

# Gender integration in the Health of Ethiopian Animals for Rural Development (HEARD) project: Partners' sensitization and alignment training report



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# Gender integration in the Health of Ethiopian Animals for Rural Development (HEARD) project: Partners' sensitization and alignment training report

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International Livestock Research Institute

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# Acknowledgement

The Health of Ethiopian Animals for Rural Development (HEARD) project is financed by the European Union.

Among others, one of the objectives of the project, 'improving the technical competencies of veterinary service providers to enable them to deliver better and provide rationalized services' is jointly implemented by the International Livestock Research Institute (ILRI) and the Ethiopian Veterinarians Association (EVA). The lead implementer of the HEARD project is the Federal Democratic Republic of Ethiopia's Ministry of Agriculture.

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# Introduction

The Health of Ethiopian Animals for Rural Development (HEARD) is an EU-supported project which aims to increase sustainable livestock productivity and improve the marketing of livestock products in Amhara, Oromia and Somali regions. The technical assistance team of the project contracted a gender short term expert to investigate the gender aspects of the project and strengthen gender integrated project implementation.

Accordingly, the consultant developed a two-year gender strategy action plan. The strategic objectives of the strategy are:

- Staff have the knowledge, skills and tools needed to effectively integrate gender in their project
- HEARD project has the necessary structure in place to integrate gender in the project life
- The project has built linkages with relevant stakeholders to ensure the sustainability of the gender activities in the project and beyond
- The project has integrated gender innovative activities to ensure gender equity
- The project has a gender-responsive monitoring and evaluation system in place.

The main actions of the strategy include:

- Building gender capacity of HEARD project staff via training and workshops
- Assigning and/or strengthening the gender structure of HEARD project implementers
- Revising HEARD project staff performance and development plans to include measurable gender related objectives/activities
- Organizing workshops involving gender departments of relevant sectors (i.e. Ministry of Agriculture (MoA), International Livestock Research Institute (ILRI), regional gender experts working on livestock production etc.)
- Coordinating experience sharing and learning events with project partners
- Piloting innovative and gender sensitive animal health approaches
- Developing/adapting an monitoring, evaluation and learning (MEL) system to track progress on gender action plan
- Collecting sex-disaggregated data.

Achieving this requires partners' sensitization and alignment on what this means conceptually and in practice. A two-days training was organized from 13–14 April 2022 at ILRI Addis Ababa to create shared understanding and alignment among HEARD project partners related to gender equity objectives, gender targets and content, gender integration approaches and methodologies, gender-disaggregated reporting and gender outcome documentation.

The participants were drawn from Ethiopian Veterinary Association (EVA), ILRI, MoA and Somali, Amhara and Oromia regions. A total of 16 (10 female, 63%) participants attended the alignment training.

# Day 1. Understanding gender integration

The introductory session sets the tone for the training. A paper ball was used to facilitate participant introductions. In a circle, participants introduced themselves, their roles in the project and shared experiences in working with men and women livestock keepers.

After the introductions, participants identified expectations from the training. The expectations were displayed on flipchart paper throughout the training to help participants monitor achievement of their expectations.

## Introduction and expectations

### Introduction

- Go around and meet as many participants as you can whom you do not know.
- Introduce **yourself** and your **role** in the HEARD project.
- Share your most **exciting experience** in working with women and men in animal health management.

### Expectations and intention to apply lessons

- Individually, write down two to three learning expectations and one intention to apply the lessons.
- By table, agree on two to three learning expectations and intentions to apply the lessons.
- In plenary, share your group learning expectations and intentions to apply the lessons.



## Participant expectations

- What are the gender issues in the project?
- What is the concept of gender integration?
- What are the project's gender experience and actions?
- What good practices are there to apply?

## Training objectives and outcomes

### Learning goals

- Create **shared understanding** and **alignment** among HEARD project partners related to:
  - gender equity **objectives**
  - gender **targets** and **content**
  - gender integration **approaches** and strategies
  - sex- and gender-disaggregated data collection and reporting
  - gender outcome monitoring and documentation
- Provide a **guiding** structure for project partners to accelerate gender integration process into ongoing project interventions
- Aid **documentation** of innovative gender integration practices and outcomes.



### Learning outcomes

- By the end of the sensitization and alignment training, you will be able to:
  - **Appreciate** and **think** about the value of gender integration into project interventions.
  - **Explain** what women's empowerment and gender integration mean in the **context** of the project.
  - **Apply** gender integration approaches appropriate to local **context**.
  - Identify **actions** to integrate gender into project interventions in a meaningful, feasible and effective manner.
  - Identify what **changes** are expected, how these will happen, and what is required from project partners.
  - **Capture** innovative gender integration practices and outcomes in reports and blog stories.



## Training approach and process

The partners' alignment training follows a participatory learning approach covering both conceptual and practical aspects of gender integration. Basic concepts of gender were introduced in an interactive way drawing upon participants' experiences. Examples and scenarios were used to contextualize concepts and identify practical applications. Participants reflected on practical implications of concepts, gave examples and explained what the concepts mean in practice.

### Training approach

- Experiential, problem-based, generative and collaborative learning process
- Insight making, reflection and journaling of key lessons and actions
- Contextualizing learning and implications for practice
- Identifying context specific actions in the process



## Learning monitoring and feedback methods

Participants were encouraged to reflect on their learning experiences and keep learning logs. A deeper level of learning happens when participants reflected on and documented key lessons and insights and how they can apply the lessons. In addition to making learning relevant, this would also enhance the likelihood of knowledge application.

### Self-learning management tools

Daily Learning logs and reflections:

- **Key learning points and insights:** What did I learn today/in this topic?
- **Application:** How will I use the lessons in my work?
- **Learning reinforcement needs:** What do I still need to know more, and how can I achieve this?



## Creating motivation for learning

Participants worked in small groups to identify gender challenges in the HEARD project and how they can address these challenges. This gave participants an appropriate level of challenge and motivated them for learning.

### Context – exploratory challenge

**In small groups:**

- What are the main gender **challenges** in HEARD project interventions in your context?
- How can you **address** these gender issues in the project?
- How have you been addressing these challenges in your context? Give specific examples of actions.



## Group work result

### Gender challenges/issues in the project:

- Limited female animal health service providers
- Women play dominant role in managing livestock, but have limited benefits
- Women participate in small ruminant marketing, but men control the income
- Limited women participation in trainings and community meetings
- Community mistrust of female animal health service providers (e.g. vaccinators)
- Male animal health service providers dominantly serve men

- Female livestock keepers' limited access to trainings
- Limited gender capacity of service providers (lack practical tools).

### How to address the gender challenges/issues:

- Capacitate service providers to ensure gender issues are integrated
- Adopt culture-specific loan services
- Capacitate female community animal health workers (CAHWs) in pastoralist settings
- Create gender capacity at community and service level through dialogues (e.g. using activity calendars for men and women)
- Engender public-private partnerships (PPP) service provision models
- Ensure that PPP service models are accessible to and benefit female livestock keepers
- Gender training and coaching for PPP service providers
- Address constraints of female animal health service providers (e.g. finance).

## Why gender and putting a gender lens on everything

Gender equality in agriculture: FAO video <http://www.fao.org/gender/resources/videos/video-detail/en/c/320222/>

Participants reflected on the video and discussed arguments for gender integration in the HEARD project. This made them appreciate the value proposition of addressing gender aspects in the project. Participants shared examples and stories which further illustrated the need for gender integration and created a sense of urgency for taking actions.

### Challenging own gender perspectives: reflective documenting

Participants were read 'sex' and 'gender' statements and asked to differentiate between sex and gender by standing on paper labels. Then, they chatted in pairs why they thought the statements referred either to gender or sex. In plenary, a few participants were invited to reflect.

The exercise challenged participants to explore their own gender attitudes. They reflected and documented new insights gained from the exercise and what this means to the design of interventions and working with men and women livestock keepers.

A complementary exercise to explore and challenge participants' gender perspectives was to ask them to draw a farmer/veterinarian. They were asked to place their drawings on the walls of the training room.



A female participant describing her drawing.

It was very revealing for the participants how their own gender attitudes influence their thinking and how this can affect how they work with men and women livestock keepers. Out of the 10 drawings displayed, only two participants drew a female farmer or veterinarian. Even the female participants were thinking of a male farmer/veterinarian when they were asked to draw a picture. The words and expressions participants used to describe their drawings showed the gender attitudes and mindsets they have about men and women livestock keepers.

After the exercise, participants reflected on their learning experience and realized how their own gender attitudes influence what they think about and work with men and women livestock keepers.

## Exploring gender attitudes

- Draw a farmer/veterinarian:
  - gallery exhibition
  - mindset/wording
- Statements: Agreement/Disagreement
- Reflections and journaling:
  - What are your **insights** and takeaways from the exercise?
  - What does this **imply** how we work with men and women livestock keepers in HEARD intervention sites?



## Gender imagery: stereotypes and biases

### Brainstorming:

- What **images** or **words** come to your mind when you think of men or women?
- What do you understand by “gender stereotypes?”
- What **institutions** and **systems** create and maintain gender stereotypes?
- What are the **consequences** of gender stereotyping in HEARD project interventions and reporting?



## Explaining how understanding of gender roles and needs shape gender integration approaches

In an interactive plenary discussion, participants explored how their understanding of gender roles and needs shape the gender integration approaches and interventions that they would implement in the project.

Reflective and contextualized understanding of gender terms like ‘access and control’, ‘gender equity and equality’, ‘reaching, benefiting and empowering women’ and ‘sex- and gender-disaggregated data’ help participants characterize gender-responsiveness of project activities.

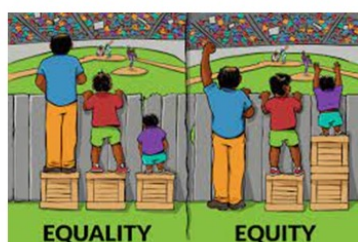
## Access and control of resources and benefits

### Brainstorming:

- What do these words **mean** to you?
- What **resources** and **benefits** do women and men have access and control in the HEARD project context?
- What **factors** influence access and control of resources and benefits by women and men in the project?
- How does **understanding** of access and control and **influencing factors** shape **gender integration approaches and interventions** in the HEARD project? **What does this mean for gender-responsive project interventions?**



## Gender equality and equity



In HEARD project context, what is the **reality** of men and women in animal health services and what are the **implications** for project interventions?



## Reaching, benefiting and empowering women

### Small group work:

- What do these words **mean** to you?
- In practice, **how** do you reach, benefit or empower women (both FHH and MHH) in HEARD project?
- What **challenges** have you faced, and how have you **tackled** these challenges?
- What **lessons** have you learned?



## Sex- and gender-disaggregated data

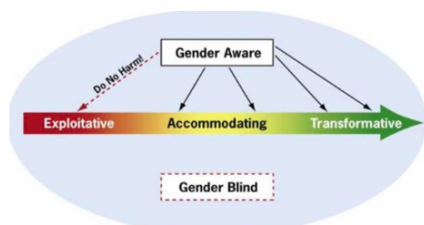
- Do they **mean** the same?
- Give **examples** of each from your project work.
- Which one better describes the **situation** of women and men?
- What does this mean for gender-responsive **reporting** and communication?



## Gender integration continuum

Using a PowerPoint presentation, the gender integration continuum was explained focusing on features and implications for HEARD interventions. Differentiation was made between gender blind and gender aware approaches. The continuum of gender aware approaches were explained with examples and in reference to the understanding of gender roles and needs.

### Gender integration continuum: approaches and consequences



**Voting with feet: features and consequences**  
(reinforce or transform gender norms and inequalities)



Paper labels of exploitative, accommodating and transformative gender approaches were placed on the floor and participants were asked to indicate where they are along the continuum in integrating gender into the HEARD project.

Participants indicated the gender approaches being practised in the project between accommodating and transformative approaches along the continuum. They discussed among themselves and identified gender integration activities being practised. What came out during the discussion was that participants had already good gender integration practices, but these were not properly documented and communicated.

Participants placing their gender approaches along the continuum

## Checkout reflection: Learning log

By the end of the day, participants were encouraged to reflect on their learning experiences and document their key learning points, insights and how they can apply the lessons in their learning logs. This gave a sense of achievement in addition to monitoring learning.

Reflection is a process of looking within us and critically questioning and listening to answers from within (introspection). It is a process of getting in touch with one's own feelings and values, making new insights.

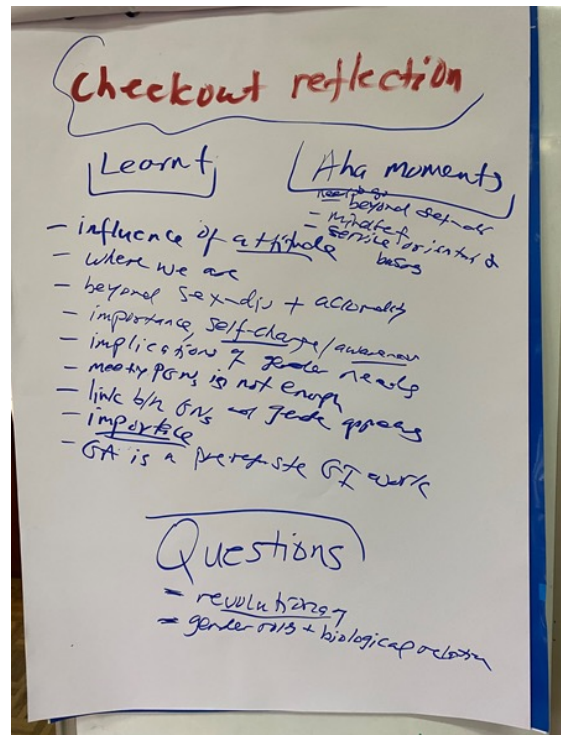
### Checkout reflections and journaling

- **3 things you learnt**
- **2 surprises / Aha moments**
- **1 question you have**



## Key lessons learnt:

- The influence of attitude and norms how we work with men and women livestock keepers
- Where we are with gender integration along the gender integration continuum
- The need to go beyond gender accommodating approach
- The importance of gender disaggregated reporting
- Importance of gender integration
- Self-awareness, challenging one's own gender perspectives
- Implication of practical and strategic gender needs for intervention design
- Meeting practical gender needs is not enough
- Link between gender needs and gender integration approaches
- Gender analysis is a prerequisite for gender integration work
- See every project activity with a gender lens.



## Aha moments:

- The need to go beyond sex-disaggregated data and reporting
- The influence of attitudes and mindset
- From business to service orientation of private animal health service providers.

## Questions:

- Who is blamed for gender inequality? Which approach is feasible revolutionary or collaborative approach?
- Do 'biological attributes' of men and women not shape their gender roles?

## Day 2. Gender integration methodologies and actions

The day started with a recap of the previous day and setting agenda for the day.

### Agenda for today

- Gender integration methodologies
- Gender integration: monitoring, documentation and learning
- Small group work: identifying and writing a good practice story
- Review, reflections and feedback
- Next steps: action plans and coaching needs



## Making sense of and localizing gender integration methodologies

The 'gender integration into HEARD project: approaches and methodologies' guideline was used as a resource material for small group discussions. The guideline provided guiding gender integration methodologies that can be applied in the project. Partners formed different groups to conceptualize and understand the gender integration methodologies. As they internalized the methodologies, participants contextualized them and identified specific gender integration actions that they can implement in the project.

### Gender integration methodologies and actions

**Read individually, work in small groups, share back:**

- **Conceptualize** HEARD gender integration methodologies
- As you internalize the methodologies, identify specific **gender integration actions** that you can implement in your context
- What other gender integration actions can you take in your context?



## Gender integration: Monitoring, documenting and learning

In a plenary interactive discussion, the importance of, and the difference between, process and outcome monitoring and documentation were discussed with examples, inviting participants to share their experiences.

Monitoring is a regular collection of information to measure the progress of gender integration activities based on established indicators and make corrections as work progresses.

*Process monitoring* measures progress (tasks, activities, processes and methods) towards integrating gender into project interventions for systematic and collective learning, reflection and corrective action. It answers the questions 'What has been done so far? Where, when and how has it been done? What needs to be changed?'

*Outcome monitoring* provides information about changes due to gender integration activities and processes.

*Process documentation* is an ongoing activity to capture the process, results and experiences of integrating gender into ongoing project interventions. It is a systematic and rigorous process of recording activities, processes and their results and sharing of useful information.

The application of process and outcome monitoring and documentation was exemplified with a discussion of indicative gender outcome areas for the HEARD project and developed story checklist/template. Further, participants were encouraged to exercise documentation of their gender integration activities and processes as part of their reporting practices.

### Small group work

- Identify a good practice/innovative gender integration activity/approach that you want to share and influence others.
- Using the story writing checklist or template, discuss and outline information requirements to write an outcome/good practice story on your activity/intervention.



### Summary of key learning points:

- Documentation seeks to share valuable project knowledge to help people avoid pitfalls and use the most effective strategies and lessons.
- Good documentation is accessible, relevant and used in planning.
- Process documentation and monitoring help systematically document gender integration activities and processes, challenges and lessons for continuous learning, reflection and improvement and show evidence-based impacts.
- It is important to properly document and keep record of meetings with partners and community members and field activities with reflections of key action points.

## Review, reflections and evaluations

### Review of content and process: Objectives, expectations

In the conclusion of the alignment training, participants' expectations were reviewed against training objectives, content and outputs. Participants were also encouraged to review their learning logs and identify key learning points and takeaway messages.

#### Review, reflections and feedback

- **Review of learning logs and daily recaps for key learning points, insights and messages**
- **Sharing lessons and insights in groups and plenary**
- **Feedback and learning reinforcement**



### Summary of key learning points

- The influence of gender attitudes on how we think about and work with men and women livestock keepers.
- The importance of understanding gender concepts and languages to stimulate critical reflections and self-awareness of participants about their gender perspectives and behaviours, which again influences how they plan interventions and work with men and women livestock keepers.
- The importance of process documentation and sharing stories of gender outcomes as part of our reporting practices.

### Action points:

- Establish and strengthen regional gender taskforces comprising HEARD regional coordinators, gender focal persons of public partners, private animal health service providers and regional PPP taskforce members.
- Ensure couples' participation in trainings and community meetings.
- Apply household based mentoring and advice to reach both household members.
- Incorporate and report on gender aspects in HEARD project interventions.
- Conduct women-only trainings/meetings (PPP models).
- Use female trainers/facilitators/advisors.
- Use single- and mixed-sex groups in trainings and community meetings.
- Assign and capacitate gender focal persons in PPP taskforces.
- Identify and capacitate female animal health service providers.

## Next steps: action plans and coaching needs

### Gender integration action plan

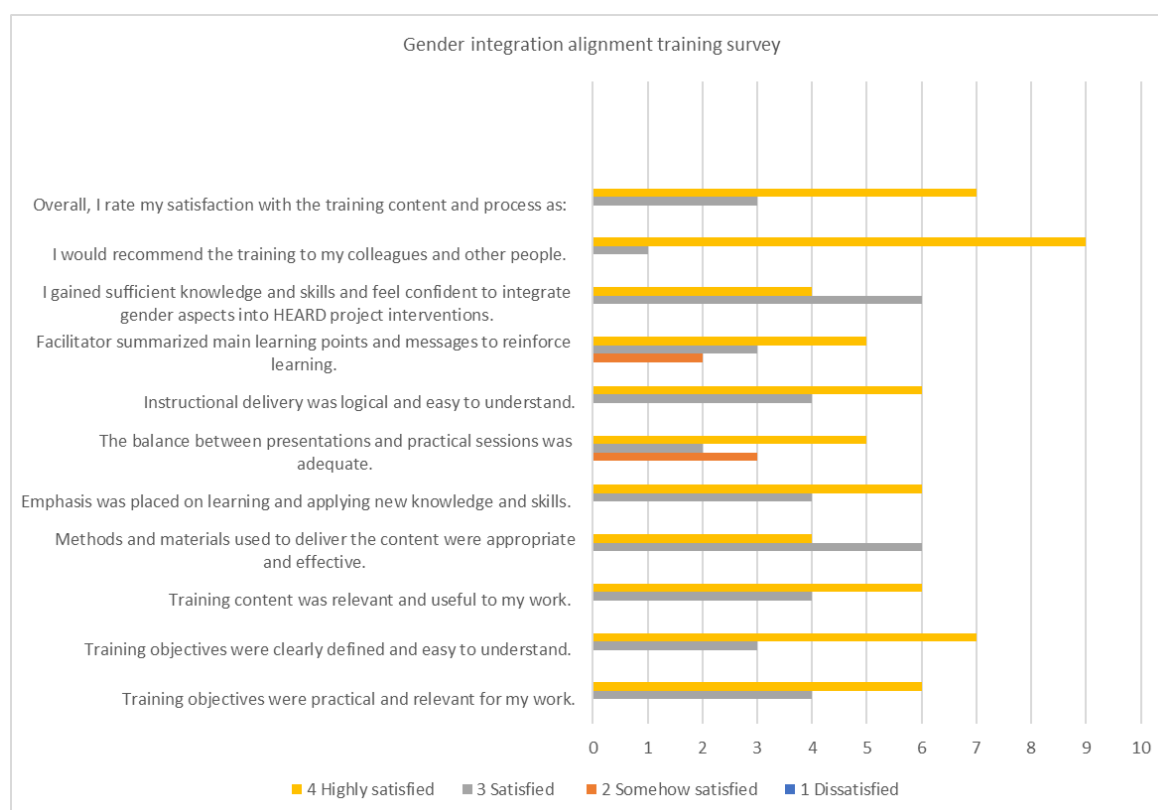
Intervention What key actions do I need to take to reach, benefit and empower women in the project?	Challenges What challenges may I face in reaching my objectives?	Mitigation What can I do to address the challenges?	Outcomes How can I monitor and evaluate progress and document outcomes?

- Regional gender integration taskforces/teams
- Coaching and mentoring: collective responsibility
- Documentation and sharing of innovative gender integration practices and outcomes
- Gender monitoring of planned and reported activities: scoring tool, team update meetings, project coordinators' meetings



## Training survey

A training feedback survey was used to collect feedback from participants on the training content and process. Overall, participants demonstrated good satisfaction with the training content and process (Figure 1) and would recommend the training to their colleagues and other people.



# Annexes

## Annex 1. List of participants

No.	Name	Sex	Region/organization	Role/position
1	Farhia Ahmed	F	Somali	Gender officer, LRPDB
2	Remla Deyib	F	Somali	Private animal health service provider
3	Wubet Sinshaw	M	Amhara	HEARD regional coordinator
4	Mastewal Kassahun	F	Amhara	Gender focal person, BoA
5	Netsanet Sitotaw	F	Amhara	Private animal health service provider
6	Wesene Issa	F	Oromia	Gender focal person, OAB
7	Faisal Taju	M	Oromia	Private animal health service provider
8	Fasil Awol	M	EVA	HEARD project coordinator
9	Gewado Ayledo	M	EVA	HEARD project officer
10	Meron Solomon	F	EVA	Gender focal person, EVA
11	Saba Ermyas	F	ILRI	Communications specialist, ILRI
12	Wudu Temesgen	M	ILRI	
13	Hiwot Desta	F	ILRI	HEARD M&E officer
14	Mamusha Lemma	M	ILRI	CapDev expert
15	Selamawit Tilahun	F	MoA HEARD	Finance and Administration Manager
16	Aynalem Fitwie	F	MoA HEARD	Project Cashier

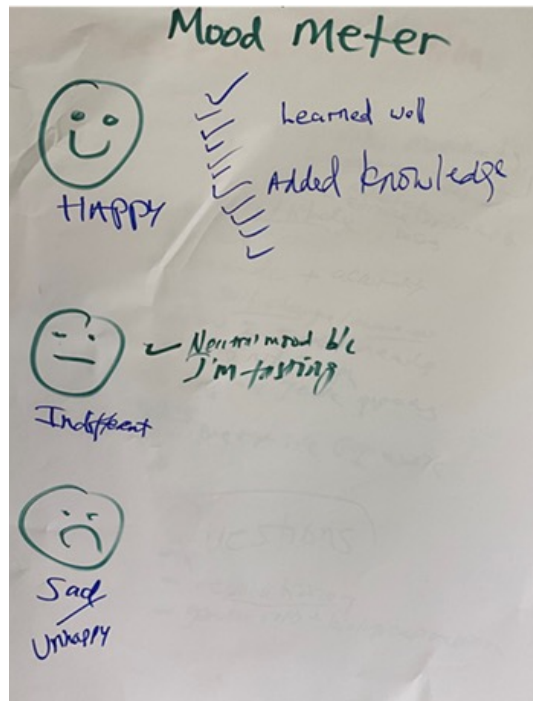
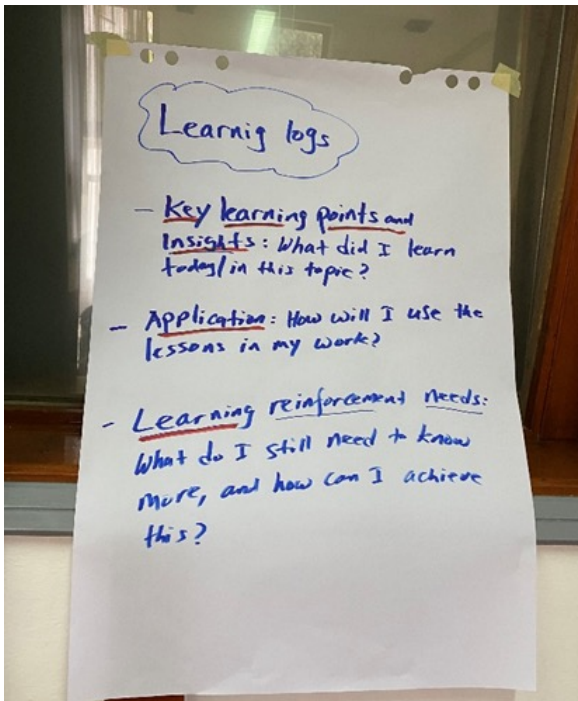
## Annex 2. Program of activity

Day 1	Introduction, expectations, objectives, self-learning management tools
0900–1000	Introductory session
1000–1030	Coffee break
1030–1200	Context Exploratory challenge, why a gender lens on everything
1200–1330	Lunch break
1330–1500	Understanding basic concepts of gender
1500–1530	Tea break
1530–1645	Gender integration approaches
1645–1700	Review and reflection
Day 2	Gender integration into HEARD project: Methodologies and actions
0900–0930	Day 1 recap
0930–1000	Individual and group work: Contextualizing gender integration methodologies and actions
1000–1030	Coffee break
1030–1200	Group presentation and reflection, gender integration monitoring, documentation and learning
1200–1330	Lunch break
1330–1500	Recap, reflections and next steps
1500–1530	Closing and tea break

## Annex 3. The training process in pictures



Participants presenting and reflecting on their gender drawings (photo credit: ILRI/Mamusha Lemma).



Self-learning management and feedback tools (photo credit: ILRI/Mamusha Lemma).



Participant introductions and sharing exciting gender experiences (photo credit: ILRI/Mamusha Lemma).

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