	Include evaluative research
Traffic light – table 3	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 8, 8	9.7	
5. Group activities			
Proposal revision guided by checklist and traffic light tools	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 9, 10, 10	9.9	
Presentation of revised proposals in the plenary	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 9, 10, 10	9.9	
Development of Impact pathway	10, 10, 10, 10, 10, 10, 10, 10, 10, 10, 8, 10, 10	9.8	
Development of budget	10, 10, 7, 10, 10, 10, 10, 10, 10, 10, 7, 10	9.8	

Should we get involved with equity and gender issues in the vet profession?

Yes: IIIII IIIII = 10

No:

Explanation:

- Wide knowledge and equity gaps exist
- People in the field still do not believe that ladies can be veterinarians. They need to be sensitized.
- It will help improve veterinary services – II
- The veterinary work involves working with clients of different origins and opinions and equity and gender issues have to be included
- It helps improve quality of data and associated decisions
- To address the gaps in society
- Addressing gender equity issues can help to address gaps existing in relationships and misconceptions