

International Livestock Research Institute

Training course materials on conducting equity research

Delivered to veterinary students in Lilongwe, Malawi

4–5 December 2018



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Training course materials developed by Elizabeth Waithanji, gender and livestock consultant

Compiled by Tezira Lore, ILRI

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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

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

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Program

Malawi veterinary students' training in equity, gender and empowerment

Day 1: Tuesday 4 December 2018

Time	Session and activity
9.00 – 9.45	Session 1: Registration, opening, introduction of participants and climate setting (45 min)
9.45 – 10.00	Session 2: Introduction to the training (30 min) The Program
10.00 – 10.05	Activity 2.1. Purpose of training and training objectives (5 min)
10.05 – 10.30	Tea break
10.30 – 10.45	Session 3: Objective I: Introduction of concepts of Equity, Gender and Empowerment Activity 3.1. Individual Written Quiz (15min)
10.45 – 11.45	Activity 3.2. Power point guided lecture discussion on objective I (45min) (Handout on equity)
11.45 – 13.00	Session 4: Objective II: Introduction on how equity affects veterinary work Activity 4.1. Work in plenary discussing participants experience and reflections on equity – participants' commitment to equity – 30min Activity 4.1. Power point guided interactive lecture (15 slides – 45 min).
13.00 – 14.00	Lunch break
14.00 – 15.00	Session 5. Interactive lecture on Objective III. How can equity be integrated in veterinary work: application of new understanding of Equity, Gender and associated concepts (11 slides – 30 min) Activity 5.1. Group work Research Proposal development and implementation (30min).
15.00 – 15.30	Tea Break
15.30 – 16.00	Activity 5.2. Presentation of proposal outlines – 30 min
16.00 – 16.45	Section 6. Objective IV: Give practical lessons on how to implement equity and gender in veterinary work – Activity 6.1. Walk team through table 2 Handout Populating proposals to include equity issues
16.45 – 17.00	Fill mood meter and depart

Day 2: Wednesday 5 December 2018

Time	Session and activity
8.30 – 8.40	Recap of day 1
8.40 – 10.00	Section 6. Objective IV: Give practical lessons on how to implement equity and gender in veterinary work – continued Activity 6.2. Group work: Application of new understanding of Gender, Equity and associated concepts Research Projects (80 min)
10.00 – 10.30	Tea break
10.30 – 11.30	Activity 6.3. Presentation of group work and discussions in plenary – 60 min (15min, 10 presentations and 5 min for discussion for each of the four groups)
11.30 – 12.30	Development of impact pathways and budgets
12.30 – 13.30	Lunch
13.30 – 15.30	Activity 6.4. Presentation of proposals, impact pathways and budgets – discussions (30 min per group for 4 groups)
15.30 – 16.00	Session 7. Training evaluation
16.00 – 16.30	Tea
16.30 – 17.00	Closing

Content

Day 1

Session 1: Registration, opening, introduction of participants and climate setting (60 min)

(Materials: Participant register, masking tape and markers to write participant name, Data projector, LED pointer, flip chart, flip-chart-stand, masking tape and black, blue, red and green markers)

Getting to know you: Livestock BINGO (10 min, and 15 min max)

The program for the two-day training will be presented and code of conduct outlined. Animator, time keeper and team leaders will be selected **(Materials: bell, whistle or appropriate locally available time keeper's tool)**

Mood meter for daily evaluation at end of each day will be presented and explained **(Flip chart, marker pens)**

Session 2: Introduction to the training (60 min)

Activity 2.1. Purpose of training and training objectives (5 min)

Purpose of training [**Facilitator:** 2 power point slides]:

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

Objectives of the training:

- I. Introduce concepts of Gender, Equity and Empowerment
- II. Introduction on how equity affects veterinary work
- III. How can equity be integrated in veterinary work
- IV. Give practical lessons on how to implement equity and gender in veterinary work

Tea break (10.05 – 10.30)

Session 3: Objective II: Introduction to concepts of equity, gender and empowerment 60 min – Quiz followed by power point guided lecture/discussion (Quiz 15min and ppt guided lecture 13 slides – 45 min).

Activity 3.1. Individual written quiz (15min)

Instructions (**Facilitator:** Given in a one-page handout with spaces for answers provided). Please indicate your sex, age, years of experience as a student and for vets who have graduated, years of working since graduation. Then answer the questions 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

1. What is gender?

2. What things/factors/characteristics other than gender are used to define people and determine their position in relationships? For example, age.
 - a. Do they affect gender relations?
 - b. Are they affected by gender relations? How?
3. What is equity?
4. What is equality?
5. How do equity, equality and gender relate?
6. Is this relationship important?
 - a. Why or why not?
 - b. How?
 - c. For who among the veterinary stakeholders?

Activity 3.2. PowerPoint guided lecture: Definition of Equity, Gender, Empowerment and associated concepts 45 min

1. What is equity?

Equity is 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:

- i. equal life chances,
- ii. equal concern for people's needs and
- iii. 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. (IFPRI 2018 - PN_2018_A4NH_Equity_Web.) Inequities have been associated with the following concepts/conditions.

Gender: 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.

Income: 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.

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. Therefore, with an equity lens, depending on the project, different life stages will be important to research equity.

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

Geography: Geographical inequities are discussed using language around 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.

Ethnicity/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, though it would be important to make this explicit in research in order to tease out the different aspects of marginalization at play.

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.

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

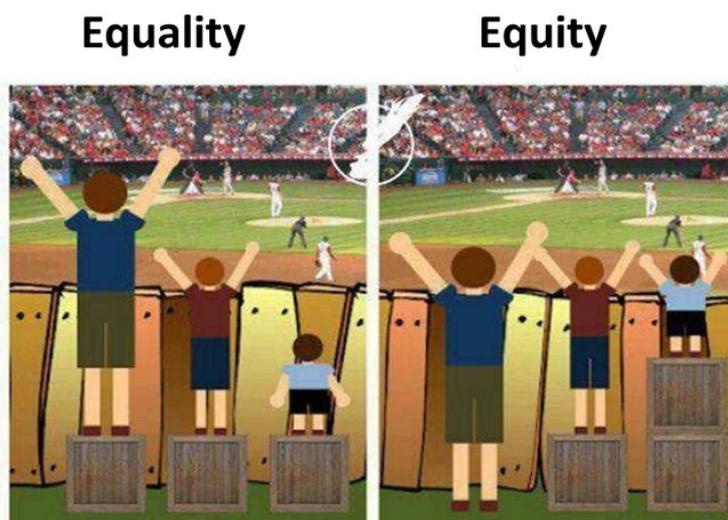
2. What is equality?

Equality is a level at which a person is able to 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 in spite of 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

Slide on difference between equality and equity



The picture above depicts an intervention, in this case to enable people of different capacities and capabilities to enjoy benefits equally (the match). In the first slide, the resources are distributed equally. In the second the resources are distributed equitably. The outcome is equal access to benefits.

3. What is sex and what is gender?

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. Because it is biological, **sex does not change and is not changeable**.

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, Manfre and Barrett 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).

Because it is socially constructed, gender changes and is changeable.

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.

Gender issues are pervasive in all aspects of development. Gender considerations in development, in agriculture and in climate change etc. are, therefore, necessary.

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.

4. What is empowerment?

Empowerment is the expansion of people's ability to make strategic life choices, particularly in contexts where this ability had been denied to them (Kabeer 2001). Empowerment is the ability to define, choose, have control over and share resources. For empowerment to happen, one has to have an enabled agency. Agency is the capacity of an individual to act independently to make his or her own free choices (Brown & Westaway, 2011), and is enabled by skills and confidence (AWEP, nd). An (agency) enabling environment is constituted by the set of social, institutional and household conditions that promote a sustainable trajectory of a desired outcome such as market development (Porteous, 2006; AWEP, nd). Agency is therefore a prerequisite for gender equality and women's empowerment. Once women's agency is strengthened, they are able to 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 them to transform the usually oppressive structures that define their and others' identities and the unequal relations of power that ensue among them.

Session 4: Objective II: Introduction on how (in)equity affects veterinary work

Activity 4.1. Work in plenary (30 min)

Facilitator's instructions to trainees. **[Materials, A5 index cards and marker pens]**

1. **[Discussions on participant's experience – 10 min]** As veterinary (para)professionals, do you talk or have you heard people talking about equity? What do you /they/ say?... give 15 mins max for responses, discussions and pinning up of cards ... (Facilitator can give own example if people are stuck – e.g. Equity issue of livestock owners – veterinarians do not like working in rural areas, livestock owners get 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 (at work in the city) before I treat the cow).

Facilitator/ Rapporteur: On index cards, note words or phrases associated with equity paste them on the wall. Above the two phrases, have a card written "what vets in Malawi say and hear about equity".

2. **[Participant reflection – 10 min]** Now can we think about how (in)equity issues affect our work as veterinarians? [Probe] who is affected generally (practitioners, farmers, service and input providers... Are they affected the same way? Give examples of how they are affected. Similarities and differences. Probe – are male and female practitioners affected the same way; men and women of different ages; differences in rural and urban locations; commercial or smallholder enterprise; poultry, pig, goat, dairy (cow) enterprises

Facilitator/ Rapporteur: On index cards, note words or phrases associated with statements made. Let the participants state something, write one idea per card and paste them on the wall in no special order. In the last 3 minutes, sort the cards into emerging themes under equity and gender. Then have title cards to represent each theme and various categories and sub categories under each.

3. **[Participant collective sense of commitment – 5 min]** Should we get involved with equity issues in the vet profession? Do we have anything to do with it? If yes, show who believes it is necessary by a show of hands? (Count yeses, nos and not-sures. Put these ratios on an index card and paste it at visible place in the main hall).

ANIMATION (5 min)

Lunch break

Session 5. Objective III. How can equity be integrated in veterinary work (group work)
 Application of new understanding of equity, gender and associated concepts 60 min. Research
 Proposal development and implementation.

Activity 5.1. Background information on gender equity research – PowerPoint presentation of
 objective 3 supported by the following write up.

For each group, identify the types of gender equity research projects you would like to conduct. Research design is a general plan about what you will do to answer the research question. 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 problem without prior formative research. Evaluative research seeks to establish whether an intervention had had the intended outcome or any other unintended outcomes. The following table 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 equity formative or action research project (**Facilitator:** *To be circulated during group work*)

	Formative research project [exploratory or conclusive]	Action research project [conclusive]
1.	What is/are the equity question(s)?	What is/are the equity 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. statistics etc.	Are you (individual or team) qualified to implement the project professionally or will you need external specialists e.g. 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 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 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	How will you know that you are making the desired change (monitoring 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

	Formative research project [exploratory or conclusive]	Action research project [conclusive]
	questionnaires, individual interviews, focus group discussions, key informant interviews? Why?	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 yellow and - 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.

Section 6. Objective IV: Give practical lessons on how to implement equity and gender in veterinary work

Activity 6.1. Group work: Application of new understanding of gender, equity and associated concepts research projects (45 min)

Facilitator: *Group characteristics to consider – identify participants by sex and age groups – under 35 (if too large can be divided into two groups); 36 – 45 years; and over 45 years. Make sure each group has a mix of sex and age categories that make sense. [Materials, flip charts, markers, and break out spaces enough for 4 – 6 groups]*

Research areas: Give a veterinary project formative or action research project – e.g. from your submitted proposals (or other research or intervention projects). 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

Mood meter

End of day 1 homework/beginning of Day 2

Day 2

Recap of day 1

Group work

Tea

Activity 6.2. Presentation of group work and discussions in plenary – 90 min (15 min, 10 presentations and 5 min for discussion for each of the four or 6 groups)

Return to groups, revise proposals and develop impact pathways and budgets till lunch time.

Lunch

Activity 6.3. Presentation of impact pathways and budgets – discussions

Training impact evaluation

Closure and tea

Handout for printing

15-minute quiz

Please indicate your sex, age, years of experience as a student and for vets who have graduated, years of working since graduation. Then answer the questions 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

Sex: ___ Age: ___ years Student ___ Year ___ (e.g. 1st)/Graduated ___ Years since graduation ___

1. What is gender?

What is the difference between sex and gender?

Do animals have gender and gender issues? Give examples?

2. What things/ factors/characteristics other than gender are used to define people and determine their position in relationships? For example, age.

a. Do they affect gender relations?

b. Are they affected by gender relations? How?

3. What is equity?

4. What is equality?

5. How do equity, equality and gender relate?

6. Is this relationship important? _____

a. Why or why not?

b. How?

c. For who among the veterinary stakeholders?

The End

Training evaluation

Sex: ___ Age: ___ years Student ___ Year ___ (e.g. 1st)/Graduated ___ Years since graduation ___

I: Overview

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

a.

b.

c.

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

a.

b.

c.

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

a.

b.

c.

II. 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		
Objective I. Introduction on how equity affects veterinary work		
Objective II. Introduce concepts of Gender, Equity and Empowerment		
Objective III. How can equity be integrated in veterinary work		
Objective IV. Practical lessons on how to implement equity and gender in veterinary research		
2. Participant activities in plenary		
Veterinarian experiences on how veterinarian work is affected by equity		
Written quiz		
Mood metre		
This evaluation		
3. Lectures		
Concepts – equity, gender, equality, empowerment		
Types of research		
4. Tools to establish extent of equity		
Checklist – table 2		
Traffic light – table 3		
5. Group activities		
Proposal revision guided by checklist and traffic light tools		
Presentation of revised proposals in the plenary		
Development of Impact pathway		
Development of budget		

Should we get involved with equity and gender issues in the vet profession? Yes: No

Explain:

The End

Handout for circulation

Definitions of equity, gender, empowerment and associated concepts

Equity is 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)

Areas where inequities are common

Gender, Income, Life-stage/age, Youth, Geography, Ethnicity and Disability

Terms that represent equity

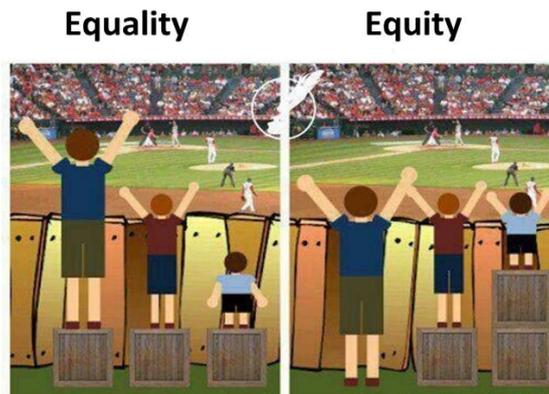
- Achieving inclusion and eliminating exclusion;
- Working with vulnerable groups;
- Enabling beneficiaries;
- Enhancing market access;
- Increasing incomes

Equality is a level at which a person is able to 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 in spite of 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.
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Focuses on outcomes – looks at sameness of outcomes	Focuses on process – fair process, equal life chances and equality of opportunity

Slide on difference between equality and equity



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.

Gender differs from sex. Gender is a set of socially defined characteristics that are seen to distinguish between male and female. Sex is biologically determined as is evidenced by the anatomy – breasts and vagina in females and penis and testicles in males. Animals, therefore, cannot be classified by gender.

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.

Because it is socially constructed, gender changes and is changeable.

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. This influencing of dimensions over each other is called intersectionality.

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 has to have an enabled agency. Agency is the capacity of an individual to act independently to make his or her own free choices and is enabled by skills and confidence. Agency is therefore a prerequisite for gender equality and women’s empowerment. Once women’s agency is strengthened, they are able to 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 them to transform the usually oppressive structures that define their and others’ identities and the unequal relations of power that ensue among them.

Research design is a general plan about what you will do to answer the research question. 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 problem without prior formative research. Evaluative research seeks to establish whether an intervention had had the intended outcome or any other unintended outcomes. The following table 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 (**Facilitator: To be circulated during group work**)

	Formative Research project [exploratory or conclusive]	Action Research project [conclusive]
1.	What is/ are the equity (gender etc.) question(s)?	What is/ 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 results, 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 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 yellow and - 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	-	-	-

PowerPoint presentation

Below are the slides of the PowerPoint presentation, which is accessible online and downloadable at <https://www.slideshare.net/ILRI/vet-equity-training>.

Malawi veterinary students' training in equity, gender and empowerment

Elizabeth Waithanji
Gender and livestock consultant

Training course
Lilongwe, Malawi
4–5 December 2018



Purpose of the training

- To enable participants to pursue equity or to intentionally address inequity in their areas of research and development work
- I. Introduce concepts of equity, gender and empowerment
- II. Introduction on how (in)equity affects veterinary work
- III. How can equity be integrated in veterinary work?
- IV. Give practical lessons on how to implement equity and gender in veterinary work



Objective I: Understanding concepts: Equity, equality, gender and empowerment

Equity

- Equity is 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).
- 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.

Equity

- 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; and
 - increasing incomes.



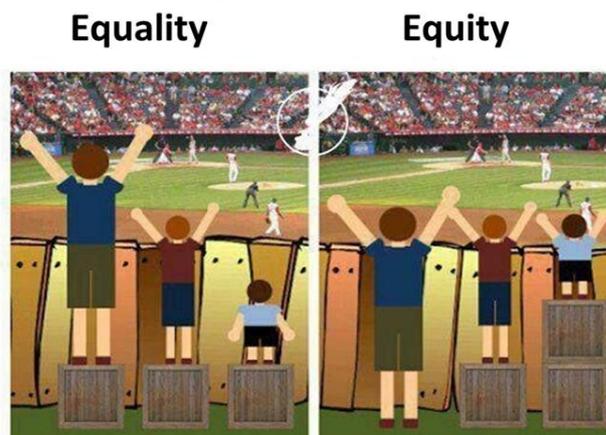
Seven areas where inequity commonly occurs and can be used as a key lens through which to research equity

- **Gender**
- **Income**
- **Life-stage/age**
- **Youth**
- **Geography**
- **Ethnicity**
- **Disability**



Objective I: Understanding concepts: Equity, equality, gender and empowerment

Difference between equality and equity



Difference 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

Equality is a level at which a person is able to define, choose, have control over and share resources like another person.

Example: In gender equality, women are able to define, choose, have control over and share resources, just like men.



Objective I: Understanding concepts: Equity, equality, gender and empowerment

Sex

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.



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Gender

Gender refers to the **socially constructed** and **normalized** roles, responsibilities and status of women, men, girls and boys that are determined by **culturally specified characteristics that define** their social behaviour and the relationships among them. Gender differences are often manifest in four main ways:

- a) roles and responsibilities;
- b) access to resources;
- c) influence and control over resources; and
- d) distribution of benefits accrued from an event or process.



Objective 1: Understanding concepts: Equity, equality, gender and empowerment

Empowerment

- Empowerment is the expansion of people's ability to make strategic life choices, particularly in contexts where this ability had been denied to them.
- An empowered person can define, choose, have control over and share resources.
- For empowerment to happen, one has to have an enabled agency. Agency is the capacity of an individual to act independently to make his or her own free choices.
- Agency is enabled by skills and confidence.
- Agency is, therefore, a prerequisite for equality and empowerment.



Critical elements for each project on equity (Discuss)

- What equity issues do you have in mind?
- What skills do you have (your own and your support)?
- Do you have specific equity capacity needs? Which ones?
- Do you have partners and how will you leverage the partnerships?
- Who are the critical mass of actors?
- What actions can you do? Which ones will you do (prioritization)?



*Objective II: Introduction on how (in)equity affects
veterinary work*

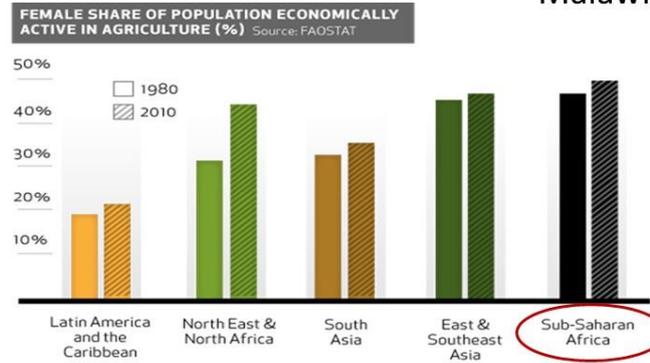
Equity issues in the agriculture (crop and livestock) sector

- Among the equity issues in agriculture (crop and livestock) sector, **gender is the most researched**
- The following section will consist of data on gender inequity in the crop and livestock sectors
- Other areas where inequities manifest, such as income, have been studied and whenever applicable, reference will be made to them

Women's contribution to agriculture and livestock

Women play an important role in agriculture as farmers, workers and entrepreneurs and contribute greatly to household food and nutrition security.

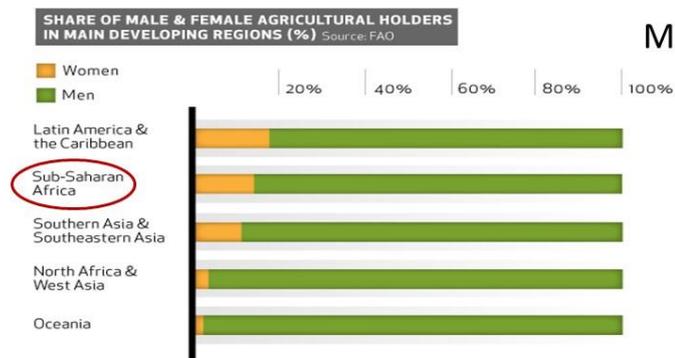
Malawi?



Who owns the land?

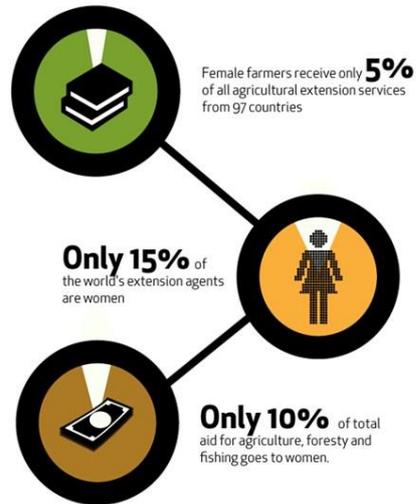
Women access consistently less productive resources than men including land, inputs, technology, education and financial services which are critical determinants to agricultural productivity.

Malawi?



The gender gap in agriculture

- ❑ Rural women enjoy limited benefits from extension services and trainings
- ❑ Rural women are seldom involved in the development of agricultural technologies



The gender gap in agriculture: Implications

The gender gap significantly reduces the productivity of the agriculture and livestock sectors, adversely affecting the growth of national economies

Failure to address gender differences leads to design and implementation of inadequate programs and policies, perpetuating gender inequalities and diminishing returns on investments

Gender issues in the livestock sector

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



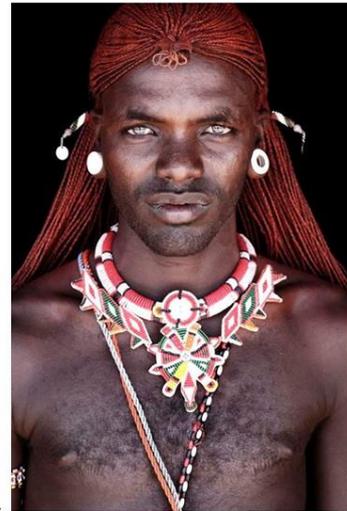
Access and control over natural resources



- ❑ Traditional and customary patterns limit women's access and control over water, energy, land and biodiversity.
- ❑ Insecure access to natural resources strongly reduces women's opportunities to expand livestock management (e.g. lack of land for grazing and collateral to and upgrade livestock activities)
- ❑ Insecure land tenure limits ability to develop and efficiently manage livestock activities

Gender issues in the livestock sector

- ❑ Roles and responsibilities are assigned according to gender norms and derive from customary rules that view certain tasks as 'male' and 'female'
- ❑ Women provide a large share of the labour in livestock keeping, especially in mixed systems and low income households. They often take care of the day-to-day management of all the household livestock, including livestock they do not own
- ❑ Women experience double work burden (heavy workload in the livestock sector and in the household)



Source: <https://www.atlasofhumanity.com/samburu>

Access to technologies, services and extension services



- ❑ Women's work burden prevents them from systematically attending group trainings, training and participating in extension meeting to voice their needs
- ❑ Women are poorly reached for
 - (a) the development and dissemination of new technologies in the livestock sector
 - (b) the dissemination of information on livestock markets, husbandry practices and animal health
- ❑ Traditional and customary patterns can limit women's mobility





Access to financial services

- Women's face greater challenges in accessing credit, remittances and insurance schemes than men
- Factors that can restrict their access to financial services include:
 - (a) legal restrictions (need for male signature)
 - (b) need for collateral (land title)
 - (c) customary rules preventing women to own assets
 - (d) lack of credit schemes designed for small producers
- Limited access to financial services narrows the scope of a business, makes farmers resort to cheaper old technologies and prevents expansions/upgrades

Access to markets



- Women are more likely than men to sell in informal local markets
- Traditional and customary patterns can limit women's mobility to reach more distant and profitable market outlets. They can also be far/unsafe to reach
- As they have less access to market information and marketing skills, often send men to sell their produce themselves (this could result in a loss of all or part of the income)
- Lack of access to markets limits the income and job opportunities that women can derive from livestock

Participation and decision-making power



- ❑ Social norms can prevent women from actively engaging in decision making process on assets and resources at the household and community levels
- ❑ Women's lower status and input in decision-making gives them restricted control over livestock assets and products as well as the income generated from sale
- ❑ Women's limited participation in farmers organizations, cooperatives and producer associations prevents them from acquiring information, voicing needs and concerns, and sharing knowledge

Occupational health and safety

- ❑ Day-to-day care of household livestock exposes vulnerable people to risks of contracting zoonotic diseases like brucellosis and foodborne diseases like salmonellosis.
- ❑ Some vulnerable people are more exposed to these diseases because of their role in food and by-product processing and food preparation. Handling of raw animal products leads to their exposure.
- ❑ If trained and informed on hygiene and safe food handling and processing practices, these people can be key actors in the prevention and mitigation of these diseases.



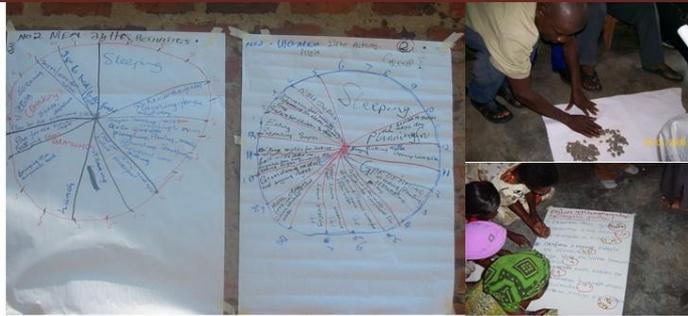
Seven areas where inequity commonly occurs and can be used as a key lens through which to research equity

- Gender
- Income
- Life-stage/age
- Youth
- Geography
- Ethnicity
- Disability



Objective III: How can equity be integrated in veterinary work?

Define your research tools



Tools: Time allocation calendars: Demonstrate key gender roles in a context e.g. dairy value chain

Ranking/Rating/Scoring: Demonstrate key priority livestock, livestock diseases, livelihood strategies of men and women of different age groups and marital status

Surveys: Collect quantitative data on gender roles, resource endowment – e.g. livestock types and numbers of each type owned etc.



A 'short' list of tools we could discuss...

• Agroecosystems Analysis (AEA), Beneficiary Assessment (BA), Development Education Leadership Teams (DELTA), Diagnosis and Design (D&D), Diagnostico Rural Participativo (DRP), Farmer Participatory Research (FPR), Groupe de Recherche et d'Appui pour l'Auto-promotion Paysanne (GRAAP), Methode Active de Recherche et de Planification Participative (MARPP), Participatory Analysis and Learning Methods (PALM), Participatory Action Research (PAR), Participatory Research Methodology (PRM), Participatory Rural Appraisal (PRA), Participatory Rural Appraisal and Planning (PRAP), Participatory Technology Development (PTD), Participatory Urban Appraisal (PUA), Planning for Real, Process Documentation, Rapid Appraisal (RA), Rapid Assessment for Agricultural Knowledge Systems (RAAK), Rapid Assessment Procedure (RAP), Rapid Assessment Techniques (RAT), Rapid Attachment Analysis (RCA), Rapid Ethnographic Assessment (REA), Rapid Feasibility Assessment (RFA), Rapid Multi-perspective Appraisal (RMA), Rapid Organisational Assessment (ROA), Rapid Rural Appraisal (RRA), Sambhik Brahma (Sant Trek), Soft Systems Methodology (SSM), Story Methodology (SM), Theatre for Development, Training for Transformation, Visualisation in Participatory Programs (VIPP), Results based management (RBM), Community action plan (CAP), Strengths, weaknesses, opportunity and threats analysis (SWOT), Force Field Analysis (FFA), Participatory Monitoring and evaluation (PM&E), Process Monitoring (ProM), Participatory Market Research (PMR); Market Opportunity identification (MOI); Enabling Rural Innovation (ERI), Participatory Market Chain Analysis (PMCA)

More tools is not the solution!

Choose few but most appropriate tools for the work

a. Formative research



- Research to understand equity patterns and issues in different contexts: For example
 - Impact assessment: e.g. to establish in what ways, to what extent, and under what circumstances people of different ages/ stages in their lifecycle benefited from participating in informal livestock product markets after an intervention
 - Analysis: to investigate the extent of engagement in informal livestock markets and to explain the causes of differences (inequities) among and between age and sex groups
 - Outputs of impact assessments and gender analysis are recommendations that inform future interventions (action research)



b: Action research

- Using findings from formative research (e.g. study on prevalence of strongyloides *S. stercoralis* and *S. fuelleborni* in humans and Vervet monkeys) one can design action research on improving the sanitation of the communities co-existing with monkeys – e.g. a well monitored intervention on behavioural change through hygiene and sanitation campaigns and other solutions proposed in the formative study
- (i) Test (proof of) concepts [e.g. sanitation campaign]
- (ii) document lessons learned about project design, successful and failed outcomes
- (iii) and identify successful outcomes that can be reproduced in the larger scales
- Enables rational prioritization of needs or issues to integrate in the project – e.g. equity areas of relevance – gender, income, ethnicity etc., in order to achieve desired impacts fast



c: Evaluative research

- Demonstrates if key desired outputs, outcomes and impacts are achieved
- Measure changes in pre-determined/established indicators
- Measures can be
 - quantitative e.g. using specified variables to measure progress/change in various indicators
 - qualitative e.g. to explain changes identified in quantitative indicators
- For all measurements, indicators should be specified at the beginning of the project (baseline)



Uses of evaluative research findings

- Conclusions and recommendations inform development policy and interventions
 - Baseline evaluation findings inform initial implementation
 - Mid-term evaluations should inform mid course adjustments
 - Final evaluations should reflect the positive impact in areas informed by previous evaluations
 - All evaluations inform future similar projects



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Considerations prior to evaluative research

- Identify research questions, indicators of measurement, unit of analysis and codes for responses
- Determine costs and consider tradeoffs in terms of numbers and types of interviews, extent of sex disaggregation/units of analysis
- Conduct baseline, mid term and end line with plans for impact assessment from the same individuals, households, groups communities
- Use mixed (qualitative and quantitative) data collection methods
- Conduct gender analysis of data



Decide the areas of inequity and to what extent you will use them in the study

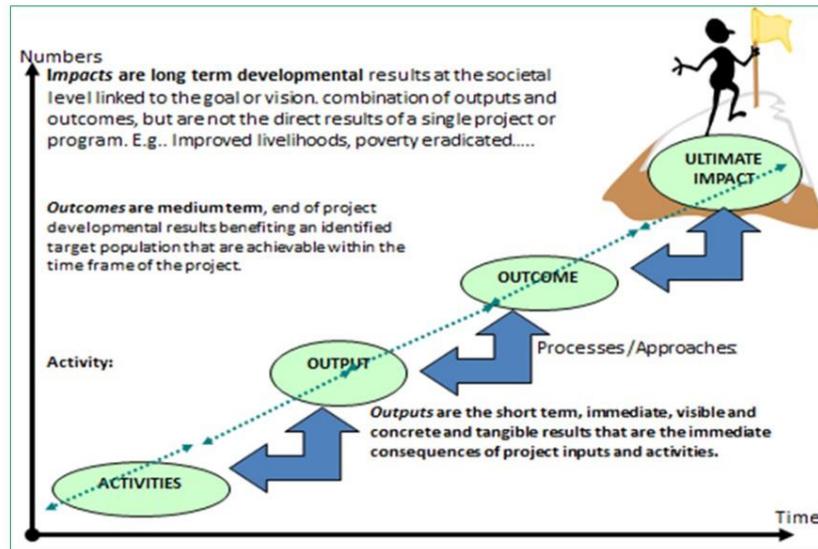
Area	In objectives	In research questions	In analysis
Gender	Green	Green	Green
Income	Yellow	Yellow	Yellow
Age	Green	Yellow	Yellow
Youth	Green	Green	Green
Geography	Red	Red	Red
Ethnicity	Yellow	Yellow	Yellow
Disability	Red	Red	Red

The traffic light tool (adapted from Harris and Mitchell 2017) can be used to establish at the proposal development and project evaluation stages the areas of inequity to be/that were used and the extent to which they will be/were used in the objectives, research questions and gender analysis

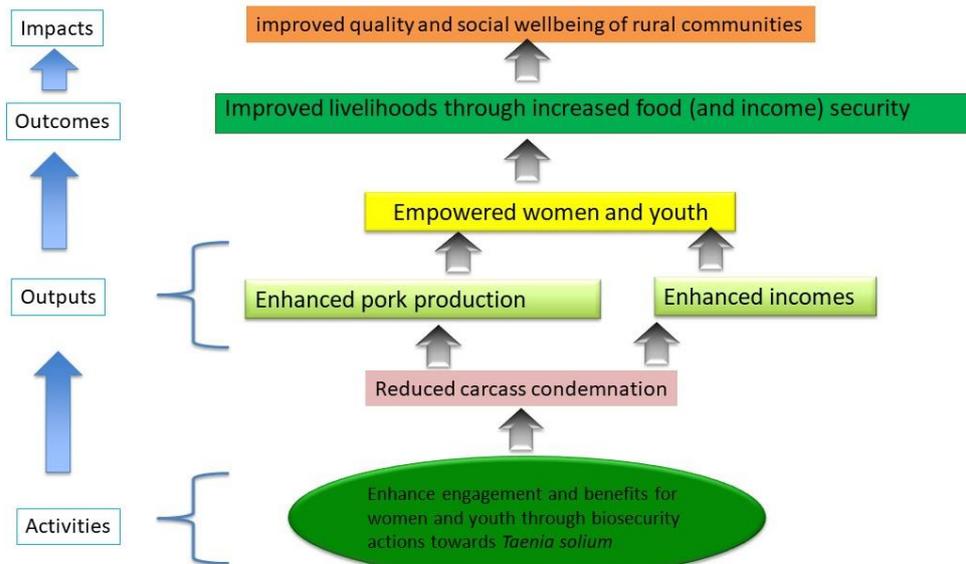
Used explicitly as analytical variable
 Used implicitly
 Not used at all

40

Have an impact pathway for your work?



Porcine cysticercosis eradication impact pathway



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*Patron: Professor Peter C. Doherty AC, FAA, FRS
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Box 30709, Nairobi 00100 Kenya	ilri.org	Box 5689, Addis Ababa, Ethiopia
Phone +254 20 422 3000	<i>better lives through livestock</i>	Phone +251 11 617 2000
Fax +254 20 422 3001	ILRI is a CGIAR research centre	Fax +251 11 667 6923
Email ilri-kenya@cgiar.org		Email ilri-ethiopia@cgiar.org

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