

**ADVANCING WOMEN'S PARTICIPATION IN LIVESTOCK
VACCINE VALUE CHAINS IN NEPAL, SENEGAL AND
UGANDA**

TRAINING OF TRAINERS

**A FACILITATION MANUAL FOR ANIMAL HEALTH WORKER
TRAINERS WORKING WITH THE LIVESTOCK VACCINE VALUE
CHAIN FOCUSED ON GENDERED INTERSECTIONAL
TRANSFORMATIVE APPROACHES (GITA)**

**SENEGAL
MARCH 2022**



LIVIF and Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal and Uganda

LIVT stands for *Leveraging intersectionality in livestock vaccine value chains for gender transformation in Nepal, Senegal and Uganda*. This is the old name of the project which was renamed to *Advancing women's participation in livestock vaccine value chains in Nepal, Senegal and Uganda*.

Recommended citation

Ludgate, N., and Russo, S. (2021). Training of Trainers: A facilitation manual for animal health worker trainers working with the livestock vaccine value chain focused on Gendered Intersectional Transformative Approaches. Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal and Uganda. University of Florida: Gainesville, FL

This manual was produced as part of Canada's International Development Research Centre's Grant No. 109062-001.

This manual was made possible by the Livestock Vaccine Innovation Fund. The Livestock Vaccine Innovation Fund is supported by the Bill & Melinda Gates Foundation (BMGF), Global Affairs Canada (GAC), and Canada's International Development Research Centre (IDRC).

Disclaimer

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Acronyms and Abbreviations

Agri-preneur	Agricultural entrepreneur
GITA	Gendered intersectional transformative approach
IDRC	International Development Research Centre (Canada)
LIVT	Leveraging intersectionality in livestock vaccine value chains for gender transformation in Nepal, Senegal and Uganda
LVIF	Livestock Vaccine Innovation Fund
LVVC	Livestock vaccine value chain
MMCA	Make Me a Change Agent
ND	Newcastle Disease
PPR	Peste des petits ruminants
SBC	Social and behavior change
SSA	Social Analysis and Action
TOT	Training of trainers
UF	University of Florida
Vet-preneur	Veterinary entrepreneur

Background

The goals of the LIVT project are to increase women's use of peste des petits ruminants (PPR) vaccines for their small ruminants in Nepal, Senegal and Uganda, as well as Newcastle Disease (ND) for their poultry in Senegal. In Senegal, the project works in the Kaffrine Region in three districts: Kaffrine, Kounghoul, and Malem Hodar, by focusing on the PPR vaccine used in goats and sheep, and ND in poultry. Many recognize there are multiple factors that prevent women from vaccinating their animals, most often related to gender and other intersectional issues (such as class, ethnicity, disability, age, etc.). We believe that using a *gendered intersectional approach* to working with women livestock owners, all levels of animal health workers, and trainers will be transformative in opening up the spaces to allow for fuller participation of women in the livestock vaccine value chain.

The approach taken by this project – a *gendered intersectional transformative approach* (GITA), is based on both empowering women as well as incorporating an intersectional framework. GITA is based on the fact that the *context* in which livestock vaccinations take place is as important, if not more important, than animal health factors. Often it is not simply gender that prevents owners from getting their animals vaccinated. When sex, class, ethnicity, disability, and age (among other factors) prevent owners from getting their animals treated and prevents animal health workers from addressing the needs of these owners, then unvaccinated animals continue to present a disease risk.

This Training of Trainers (TOT) program is developed by the University of Florida (UF) LIVT project to communicate and teach GITA and other “soft skills” to trainers. “Soft skills” include skills such as effective communication, training or group facilitation, conflict resolution, and business and entrepreneurship embedded in a GITA framework. During this training, UF LIVT training team will review each section for content and methods of delivery with TOT participants and solicit input into how well the information could be used by them to train technical agents and subsequently relais/auxiliaries. A pre- and post –assessment will be administered to the trainers before and after the training to assess knowledge gained for all the sessions.

The UF LIVT project intends to conduct multi-levels of training. The first training is geared towards professional veterinary staff, in a TOT mode, to prepare them to include GITA in the trainings they provide to livestock technical agents who will later train relais/auxiliaries (also called community-based animal health workers) in some contexts. The five training resource manuals developed by the LIVT project are to be used in tandem with this TOT facilitation manual to derive lesson plans and content.

Training Objectives

1. Train Kaffrine-based professional veterinary and livestock extension staff in GITA and other soft skills using a training-of-trainer (TOT) approach
2. Discuss supplementing the veterinary and livestock trainings with GITA, facilitation and training, communication, conflict resolution, and business and entrepreneurship skill development content
3. Co-design a technical agent, relais/auxiliaries, and community training program with TOT participants

Learning Objectives

1. Understand why gender and other intersectional factors are important to integrate for successful veterinary trainings and vaccination campaigns.
2. Learn basic skills related to participatory facilitation and training that actively engage women and other possibly marginalized livestock keepers.
3. Recognize why men, women and other marginalized populations have different communication styles and conflict resolution approaches, and how they matter in designing agricultural and livestock programs, including vaccination campaigns.
4. Integrate business and entrepreneurship skills in training of relais/auxiliaries.

Notes for the Facilitator/User of this Manual

The facilitation manual is designed to be used in a TOT course, but it is also designed to be used by those trainers to develop their own training courses for livestock technical agents and relais/auxiliaries.

Each lesson has objectives, the GITA component, the relevant slides from the slide deck for the course, activities and handouts, the length of time and guidance for advance preparation and materials needed. Handouts are designed to fit onto one page for ease of printing where possible.

Many of the activities are based on critical reflection, dialogue, and self-reflection. Participants will be asked to bring in their own experiences.

Each lesson contains at least an introductory slide, which could be a mini-lecture or a plenary discussion, one or more activities, and handouts if needed.

Behavior change discussions can bring up gender, power, and social norms including gender-based violence. Resources/references used are cited after the activity or topic in focus to aid the manual users to consult those materials. The three manuals (Williams, SSA, and MMCA) and other relevant references are to be given to the trainees at the end of course. This facilitation manual can also be printed and given to the trainees at the end of the course. The LIVT project will also provide each trainer with a USB flash drive that contain the training materials developed by the project and other sources used in the development of training materials.

This facilitation manual is designed as follows: 1) content delivery is spread across the first four days of six-day TOT training, while 2) remaining two days of six days are dedicated to aiding TOT participants co-design their own courses for veterinary trainings. The last two days is designed to incorporate TOT participants' reaction to shared content, co-design content of future trainings, and discuss delivery method, sequence or flow of activities, engagement and anticipated comprehension by trainees, including the timing of activities and how they can be delivered.

For the virtual training component: If the course is done by Zoom, have the participants check in early to trouble shoot any technical issues. Ideally, someone with technical skills will be available. Back up computers or phones, even a generator, if possible, might be needed.

For the face-to-face training component: Ensure the meeting room is set up in a U-shape or similar format so participants can move freely during the training activities. Have a separate table for training materials: markers, pens, nametags, tape, flipchart paper, energizers, etc. Secure a flipchart stand and flip chart paper. Prepare and print handouts. Prepare flipcharts in advance.

Day One

Achievement-Based Objectives

By the end of Day One, participants will have:

- Completed a pre-training assessment.
- Introduced themselves to the group.
- Reviewed the training agenda.
- Learned about GITA with focus on gender, gender lifelines and gender roles.
- Understood the application of GITA and GESI in the livestock vaccine value chain.
- Discussed project learnings around GITA in the livestock vaccine value chains in Senegal.

Duration

8.5 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- [Handout 1.1 Training Agenda](#)
- [Handout 1.2 Pre-training Assessment](#)
- [Handout 1.3 Attendance Sheet](#)
- [Handout 1.4 Fishbowl](#)
- [Handout 1.5 Gender Equality Continuum Tool](#)
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

Pre-training assessment (Handout 1.2)

Use time during breakfast to allow all participants complete Pre-training Assessment form. Collect completed forms from participants before starting.

1.1 Welcome and introductions

Facilitator: Hello and welcome. This course is designed for experienced animal health and livestock trainers. The overall objective is to enhance your capacities in using gendered intersectional transformative approaches (GITA) in your trainings, especially with livestock technical agents and subsequently the relais/auxiliaries at the community level. The course has several components, to be offered over the course of 6 days. All materials will be shared during and after the completion of the course. Today's training is focused on GITA to understand gender issues, gender lifelines and gender roles in livestock production, as well as the application of GITA in understanding what is needed to offer inclusive veterinary or livestock services to everybody in the community regardless of gender, ethnicity, age, education, and marital status. Let's take a few minutes to introduce ourselves. And tell us what name you wish to use.

1.2 Activity - Fishbowl

Facilitator: This is an interactive introduction activity. Follow a handout and PowerPoint slide for instructions.

1.3 Agenda review and Workshop Objectives

Facilitator: Give a brief overview of the training. Highlight the daily topics, start/finish times, and breaks. Explain that some lessons or timing may change to meet the needs of the group. Address questions the participants may have regarding the agenda.

1.4 Introduction to GITA – What is meant by GITA?

Facilitator: Ask participants if they have seen or used these terms before:

Gendered – socially prescribed roles and norms that define how men and women behave

Intersectional – social factors such as race, ethnicity, class, religion, culture, and livelihoods

Transformative – something that inspires change or causes a shift in viewpoint

Approach – start to deal with something or speak with someone for the first time in a certain way

The GITA approach is different from simply addressing gender issues. Sometimes it is not just about being a man or a woman but about other factors that define a person, their identity. Identity is shaped by many factors. When you meet someone in Senegal, there are several ways you use to understand their identity – their facial features, the clothes they wear, the language they speak. You make assumptions based on these physical factors but there are, of course, many other factors that you may not know about. We'll keep bringing these up in the workshop.

We also focus on “transformative” because that is how we can get to behavior change. When you more fully understand who the person is that you are training by discovering more about them and their constraints, you can design the training to better suit their needs. And, along the way, you yourself are experiencing transformative learning and may be changing your ways of thinking and behaving.

Facilitator: Share this definition of GITA with participants:

“Gender-transformative approaches encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community” (Rottach et al. 2009, 8).

Gender

Facilitator: *If we are promoting change, we need to understand what needs to be changed. How is gender understood in your contexts? How would you define gender and sex? Would farmers use the same definitions? Discuss these questions with the group. Culture is the primary influence on how boys and girls are raised which, in turn, affects and determines their opportunities throughout life. Be aware that situations will change over time, for many reasons.*

Intersectionality

A framework for understanding the ways that multiple aspects of our identities intersect, influence one another, and compound to create unique experiences. It was first introduced by Kimberly Crenshaw who reflected that “The idea that **we all have the same life** is false. Race, class, gender come together to

shape the life changes of people in **very difference ways.**" Social identities are dynamic, multiple, and shaped by society. Intersectionality is a way to challenge assumptions that everyone in a marginalized group faces the same problems.

1.5 Why to use GITA in livestock vaccine value chains

Our donor wanted to understand why the animals owned by women did not get vaccinated with any regularity. We conducted mapping research in the three countries to answer this question. We found that livestock vaccine value chains (LVVCs) are gender blind. There is no distinction made about who owns the livestock; the focus is on delivering the vaccine and not on the social context of ownership and access.

Gender Equality Continuum Tool

Follow Handout 1.5 to explain Gender Equality Continuum Tool as needed.

1.6 Activity Gender lifelines

Facilitator: Divide participants into same sex groups (if possible) or else one group will have to play the role of women. Use the table on PowerPoint slide. Discuss in plenary using these questions:

- *What are the differences between boys and girls, men and women?*
- *Why are they different? Are there differences by ethnicity?*
- *How do boys and girls learn the rules and responsibilities, who enforces them?*
- *Are the rules and responsibilities the same for boys and girls? Is this fair?*
- *When does a child become an adult? What changes then?*
- *What are the differences in men's and women's opportunities?*
- *How do the rules/expected behaviors shape opportunities and accomplishments?*

Facilitator: Facilitate a reflection and discussion in plenary:

- *What did you learn from your lifelines?*
- *Is this how your children's lifelines will look? What would you like to see change?*

1.7 Activity on gender roles

Facilitator: *Have you been told to act like a man or behave like a lady? What does each of this mean?*

Ask participants to list the characteristics or behaviors meant by "acting like a man" or "behaving like a lady." Write responses on the flipchart.

Now look at the lists and identify the differences. Which of these characteristics could potentially be harmful? How does living in one "gender box", defined by social norms, limit one's life? Are these rules fair? Why or why not?

1.8 GITA in livestock vaccine value chains

Facilitator: *While we earlier identified gender roles of men and women, we are now going to get specific about how gender roles play out in livestock production. Livestock are not gender neutral nor are the activities associated with livestock production gender neutral. What we mean here is that for many people, certain types of livestock are associated with men or women, for example, goats are for women and buffalos are for men. But even when a type of livestock is associated with men or women, some of the related production activities might be done by one or the other. For example, milking or taking animals out to graze might be considered to be the task of men only, women only, boys only, or maybe it doesn't matter who does the task. This is important when delivering training because you have to know*

who is responsible for the animal being discussed and its management. If you tell the men about the importance of maintaining sanitary practices while milking but only women do the milking, then the information does not get to the right user.

1.9 Gender roles in livestock production

Facilitator: In this activity prepare participants to explore and identify the gender and social expectations of women and men livestock producers, to identify ways women and men both benefit from and are restricted by these norms.

In every country and community, there are certain types of activities associated with livestock production that are considered "only" for men or "only" for women; that women are prohibited from doing; that certain groups of people will never do, etc.

1.10 Activity Gender boxes for livestock production

Facilitator: Divide participants into two groups and instruct groups to do the following:

One group draws a Gender Box for men and the other group draws a Gender Box for women.

Within the box, give examples of what each do related to livestock production.

On the outside of the box, write the sources of the expectations about men or women.

Next, write outside the box unexpected behavior for that gender, e.g., for men, selling milk products.

Facilitator: After participants complete above, they return from breakout session. Discuss the following questions in plenary.

- *Would these expectations and behaviors change with ethnicity? With age? With location?*
- *How and why do our communities and the people in our lives enforce certain roles, behaviors, and norms for women and men?*
- *Who has more freedom to step outside the box?*
- *When do you choose to stay in the box or step out of the box? Why?*

**Sources of
expectations**



Gender box

**Unexpected
behavior**

1.11 Learnings from the PPR and ND vaccine value chain mapping - Ethnic differences in livestock vaccination practices (sharing project findings)

This section will be presented by the Advance project staff.

1.12 Wrap up Day One

Facilitator: Facilitate self-reflection with participants. Capture notes on the flip chart.

- What is the best thing you learned today?
- How will you use it in your work with technical agents who will later train relais/auxiliaries?

Day Two

Achievement-Based Objectives

By the end of Day Two, participants will have:

- Analyzed the differences between facilitation and training and when to use both types with adults.
- Identified the importance of audience demographics, and its impact on facilitation.
- Demonstrated the skills needed to be an effective facilitator.
- Practiced facilitation techniques.
- Defined and identified ways of expressing empathy.
- Shared an example of a work situation in which empathy was/could have been used.
- Practiced demonstrating empathy and respect in a field situation.
- Identified the impact of different types of power on individuals and communities.
- Examined the transformative nature of addressing power relations between women and men.

Duration

8 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- [Handout 2.1 Four Skills for Improving Empathy](#)
- [Handout 2.2 Showing Respect](#)
- [Handout 2.3 Activity Sheet - Who has Power and Control](#). Download from <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-2-Who-Has-Power-and-Control.pdf>
- [Handout 2.4 Activity Sheet - Power over v. Power with](#). Download from <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-4-Power-Over-v.-Power-With.pdf>
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

2.1 Reflection from Day One

Facilitator: Use flip chart to take notes as participants share their reflection from Day One. Facilitate discussion.

2.2 Review agenda for Day Two

2.3 Facilitation vs. training: What is the difference?

Facilitator: Do you consider yourself a trainer, a facilitator or both? What is the difference between training and facilitation? Can you do both? What are the pros or cons of each type? These are questions that need to be considered when developing and delivering a workshop to adults. Elicit responses from participants.

Training (and teaching) involves the passing on of information and/or knowledge to participants, usually in a formal setting such as a classroom. Most people attend some type of schooling as they grow to adulthood, and the teacher is the “expert” related to the information that is passed on. Students frequently memorize the material, without thinking about its application or relevance. Teaching can be an efficient method of passing on information quickly, with everyone receiving similar information. However, based on the principles of Adult Learning; teaching like a schoolteacher is not always the most effective method for adults. That is why we prefer to talk about training and trainers.

Facilitation involves the creation of a “learning environment” where both the facilitator and participants learn from each other. Facilitation recognizes the value of traditional and experiential knowledge and people's ability to solve their own problems. Problems are investigated together with the participants and solutions are practically oriented to maximize adoption. Facilitating allows greater flexibility of materials and the workshop agenda than a more formal format.

Key differences between trainers and facilitators

Facilitator: Review key differences between trainers and facilitators.

Key Differences Between Trainers And Facilitators

TOP-DOWN TRAINER	FACILITATOR
Has the answers, gives knowledge to the students or trainees	Values the experience and knowledge of the participants; Poses problems and sets up a process in which the participants search for answers
Is the expert, knows best	Helps people to become responsible for their own learning; demonstrates ideas
Presents new information from the front of the group	Uses practical, participatory methods, e.g. group discussion and activities in which all members of the group participate
Information flows in just one direction, from teacher to students	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Brings extensive knowledge of the subject	Draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Is concerned with students understanding the right answer	Is concerned with the discussion; encourages and values different views
Has a formal relationship with the students, based on their status as a teacher	Is considered as an equal, and has relationships based on trust, respect and a desire to serve
Directs the learning	Allows learning to be self-directed

Source: CARE International. Farmer's Business Schools (2017). https://care.org/wp-content/uploads/2020/05/FFBS_1_Facilitation_Tools.pdf

2.4 Understanding audience demographics:

Facilitator: Ask participants: "Why does it matter who the audience is when facilitating or training? In what ways do you adjust your training based on who is present? What considerations do you need to think about when facilitating or training a group of people?" Capture participant responses on a flip chart.

Using the flip chart that was previously created, Understanding Audience Demographics, discuss what is known about the target audience with participants. Facilitators need to know the answers to these questions before creating a workshop.

- Demographics (age, sex, ethnicity, etc.) - Are workshop participants inter-generational (multiple ages)? Are participants predominantly male? Female? Are they of a particular ethnic group? How would these demographics affect participation?
- Location - Where are participants from? Urban? Rural? Why might their location affect their ability to attend workshops?
- Background - Have you worked with them before? Any special considerations?
- Experience (knowledge, skills, attitudes prior to training) - What kinds of experience or training have participants had previously? Will you have an audience that has multiple levels of experience?
- Literacy and numeracy levels - Have participants attended primary or secondary school? Will you need to create training materials that primarily use pictures rather than text?
- Availability and desire to participate in training - How to assess these factors?

Ask participants “what are some things they need to consider including women more actively in training”? After listening to their responses, use the handout Key considerations when working with female participants to discuss the following items with participants.

- 1) Timing of meetings? Consider women's triple roles – domestic, income generating and community responsibilities, and when is a convenient time to hold meetings to avoid conflicting with these.
- 2) Childcare- If women have young children, this needs to be provided
- 3) Location of meetings- Is it accessible? Safe for women to travel there?
- 4) Is there a need for male approval to attend meetings? This may be needed to avoid backlash or violence at home.
- 5) “Opportunity Cost” – Is the information important enough for people to forego other responsibilities to attend the meetings?
- 6) Single gender or mixed gender groups?

Consult women and men separately in sex-segregated communities to ensure that women's priorities, needs, and motivations, as well as men's, are reflected in the training design and implementation.

- 7) Consider establishing separate women groups to encourage participation and empowerment of the women first, then use mixed groups of men and women.

2.5 Discussion - Key considerations when working with female participants

Facilitator: Discuss with participants the following.

- *Timing of meetings? Consider women's triple roles – domestic, income generating and community responsibilities, and when is a convenient time to hold meetings to avoid conflicting with these.*
- *Childcare- If women have young children, this needs to be provided to encourage their attendance.*
- *Location of meetings- Is it accessible? Safe for women to travel there? Using a community building, such as a school or a community center will often encourage attendance.*
- *Is there a need for male approval to attend meetings? This may be needed to avoid backlash or violence at home.*

- *“Opportunity Cost” – Is the information relevant enough to offset their other responsibilities? Think about the Adult Learning principles to engage participants in learning useful and relevant information.*
- *Single gender or mixed gender groups? Consult women and men separately in sex-segregated communities to ensure that women's priorities, needs, and motivations, as well as men's, are reflected in the training design and implementation.*
- *Consider establishing separate women groups to encourage women's participation and empowerment first, then use mixed groups of men and women.*

2.6 Communicating with empathy and respect

Empathy has been found to help facilitate behavior change. Developing empathy and showing respect improves relationships with others and enhances your ability to help people address barriers to behavior change. In this lesson we will explore different emotions that occur within your work situation, and how demonstrating empathy and respect will improve chances that people will adopt tools or techniques that you are trying to facilitate.

Empathy is the ability to: Understand and share the perspective, emotions, and feelings of another person. Their reality is their truth.

Put yourself in someone else's shoes (or imagine what it would be like to be in their situation)
Be able to connect with something in yourself that knows how the other is feeling and share it

- 1) *Write in large letters at the top of a blank flip chart **How do you Demonstrate Respect?***

Activity 2.6.1 What is Empathy?

Ask participants to define in a few words the term “empathy”. Capture their responses on the flip chart you prepared previously.

When they have finished, share the following definition of empathy:

The ability to:

- Understand and share the perspective, emotions, and feelings of another person. Their reality is their truth.
- Put yourself in someone else's shoes (or imagine what it would be like to be in their situation)
- Be able to connect with something in yourself that knows how the other is feeling and share it

If you have access to the internet and the ability to project a video, this is a short video on “What is Empathy” you could show participants.

Brene Brown “What is Empathy”? <https://www.youtube.com/watch?v=1Ewvgu369Jw>

- 1) Ask participants to think about a time recently when they showed empathy toward someone else or when someone showed empathy toward them. As the facilitator, you may want to first share a personal example that is simple and clear.

- 2) After allowing a few moments to think, *have participants break into pairs* and work with someone they have not worked with already. *Ask them to share an empathy experience* with their partner.
- 3) After a few minutes, while the participants are still in pairs, *ask them to think of a time recently when someone did not show them empathy, and ask them to share their example with the same partner*. Encourage them to choose an example that is personal but that they feel comfortable sharing with the group.
- 4) Have the whole group come back together and allow participants to share any interesting stories they heard during the activity.

If needed, ask participants:

- How did you feel when someone did not show you empathy? How did you react?
- How was that different from the feelings you had when you were shown empathy?

Activity 2.7 Four skills for improving empathy

*Hand out and review the **Four Skills for Improving Empathy** with participants.*

Activity 2.8 Showing respect

Ask participants how they demonstrate respect for another person in the rural communities they work in. Ask them to consider an intersectionality approach (i.e., age, ethnicity, education, etc.) in their responses. Capture their responses on the flip chart you prepared previously.

Activity 2.9 Role play on demonstrating empathy and respect with rural farmers

Break participants into groups of 5 people. In each group, have the participants select a person who will be a technical agent or relais/auxiliaries who is visiting a farmer's group to check on the health of their goats. The remaining group members will be male and female farmers from a rural, isolated community.

Tell participants that the farmers have received one training on how to feed and manage the health of their goats, however there was only one woman in the group who was able to attend. After inspecting the goats, it doesn't appear that much of the training has been applied, as the goats are skinny and haven't been vaccinated. The animal health worker needs to talk with the farmers to inquire why the training has not been applied in a way that will demonstrate empathy and respect.

Give the groups about 20 minutes to prepare the role play, and then 5 minutes to present their play. Have the groups that are not performing form a large circle around the group that is performing and take notes on the conversation to determine whether the language used demonstrates empathy and respect for the farmers.

Discuss the findings with all the groups after all plays have been performed. What did they see and hear that indicated that empathic listening and respect was occurring with all the farmers?

Sources used in this lesson:

- Clark, B.J. et al. 2013. Facilitators and barriers to initiating change in medical intensive care unit survivors with alcohol use disorders: A qualitative study. *Journal of Critical Care* 28(5): 849–856. doi: 10.1016/j.jcrc.2013.06.011. Epub 2013 Jul 19. Available at: www.ncbi.nlm.nih.gov/pubmed/23876701
- Brene Brown "What is Empathy"? <https://www.youtube.com/watch?v=1Evwgu369Jw>

2.10 Understanding Power

Understanding all of the different types and levels of power and how these influence individuals is key to being able to make transformative changes. Power is linked to social norms and roles as well as to productive activities including livestock production. GITA aims to transform unequal power relations by understanding power.

Discussion of power over, power to, power within, power with and power for

Power is linked to social norms and roles. We are not talking about physical power but sometimes, someone who is physically strong may have certain kinds of power, both good and bad. For example, a strong man can become a sports hero and a role model to children, or a strong man can mistreat his wife and children with no repercussions. How power is used is also related to social norms – does society accept the sports hero and condone the behavior of the man mistreating his family? Sometimes physical power is also equated with being able to do productive activities, for example, some people believe a woman cannot be a veterinarian because women are not strong enough to handle animals. GITA aims to transform unequal power relations:

Power over:

- Control over people, resources and others' lives
- Usually understood as a form of authority, control or domination
- Also, influencing what others think they can do (rights and capabilities)

Power to:

- Act and to realize one's aspirations; measured through individual skills, capacities and self-confidence
- Enabling a person or a group of people to act or realizing one's potential

Power within:

- Person's or group's sense of self-worth, self-awareness, self-knowledge and aspirations
- Also related to agency and shaped by social norms and gendered and intersectional institutions

Power with:

- Collaborative and collective power with others through mutual support, collaboration, recognition and respect for differences
- Ability to act together

Power for:

- Means a power for a vision, values and or demands that orient struggles for change

2.11 Who has power and control?

Use Activity 3.2.1 – <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-2-Who-Has-Power-and-Control.pdf>

2.12 Power over vs. power with

Use Activity 3.3.1 – <http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-4-Power-Over-v.-Power-With.pdf>

2.13 Activity – Meaning of Power over, Power to, Power within, Power with, Power for in Senegal context

In plenary, facilitate discussion using below terms and what they mean in Senegal setting.

- Power over
- Power to
- Power within
- Power with
- Power for

Use flipchart to capture participants ideas.

2.14 Transformative power

Facilitator: As you begin to recognize all the different types of power, you are also learning to disentangle all of the threads that are woven into power structures which helps to start the work of transformation. Doing so allows you to question whether the norms and behaviors always have to be the same, and if there are places where you can make a change. **Are you ready to be a change agent?** **Why do you, as a trainer of livestock technical agents, need to understand and be able to talk about and encourage transformation?**

2.15 GITA, power, and your role

Facilitator: This can be done as homework and for self-reflection. May not report out in plenary but definitely give some guidance before giving the assignment.

Ask participants to answer in their own words, how to link GITA to transformative power.

- Why do they, as trainers, need to understand and be able to talk about and encourage transformation? They already have the technical background in animal sciences and animal health. What else do they need to do to feel comfortable with being an agent of change?
- What powers could you use?

Examples could be power within and power with.

2.8 Wrap-up of Day Two

Facilitator: Facilitate review of the day. Capture notes on the flip chart.

Day Three

Achievement-Based Objectives

By the end of Day Three, participants will have:

- Distinguished between agri-/vet-preneurship concepts and ideas to start a business.
- Described differences between men and women entrepreneurs.
- Examined why leadership is important for technical agents and relais/auxiliaries .
- Discussed why and how women and other vulnerable groups are prevented from becoming leaders.
- Identified ways of becoming a more effective communicator.
- Analyzed hidden layers and complexities of conflict.
- Examined the intersectionality of social factors when approaching conflict.

Duration

8 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- [Handout 3.1 Identifying agri-/vet-preneurship ideas with relais/auxiliaries](#)
- [Handout 3.2 Identifying characteristics of male and female entrepreneurs](#)
- [Handout 3.3 Methods of becoming a more effective communicator](#)
- [Handout 3.4 Images of female entrepreneurs](#)
- [Handout 3.5 Iceberg of Conflict](#)
- [Handout 3.6 Factors Affecting Conflict](#)
- Link to 1:21 minute video: *What is Conflict?* <https://www.youtube.com/watch?v=SorgWJUHbjM>
- Link to 4:29 minute video: *Iceberg of Conflict.* <https://www.dailymotion.com/video/x2y4dz4>
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

3.1 Reflection from Day Two

Facilitator: Use flip chart to take notes as participants share their reflection from Day Two. Facilitate discussion.

3.2 Review Agenda for Day Three

3.3 Introduction to agri-/vet-preneurship

Facilitator: Present a short lecture on Concepts of agri-/vet-preneurship

Agricultural or Veterinary Entrepreneurship is a process of identifying and starting a business venture, sourcing and organizing the required resources, marketing, and taking both the risks and benefits associated with the venture. Entrepreneurs are innovators who use a process of changing the current situation of the existing products or services, to set up new products or new services.

There are two kinds of entrepreneurship ventures:

1. Those that succeed.
2. Those that fail.

Facilitator: Ask participants to give examples of why some businesses succeed and some fail. Write down answers on the flipchart.

Mini lecture continued: Everyone dreams that his/her business will be successful. We should look at the foundation of building up a good business; there are four interrelated pillars that could ensure that business succeeds.



- **AN IDEA AND MARKET:** *An idea is the kind of business you want to do, and market is the people who will buy your products or services. A good idea is the basis of a successful venture while the availability of a market is the indicator of the sustainability of business venture.*

Facilitator: Ask participants about products or services that are common in their areas in relation to veterinary drugs and supplies and services (treatment, vaccination). Write on the flipchart.

- **SKILLS/KNOWLEDGE/EXPERIENCE:** *This refers to several business skills. For Example, we need both theoretical and practical skills. Do we know how to produce quality products for our market? We also need business management skills. Do we know how to keep basic records so that can assess the profitability of our business? In addition, we know something about our **MARKET**. Do people want our service or product? How are we going to inform people that we have what they want? Who will be our customer? And how will our goods get to the market?*

Facilitator: Ask participants about their skills or experience in starting a business. Do they consider their training services a niche in the veterinary sector? What skills and experience are important to make their business successful? Write on the flipchart.

- **RESOURCES:** *How much MONEY do you need to start your business? The money you use to start your business is called your capital. It often takes a lot less money than you expect, the profits to be realized is what you should use to grow your business. **Starting small is the key for successful entrepreneurs.** Most people only talk about the business they want to start. Take some time and reflect on these things before you start.*
- **MOTIVATION/HARD WORK:** *working consistently every day. Making money in business largely depends on you. Are you there to open your business every day? Can people rely on you? Do you sell a quality product or service?*
- *The foundation of any successful entrepreneurship is like a four-legged stool. If one of the legs is missing, then the venture will not be stable.*

Sources used in this lesson:

Adapted from World Agroforestry Centre. (2014). *Farmers Training: Entrepreneurship Manual*. Page 5)

<https://www.worldagroforestry.org/sites/default/files/Entrepreneurship%20manual%20NEW.pdf>

3.4 Activity Developing agri-/vet-preneurship ideas with relais/auxiliaries

Facilitator: This is a self-reflection activity to help trainers of technical agents and relais/auxiliaries to initiate thinking among relais/auxiliaries about services or products they can provide to livestock keepers as business. Ask participants to work individually for 10 minutes by answering questions in Handout 3.1. Distribute the handouts. Assign each participant a set of questions to answer.

After about 10 minutes ask participants to share and explain their responses. Facilitate discussion among participants about agri-/vet-preneurship in Senegal using the following questions:

- *How gender roles and relation affect agri-/vet-preneurship?*
- *Are there ethnic differences that may affect relais/auxiliaries?*
- *Provide examples of successful relais/auxiliaries’ entrepreneurship in the region.*

3.5 Differences between men and women entrepreneurs – Do they matter for business?

Facilitator: Present a short lecture:

There are successful male and female entrepreneurs. Studies from different parts of the world found that there are some characteristics that are found in both men and women. However, there are some distinct differences that do exist between the two. These differences exist in relations to how they make decisions, tolerate risk, set goals for their business, finance their business, manage their business, network and what personal motivations they have.

This table summarizes characteristics of male and female entrepreneurs from various studies.

Male Entrepreneurs	Female Entrepreneurs
Decision making easy	Decision making difficult

Business focused on economy and cost	Business focused on making social contribution and quality
Willing to take financial risk	More conservative when it comes to financial risk
Task oriented; focused on business growth	Focus on good relationships with clients

Facilitator: Participants to work individually. Ask participants to answer questions in Handout 3.2 and think about their reasoning for the answer they select. Based on responses request participants to volunteer to explain their reasoning behind agreement, disagreement or being neutral. If the group is small, ask each participant to explain their reasoning.

Facilitate discussion using the following questions:

- *What are the underlying reasons for these?*
- *How does the Senegalese context affect these statements? Do these statements apply to male and female entrepreneurs in Senegal? Why or why not? What examples will you use to adjust statements to the Senegalese context?*
- *Do these differences matter for business? Why or why not? Provide examples from Senegalese context.*

As discussion goes, make notes on the flip chart. To conclude, summarize key points from the discussion.

3.6 Who can be a leader?

Facilitator: To emphasize the point that anyone can be a leader, given the right circumstances and situation

Ask participants to think about a major change in their life, who made the decision for the change, who influenced them. When does decision making shift from child to adult, when does a child become an adult, and when can an individual make his or her own decisions?

3.7 Gender and leadership in animal health

Facilitator: This is a facilitated discussion on gender, leadership and animal health. We’re going to talk about gender and leadership. Ask participants the following questions in plenary:

- Why is this an important topic for animal health workers?
- Why should this even be discussed?
- Can women be leaders in animal health?
- There is a shortage of female veterinarians, for example. Why do you think that is the case?
- How do you feel about women speaking out in public? How do others feel?

Capture responses on the flip chart prepared for each question separately.

3.7.1 Activity Values statements on leadership

Facilitator: Give participants 2 minutes to individually think of someone they see as a good leader. Color sticky notes can be distributed to participants ahead to write on.

Then ask participants share with the person next to them and take turns to explain what they admire about the person's actions, attitudes and values. Give each pair 4 minutes (2 minutes per participant in the pair).

Bring participants together and facilitate a discussion in plenary, have participants report out on what leadership qualities or skills do admired leaders have in common.

- Who are the admired leaders – men, women, young, old, etc.?
- Do women hold leadership roles in your communities? Why or why not?
- Summarize the main findings such as:
 - Anyone can become a leader because ...
 - The qualities of a good leader...

3.8 Leadership skills for agri-/vet-preneurs

Facilitator: Ask participants to think about leadership skills important for agri-/vet-preneurs. Distribute color sticky notes to participants ahead to write on. Give participants 5 minutes to individually work and post the sticky notes on the flip chart prepared ahead and titled “*Leadership Skills.*” Each participant can produce a range of sticky notes with various leadership skills. For example, a sticky note can say “*communication skill*” etc.

As facilitator group sticky notes based on the leadership skill. Bring participants together and facilitate a discussion in plenary on the leadership skills important for agri-/vet-preneurs. Ask participant to explain why and if there are leadership skills that differ among men and women, and between ethnic groups in the area.

3.9 Empowering female agri-/vet-preneurs

Facilitator: Encouraging women and girls to pursue entrepreneurial pathways requires trainers to understand the skills gaps and opportunities within the agricultural and livestock market systems. A recent project encouraging youth engagement in Senegal's agricultural sector found that an agricultural careers fair offer platforms for knowledge and skills exchange as well as connect participants to professional networks and future job providers. The fairs offer a range of agricultural pathways along value chains as well as highlight the importance of having both technical and soft skills (e.g., a skill to vaccinate animals with a leadership skill). By exhibiting women-owned and operated agri-/vet-businesses at the career fairs they also help challenge people's perceptions around traditional gender roles in livestock and agriculture.

Facilitate discussion in plenary using the following questions:

- *Are there women-owned and operated agricultural or veterinary businesses in the area? Other businesses run by women?*
- *What are the pathways to empower female agri-/vet-preneurs? Provide examples from Senegalese context. Think of a way you can use them in your work to challenge communities' perceptions around traditional gender roles in livestock and poultry.*

As discussion goes, make notes on the flip chart. To conclude, summarize key points from the discussion.

3.10 Communication skills that matter for agri-/vet-preneurs

3.10.1 Warm-Up Activity: *Listening to Understand*

Facilitator: Provide the following instructions for this activity:

1. Ask the participants to form a line in alphabetical order of the spelling of their first name.
2. Divide the line into pairs.
3. Explain that the purpose of this activity is to practice listening in order to understand another's reality.
4. Ask one person to talk for about five minutes on a topic they care about, such as why animals should be vaccinated. The partner listens.
5. Ask the listener to repeat back what she or he heard as the speaker gives feedback on whether they have really been understood.
6. Repeat changing roles.
7. Summarize by asking the pairs what phrases they used to show they heard and understood; examples: "What you are saying is..." "So, what you are feeling is..." "You mean..."
8. Ask participants: *What makes listening and remembering easy? Difficult?* Refer to factors that can affect communication, such as: gender, ethnicity, education level.

Sources used in this lesson:

Adapted from *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* by Robert Chambers, p.p. 173-174.

3.11 Becoming a more effective communicator

Facilitator: Provide a mini lecture on effective communication skills using the following bullet points as a guide:

- First step in communication is not speaking; not even listening.
- First step is to clear ourselves of our own preconceived ideas.
- Dropping predefined roles, letting go of agendas, assumptions, judgments, expectations.
- Asking: Am I listening to understand or am I thinking about what I'm going to say in response?
- Am I genuinely listening to the words of the other person and sensing her or his deeper issues, hearing their assumptions, expectations, hidden meanings.
- Am I listening to what is intended and not just to words being spoken?
- Can I speak in ways that make a difference, rather than replacing listener's words with mine?
- Effective communicator/facilitator/trainer talks less and listens more.

Facilitator: Earlier we explored the importance of communicating with empathy and respect; now let's examine some questions and techniques that may encourage more open and respectful interactions when providing trainings and interacting with livestock technical agents and relais/auxiliaries.

Provide the following instructions:

1. Have participants count off by 4s to form four groups; ask the 1s to get together, etc.
2. Give each group two 5" x 8" index cards. Each card lists the questioning technique (e.g., **Encouraging**) and one question that encourages more effective communication (e.g., *Please tell me more...*).
3. Using the example on each card as a guide, have the small groups list one additional response for each technique.
4. Ask each small group to role play the responses when explaining the importance of vaccinating livestock and poultry.

5. Have the groups set the stage before performing: the age, ethnicity, class, and sex of the speaker and of listeners.

Facilitator: Conclude by emphasizing that:

- as facilitators we do not have to use all of the responses to communicate effectively.
- none of the responses guarantee successful communication.
- need to be aware that the responses can be used by an uncommitted listener to give the appearance of listening while holding onto a private agenda.
- words and techniques may be “right”, but the listener does not really care about the speaker, or the message being conveyed.

Review the lesson with the Handout 3.3: *Methods for Becoming a More Effective Communicator* by discussing how gender, ethnicity, class, and other socially constructed variables effect the communication process.

Sources used in this lesson:

Adapted from *Resolving Conflicts at Work: A Complete Guide for Everyone on the Job* by K. Cloke & J. Goldsmith, p.p. 71-76.

3.12 Using communication skills for business

Facilitator: Use Energizer *Blind Drawing* to showcase the importance of effective communication, which is one of the essential leadership skills. To begin the energizer, divide participants into pairs and one person in each pair puts on a blindfold. The other partner receives an image (use Handout 3.4 - one image per pair) and gives verbal instructions to help the blindfolded person to draw the image on a flip chart or piece of blank paper (A-4 format) as accurately as possible. After five minutes, participants switch and compose a new drawing.

After energizer (should not take more than 15 minutes of entire training time) discuss in plenary:

- *Why communication skill is important for business?*
- *Three key lessons you learned from the Energizer.*

3.13 The culture and nature of conflict

Technical agents and relais/auxiliaries will experience conflict when training and working with local communities regarding livestock or poultry vaccination. Being aware of the nature of conflict, the hidden layers of conflict, and how social factors interact during conflict will assist livestock technical agents and relais/auxiliaries to be a positive and transforming force in their communities.

3.15 Hidden layers and complexities of conflict

Facilitator: Give participants five pieces of 3” x 3” self-adhesive paper (e.g., Post-it® Notes). Using markers have them write one or two words on each piece of paper that completes the sentence: *Conflict is...* Show the group an example: Conflict is SCARY. Ask the participants to place their responses at random on one of the three flip chart papers. Gather the group around the flip chart papers and ask them to describe what they see in the responses. What responses “go together?” What labels could we give to similar responses? Re-group similar words and add a label to the category.

Show the 1:21 minute video “What is Conflict?” <https://www.youtube.com/watch?v=SorqWJUhbJM>

Ask participants what “new” words they heard in the video. Ask two or three participants to write these words on additional pieces of self-adhesive paper and have them place the words under the appropriate category on the flip charts. Show the video one more time. Return to the “I Am Conflict” activity and have the participants re-position themselves according to the conflict categories.

Summarize the video discussion by saying: *As we can see, conflict has many dimensions and layers. Let's take a few minutes to explore some hidden aspects of conflict.*

Provide a mini lecture on conflict using the following bullet points as a guide: (adapted from <https://www.pon.harvard.edu/daily/conflict-resolution/types-conflict/>)
<https://www.sciencedirect.com/science/article/pii/S235264751930053X>
http://ombudsfac.unm.edu/Article_Summaries/Search_Beneath_the_Surface.pdf

Conflict...

- Behaviors or goals of one person/group are incompatible with the behaviors or goals of another person/group.
- Is inevitable.
- Is everywhere: families; communities; places of work; levels of government.
- Very different for different people.
- Hidden layers and complexities can be portrayed in graphic: Iceberg of Conflict. (Source: *Resolving Conflicts at Work: A Complete Guide for Everyone on the Job* by Kenneth Cloke & Joan Goldsmith; 2000, p. 114)

Ask participants what they think is meant by “Iceberg of Conflict” before providing Handout 3.5: *Iceberg of Conflict*. Briefly review.

Show 4:29 minute video: *Iceberg of Conflict*.
<https://www.dailymotion.com/video/x2y4dz4>

Use these instructions for the small group activity:

1. Choose a personal item from your purse, backpack, or pocket.
2. Get into a line in alphabetical order of the spelling of the name of the item you're holding.
3. Form groups of three starting at the beginning of the line.
4. Using the *Iceberg of Conflict* illustration, ask the small groups to go down each layer of the iceberg and identify a conflict or issue that could arise between technical agents and relais/auxiliaries and community members when technical agents and relais/auxiliaries are planning and facilitating trainings on livestock vaccination.
5. Allow the groups to work for approximately 15 minutes.
6. Ask each small group to share one insight from their discussion.

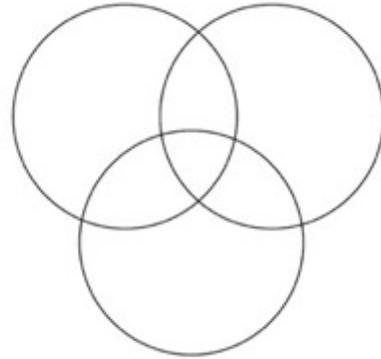


Iceberg of Conflict

3.16 Gender, power, and conflict

Facilitator: Use the following instructions for the lesson:

1. Have the group form a line according to age with the younger participants at the front and the older participants at the back; use “decades” if participants are reluctant to share their exact ages.
2. Pair the youngest participant with the oldest; continue forming pairs from the front and back.
3. Give each pair the worksheet “Factors Affecting Conflict.”
4. Read the directions on the worksheet; do an example to ensure task is clear.
5. After approximately 20 minutes, have the pairs join another pair and compare and contrast their Venn diagrams.
6. Have each foursome, share one insight from their diagrams with the whole group not repeating what another group has shared.
7. Highlight how the intersectionality of social factors, such as race, ethnicity, gender, and class interact and effect each other during conflict.
8. Ask: *When working with livestock technical agents and relais/auxiliaries, what are the implications for recognizing that no single factor acts in isolation during conflict?*



Provide a mini lecture on patriarchy as a dominant social factor influencing conflict using the following bullet points:

- At societal level, patriarchy is characterized by historic discrimination and injustice reproduced in institutions and ideologies.
- Assumptions about male superiority pervade society.
- Life experiences on which claims of dominant ideologies have been founded have been the experiences of men, not women.
- Patriarchy controls reality.
- Women and men are socialized within rigid gender expectations.
- Institutions such as the church, the family, and the law reproduce these biases and expectations in norms, rules and laws.
- Women have historically been subjugated politically, economically and culturally.
- Institutional system of oppression and injustice directly creates disputes, sustains and escalates other conflicts, and invades all other human interactions.

After the mini lecture, give each participant the Handout 3.6. Review by asking why the participants may agree or disagree with each statement and how the statements are “true” or “untrue” in a Senegalese context.

Sources used in this lesson:

Adapted from <https://www.mediate.com/articles/birkhoff.cfm>.

3.17 Wrap-up of Day Three

Facilitator: Facilitate review of the day. Capture notes on the flip chart.

Day Four

Achievement-Based Objectives

By the end of Day Four, participants will have:

- Examined creative methods of resolving conflicts.
- Explored an appreciative approach to reframe conflict.
- Drew community map highlighting assets, resources and hazards.
- Identified barriers to accessing institutional services based on gender, ethnicity, class, and other socially constructed factors.
- Examined the impact of “power over” on family and community wellbeing.
- Analyzed how decision making can negatively or positively affect households.
- Identified areas and resources that impact people's mobility.
- Identified key planning questions in business.
- Applied SMART targets to track business progress.
- Created a plan to build and manage customer relationships.

Duration

8 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- Link to 2:34 minute video: “Thomas-Kilmann Conflict Model Instrument”
<https://www.youtube.com/watch?v=PFIydyH2H8Y>
- [Handout 4.1 Conflict Resolution Strategies](#)
- [Handout 4.2 Examples of Community Assets or Resources](#)
- [Handout 4.3 Case Study “The Capacity to Imaging - Business Planning”](#)
- [Handout 4.4 The SWOT analysis](#)
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

4.1 Reflection from Day Three

Facilitator: Use flip chart to take notes as participants share their reflection from Day Three. Facilitate discussion.

4.2 Review agenda for Day Four

4.3 Effective conflict resolution strategies

Facilitator: Technical agents and relais/auxiliaries will experience conflict when mobilizing communities toward livestock or poultry vaccination. Becoming aware of and more proficient in conflict resolution methods will assist technical agents and relais/auxiliaries in transforming conflict to a more positive outcome. Viewing conflict as an opportunity for learning and discovering ways to create common ground is essential for technical agents and relais/auxiliaries to be successful in their work among local communities.

4.3.1 Warm-up Activity: *Positive Incident*

Facilitator: Provide the following instructions:

1. The purpose of this activity is to learn from one another's experience of successfully working through a conflict.
2. Think of a personal example when you successfully resolved a conflict either at home or at work.
3. Find a partner who likes the same color as you do.
4. Share your experiences.

After approximately 15 minutes, bring the group back together and ask the pairs to share two factors that resulted in successfully resolving the conflicts. Capture the responses on the flip chart. De-brief by asking the participants:

1. What factors could have prevented you from successfully resolving the conflict?
2. In what ways you could incorporate sharing positive conflict experiences during technical agents and relais/auxiliaries' trainings?

Sources used in this lesson:

Adapted from *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* by Robert Chambers, p. 176.

4.4. Creative ways to resolve conflict

Facilitator: Use the following bullet points to introduce the activity:

- Different people use different methods to resolve conflict.
- Most people have one or more natural, preferred conflict resolution strategy that they use regularly.
- The Thomas-Kilmann model identifies five strategies for resolving conflicts with varying levels of assertiveness and cooperation. (Note: Uncover the descriptions on the flip chart as each strategy is explained.)



Avoiding (Ignore)

- Ignoring or sidestepping the conflict, hoping it will resolve itself or dissipate



Accommodating (Lose-Win)

- Taking steps to satisfy the other party's concerns or demands at the expense of your own needs or desire



Compromising (Lose-Lose)

- Finding an acceptable resolution that will partly, but not entirely, satisfy the concerns of all parties involved



Competing (Win-Lose)

- Satisfying one's own desires at the expense of the other parties involved



Collaborating (Win-Win)

- Finding a solution that entirely satisfies the concerns of all involved parties

Facilitator:

1. Have the participants count off by 5s. Have the 1s form a group, the 2s, etc.
2. Give each participant a copy of the Handout 4.1.
3. Read the Potential Conflict and the two questions on the worksheet.
4. Assign each small group one of the five strategies to work on: Group #1: Ignoring; Group #2: Accommodating; Group #3: Compromising; Group #4: Competing; Group #5: Collaborating
5. After approximately 15 minutes, ask each small group to present their work to the whole group.
6. At the conclusion of each presentation, ask the other participants to offer additional suggestions and ideas of when to use or not use the strategy to resolve conflicts.
7. Review the five conflict strategies by showing the 2:34 minute video: "Thomas-Kilmann Conflict Model Instrument" at <https://www.youtube.com/watch?v=PFlydyH2H8Y>
8. Return to the flip charts listing the five strategies. Ask the participants which headings go with each strategy: Ignore; Win-Lose; Lose-Win; Lose-Lose; Win-Win. Write these by the appropriate heading.
9. Using the flip charts as a guide, review each method of conflict resolution by discussing how gender, class, and other socially constructed factors interact with the method.

Sources used in this lesson:

Adapted from: <https://climb.pcc.edu/blog/what-are-the-five-conflict-resolution-strategies>,
https://www.organizationimpact.com/wp-content/uploads/2016/08/TKI_Sample_Report.pdf.

4.5 Transforming conflict into collaboration

Facilitator: Provide the following instructions:

1. Have the participants form a line in alphabetical order of their favorite animal. Divide the line into pairs.
2. The purpose of the activity is to engage in a mini conflict with your partner in a non-threatening manner.

3. Have each pair stand face to face and say together, *“Nothing, Something, Anything”*
4. Once the word *Anything* is said, the two participants shout out the name of any farm animal they can think of (e.g., goat, dog, chicken, pig); repeat if the partners choose the same animal.
5. After shouting out their animals, the partners must now debate one another as to why their animal is “better” than the other person's animal.
6. Allow about two or three minutes of debate, then call a brief time-out to discuss the difference between debate (competing) and dialogue (collaborating) using the following bullet points written on flip chart as a guide:

Dialogue...

- Working collaboratively toward shared understanding.
- Intent on listening to another's perspective with willingness to be influenced by what is heard.
- Everyone has chance to be heard, understood, and to learn from each other.
- Allows people to develop understanding for another's perspectives, thoughts, and feelings.
- Reevaluating one's own position in light of another's understanding.

Debate...

- Persuading or advocating for one's own view.
- Attempting to prove the other person(s) wrong.
- Searching for flaws and weaknesses in another's position.

After the brief discussion, have the partners continue with their conversations, only now, encourage them to engage in dialogue—asking questions and listening to the answers—to come to an agreement between the two of them. De-brief the activity by asking the following questions to the whole group:

1. What happened when you switched from debate to dialogue?
2. In what ways do gender, class, and other socially constructed factors impact the success or failure of dialogue/collaboration?

4.6 An appreciative approach to reframing conflict

Facilitator: Provide the following introduction to the activity: *Engaging in conflict does not have to be negative or counterproductive. Treating conflict as an opportunity for learning, connection, and insight can have positive outcomes. If we want to inspire and sustain human energy, we can choose to focus on problems and conflicts or consider possibilities and opportunities.*

Ask the participants to line up according to the color of their clothing...from light to dark. Divide the group in half. Have each group go with a separate facilitator to a location far enough away that they cannot hear the other group. The facilitator will ask the following questions capturing responses on the flip chart:

Group #1:

1. What do you like most about teaching community members how to vaccinate goats?
2. What is the best experience you've had teaching community members how to vaccinate goats or poultry?

3. What new and exciting things are happening with teaching community members how to vaccinate goats or poultry?

Group #2:

1. What do you dislike most about teaching community members how to vaccinate goats or poultry?
2. What is the worst experience you've had teaching community members how to vaccinate goats or poultry?
3. What are the major problems with teaching community members how to vaccinate goats or poultry?

Gather the groups back together and ask them to share their responses and reflect on how each group felt during the exercise. How did each group view teaching community members how to vaccinate goats or poultry? How does what we pay attention to affect our feelings and possible behavior in the future?

Provide a mini lecture on *Appreciative Inquiry* using the following bullet points:

- We can choose to focus on problems, needs, conflicts, and deficits (the traditional problem-solving approach) OR we can choose to see possibilities, capabilities, and assets (the basis of appreciative inquiry).
- In problem-solving approach, community members begin to see themselves as people with extraordinary needs that can only be met by outsiders...the deficiency syndrome.
- Appreciative Inquiry approach focuses on what's right, rather than what's wrong with individuals and communities.
- Appreciative Inquiry explores, identifies, and further develops the best of "what is" within a group, discovering community's capacities and assets.
- Appreciative Inquiry gives access to transformative energy by providing ways to bring possibilities to life and develop capacities.
- Appreciative Inquiry allows us to see that what we call "reality" is defined by what we CHOOSE to see, what we CHOOSE to think and talk about, and what we CHOOSE to act upon. We have the capacity to create the kind of future we desire.
- Appreciative Inquiry does not dismiss conflict and problems; simply not used as basis for analysis or action.
- Appreciative Inquiry replaces problem talk with possibility talk...problems do not energize people, but rather visions of possibilities, something valued or desired, that motivates people to act.

Summarize by asking how the participants could adapt the "three questions" activity with the groups they work with; what conflicts arise when mobilizing communities to vaccinate livestock that could be reframed using an appreciative approach?

Sources used in this lesson:

Adapted from <https://www.davidcooperrider.com/ai-process/>.

4.7 What is the community?

Facilitator: It is important to understand the community you are working in, i.e., who lives there, what do they do, the social customs and norms that determine who is allowed to do what. It is also important

to understand the natural and physical aspects of a community as they affect those who live there. In this Session, we will explore the communities we work in through a tool known as *Community and livelihood asset mapping*.

4.8 Mapping community and livelihood assets, and resources

Facilitator: Mapping is a systematic process of drawing or listing key services, benefits, assets, and resources within the community, including individuals' skill sets, livelihoods, physical space, associations, and elements of local economy.

In summary, community mapping is:

- Identifying community resources, assets and strengths
- Ensuring the intervention's relevance to community needs
- Obtaining buy-in from the community.

Use Handout 4.2 for examples of community and livelihood assets and resources

4.8.1 Activity - Draw a community map

Facilitator: When you think about entering a community, what do you see? Are all communities the same? Why or why not? Imagine you are walking through a community, where do people live, where are animals housed, where are fodder crops grown and harvested? If it were possible, the participants could do a transect walk through a community and note the important details, but also, include what infrastructure is there (water borehole, church, agro-vet store, shop, roads, health clinic, etc.). A transect walk is basically walking in a straight line – if at all possible – to cut across a community, getting a random sample of all of the important elements of the community. In biology and forestry, a transect walk is used to identify species of plants. This is very similar.

Organize small groups. Ask groups to imagine a community. Draw the map of the community. Ask groups to think about the following as they map community assets and resources:

- Which are important resources and assets for men and women? Who owns them or uses them?
- Who has access? Who controls the access?
- Are there different hazards for men and women? How do community members work around these?

Mapping hazards and security concerns in the community
Think about the many naturally occurring hazards (deep ravines, fast rivers) and those that are seasonal (monsoons that cause temporary flooding or drought that brings locusts). These hazards affect people's ability to move around at times and to do their agricultural activities.
There are also other types of security concerns, and these revolve around human security issues. Sometimes it is not safe for women or girls to walk in certain parts of the community or surrounding areas because they could be attacked. If a nature reserve is available for gathering firewood, for example, it might not be safe because of wild animals.

- On the maps identify where different groups live – the wealthy, the poor, different religious groups, different ethnic groups, etc.

- Where are the churches, mosques, schools, and clinics? The stores and markets? Banks or other organizations? Natural resources like rivers and trees are also important to note.
- Can anyone access these, i.e., are they available to anyone? Does a person's gender, ethnicity, age, or education level determine where they can go in the community? How are they received? Whose mobility is most restricted? Why?

Note to facilitator: *if the participants do not have a community they can draw from memory, ask them to draw a typical community from the district where they work.*

Ask groups to hang their maps on the wall for viewing by others later in the day (during a gallery walk). This could be part of Daily Reflection at the end of the day.

4.9 Access to institutional services (e.g., livestock and veterinary extension)

Facilitator: Each community or district has institutional services available, either from the government or from private providers, or both.

- Extension services
- Health services
- Agricultural inputs
- Veterinary office

Ask participants: What extension services are available in the communities where you work? What agricultural inputs are there? Are there demonstration days? Do women and girls attend? What about health services? Who accesses these? Are there cultural taboos that prevent women from certain ethnic groups to attend?

Discuss in plenary and summarize with key three key points from the discussion.

4.10 Using community mapping for my business planning

Facilitator: Divide participants into two groups and assign the same task.

Task – Explore community resources and assets that relais/auxiliaries can use to support their agri-/vet-preneurship enterprise. Discuss if identified resources and assets are equally accessible by men and women relais/auxiliaries. What are the differences and why?

Bring groups together to present and discuss their community mapping results.

4.11 Power dynamics

Facilitator: Even in the same household, men and women can hold different ideas and perspectives, can have different needs, and have access to different information. Every family “operates” a bit differently from other families, even from their parents. Yet there are many similarities which are made up of the cultural norms in that community.

4.12 Control over assets

Facilitator: What is an asset? A cash, a house, a goat but also children, education, community role, etc. Ask participants for a few ideas. When does an asset become so important or so large that the control of it assumes great significance? Is it when it has a cash value? One of the biggest assets with a cash value that a family can have in Senegal is the livestock. Sometimes though, a wife or daughter has little control over assets with high cash value. Ask for examples specific to participants' area. Inquire which livestock

is most valued in their areas by men and by women. Are there ethnic differences in livestock or poultry ownership and control?

Control can also be about people's ability to move around, to join a group, to participate in politics or to volunteer. Who controls whom?

Beliefs about who is "in charge" in the home can include such decisions about mobility. While mobility is impacted by natural hazards and physical spaces, it is also about the power to make one's own decisions.

Use blank flipchart to capture input on *control over assets* from participants. Using different colored markers highlight differences between men and women, and between ethnic groups.

4.13 Mobility maps and safe spaces

Facilitator: We develop our ideas about mobility from our family, friends, the media and the community. Restricted mobility affects one's ability to participate in different kinds of livelihoods, jobs and professions. Restricting mobility is a kind of power over.

Discuss in plenary – what kinds of mobility restrictions that technical agents and relais/auxiliaries might face in your area?

Examples may include:

- restrictions on interacting with other ethnic groups,
- female restrictions on leaving the community,
- handicapped restrictions,
- hazards faced outside the community such as livestock raiders,
- possibility of sexual assault, a strong river, etc.

Capture responses on the flipchart.

4.14 Power within - the capacity to imagine - business planning

Facilitator: The ability to induce change in one's own life is known as power within. If you feel like you can make changes – big ones like going to university or medium ones about relais/auxiliaries starting their own agri-vet-shop business– then you have power within in certain areas. These are known as tangible indicators; intangible indicators are not easy to measure – are you content or happy?

4.14.1 Activity case study "Planning for relais/auxiliaries' business"

Facilitator: Distribute Handout 4.3 and allocate 20 minutes for participants to individually read and respond to questions in the case study.

Convene participants back and discuss how they answered questions at the end of the case study.

4.15 Building a business and managing relationships

Minilecture: One way to help the agri/vet-preneur support business in the challenging and changing market environment of smallholder agriculture is to ensure that all stakeholders are engaged in ways that enhances their cooperation with the agri-/vet-preneur.

Stakeholder is an individual, enterprise or organization that is directly or indirectly involved in a business. These are customers, suppliers and distributors, government organizations and departments, etc

There is a difference between internal and external stakeholders. Internal stakeholders include customers, suppliers, and service providers (e.g., a refrigerator repairman if technical agents and relais/auxiliaries uses cold chain). External stakeholders include the public in general. Working with stakeholders refers to agri-/vet-preneurs ability to build long-term relationships with stakeholders.

In this session, the difference between internal and external stakeholders will be highlighted and the focus will be on two concepts regarding relationships in the agri-/vet-preneurship area, namely building business and relationship management.

Sources used in this lesson:

Adapted from GFRAS. 2017. New Extensionist Learning Kit: Module 11. Agricultural Entrepreneurship. Lead Author Shaun Ferris. <https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>.

4.16 Launching and growing business

Facilitator: Often starting and growing business involves the assessment of the viability of the business using SWOT analysis. SWOT stands for mapping and assessing Strengths, Weaknesses, Opportunities and Threats of doing business in order to keep pace with the competition or growing business. In the case of relais/auxiliaries - the agri-/vet-preneurship.

- *Strengths* and *Weaknesses* are the first two sections of the SWOT analysis. Each usually examines the internal workings of the business. These items are usually within the control of the business owner. For example, do you have reliable suppliers of vet drugs or consumables? Do you generate enough revenue to cover the cost of vaccination and make profit?
- *Opportunities* and *Threats* are the second two sections of the SWOT analysis that examine conditions outside of your business. One cannot control them, but one can manage them to enhance or reduce their impact on the business. As example for relais/auxiliaries could be the absence of vaccines in the area while there is a big demand for them among goat or sheep farmers or poultry holders.



Distribute the Handout 4.4 and ask participants to apply the SWOT analysis to their workplace or business. Give participants 15 minutes to complete. Participants work individually. After bringing participants back ask which quadrant(s) of the SWOT analysis is most difficult to complete. Why?

4.17 Tracking progress with SMART targets

Facilitator: Target setting is a critical step in any planning process whether it is for business or personal. Targets are usually concrete. Ultimately, targets become the standard by which we can measure our progress in the business and even in our personal life or career path. Target setting requires attention. An acronym commonly used to describe effective target is SMART. Target must be Specific, Measurable, Action-oriented, Realistic, and Timed in order to be useful as a business management tool.

Specific— Targets should focus on a specific problem or need.

Measurable—There must be some means of tracking achievement of targets.

Action-oriented—Actions will be the pathway to achieving targets.

Realistic—Aim high but keep targets within the realm of possibility.

Timed—Targets are only useful when they are current. They should include a realistic timeline and a completion date.

Three types of targets:

1. Personal target - involve the ambition and dedication of a single individual. This could be opening an agro-vet shop in the community. Personal target can come in all sizes, but key is to communicate it to others within the business (e.g., household members involved in supporting your business) because your personal target can have a profound effect on the outcome of the business.
2. Production targets - involve improving a process within your business. These targets are narrower in scope because they can involve one piece of a puzzle. For relais/auxiliaries, a good production target might be to increase a shelf space for veterinary supplies in

the agro-vet shop so she or he can stock on various drugs and supplies to provide service for all livestock in the community.

3. Operational or business targets - involve targets that are larger in scope and scale than production targets. A common operational target can be to increase a revenue base by expanding the business.

Divide participants into groups and assign each group to focus on one of the types of targets. Ask them to apply SMART to the target setting. Give 15 min to complete this activity.

Group 1 - apply SMART to personal target

Group 2 - apply SMART to production target

Group 3 - apply SMART to operational target

Ask participants to present the target they set and the application of SMART. At the end, conclude with key points from the presentation and discussion.

4.18 Building and managing customer relationships

Customer relationship involves the application of practices, strategies and technologies to develop, manage and improve the interactions and relationships between a business and its customers. One of the main issues that new agri-/vetpreneurs may face is how to increase their sales in a risky and competitive market environment, which leads to the focus on customers, retaining existing customers and obtaining new customers. Customer relationship is a way of improving the performance of agricultural organizations and businesses. Managing customer relationships will yield:

- Increased sales and profitability,
- Increased customer satisfaction,
- Increased retention of the existing customer base, particularly during the times of economic uncertainty (e.g., COVID pandemic), and
- In more new customers.

Building and managing relationships - these are strategies, processes and behavior involved in creating and maintaining value-producing relationships between an agri-/vetpreneur and all its stakeholders.

These types of relationship is based on:

- Acknowledging and actively monitoring the concerns of all stakeholders, and taking their interests into account when making business decisions,
- Listening to, and communicating openly with stakeholders about their concerns and contributions,
- Implementing processes and modes of behavior that are sensitive to the concerns, opinions and contributions of each stakeholder,
- Recognizing the interdependence of the stakeholders and trying to achieve a fair distribution of the benefits among them,
- Cooperating with all stakeholders to ensure that business risks are minimized, and
- Acknowledging the potential of conflicts between stakeholders and addressing such conflict (if it occurs) through open communication.

After lecture discuss the following questions in plenary and capture responses on the flip chart:

- How many customers are in your community?

- Is there a segment of people who are most likely to be the customers? [to facilitator: if the answer is about male livestock keepers, inquire about female livestock keepers, ethnic groups, etc.]
- Who are these target potential customers? Identify approximate and realistic numbers
- What strategy the relais/auxiliaries can use to attract their attention?
- What is key to managing customer relationship with existing and new customers?

Sources used in this lesson:

Adapted from GFRAS. 2017. New Extensionist Learning Kit: Module 11. Agricultural Entrepreneurship. Lead Author Shaun Ferris. <https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>.

4.19 Wrap-up of Day Four

Facilitator: Facilitate review of the day. Capture notes on the flip chart.

Day Five

Achievement-Based Objectives

By the end of Day Five, participants will have:

- Identified ways to help relais/auxiliaries become successful agri-/vet-preneurs
- Practiced writing a SMART objective for a training.
- Practiced how to write a lesson plan.
- Analyzed techniques for engaging participants in self- reflection on biases and behavior change.
- Practiced a technique for facilitating negotiated behavior change with participants.
- Created a lesson plan to fit participant' context with workshop objectives.
- Identified methods for assessing the knowledge and skills of workshop participants.

Duration

8 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- [Handouts 5.1 Writing a SMART learning objective](#)
- [Handout 5.2 Steps in Creating a Lesson Plan](#)
- [Handout 5.3 Lesson Plan Template](#)
- [Handout 5.4 Create a Lesson Plan for your Training](#)
- [Handout 5.5. Steps in the Process of Negotiated Behavior Change](#)
- [Handout 5.6 Negotiated Behavior Change with Famers](#)
- [Handout 5.7 Template for a Facilitated Lesson Plan](#)
- [Handout 5.8 Example of a Pre-training Assessment](#)
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

5.1 Reflection from Day Four

Facilitator: Use flip chart to take notes as participants share their reflection from Day Four. Facilitate discussion.

5.2 Review Agenda for Day Five

5.3 What is needed for relais/auxiliaries to become successful agri- /vet-preneurs

Facilitator: The next two days of the training will focus on co-designing a training program for technical agents and relais/auxiliaries. Co-designing is the process of allowing users of the training program to become an active part of the design team to co-create a product or a training. Therefore, the goal of today and tomorrow is:

- To review with you our plan for training technical agents and relais/auxiliaries in selected districts of Senegal. The relais/auxiliaries will be expected to facilitate community dialogues or workshops for men and women in their communities after our training.
- To share the plan to conduct one five or six-day training for technical agents and relais/auxiliaries infused with GITA and raising awareness about women's role in animal health and benefits from the PPR and ND vaccinations.
- To receive your feedback on various topics or concepts shared with you over the course of four days and brainstorm which training topics should be included in the training of technical agents and relais/auxiliaries.
- To clarify if any topics or concepts covered over the course of four days require further explanation or information.

Divide participants into two groups. Assign 30 minutes to review agenda, facilitation manual, PowerPoint presentations, and handouts (all printed in advance) and develop a list of topics to be included in the training of technical agents and relais/auxiliaries. Ask participants to group topics and distribute across the training days. When considering training topics remind TOT participants that the goal of this TOT training is to help stakeholders like them to view technical agents and relais/auxiliaries as successful in their communities, respected by their communities and become successful agri-/vet-preneurs.

After 30 minutes ask participants to present their list to others and explain the rationale behind their topics selected.

Subsequent sessions in Day Five and Day Six can be built using the list of topics they populate for technical agents and relais/auxiliaries training. Select one training and apply below-presented skills to develop a comprehensive training program with different elements discussed further.

PUTTING THE LEARNING INTO PRACTICE

Starting from this point the remaining training will be focused on co-designing a training program for technical agents and/or relais/auxiliaries.

5.4. Creating SMART objectives for a technical agent and relais/auxiliaries' workshop

Facilitator: It is important to be able to determine if participants have learned something in your workshop. They can either demonstrate this by re-creating what they learned (i.e., trimming a goat's foot), or by using an assessment tool to determine knowledge gained (i.e., pre- and post-training assessment). One of the ways you can help participants learn is by creating "SMART" learning objectives for each lesson. These will help participants know what they will be learning.

A "SMART" learning objective is:

S – Specific: says exactly what the learner will be able to do

M – Measurable: can be observed by the end of the training session(s)

A – Attainable: for the participants within scheduled time and specified conditions

R – Relevant: to the needs of the participants

T – Time-bound: achievable by the end of the training session(s)

A learning objective should state exactly what the learner will be able to do at the end of training and should be an observable action. A well written learning objective will include:

1. A time frame for completing the objective
2. A focus on the participant
3. An observable action
4. The object of the training (topic, skill, attitude)
5. May include any specific conditions or criteria under which the objective must be completed

Example of a *SMART* objective:

“By the end of this workshop, technical agents and relais/auxiliaries will be able to demonstrate how to vaccinate an adult goat, using the correct dosage and needle techniques”.

5.4.1 Writing a *SMART* Learning Objective

Facilitator: The most important (and helpful) aspect of developing learning objectives is making clear what the participants must be able to do at the end of training and, align the objectives with appropriate activities in the workshop.

Review the following steps with participants.

1. Prior to creating a workshop, it is important to *learn as much as possible about the target audience*. For example: a. Demographics (age, sex, ethnicity, etc.) b. Location (where are they from) c. Background (Education) d. Experience (knowledge, skills, attitudes prior to training) e. Literacy and numeracy level f. Availability and desire to participate in training.
2. *Brainstorm all the knowledge (topics and information), skills, and/or attitudes* that the participants must have in order to address the identified training issue.
3. Categorize the brainstorm into “must know” “nice to know” and “does not need to know now.” This will allow for *prioritization and streamlining of information to address in the training*. The timeframe for training may be important in this process. For example, what can realistically be covered in a two-hour training versus an eight-hour training? The categories are often based on the order in which the knowledge, skills, and/or attitudes must be learned.
4. *Make the items participant centered*. For example, rather than stating “the facilitator will teach about goat vaccination,” focus on the participant by rewording to “the technical agent or relais/auxiliaries will be able to vaccinate a goat at the end of the workshop.”
5. *Add a measurable action word and rewrite into a logical sentence*. For example, “the technical agent or relais/auxiliaries will list the appropriate steps for vaccinating a goat.” Either the technical agents and relais/auxiliaries will be able (or not) to list the appropriate steps, so it is measurable.
6. If desired, *add a condition and criteria to make the learning objective more specific*. For example, “technical agents or relais/auxiliaries will list the appropriate methods for vaccinating a goat or poultry, accurately.”
7. *Make sure the objective is SMART*. For example, “At the end of this training, the technical agent or relais/auxiliaries will be able to list the appropriate steps for vaccinating a goat, accurately”.

5.4.2 Activity - Developing *SMART* Objectives for a Workshop

Facilitator: Ask participants to return back to their groups. Distribute Handout 5.1 and review the directions with participants. Have them complete the activity and share their responses in plenary with all.

At the end of plenary ask participants:

- What was the most challenging part of creating a *SMART* objective?
- Were you able to make them measurable?

- How does creating SMART objectives help you think about developing training content?

Sources used in this lesson:

Adapted from Williams, R.J. (2019). Participatory Training for Adult Learners. Activities and Examples for Trainers in Livestock Systems. Feed the Future Innovation Lab for Livestock Systems. University of Florida: Gainesville.

5.5 Creating a lesson plan for my workshop

Facilitator: When developing a training there are several steps you need to consider in advance to improve the chances for success. These include, but are not limited to, the following questions. Answers to these will help you create a lesson plan for your workshop:

1. What is the problem or issue that you are addressing? What is the reason for the training?
2. What aspects of the problem or issue can be addressed through training? Is it the best way to address the problem?
3. Who is (are) the target audience for training? Men? Women? Age? Education? Ethnicity?
4. What are the assumptions you are making about the participants? Literate? Able to travel to training site?
5. What are the constraints you may face? Lack of electricity? Distance to training location? Seasonal demands on participants? Lack of childcare?

Once you have identified these issues, you can brainstorm ideas around the central problem you are trying to address in the training. During this brainstorming you can create a list of possible activities to address the problem. Organize the brainstormed activities by logical sequence, and then create SMART objectives for the activities in a format that will make sense to the participants. Consider how you will assess the learning of participants at the beginning and end of the workshop, with either written assessments, or practical demonstrations of what was learned.

It may be helpful to use a lesson plan template (see later in the lesson) to organize your training, and help you understand what activities occur in what sequence, and what materials might be needed for each activity.

Ask participants if they have ever attended a workshop or training that appeared to be disorganized and not well planned? How did they feel about the experience? What factors made the training seem disorganized?

Then, ask participants if they have ever attended a workshop or training that was well organized and obviously planned in advance? How did they feel about that experience? In what ways was the training organized and well planned?

Tell participants that creating a Lesson Plan in advance of the workshop will help both the facilitator and the participant as everyone knows what will happen when, and what materials are needed to successfully do each activity.

Distribute Handout [5.2 Steps in Creating a Lesson Plan](#) and review with participants. Answer any questions that may arise.

Distribute Handout [5.3 Lesson Plan template](#) to each participant and review with them the columns on the template. Tell them that they will use this template on the next exercise.

Distribute Handout [5.4 Create a Lesson Plan for your Training](#) to each participant and review the instructions. Give participants about 20 minutes to complete the **Lesson Plan Template** based on the training that is being developed. After everyone is finished, ask participants to share some of their objectives and activities with the plenary group.

Ask the plenary: Are the objectives that people described measurable? Specific? Time-bound? If not, how could they be changed?

5.6 Facilitating and negotiating behavior change

Facilitator: Beliefs, attitudes, and values are shaped by the societies we live in. These are influenced by factors like education, religion, families, culture, etc. We are all affected by our beliefs, attitudes, and values – just like the people in the communities where we work. A **bias** is defined as *“to feel or show inclination or prejudice for or against someone or something”*. A **value** is defined as *“a person's principles or standards of behavior; one's judgment of what is important in life”*. Many biases and values are unconscious and learned through socialization processes. Self-reflection encourages us to become aware of and address these so that they do not reinforce or perpetuate any stereotypes we might hold which could affect our work.

Negotiating for behavior change means that a veterinarian or technical agent or relais/auxiliaries works together with a community member to consider various options and decide what that person will do. In the process, the worker does not force the person to do something but listens respectfully to what the other person is saying. In the end, both people agree with the decision that the other person takes or are willing to live with a disagreement.

It is important to consider both respect for the other and understand our biases when working towards behavior change, as sometimes both sides may not agree. In this session, we will explore our biases and values and learn how to minimize these when working in communities that might be different from our own.

Using the flip chart *“What are Biases?”* ask participants to define the word and give examples of biases they or others may hold. Capture these on the flip chart. Share the definition with participants and discuss how these biases listed might influence their work with communities. An example of a *“bias”* is *“All adult women should be married and take care of their children rather than work outside the home.”*

Using the flip chart *“What are Values?”* ask participants to define the word and give examples of values they or others may hold. Capture these on the flip chart. Share the definition with participants and discuss how these values listed might influence their work with communities. An example of a *“value”* is *“I will not react to people arguing with me because I believe in controlling my emotions”*.

Distribute Handout [5.5 Steps in the Process of Negotiated Behavior Change](#) to participants and review steps. Answer any questions that might arise from the handout. Ask participants how their biases and values might affect their ability to negotiate behavior change with others?

Break participants into small groups of 4-5 people. Distribute Handout [5.6 Negotiating Behavior Change with Farmers](#) for role play. Give groups about 30 minutes to read and develop a short (5 minute) role

play. Have each group perform their role play as a fishbowl exercise with observers noting if the behavior change technique used by the extension worker will address the desired behavior change.

Discuss observations in plenary when all groups are done using these questions:

- 1) What did the trainer do to make the female participant feel at ease about their conversation?
- 2) Do you think the trainer was successful in getting the participants to change behaviors? Why or Why not?
- 3) What could be done differently to enhance the chances of behavior change with the participants?

5.7 Integrating facilitation into work with technical agents and relais/auxiliaries and communities

Facilitator: The purpose of this session is to apply everything you have learned to create a facilitated lesson plan for your context. Each audience that we work with is different and has unique characteristics (revisit session **Understanding Audience Demographics** from Day Two). Using the information, you have gained in this training, you will be able to integrate this knowledge into revising the training activities you currently do using a template in Handout 5.7.

Using the Handout [5.7 Template for a Facilitated Lesson Plan](#), have each participant select two different activities they normally do with their clientele, and re-format that activity using a facilitated approach. Allow 45 minutes per activity to be developed. When participants are finished, have them share one of their revised activities in plenary.

5.8 Creating a pre- and post-training assessment for my workshop

Facilitator: When developing a training, our goal is to address a problem or situation that needs to be changed. Once we understand the audience we will be working with, developed SMART objectives for addressing the problem, and created a lesson plan, we need to consider how we will assess the participants' learning.

In many cases, participants will receive an assessment form (or skills test) before starting the training to determine their level of knowledge and expertise in the topic. After completing the training, they will again be given the same test (either written, oral or demonstration) to assess how much information and skills they have gained. Information from these pre- and post-training assessments can assist the facilitator in understanding where there maybe gaps in the training that need to be addressed if participants have not learned the required information.

To create a written pre- and post-training assessment, the facilitator can use portions of the SMART objectives that have been created for the workshop. For example, if one of the objectives of your workshop is "At the end of this workshop, participants will be able to list the characteristics of a good facilitator", then one of the assessment questions could be "I am able to list the characteristics of a good facilitator". Participants can use a sliding "Likert scale" to answer this question, based on their level of knowledge or expertise.

Distribute Handout [5.8 Example of a Pre-training Assessment](#). Take questions from participants

5.8.1 Creating a pre-training assessment for my workshop

Facilitator: Using example in Handout 5.8 ask participants to develop a pre-training assessment for one of the technical agents and relais/auxiliaries' trainings. Also, apply materials from the SMART learning

objectives and lesson planning. Distribute blank sheets of paper to write. Give participants 15 minutes to work.

At the end of ask participants:

- What was the most challenging part of creating a pre-training assessment?
- Were you able to connect to SMART objectives and or lesson plan?
- How does creating the pre-training assessment help you think about developing training content?

5.9 Wrap-up of Day Five

Facilitator: Facilitate review of the day. Capture notes on the flip chart.

Day Six

Achievement-Based Objectives

By the end of Day Six, participants will have:

- Completed the technical agents and relais/auxiliaries training co-design process
- Evaluated the training using the ORID approach
- Completed the post-training assessment
- Participated in a final reflection activity
- Received a training certificate

Duration

9.5 hours (including time for breaks and meals during the day)

Materials (needed for face-to-face training)

- Flip chart paper, markers, masking tape, sticky color notes or small pieces of color paper
- Name tags, notebooks, pens for participants
- [Handout 6.1 ORID Reflection](#)
- Pre-written flip charts (if applicable)
- Room with computer access, connectivity and screen if needed, projector

Tasks/Discussion/Activities

6.1 Reflection from Day Five

Facilitator: Use flip chart to take notes as participants share their reflection from Day Five. Facilitate discussion.

6.2 Review Agenda for Day Six

PUTTING THE LEARNING INTO PRACTICE

Continue the focus of Day 6 on co-designing a training program for technical agents and relais/auxiliaries.

6.3 Developing training content for my training

Facilitator: Check with participants where they stopped working in preceding Day Five and pick up from there to continue putting the learning into practice. This will allow participants to catch up and re-focus on co-design process. Given maximum one hour to complete any outstanding tasks from Day Five.

Facilitate discussion with all around:

- **Learning outcomes**
- **Designing technical agents and/or relais/auxiliaries training agenda**
- **What do I need?**

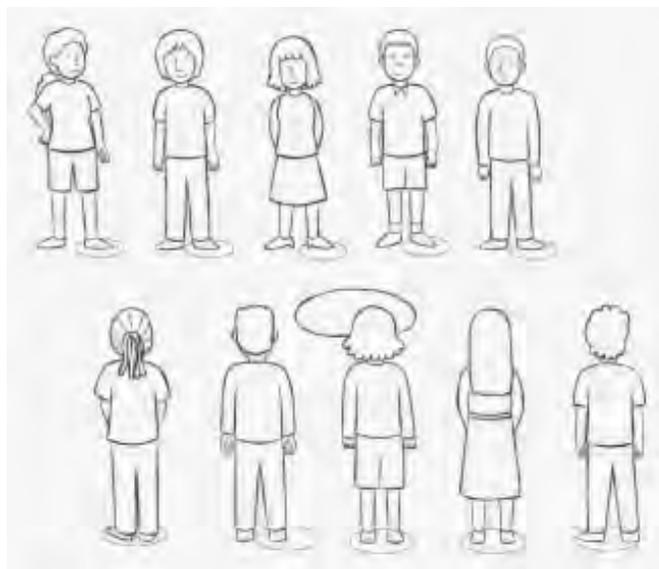
Use flipchart for each topic and capture participants' ideas, concerns, and reflection.

TOT TRAINING WRAP-UP

To determine the effectiveness of the training participants individually and collectively evaluate the sessions thereby providing valuable feedback for improving future trainings. The “So and Now What?” of any training must be considered to ensure long-term impact; encouraging participants to identify concrete “next steps” provides a way for facilitators to follow up the training...to determine what difference, if any, the training has made.

6.4 ORID Reflection

Facilitator: Gather the participants together and briefly review the training by conducting a gallery walk throughout the meeting room (i.e., to review flip charts posted on the wall). Ask participants to line up, either standing or sitting, facing one another...so each participant is directly across from one other participant. Unveil the first ORID question written on the flipchart or PowerPoint Slide, and have the pairs take turns asking each other the question. After 5-6 minutes have participants on one side to move one place to the right...so everyone now has a new partner. Unveil the second ORID question and repeat the process. Before unveiling the third and fourth ORID questions, have the one line of participants continue to move one place to the right...always having a new partner. At the conclusion, hand out copies of ORID Reflection (Handout 6.1) and discuss how they can use the activity during a training with technical agents and subsequently relais/auxiliaries.



Example of ORID Reflection

6.5 Post-Training Assessment

Facilitator: Distribute [Handout 1.2 Post-training Assessment](#) and provide 20 minutes for the participants to complete and return the forms.

6.6 Final Reflection Activity

Facilitator: Gather the participants into a circle. Holding a ball of yarn, the facilitator briefly shares one “take away” from the training with rest of the group. While holding onto a piece of the yarn, the facilitator throws the ball of yarn to a participant standing in the circle. Continue around the circle until everyone has shared a “take away.” When all participants have shared, reflect on the web that has formed by asking:



Credit: Hendersen, 2014

- *What does the web of yarn represent?*
- *What happens when **one person** lets go of the yarn?*
- *What happens when **all of the women** let go of the yarn?*
- *How can we ensure that the web stays connected?*

6.7 Presentation of Certificates

Facilitator: Present certificates thanking participants for their attendance at the training and for their commitment to improving the efficacy of livestock vaccinations in their respective communities.

Handouts

Handout 1.0 Training Agenda

*This training agenda is designed for 6-day TOT training to convey training content to participants and involve them in co-designing training plan for future trainings.

Day One	
8:00 - 8:30 am	Registration (participants arrive) Pre-training assessment
8:30 – 9:30 am	Welcome and introductions Fishbowl activity Agenda review Setting expectations
9:30 am - 10:30 am	Introduction to GITA - What is meant by GITA <ul style="list-style-type: none"> • Gender • Intersectionality • GITA and livestock vaccine value chain
10:30 - 11:00 am	Coffee/Tea break
11:00 am - 12:00 pm	Introduction to GITA - What is meant by GITA (Cont.) <ul style="list-style-type: none"> • Gender lifelines • Gender roles
12:00 -1:00 pm	GITA in the context of Senegal
1:00 - 2:00 pm	Lunch break
2:00 - 3:30 pm	GITA in the livestock vaccine value chain <ul style="list-style-type: none"> • Gender roles in livestock production • Gender boxes in livestock production
3:30 - 4:00 pm	Coffee/Tea break
4:00 - 4:45 pm	Learnings from the PPR vaccine value chain mapping - Ethnic differences in livestock vaccination practices <ul style="list-style-type: none"> • Sharing project findings
4:45 - 5:00 pm	Wrap-up

Day Two	
8:00 - 8:30 am	Registration (participants arrive)
8:30 – 9:00 am	Reflection from Day One
9:00 - 10:30 am	Facilitation vs. training – What's the difference? <ul style="list-style-type: none"> • Key differences between trainer and facilitators

	<ul style="list-style-type: none"> • Understanding audience demographics • Key considerations for working with female participants
10:30 - 11:00 am	Coffee/Tea break
11:00 am - 1:00 pm	<p>Communicating with empathy and respect</p> <ul style="list-style-type: none"> • What is empathy? • Four skills for improving empathy • Showing respect • Role play to demonstrate empathy and respect
1:00 - 2:00 pm	Lunch break
2:00 - 3:30 pm	<p>Understanding Power</p> <ul style="list-style-type: none"> • Who has power and control • Power over vs. Power with • Meaning of Power over, Power to, Power within, Power with, Power for in the Senegal context
3:30 - 4:00 pm	Coffee/Tea break
4:00 - 4:45 pm	<p>Understanding Power (Cont.)</p> <ul style="list-style-type: none"> • Transformative power • GITA, power, and your role
4:45 - 5:00 pm	Wrap-up

Day Three	
8:00 - 8:30 am	Registration (participants arrive)
8:30 – 9:00 am	Reflection from Day Two
9:00 - 10:30 am	<p>Introduction to agri-/vet-preneurship</p> <ul style="list-style-type: none"> • Concepts of agri-/vet-preneurship • Developing agri-/vet-preneurship ideas with community-based relais/auxiliaries • Differences between men and women entrepreneurs – Do they matter for business
10:30 - 11:00 am	Coffee/Tea break
11:00 am - 1:00 pm	<p>Who can be a leader?</p> <ul style="list-style-type: none"> • Gender and leadership in animal health • Leadership skills for agri-/vet-preneurs • Empowering female agri-/vet-preneurs
1:00 - 2:00 pm	Lunch break
2:00 - 3:30 pm	<p>Communication skills that matter for agri-/vet-preneurs</p> <ul style="list-style-type: none"> • Listening to understand • Becoming a more effective communicator

	<ul style="list-style-type: none"> Using communication skills for business
3:30 - 4:00 pm	Coffee/Tea break
4:00 - 4:45 pm	The Culture and Nature of Conflict <ul style="list-style-type: none"> Hidden layers and complexities of conflict Gender, power, and conflict
4:45 - 5:00 pm	Wrap-up

Day Four	
8:00 - 8:30 am	Registration (participants arrive)
8:30 – 9:00 am	Reflection from Day Three
9:00 - 10:30 am	Effective Conflict Resolution Strategies <ul style="list-style-type: none"> Creative methods to resolve conflict Transforming conflict into collaboration An appreciative approach to reframing conflict
10:30 - 11:00 am	Coffee/Tea break
11:00 am - 1:00 pm	Who is the community? <ul style="list-style-type: none"> Mapping community and livelihood assets and resources Access to institutional services (e.g., livestock and veterinary extension) Using community mapping for relais/auxiliaries business planning
1:00 - 2:00 pm	Lunch break
2:00 - 3:30 pm	Power Dynamics <ul style="list-style-type: none"> Control over assets Mobility maps and safe spaces Power within - the capacity to imagine - business planning
3:30 - 4:00 pm	Coffee/Tea break
4:00 - 4:45 pm	Building a business and managing relationships <ul style="list-style-type: none"> Launching and growing business Tracking progress with SMART targets Building and managing customer relationships
4:45 - 5:00 pm	Wrap-up

Day Five	
8:00 - 8:30 am	Registration (participants arrive)
8:30 – 9:00 am	Reflection from Day Four
9:00 - 10:30 am	What is needed for relais/auxiliaries to become successful agri-/vet-preneurs

10:30 - 11:00 am	Coffee/Tea break
11:00 am - 1:00 pm	Putting the learning into practice <ul style="list-style-type: none"> • Creating SMART objectives for relais/auxiliaries or community workshops • Creating lesson plans for my workshop
1:00 - 2:00 pm	Lunch break
2:00 - 3:30 pm	Putting the learning into practice <ul style="list-style-type: none"> • Facilitating and negotiating behavior change • Integrating facilitation into work with livestock technical agents and relais/auxiliaries in the communities
3:30 - 4:00 pm	Coffee/Tea break
4:00 - 4:45 pm	Putting the learning into practice (Cont.) <ul style="list-style-type: none"> • Creating a pre- and post-training assessment for my workshop
4:45 - 5:00 pm	Wrap-up

Day Six	
8:00 - 8:30 am	Registration (participants arrive)
8:30 – 9:00 am	Reflection from Day Five
9:00 - 10:30 am	Putting the learning into practice <ul style="list-style-type: none"> • Developing training content for technical agent training <ul style="list-style-type: none"> ○ Learning outcomes ○ Designing training agenda ○ What do I need?
10:30 - 11:00 am	Coffee/Tea break
11:00 am - 1:00 pm	TOT training Wrap-up ORID Evaluation Post-training assessment Final reflection activity Presentation of training certificates
1:00 - 2:00 pm	Lunch break

Handout 1.1 Pre-Training Assessment

Name: _____ Date: _____

Please rate your **ability to complete** the following activities using the scale:

3=To A Great Extent

2=Somewhat

1=Very Little

0=Not At All

_____ **Describe** how using GITA in your work with livestock technical agents and relais/auxiliaries would affect your approach.

_____ **Identify** how culture influences opportunities for men and women, boys and girls.

_____ **Explain** how GITA in the livestock value chain influences how you train.

_____ **Analyze** how decision making can negatively or positively affect livestock production.

_____ **List** three differences to consider when training male and female livestock technical agents and relais/auxiliaries.

_____ **Explain** the concept of agri-/vet-preneurship.

_____ **Distinguish** differences between female and male entrepreneurs.

_____ **Analyze** how personal perceptions affect your training of male and female technical agents ,and subsequently relais/auxiliaries.

_____ **Distinguish** four skills for improving empathy.

_____ **Explain** different types of power and how they interact with concepts of GITA.

_____ **Distinguish** hidden layers and complexities of conflict.

_____ **List** three differences of being a community and business leader.

_____ **Practice** writing a SMART objective for a training and creating a lesson plan

_____ **Practice** facilitating and negotiating behavior change and integrating facilitation into work livestock technical agents and animal health providers in communities.

The **main outcomes** I hope to gain from this training: _____

Thank You!

Handout 1.2 Post-Training Assessment

Name: _____ Date: _____

Please rate your **ability to complete** the following activities using the scale:

3=To A Great Extent

2=Somewhat

1=Very Little

0=Not At All

_____ **Describe** how using GITA in your work with livestock technical agents and relais/auxiliaries would affect your approach.

_____ **Identify** how culture influences opportunities for men and women, boys and girls.

_____ **Explain** how GITA in the livestock value chain influences how you train.

_____ **Analyze** how decision making can negatively or positively affect livestock production.

_____ **List** three differences to consider when training male and female livestock technical agents and relais/auxiliaries.

_____ **Explain** the concept of agri/-vet-preneurship.

_____ **Distinguish** differences between female and male entrepreneurs.

_____ **Analyze** how personal perceptions affect your training of male and female technical agents ,and subsequently relais/auxiliaries.

_____ **Distinguish** four skills for improving empathy.

_____ **Explain** different types of power and how they interact with concepts of GITA.

_____ **Distinguish** hidden layers and complexities of conflict.

_____ **List** three differences of being a community and business leader.

_____ **Practice** writing a SMART objective for a training and creating a lesson plan

_____ **Practice** facilitating and negotiating behavior change and integrating facilitation into work livestock technical agents and animal health providers in communities.

The **best parts** of this training:

A **new insight** I gained from participating in this training:

One action I will **commit to completing** because of this training:

Suggestions for **improving** this training: _____

Thank You!

Handout 1.3 Attendance sheet

*Use new attendance sheet for each day of training.

Training title							
Trainer(s) name							
Training location: (community, district, region and country)							
Date							
First and last name	Sex M/F	Age		Address	Organization	Email address/ Phone	Signature
		(15-29)	(30+)				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

Handout 1.4 Fishbowl

In the following scenario, you will facilitate and ask participants to observe a role play that involves women livestock owners and male spouses. Those with trainers' role will be tasked with identifying, finding and locating women who own small ruminants to encourage them to get their animals vaccinated. Trainers will invite the women livestock keepers and male spouses to participate in a focus group meeting and inquire why they don't take their goats and/or sheep for vaccination against the PPR disease. Ask participants without roles to observe and listen to what occurs with the role play participants. What do they hear? How can they encourage women to get their animals vaccinated with the barriers they discuss?

Facilitator: Ask eight volunteers to play the following roles:

- Four play the role of women livestock owners
- Two play the role of male spouses
- Two play the role of trainers

Task four trainers with identifying, finding, locating women who own small ruminants to encourage them to get their animals vaccinated. Invite them to a focus group and ask them why they don't take their goats and/or sheep to be vaccinated against PPR.

Scripts for women livestock owners:

You are unwilling to get your animals vaccinated because – each of you gives several reasons

- The vaccination site is too far away.
- I didn't hear about the vaccinations in time.
- I heard that only people who owned lots of animals could participate.
- I don't have money to pay. Or I assumed I would have to pay so I didn't go.
- I asked my husband to take my goats, but he didn't want to be bothered.
- I have to do household chores.
- I am busy with my crops.
- My husband won't let me go.
- It is not safe to walk there alone because I might be attacked.
- These types of meetings, like the one right now, take me away from my work.
- Many of my friends wouldn't come because they are too busy.

The male spouses can choose how they want to play the role of the man.

Give women livestock owners and male spouses about 5 min to chat using above script.

The two trainers are listening and asking questions of women.

Ask participants without roles to observe and listen to what occurs with the role play participants. What do they hear? How can they encourage women to get their animals vaccinated with the barriers they discuss?

After 5 min chat among the role play participants, facilitator does Critical Reflection.

Critical Reflection questions:

- What are your assumptions about women livestock owners? What is your knowledge based on?
- Did you know about all the reasons why women don't participate?

- How would you encourage these women to participate?

Notes to Facilitator:

- Encourage men play women's role and vice versa.
- For critical reflection ask everybody but also those who played the role.

Handout 1.5 Gender Equality Continuum Tool

Gender Integration Continuum

Time: 1 hour

Activity Objective:

Understand the IGWG Gender Integration Continuum as a lens for assessing project approaches.

Materials:

- Printed Flipcharts:
 - IGWG Gender Integration Continuum Graphic
 - Gender Integration Continuum Group Task
- Continuum Case Studies, color-coded
- Handout: Gender Integration Continuum

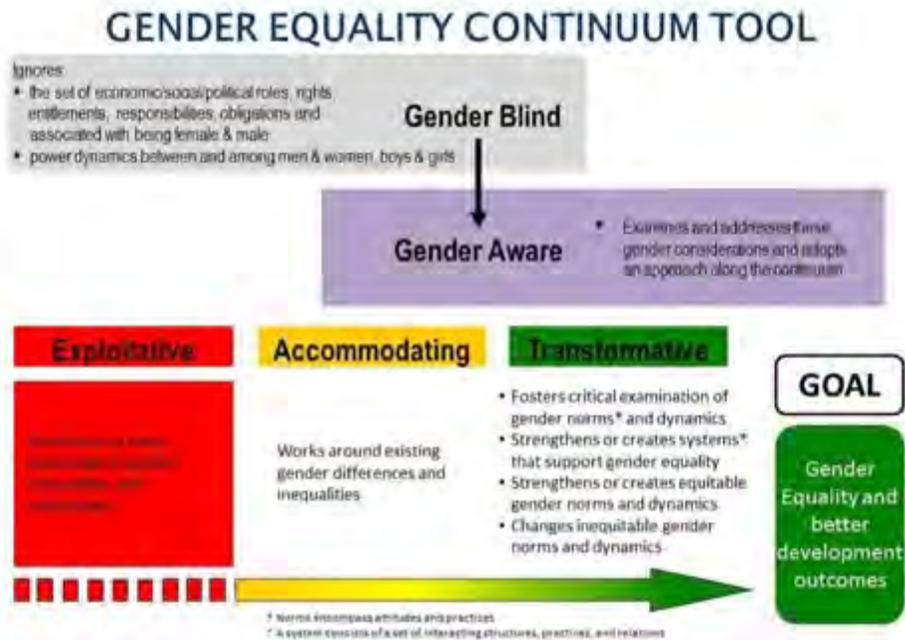
Activity:

1. Explain that we have been exploring the importance of understanding how gender can affect our project outcomes. To guide various projects on how to integrate gender, the IGWG has developed a conceptual framework known as the Gender Integration Continuum. This framework categorizes approaches by how they treat gender norms and inequities in the design, implementation, and evaluation of program/policy.¹

The term "gender blind" refers to policies and programs which are designed without prior analysis of the culturally-defined set of economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with being female and male and the dynamics between and among men and women, boys and girls. Gender blind programs/policies ignore gender considerations altogether. In contrast, "gender aware" programs/policies deliberately examine and address the anticipated gender-related outcomes during both design and implementation. An important prerequisite for all gender-integrated interventions is to be gender aware.

¹ This framework draws from a range of efforts that have used a continuum of approaches to understanding gender, especially as they relate to HIV/AIDS. See Geeta Rao Gupta, "Gender, Sexuality and HIV/AIDS: The What, The Why and The How" (Plenary Address at the XIII International AIDS Conference), Durban, South Africa: 2000; Geeta Rao Gupta, Daniel Whelan, and Keera Allendorf, "Integrating Gender into HIV/AIDS Programs: Review Paper for Expert Consultation, 3-5 June 2002," Geneva: World Health Organization 2002; and WHO/ICRW, "Guidelines for Integrating Gender into HIV/AIDS Programmes," forthcoming.

This training module was adapted from materials created by the Interagency Gender Working Group (IGWG) and funded by USAID. These materials may have been edited; to see the original training materials you may download this training module in its pdf format).



Talking points to introduce the gender integration continuum

The Gender Equality Continuum Tool takes users from gender blind to gender aware programs, towards the goal of equality and better development outcomes. Awareness of the gender context is often a result of a pre-program/policy gender analysis. "Gender aware" contexts allow program staff to consciously address gender constraints and opportunities, and plan their gender objectives.

The gender integration continuum is a tool for designers and implementers to use in planning how to integrate gender into their programs/policies. Under no circumstances should programs take advantage of existing gender inequalities in pursuit of health outcomes ("do no harm!"), which is why, when printed in color, the area surrounding "gender exploitative" is red, and the arrow is dotted.

Gender Aware policies and programs examine and address the set of economic, social, and political roles, responsibilities, rights, entitlements, obligations and power relations associated with being female and male and the dynamics between and among men and women, boys and girls.

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Exploitative Gender Programs/Policies are programs/policies which intentionally or unintentionally reinforce or take advantage of gender inequalities and stereotypes in pursuit of project outcome, or whose approach exacerbates inequalities. This approach is harmful and can undermine the objectives of the program in the long run.

Accommodating Gender Programs/Policies acknowledge but work around gender differences and inequalities to achieve project objectives. Although this approach may result in short term benefits and realization of outcomes, it does not attempt to reduce gender inequality or address the gender systems that contribute to the differences and inequalities.

Transformative Gender Programming includes policies and programs that seek to transform gender relations to promote equality and achieve program objectives. This approach attempts to promote gender equality by: 1) fostering critical examination of inequalities and gender roles, norms and dynamics, 2) recognizing and strengthening positive norms that support equality and an enabling environment, 3) promoting the relative position of women, girls and marginalized groups, and transforming the underlying social structures, policies and broadly held social norms that perpetuate gender inequalities.

Most importantly, program/policy planners and managers should follow two gender integration principles:

First, **under no circumstances should programs/policies adopt an exploitative approach** since one of the fundamental principles of development is to "do no harm."

Second, **the overall objective of gender integration is to move toward gender transformative programs/policies**, thus gradually challenging existing gender inequities and promoting positive changes in gender roles, norms, and power dynamics.

2. Ask the group to count off by five to create five small groups of three people. The ideal size for the small groups is three people each to enable in-depth discussion.

3. Explain that you will distribute two project examples to each small group and ask them to complete the following task (printed on flipchart). Give them 15 minutes to work on the task.

Continuum Group Task:

- Read your assigned project/activity examples and determine as a group where you would locate the project approach along the gender continuum: exploitative, accommodating, or transformative. Paste the project example accordingly on the wall under the category titles.
- If you feel that the project was designed without taking gender into account whatsoever, place the example near "gender blind."

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gender issue in a way that transforms gender relations and promotes gender equity. The IGWG's position is that transforming gender relations in favor of equity provides a win-win situation in terms of health outcomes, addressing both short-term project objectives and long-term sustainability.

The IGWG's goal is to challenge project managers to promote projects/activities that transform gender relations. In some cases, a project will be based on a transformative intention, but the outcomes fall short. Usually, this calls for re-design work.

5. Ask the group to consider their existing projects and activities and how they would classify them along the gender continuum. (In an extended workshop, participants will have the chance to apply the gender continuum directly to their own projects.)

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- Focus on the intention or design of the project rather than outcomes, as outcomes are influenced by many factors outside the control of the project team.

Facilitator's Note: You will need to provide at least one project description for each of the three categories—exploitative, accommodating and transformative. When distributing examples to small groups, ensure that each group works with examples of two different categories.

Facilitation Alternative: Some trainers prefer to give a common project example to two groups and find that sometimes the groups classify the examples differently. This can result in an interesting debate.

After the small groups have placed their project description cards along the continuum, ask a representative from each group to come forward, read the project description, and explain the group's reasoning. Entertain reactions or questions from the other groups.

IGWG trainers note that the richness of this exercise comes in the processing. The IGWG has classified the various project examples according to continuum category. That category appears on the project description template as a reference for the facilitator. The IGWG's advice to the facilitator is to foster an in-depth debate and provide the "IGWG answer" *only if* it's helpful to the group.

In most cases, there is no "correct" answer for these examples, as participants will have alternate contexts or scenarios that influence their interpretation of the project's intention or design and therefore place the example in different locations on the continuum. Encourage diversity in this exercise, letting people explain their placements and any assumptions they made to arrive at their decision.

4. Debrief the activity by highlighting the following points:

For the examples categorized as **gender blind, exploitative, and/or accommodating**, ask participants what steps can be taken to move those project designs toward the **transformative** end of the continuum.

At a minimum, health and development projects should strive to "do no harm" in terms of gender norms and relations. From the IGWG's perspective, there is no viable rationale for designing a project that deliberately exploits gender inequality (gender exploitative projects). All USAID-supported projects are required to avoid doing harm from a gender standpoint.

When a project team fails to look at gender issues in a project design, they are missing an opportunity. In the case of some gender **accommodating** examples, project managers have opted to conform to existing gender norms in order to enhance programmatic/health outcomes. Other times, a project may accommodate gender norms as an interim step in response to an identified gender issue. Gender accommodating strategies can be a reasonable way to "buy time" while the project figures out how to best address a

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Handout 2.1: Four Skills for Improving Empathy

1. Ability to Read Emotion

- Pay close attention to: – Words spoken – Verbal tone – Facial expressions – Body language

2. Ability to Appropriately Express Emotions

- Use “I” statements, not “you” statements. For example: “I feel worried that you haven’t been coming to the clinic,” rather than “You didn’t come to the clinic.”
- Pay attention to and adjust your nonverbal expressions when interacting with participants. This can include things such as crossed arms or a bored/upset facial expression, based on the cultural norms of the area.
- Recognize negative emotions and use control methods: – Take a deep breath and breathe slowly. – When you know your advice will create difficulties for participants, begin with an empathetic statement that shows you understand their feelings. Then explain why the change you are suggesting is important. For example: “I realize it’s hard to walk two miles to the clinic. I can understand why you would rather just go to the corner store. But it’s important that you get the medicine at the clinic, because the corner store medicine doesn’t work.” – Leave the situation, if necessary. For example, if you feel angry and think you will not be able to express your emotions appropriately at that moment, walk away.

3. Accept Differences and Show Respect

- Remember that you are trying to change the behavior, not the person.
- Explore with people how behavior change is possible while accepting differences of opinion or belief.
- Ask questions to understand what could encourage people to change their behavior.

4. Ability to Listen Effectively

- Use listening and rephrasing skills (e.g., restate or summarize in your own words what you have heard). For example: “So I want to make sure I understand. You are feeling frustrated about this because you don’t have enough time”.

Sources used in this handout:

- The FSN Network and CORE Group. 2015. Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff. Washington, DC: The TOPS Program. https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/MMCA_English_Final.pdf

Handout 2.2: Showing Respect

1. Get to know the people you are working with.
 - Learn the names of the people you are working with and get to know the individual members of your team, members of the community, and family members. Allow them to get to know you as well.
 - Always call people by their name or their respectful title.
 - Learn about each family's life and show your understanding of their difficulties and challenges.
2. Practice good verbal and nonverbal communication skills.
 - Greet people in a culturally appropriate way.
 - If it is normal for this culture, look at people when you speak with them.
 - Listen carefully and thoughtfully.
 - If appropriate and safe, communicate with people one-on-one (not only in large groups).
3. Actively listen to others.
 - Create a safe and open environment to encourage people to share their ideas and opinions.
 - Give people a chance to discover their answers and insights.
 - Ask open-ended questions about what people already know about the topic you are discussing.
4. Create an environment in which people can be themselves without feeling judged.
 - Show that you understand and appreciate people's knowledge and the positive, healthy behaviors they already are using.
 - When sharing new information, find out what people already know about the topic before adding information.
5. Remain humble.
 - Encourage people to ask questions and answer these questions to the best of your ability.
 - Acknowledge when you do not have an answer for a situation.
 - If you do not know the answer to a question, say that you do not know but will find out.

Sources used in this handout

- The FSN Network and CORE Group. 2015. Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff. Washington, DC: The TOPS Program.
https://coregroup.org/wp-content/uploads/media-backup/documents/Resources/Tools/MMCA_English_Final.pdf

Handout 2.3 Activity Sheet - *Who has Power and Control*

This activity sheet can be downloaded from

<http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-2-Who-Has-Power-and-Control.pdf>

Handout 2.4 Activity Sheet - *Power over v. Power with.*

This activity sheet can be downloaded from

<http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-4-Power-Over-v.-Power-With.pdf>



Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet
August 2016

Who Has Power and Control?

Time: 60 - 90 minutes

Materials Needed:

- Flipchart with activity title and objectives listed
- Markers or crayons
- 50-60 sheets of paper
- Sticky wall, if available
- Masking/scotch tape



Introduction

Power can be defined as the degree of control over things and people. Being powerful means people are in a position to make decisions, control resources, and direct what others do. Analyzing what gives people power is a first step in addressing gender inequalities within the family and society. Different degrees of power determine how men and women view their own capacities and the capacities of their partner, the level they are allowed to participate in decision making, and the extent they can control their own lives.

Objectives

- ✓ To explore factors that give people power.
- ✓ To analyze the power dynamics and how power can shift and change within a “typical” rural household.

Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 min)**
- 2) With no talking ask the participants to line up by the letter of their first name. Divide the line into **four** groups of approximately the same size. **(5 min)**
- 3) Give each group sheets of paper and colored markers or crayons. Ask each group to draw and label different members of a typical rural household on separate sheets of paper: mother, father, son, daughter, aunt, uncle, grandmother, grandfather, mother-in-law, father-in-law, unmarried brother. **(20 min)**
- 4) Invite small groups to display their drawings on the wall or floor by degree of power: from the **most** powerful to the **least** powerful. If some household members are perceived to have the same degree of power, they can place the drawings next to each other. **(15 min)**
- 5) Gather participants into a circle around the drawings and ask the following questions. **(30 min)**
 - *What makes one person more powerful than others? Examples: property owner, gender, position in household, level of education, wealth, social status, physical strength, moral integrity.*
 - *In what ways can power shift among family members? (e.g., a husband dies or moves away for work; a wife begins earning money)*
 - *What are the implications of one person holding all the power in the household? In what ways can power be shared within the household?*

Now What?

Putting the activity into practice. Ask the participants to provide ideas and examples of how they see themselves using this activity in the field...how they would adapt and adjust the exercise depending on a specific audience.

For example:

- If no sticky wall, place the pictures on the floor or ground.
- Role play the levels of power instead of drawing pictures.
- Use chalk or colored powder to draw pictures if no crayons/markers or paper.
- Use different size pebbles or stones to indicate levels of power within a household.
- Have men and women in separate groups draw and rank the pictures of power and then compare.

(10 min)

References:

Helen Keller International (2015). Nurturing Connections. Part 2: Exercising Power; Activity 3: What is Assertiveness?

www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES) (2015). Integrating Gender and Nutrition with Agricultural Extension Services Facilitator's Guide. <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>



Designed to be shared.

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www.ingenaes.illinois.edu/library

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Photo Credits: Jan Henderson & Andrea Bohn

Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet
August 2016

Power Over v. Power With

Time: 1.5 hours

Materials Needed:

- Flipchart with activity title and objectives listed
- Flipchart paper – one for each small group
- Markers or crayons
- Masking/scotch tape
- Flipchart with “Power Over” and “Power With” descriptors listed in two columns



Introduction

There are different types of power. “Power Over” has numerous negative associations for people, including force, abuse, discrimination, oppression. In many households, the person who has the resources and makes most of the decisions is the man: the man has power over the other family members who are often excluded from participating in decision-making and from access to healthy food, healthcare, land, and decisions about the children. “Power With” is power that comes from collective strength. “Power With” is based on identifying what people have in common, despite their differences and seeking ways to act together. If people give each other mutual support, solidarity, and recognition they can work together more effectively. Identifying and understanding different types of power are important if extension providers are to transform the lives of the men and women they work with; helping women and men to recognize their own abilities and power to act in collective and equitable ways.

Objectives

- ✓ To define and illustrate two types of power.
- ✓ To examine the challenges of discussing issues of power with men and women.
- ✓ To identify ways of moving from “Power Over” to “Power With”

Steps

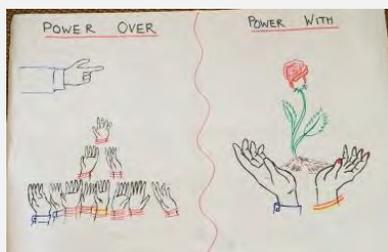
- 1) Review title of activity and objectives. Introduce the session by briefly sharing the flipchart that lists the words describing “Power Over” and “Power With.” Invite participants to add descriptors. Then ask participants: “Where did you see examples of “Power Over” and “Power With” in the role plays from the previous exercise?” (10 min)

Power OVER

- Force
- Abuse
- Discrimination
- Domination
- Oppression
- Exclusion
- Control

Power WITH

- Mutual support
- Solidarity
- Recognition
- Sharing
- Inclusion
- Cooperation
- Respect
- Trust
- Coordination



2) Ask participants to return to their role play groups from the activity: *Exploring Gender Stereotypes* or form new groups by lining up by the letter of their last name. Form small groups of four to five members. **(5 min)**

3) Ask small groups to draw symbols illustrating “Power Over” and “Power With” by providing the following instructions. **(30 min)**

As extension providers, you are planning an activity for women and men farmers describing two types of power: power over and power with. Create a visual you will use to illustrate the differences between the two types of power using only symbols that represent power. For example, raised fist v. two hands shaking.

4) Bring the small groups back together to briefly present their drawings. **(10 min)**

5) After all presentations, ask the whole group the following questions. **(15 min)**

Which symbols best represent the two types of power for you?

Why is talking with men and women about issues of power challenging?

In what ways can you help the people/groups you work with move from “Power Over” to “Power With” within their household and community?

Now What?

Putting the activity into practice. Ask the participants to provide ideas and examples of how they see themselves using this activity in the field, such as how they would adapt and adjust the exercise depending on a specific audience. For example:

Work with local political parties, religious and community leaders, and children’s clubs to discuss issues of power in the family and community. Use facial expressions and body language to demonstrate the two types of power.

Use simpler language to describe the two types of power in the local language. **(10 min)**

References:

Helen Keller International (2015). *Nurturing Connections. Part 2: Exercising Power; Activity 3: What is Assertiveness?* www.fsnnetwork.org/sites/default/files/TOPS_Nurturing%20Connections_English_FINAL_P.pdf

USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES) (2015). *Integrating Gender and Nutrition with Agricultural Extension Services Facilitator’s Guide.* <http://ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>



Handout 3.1 Activity Identifying agri-/vet-preneurship ideas with relais/auxiliaries

- *List the type of activities local relais/auxiliaries are engaged in the veterinary service delivery in Senegal. Are there differences in their activities from one district to another? Why?*

Answer:

- *Which activity or activities do you think relais/auxiliaries can use to start a business? What do they need to start a business?*

Answer:

- *Are there differences between male and female relais/auxiliaries in doing business? Why?*

Answer:

- *Are there ethnic differences that male and female relais/auxiliaries need to consider in starting business? Why?*

Answer:

- *Do you see a role for yourself in helping relais/auxiliaries to start a business? What is it?*

Answer:

Handout 3.2 Identifying characteristics of male and female entrepreneurs

Complete this handout by indicating your agreement, disagreement or neutrality for each statement and be prepared to explain why.

1.	Disagree	Neutral	Agree
Men are focused more on economy and cost of their business venture.			
Women are focused more on making social contribution or improving quality of life in the communities.			

2.	Disagree	Neutral	Agree
Men are more willing to take financial risk.			
Women are more conservative when it comes to financial risk.			

3.	Disagree	Neutral	Agree
Men are task oriented and focus on business growth.			
Women focus more on good relationships with their clients.			

Handout 3.3. Methods for Becoming a More Effective Communicator

Encouraging

Supporting the speaker in sharing their feelings, perceptions, and attitudes

Please tell me more...I'm interested in what you're thinking.

Empathizing/Acknowledging

Looking inward to when you have had a similar feeling or experience; recognizing and naming the feelings the speaker is expressing

*I can understand how you might feel strongly about...I can appreciate how you might feel angry or disappointed. **Do not say** I know exactly how you feel.*

Supplementing

Adding to what the speaker is expressing

Let me build on that to see if we're on the same track...Let me support what you're saying with another point. Instead of yes, but say yes, and.

Summarizing

Confirming, correcting, or changing your understanding of the communication; letting the other person know they have been heard

Let me see if I understand what you just said...Is that correct?

Validating

Recognizing the speaker's contributions and thanking them for talking with you

I appreciate your willingness to talk with me about this...I learned a great deal from what you said.

Normalizing

Communicating to the speaker that their feelings are normal and natural

I think I might feel the way you do if that had happened to me.

Agreeing

Identifying areas of agreement in the midst of disagreement

What I like about what you just said is...I really agree with you about that.

Elaborating

Asking open-ended questions to let the speaker know you respect their point of view

Why is that important to you...What would you like to see happen.

Handout 3.4. Images of Female Entrepreneurs

Print these images beforehand (make multiple copies of each).

Image 1



Credit: United Purpose Beyond Aid

Image 2



Credit: The Borgen Project

Image 3



Credit: Galie, ILRI

Handout 3.5 Iceberg of Conflict



Source: *Resolving Conflicts at Work: A Complete Guide for Everyone on the Job* by Kenneth Cloke & Joan Goldsmith (2000, p. 114)

Handout 3.6. Factors Affecting Conflict

Factors Affecting Conflict

Directions: Write "*Conflict*" in the center of the Venn diagram. Select three factors that affect conflict and write these words in the three large circles. Add descriptions how the factors can vary. Example: If Gender is a factor, descriptors could be female and male. Explain how the factors interact where the circles cross over each other and when they converge in the middle.

Patriarchy and Conflict (True or False)

- At societal level, patriarchy is characterized by historic discrimination and injustice reproduced in institutions and ideologies.
- Assumptions about male superiority pervade society.
- Life experiences on which claims of dominant ideologies have been founded have been the experiences of men, not women.
- Patriarchy controls reality.
- Women and men are socialized within rigid gender expectations.
- Institutions such as the religion, the family, and the law reproduce these biases and expectations in norms, rules, and laws.
- Women have historically been subjugated politically, economically, and culturally.
- Institutional system of oppression and injustice directly creates disputes, sustains and escalates other conflicts, and invades all other human interactions.

Source: <https://www.mediate.com/articles/birkhoff.cfm>

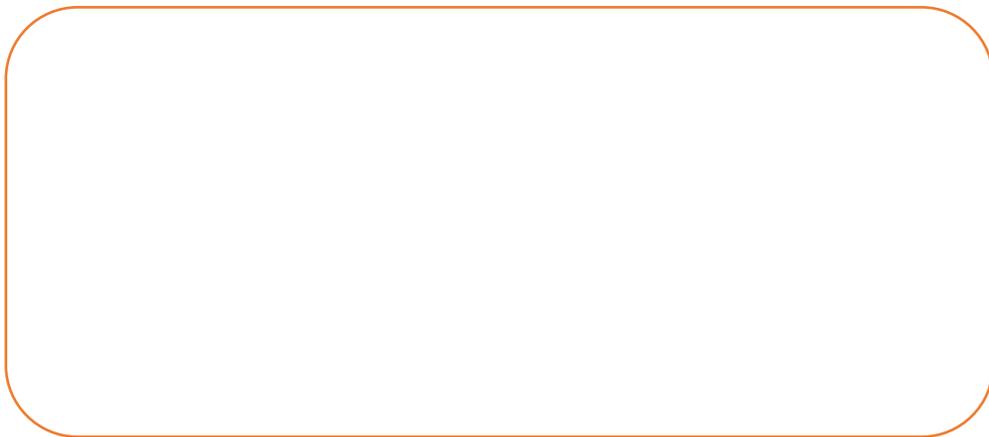
Handout 4.1 Conflict Resolution Strategies

Potential Conflict: Several community members are spreading rumors about the high cost of vaccinations and insisting the vaccines do not work.

As a technical agent and relais/auxiliaries, when might you want to use _____ as an option to address and resolve the conflict



As a technical agent and relais/auxiliaries, when might you not want to use _____ as an option to address and resolve the conflict



Handout 4.2 Examples of Community Assets or Resources

<p>Associations</p> <ul style="list-style-type: none"> - Goat cooperative - Producer cooperative - Women’s group - Charitable group - Livestock group - Education group - Elders group - Environment group 		<p>Physical Space</p> <ul style="list-style-type: none"> - Livestock Center - Mosque - Market - Shop - Farm - Forest/forest preserve - Water borehole - River
<p>Institutions</p> <ul style="list-style-type: none"> - School - Community center - Health clinic - Mosque - Veterinary office - Agro-vet store - Cooperative 	<p>Individuals</p> <ul style="list-style-type: none"> - Gifts, skills, capacities, knowledge and traits - Youth - Older adults - People with disabilities - Parents - Children - Entrepreneurs 	<p>Local Economy</p> <ul style="list-style-type: none"> - Poultry farm - Goat farm - Crop field - Agro-vet store - Bank - Store - Stone quarry - Vegetable stall in the market

Adapted from: Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization’s Capacity, Kretzmann, J. & McKnight, J.; Asset-Based Community Development Institute, School of Education and Social Policy; Northwestern University, 2005.

Handout 4.3 Case Study "The Capacity to Imaging - Business Planning"

(Adapted from *World Agroforestry Centre. (2014). Farmers Training: Entrepreneurship Manual. Pages 7-8* <https://www.worldagroforestry.org/sites/default/files/Entrepreneurship%20manual%20NEW.pdf>)

Ibrahim, a widow, owned five goats and two cattle. Her husband was a relais when he was alive. He used to treat all their household livestock. When goats started to get sick, she thought of becoming a relais to treat her animals and offer the service to others in the community. She went to the Livestock Center to inquire what other relais were doing, and for how much. She noticed that most of the people were coming to an only relais in the area to purchase dewormers, and treatments for livestock. She recalled that when her husband was alive, he was recruited as a PPR vaccinator. She thought of doing the same and perhaps offering her service at a lower price, than that an only relais in the area.

Because she was just starting her relais business a new, she decided it would be best if she worked with the more experienced relais. Then she would learn a lot. But if she did that, how would people know she was starting a relais business? So, she went to community elders and requested their support to serve women and other livestock keepers in the area. She prepared a brief write up on how her relais business would be beneficial to the community and women, and how it was important for her own family.

She further asked the community elders to allow her to spread the word to others in the community. She did the same thing at the mosque asking the religious leader to recommend her work to their members. She did not stop there; she offered relais services to all her friends.

Lastly, she looked around for someone who might be able to help her if her business was successful. She would open an agro-vet store on her own to start with, because that would save her paying a salary, but she hoped very soon she could afford help, and she would need a friendly person who would be good with the customers to help her.

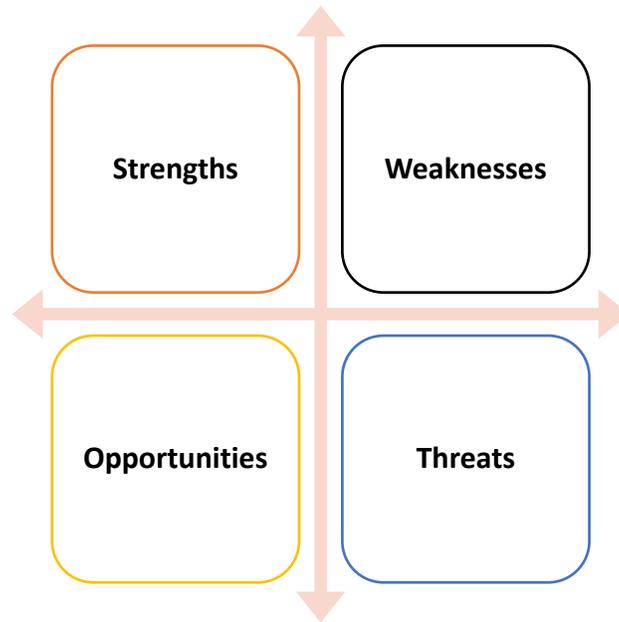
Business Skill

Before you start your business, you need to make a plan. A good business plan is a product of a homework done well. There are basic questions that need to be answered before your start.

Answer these basic questions:

1. What does Ibrahim want to do or sell?
2. Who will buy her product or service?
3. How much will it cost her to offer her service?
4. What price will she charge her customers?
5. Where will she sell her service or product?
6. How will people know she is in business so they can buy her service?
7. What else would you do if you were Ibrahim to strengthen your relais business?

Handout 4.4 The SWOT analysis



In the space provided below, list the strengths, weaknesses, opportunities, and threats for your business. Once you have listed all the items you can think of, prioritize each category.

Strengths:

Weaknesses:

Opportunities:

Threats:

Handout 5.1 Writing a SMART Learning Objective

Case Study: As a veterinarian or a livestock development officer you are asked to develop a training program for a group of relais/auxiliaries in your area. The training will be three days long from morning to evening. You are asked to integrate the concept of gendered intersectional transformative approach (GITA) in animal health and vaccinations. The primary purposes of the training are 1) to raise awareness among relais/auxiliaries on the role of women in animal health, and 2) to design a veterinary extension program that target women with goats, and other marginalized groups (such as people with disabilities, women with small children, community members who live far from community center).

The participants of your workshop will be a mixed group of male and female relais/auxiliaries from different ethnicities. You also know that some of the participants may have low literacy levels, and the women and other vulnerable people may not feel comfortable speaking in public.

Using skills, you have learned so far in this workshop, create **SMART objectives** that will be appropriate for participants to learn during the training.

SMART Learning Objectives

Example: “By the end of the workshop, participants will be able to demonstrate correct trimming of a goat’s foot.”

Use below guidelines to think through and develop SMART learning objectives for the training.

1. Prior to creating a workshop, it is important to *learn as much as possible about the target audience*. For example: a. Demographics (age, sex, ethnicity, etc.) b. Location (where are they from) c. Literacy and numeracy level d. Experience (knowledge, skills, attitudes prior to training) e. Availability and desire to participate in training.

List demographics of relais/auxiliaries to consider for the training:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____

2. *Brainstorm all the knowledge (topics and information), skills, and/or attitudes* that the participants must have in order to address the identified training issue.

List knowledge, skills and or attitudes of relais/auxiliaries you plan to target:

3. Categorize the brainstorm into “must know” “nice to know” and “does not need to know now.” This will allow for *prioritization and streamlining of information to address in the training*. The timeframe for training may be important in this process. For example, what can realistically be covered in one day long training vs three-day long training? The categories are often based on the order in which the knowledge, skills, and/or attitudes must be learned.

Must Know: _____

Nice to know: _____

Does not need to know now: _____

4. *Make the items participant centered*. For example, rather than stating that the learning objective is “the facilitator will teach about the importance of involving women in goat vaccination,” focus on the participant by rewording to “relais/auxiliaries will be able to design a field day for women goat keepers to increase their knowledge on goat vaccination at the end of the workshop.”

5. *Add a measurable action word and rewrite into a logical sentence*. For example, “relais/auxiliaries will list the appropriate steps for vaccinating poultry.” Either relais/auxiliaries will be able (or not) to list the appropriate steps, so it is measurable.

6. If desired, add a condition and criteria to make the learning objective more specific. For example, "relais/auxiliaries will list the appropriate methods for vaccinating a goat, accurately."

8. Make sure the objective is SMART. For example, "At the end of this training, the relais/auxiliaries will be able to list the appropriate steps for vaccinating poultry, accurately".

Handout 5.2: Steps in Creating a Lesson Plan

Go back to case study in Handout 5.1. Before creating a training session, write down the answers to these questions:

- What is the problem or issue that you are addressing? What is the reason for the training?

- What aspects of the problem or issue can be addressed through training? What is the best way(s) to address the problem?

- Who is (are) the target audience for training? Men? Women? Age? Education? Ethnicity?

- What are the assumptions you are making about the participants? Literate? Able to travel to training site? Childcare provision? Lunch provision?

- Brainstorm ideas around the central problem you are trying to address in the training.

- Create a list of possible activities to address the problem for the training

- Relating back to SMART learning objectives exercise in Handout 6.1, think about how much time each activity will take

- Determine how you will assess what the participants learned during the workshop based on the objectives

Handout 5.3: Lesson Plan Template

OBJECTIVE	ACTIVITY	ACTIVITY DESCRIPTION	TIME REQUIRED
I. By the end of the workshop, participants will be able to demonstrate correct trimming of a goat's foot.	Goat foot trimming	a) Give brief presentation with slides of correct trimming of goat's feet b) Demonstrate techniques with live goat	a) 30 min for presentation and discussion b) 1 hour for practical demonstration

Handout 5.4: Create a Lesson Plan for your Training

Case Study: As a veterinarian or a livestock development officer you are asked to develop a training program for a group of relais/auxiliaries in your area. The training will be three days long from morning to evening. You are asked to integrate the concept of gendered intersectional transformative approach (GITA) in animal health and vaccinations. The primary purposes of the training are to raise awareness among relais/auxiliaries on the role of women in animal health and to design an inclusive veterinary extension program that targets women with goats or sheep and other marginalized population (such as people with disabilities, women with small children, community members who are located far from community center).

The participants of your workshop will be a mixed group of male and female relais/auxiliaries from different backgrounds (e.g., ethnicity). You also know that some of the participants may have low literacy levels, and the women and other vulnerable people may not feel comfortable speaking in public. They may also have difficulty accessing the training location due to cultural norms restricting women relais/auxiliaries’ travel. The participants have not received any previous training, and there is a concern by a district veterinary officer that the disease is spreading.

Using information, you have learned so far in this workshop about GITA, power dynamics and facilitation, and applied to creating a list of SMART objectives develop a **Lesson Plan** using the lesson plan template.

Lesson Plan Template

OBJECTIVE	ACTIVITY	ACTIVITY DESCRIPTION	TIME REQUIRED

Handout 5.5: Steps in the Process of Negotiated Behavior Change

1. Greet the person and establish confidence. Think about their situation and consider previous work on empathy and respect provided earlier in the workshop.
2. Ask the person about current behaviors/practices related to the topic or behavior you want to address.
3. Listen to/reflect on what the person says. Do they have reasons for not changing behaviors?
4. Identify any difficulties/obstacles and possible causes for current behaviors; select one difficulty/obstacle to work on that might assist with behavior change.
5. Discuss with the person different possible ways to overcome the obstacle or behavior.
6. Recommend and negotiate doable actions: Ask for solutions from the community member; offer additional options/suggestions and NEGOTIATE with the person to help him/her select one option/action that he/she can try.
7. Person agrees to try one or more of the options, and the person repeats the agreed upon action.
8. Make an appointment for the follow-up visit to discuss impacts of behavior changes.

Sources used in this handout:

The FSN Network and CORE Group. 2015. Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff. Washington, DC: The TOPS Program.

Handout 5.6: Negotiating Behavior Change with Farmers

Background

You are an extension agent who is responsible for ensuring that farmers in your region vaccinate their small ruminants against the PPR disease. Your clientele are smallholder farmers, both male and female, with diverse backgrounds, and ethnicity. It is difficult for them to access the central locations where government vaccinations take place on an irregular basis, due to lack of transportation and poor communications about scheduled vaccinations. There is also a prevalent notion among the farmers that vaccinations don't work. There is a goat cooperative in your ward that many of the farmers belong to which might be receptive to working with the government to host a vaccination camp for members.

Using Handout 5.5 *Steps in the Process of a Negotiated Behavior Change*, create a five- minute role play with one or two of the group as facilitators and the other group members as male and female farmers using the information provided above. Perform the role play as a "fishbowl" with other workshop participants observing and taking notes.

Use these questions to guide the role play:

1. How will you make the farmers feel comfortable that they are being heard when you discuss the importance of vaccinating their animals? Any special considerations for the female farmers? What about for elderly owners or disabled farmers? How do you include them in these conversations?
2. What are other possible solutions to the obstacles faced by the farmers to vaccination?
3. What kind of follow up will you do to check on the progress of the proposed behavior change?

Handout 5.7: Template for a Facilitated Lesson Plan

Name of activity: _____

Length of time for activity: _____

Location and time for activity: _____

Materials needed: _____

Audience for activity: _____

(Include number of participants, sex, average literacy of participants, ethnicity if known)

Any special considerations for participants: _____

(i.e., Childcare, permission required, timing of activity etc.)

SMART objectives for activity: _____

Method of evaluation for activity: _____

How will you ensure that women or other disadvantaged groups of people participate in your activity?

How will you determine if behavior change has occurred after your activity? _____

Handout 5.8 Example of a Pre-training Assessment

Name: _____ Date: _____

Please rate your **ability to complete** the following activities using the scale:

3=To A Great Extent **2**=Somewhat **1**=Very Little **0**=Not At All

- _____ **Define** sex and gender, gender equality, and empowerment.
- _____ **Describe** gender roles in livestock production, including sales.
- _____ **Identify** the impact of different types of power on individuals and communities.
- _____ **Examine** household decision-making from a gendered perspective.
- _____ **Create** community maps highlighting resources and hazards.
- _____ **Analyze** how decision making can negatively or positively affect households.
- _____ **Defend** why leadership is important for animal health workers.
- _____ **List** basic animal health requirements and procedures.

The **main outcomes** I hope to gain from this training: _____

Thank you for completing the pre-training assessment!

Handout 6.1 ORID Reflection

- **What** – happened? (**O**bjective Questions)
 - *What images from the training are most memorable?*
- **Gut** – how do you feel about what happened? (**R**eflective Questions)
 - *What was a high point of the training?*
 - *A low point?*
- **So, What** – difference does this make? (**I**nterpretive Questions)
 - *What did you learn about your knowledge and skill levels regarding using GITA considerations in your work with relais/auxiliaries?*
- **Now What** – do we do? (**D**ecisional Questions)
 - *What will you do differently in your interactions and work with relais/auxiliaries because of participating in the training?*

Power Point Presentations

- TOT slide deck Day One
- TOT slide deck Day Two
- TOT slide deck Day Three
- TOT slide deck Day Four
- TOT slide deck Day Five
- TOT slide deck Day Six

Training of Trainers Using Gendered Intersectional Transformative Approaches for Training of Community Animal Health Service Providers in Senegal

Day One



Canada



Pre-training assessment

- Distribute pre-training assessment forms
- Complete before starting the training
- Participants work individually; may take 10-15 min per person
- Once done collect completed forms

Welcome

Activity Fishbowl

Directions for Fishbowl Observers:

- In the following scenario, you will be observing a role play that involves women livestock owners and a male spouse
- You are tasked with identifying, finding and locating women who own small ruminants to encourage them to get their animals vaccinated. You invite them to a focus group meeting and ask them why they don't take their animals for vaccination against the PPR disease
- Observe and listen to what occurs with the role play participants. What do you hear? How can you encourage women to get their animals vaccinated with the barriers they discuss?

Review TOT training agenda

Agenda review – Day One

- Welcome and introductions
- Introduction to GITA – what is meant by GITA?
- Gender, gender lifelines and gender roles
- GITA in the livestock vaccine value chain
- Learnings from the PPR vaccine value chain mapping – project findings
- Wrap-up

Training objectives

- Train Kaffrine-based professional veterinary and livestock extension staff in GITA and other soft skills using a training-of-trainer (TOT) approach
- Discuss supplementing the veterinary and livestock trainings with GITA, facilitation and training, communication, conflict resolution, and business and entrepreneurship skill development content
- Co-design a technical agent, relais/auxiliaries, and community training program with TOT participants

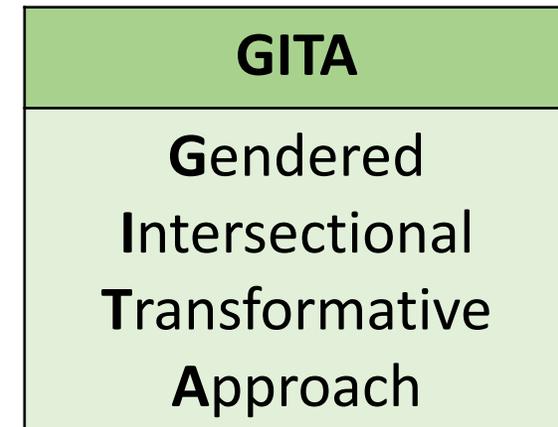
Learning objectives

- Understand why gender and other intersectional factors are important to integrate for successful veterinary and livestock husbandry trainings and vaccination campaigns
- Learn basic skills related to participatory facilitation and training that actively engage women and other possibly marginalized livestock communities
- Recognize why men and women have different communication styles and conflict resolution approaches, and how this matters in designing agricultural and livestock programs, including vaccination campaigns
- Integrate business and entrepreneurship skills in training of relais/auxiliaries

Introduction to GITA – What is meant by GITA

GITA – key words and definitions

Gender transformative approaches encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community



Gender

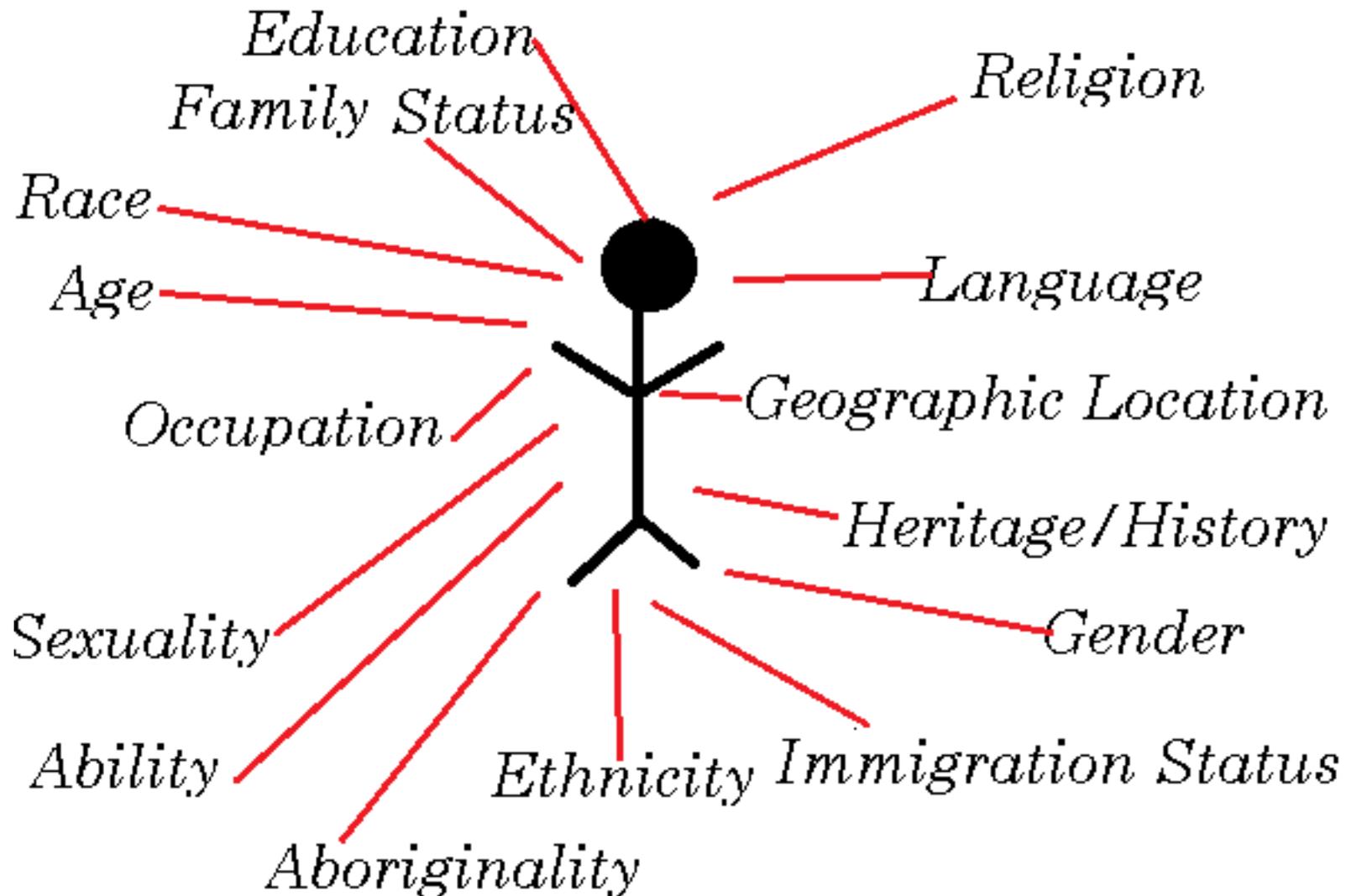
- In order to understand transformative change, we need to understand *what* it is that may merit change
- Discussion of what is understood to be *gender*
- The *culture* in which boys and girls grow up in determines their quality of life by the differences and opportunities it offers them

Intersectionality

- A framework for understanding the ways that multiple aspects of our identities intersect, influence one another, and compound to create unique experiences.
 - Kimberle Crenshaw
- Social identities are:
 - Dynamic
 - Multiple
 - Shaped by society



What is intersectionality?



A way to challenge assumptions that everyone in a marginalized group faces the same problems

Why to use GITA in livestock vaccine value chains?

- Livestock vaccine value chains are not inclusive
- Vaccination campaigns “miss” women owned animals
- Women livestock owners are particularly disadvantaged, but not just because they are women

Livestock vaccine value chains tend to be gender blind



Gender Equality Continuum Tool

Ignores:

- the set of economic/social/political roles, rights, entitlements, responsibilities, obligations and power relations associated with being female & male
- dynamics between and among men & women, boys & girls

Gender Blind

Gender Aware

- Examines and addresses these gender considerations and adopts an approach along the continuum

Exploitative

Reinforces or takes advantage of gender inequalities and stereotypes

Accommodating

Works around existing gender differences and inequalities

Transformative

- Fosters critical examination of gender norms* and dynamics
- Strengthens or creates systems* that support gender equality
- Strengthens or creates equitable gender norms and dynamics
- Changes inequitable gender norms and dynamics

GOAL

Gender Equality and better development outcomes

* Norms encompass attitudes and practices

* A system consists of a set of interacting structures, practices, and relations

Activity Gender lifelines

Age	Expected behaviors, responsibilities, and rules	Opportunities and accomplishments
0-5		
5-10		
10-15		
15-20		
20-25		
25-35		
35-50		
Over 50		

Activity Gender lifelines

- *What are the differences between boys and girls, men and women?*
- *Why are they different? Are there differences by ethnicity?*
- *How do boys and girls learn the rules and responsibilities, who enforces them?*
- *Are the rules and responsibilities the same for boys and girls? Is this fair?*
- *When does a child become an adult? What changes then?*
- *What are the differences in men's and women's opportunities?*
- *How do the rules/expected behaviors shape opportunities and accomplishments?*

Activity Gender roles

Act like a lady



Behave like a man



GITA in Livestock Vaccine Value Chains

GITA in Livestock Vaccine Value Chains

- For many people, certain livestock are associated with men or women, for example, goat are for women and buffalos are for men
- Livestock management may be done by men only or women only, boys or girls, or it doesn't matter who does it
- Owning, managing, and selling – these are all different roles in livestock production that are done by different people at times

Gender roles in livestock production

In every country and community, there are certain types of activities associated with livestock production that are considered “only” for men or “only” for women; that women are prohibited from doing; that certain groups of people will never do

Activity Gender Boxes for livestock production

- In this session, we are going to identify and critically analyze typical roles of men and women in livestock production in Senegal
- Breaking participants into two groups:
 - One group draws a Gender Box for men
 - The other group draws a Gender Box for women



- Within the box, give examples of what each group does related to livestock production
- On the outside of the box, write the sources of the expectations about men or women
- Next, write outside the box, any unexpected behavior for that gender, e.g., for men, selling milk products
- Would these expectations and behaviors change with ethnicity? With age? With location? With marital status?
- Who has more freedom to step outside the box?

Activity Gender Box for Men

**Sources of
expectations**

Gender box

**Unexpected
behavior**

Activity Gender Box for Women

**Sources of
expectations**

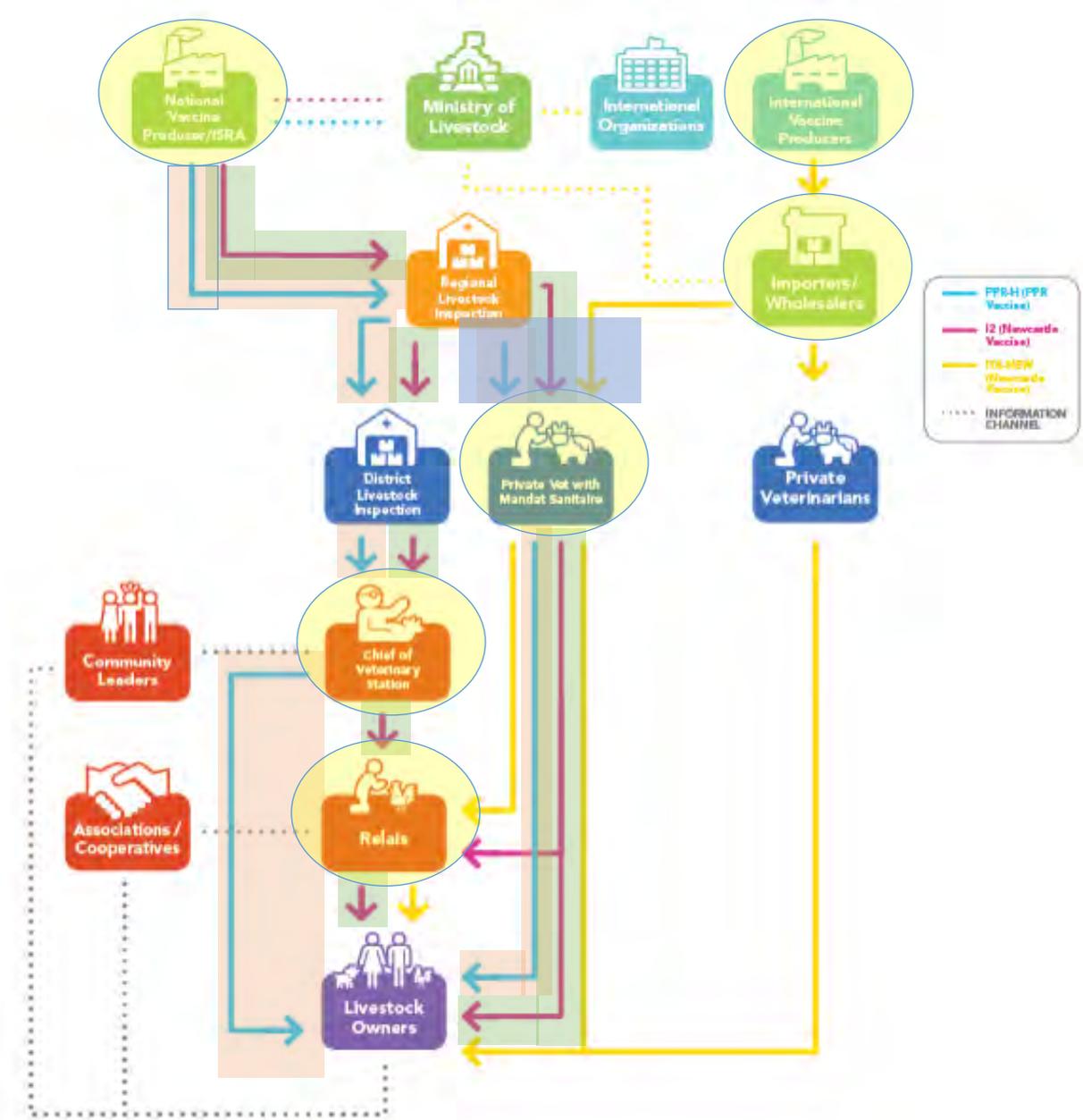
Gender box

**Unexpected
behavior**

Learnings from the PPR and ND vaccine value chain mapping – project findings

Mapping of the PPR and ND VVCs

- Two distribution systems:
 - Public: for vaccines produced by ISRA, e.g. PPR/H and I2
 - Private: for imported vaccine (ITA-new)
- Vaccines distributed by the state are free, users pay the service fee + transport
- Private vets may be in both systems
- Community level vaccinators (relays) can vaccinate against ND but not against PPR





GITA Findings

- At higher nodes of the VVC, very few women are in key positions
- Distance to vet services is the barrier most cited by respondents
- Lower-level vaccinators have too few resources, and their job is regarded as very challenging

PPR VVC	ND VVC
<ul style="list-style-type: none">• Women are less engaged• Women less likely to vaccinate their small ruminants• Some perceive strength barriers to women handling small ruminants• Gender-discrepancy in perceptions of decision-making about animal vaccination	<ul style="list-style-type: none">• Women are more engaged• Vaccinators need to visit HHs, thus isolation more consequential• Women vaccinators less mobile early mornings or evenings• Gender+ distance+ livestock size: women with fewer poultry and more remote less likely to receive vaccinators

Wrap-up of Day One

- What is the best thing you learned today?
- How will you use it in your work with technical agents who will later train relais/auxiliaries?

Thank you!

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Day Two



Canada



Reflection from Day One

- Think about your experience working with livestock technical agents. Reflect on the following questions:
 - Did they serve or interact with women livestock keepers?
 - If they did, how was this different from serving/interacting with male livestock keepers?
 - Were there any ethnic differences when working with male and female livestock keepers?

Agenda review – Day Two

- Facilitation vs. training – key differences between trainer and facilitators
- Understanding audience demographics
- Key considerations for working with female participants
- Communicating with empathy and respect - four skills for improving empathy
- Demonstrating empathy and respect
- Understanding power – meaning of power over, power within, power with, power for

Facilitation vs. training – What's the difference?

Facilitation vs. training - What is the difference?

- Are you a trainer or facilitator?
- Are there any differences between the two?
- Discuss responses briefly in plenary.

Key differences between trainers and facilitators

TOP-DOWN TRAINER

Has the answers, gives knowledge to the students or trainees

Is the expert, knows best

Presents new information from the front of the group

Information flows in just one direction, from teacher to students

FACILITATOR

Values the experience and knowledge of the participants; Poses problems and sets up a process in which the participants search for answers

Helps people to become responsible for their own learning; demonstrates ideas

Uses practical, participatory methods, e.g. group discussion and activities in which all members of the group participate

Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas

Key differences between trainers and facilitators (Cont.)

TOP-DOWN TRAINER

Brings extensive knowledge of the subject

Is concerned with students understanding the right answer

Has a formal relationship with the students, based on their status as a teacher

Directs the learning

FACILITATOR

Draws out and builds on the knowledge of the group, and knows where to find further information on the subject

Is concerned with the discussion; encourages and values different views

Is considered as an equal, and has relationships based on trust, respect and a desire to serve

Allows learning to be self-directed

Understanding Audience Demographics

Discuss:

- Why does it matter who the audience is when doing a training?
- In what ways do you adjust your training based on who is present?
- What considerations do you need to think about when training a group of people?

Understanding Audience Demographics

- Demographics (age, sex, ethnicity, etc.) - Are workshop participants inter-generational (multiple ages)? Are participants predominantly male? Female? Are they of a particular ethnic group? How would these demographics affect participation?
- Location - Where are participants from? Urban? Rural? Why might their location affect their ability to attend workshops?
- Background - Have you worked with them before? Any special considerations?)
- Experience (knowledge, skills, attitudes prior to training) - What kinds of experience or training have participants had previously? Will you have an audience that has multiple levels of experience?
- Literacy and numeracy levels - Have participants attended primary or secondary school? Will you need to create training materials that primarily use pictures rather than text?
- Availability and desire to participate in training - How to assess these factors?

Key considerations when working with female participants

Have participants write on the flipchart some key things they need to consider when working with women.

- Timing of meetings? Women's triple roles? Childcare?
- Location of meetings - is it accessible? Safe for women to travel there? Is there a need for male approval to attend meetings?
- Single gender or mixed gender groups?
- Other considerations?

Communicating with empathy and respect

What is empathy?

Empathy is the ability to: Understand and share the perspective, emotions, and feelings of another person. Their reality is their truth.

Put yourself in someone else's shoes (or imagine what it would be like to be in their situation)

Be able to connect with something in yourself that knows how the other is feeling and share it



Credit: John Spencer, 2020

What is empathy?

Watch the video by Brene Brown “What is Empathy”?

<https://www.youtube.com/watch?v=1Evwgu369Jw>

After watching the video discuss in plenary

- How did you feel when someone did not show you empathy? How did you react?
- How was that different from the feelings you had when you were shown empathy?

Four skills for improving empathy

1. Ability to Read Emotion
2. Ability to Appropriately Express Emotions
3. Accept Differences and Show Respect
4. Ability to Listen Effectively

Showing respect

- How do you demonstrate respect?
 - For elders?
 - For children?
 - For women?
 - For men?
 - For other ethnicities?

Showing respect

- Get to know the people you are working with
- Practice good verbal and nonverbal communication skills
- Actively listen to others
- Create an environment in which people can be themselves without feeling judged
- Remain humble

Role play on demonstrating empathy and respect with rural farmers

- *Break participants into groups of 5 people.* In each group, have the participants select a person who will be the animal health worker who is visiting a farmer's group to check on the health of their goats. The remaining group members will be male and female farmers from a rural, isolated community.
- *Tell participants that the farmers have received one training on how to feed and manage the health of their goats, however there was only one woman in the group who was able to attend. After inspecting the goats, it doesn't appear that much of the training has been applied, as the goats are skinny and haven't been vaccinated. The animal health worker needs to talk with the farmers to inquire why the training has not been applied in a way that will demonstrate empathy and respect.*
- *Give groups about 20 minutes to prepare the role play, and then 5 minutes to present their play.*
- Have the groups that are not performing form a large circle around the group that is performing and take notes on the conversation to determine whether the language used demonstrates empathy and respect for the farmers.
- *Discuss the findings with all the groups after all plays have been performed. What did they see and hear that indicated that empathic listening and respect was occurring with all the farmers?*

Understanding Power

Understanding power

- Power is the capacity of individuals or groups to determine who *gets* what, who *does* what, who *decides* what, and who *sets* the agenda.
- The *intersectionality* of identity means one can experience privilege and subordination simultaneously...powerful in one setting and face discrimination in another.
- Forms – visible, hidden and invisible
- Spaces – closed, invited, and claimed
- Levels – local, national, and global

Power discussions

- Link to norms and roles
- Link to productive activities
- “Power is the ability to achieve a purpose. It is the strength required to bring about social, political, and economic change.” Dr. Martin Luther King, Jr.

GITA aims to transform unequal power relations – Forms of power

- Power over – privileges certain people over others
- Power to – tied to individual's education, skills, capabilities and confidence
- Power within – self-awareness, self-worth, self-knowledge
- Power with - collaborative and collective power with others
- Power for – the visions, values and demands that orient struggles for change

POWER OVER

- Control over people, resources and others' lives
- Usually understood as a form of authority, control or domination
- Also, influencing what others think they can do (rights and capabilities)



POWER WITHIN

- Person's or group's sense of self-worth, self-awareness, self-knowledge and aspirations
- Also related to agency and shaped by social norms and gendered and intersectional institutions



POWER TO

- Act and to realize one's aspirations; measured through individual skills, capacities and self-confidence
- Enabling a person or a group of people to act or realizing one's potential



POWER WITH

- Collaborative and collective power with others through mutual support, collaboration, recognition and respect for differences
- Ability to act together



POWER FOR

- Power for a vision, values and demands that orient struggles for change



Activity - Who has power and control?

- Follow activity instructions of the INGENAES Activity Sheet - Who has power and control?

<http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-2-Who-Has-Power-and-Control.pdf>

Activity – Power over vs power with

- Follow the instructions of INGENAES Activity Sheet – Power over v. power with

<http://ingenaes.illinois.edu/wp-content/uploads/ING-Activity-Sheet-2016-4-Power-Over-v.-Power-With.pdf>

Activity - Meaning of power over, power to, power within, power with, power for in Senegalese context

- Power over
- Power to
- Power within
- Power with
- Power for

Transformative power

- Understand power in its many forms and how it impacts our lives and work
- Cultivate the capacity to think and act beyond the confines of existing rules (power within and to)
- Bring people together across differences (power with)
- Negotiate disagreement and conflict
- Embrace a shared vision of equity (power for)

Activity – GITA, power, and your role

- In your own words, how would you link GITA (gendered intersectional transformative approach) to transformative power?
- Why do you, as a trainer, need to be able to talk about transformation?
- What powers could you use to promote change?

Wrap-up of Day Two

- What is the best thing you learned today?
- How will you use it in your work with technical agents who will later train relais/auxiliaries?

Thank you!

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Day Three



Canada



Reflection from Day Two

Agenda review – Day Three

- Introduction to agri-/vet-preneurship - concepts
- Developing agri-/vet-preneurship ideas for relais/auxiliaries with livestock technical agents
- Differences between men and women entrepreneurs – Do they matter for business
- What can be a leader
- Communication skills that matter for agri-/vet-preneurs
- The culture and nature of conflict
- Wrap up Day Three

Introduction to agri-/vet-preneurship

Concepts of agri-vetpreneurship

- Agricultural or Veterinary Entrepreneurship is a process of identifying and starting a business venture, sourcing and organizing the required resources, marketing, and taking both the risks and benefits associated with the venture.
- Entrepreneurs are innovators who use a process of changing the current situation of the existing products and services, to set up new products and new services.

Two kinds of entrepreneurship

- Those that succeed
- Those that fail

Let's consider why some businesses succeed and some fail...

Four interrelated pillars for business success



Idea and market



Skills, knowledge, experience



Resources



Motivation and hard work



Activity - Identifying agri-vetpreneurship ideas with relais/auxiliaries

Individual activity

Use Handout 3.1 to answer a set of questions prepared in advance

Plenary at the end of the activity:

- *How gender roles and relation affect relais/auxiliaries enterpreneurship?*
- *Are there ethnic differences that may affect relais/auxiliaries enterpreneurship?*
- *Provide examples of successful relais/auxiliaries enterpreneurship in the region.*

Differences between men and women entrepreneurs - Do they matter for business?

Male Entrepreneurs	Female Entrepreneurs
Decision making easy	Decision making difficult
Business focused on economy and cost	Business focused on making social contribution and quality
Willing to take financial risk	More conservative when it comes to financial risk
Task oriented; focused on business growth	Focus on good relationships with clients

Differences between men and women entrepreneurs - Do they matter for business? (Cont.)

In plenary discuss:

- *What are the underlying reasons for the differences?*
- *How does the Senegalese context affect these statements? Do the statements in preceding slide apply to male and female entrepreneurs in Senegal? Why or why not? What examples from Senegal will you use to adjust statements to Senegalese context?*
- *Do these differences matter for business? Why or why not? Provide examples from Senegalese context.*

Who can be a leader?

Leaders are found everywhere

Anyone can be a leader, depending on the circumstances and situation.

Often, however, people believe that only certain types of people can be leaders – men, elders, the educated, elected officials, religious leaders.

There are opportunities for each of us to take on a leadership role sometimes.

Activity– Belief statements, True or False?

- A woman should leave the room when any male individual enters.
- A woman should leave the room when any elder enters.
- A woman should not leave the community alone to visit family.
- A woman should not leave the community alone for work.
- A woman should not contact a government official for any reason.
- Gender based violence (GBV) in a poor household does not require collective action to prevent or halt.

Gender and leadership in animal health

Employing some of the Belief statements from preceding slide let's discuss in plenary:

- Why gender and leadership are an important topic for animal health workers?
- Why should this even be discussed?
- Can women be leaders in animal health?
- There is a shortage of female veterinarians, for example. Why do you think that is the case?
- How do you feel about women speaking out in public? How do others feel?

Values statements on leadership

- Participants individually think of someone they see as a good leader.
- Participants then share with the person next to them and take turns to explain what they admire about the person's actions, attitudes and values
- In plenary, have participants report out on what leadership qualities or skills do admired leaders have in common?
 - Who are the admired leaders – men, women, young, old, etc.?
 - Do women hold leadership roles in your communities? Why or why not?

Values statements on leadership - Women and other vulnerable people as livestock owners

- Identify some problems that these groups face, based on previous exercises. Not just women but those of other caste/ethnic groups or considered vulnerable
- Give an example of someone who you know is a leader but does not fit the typical pattern

Leadership skills for agri-/vet-preneurs

- Individual work
- Discuss in plenary
 - Why leadership skills are important for agri-/vet-preneurs?
 - Are there are leadership skills that differ among men and women, and between caste/ethnic groups in the area?

Empowering female agri-/vet-preneurs

Discuss in plenary using the following questions:

- *Are there women-owned and operated agricultural or veterinary businesses in the area? Other businesses run by women?*
- *What are the pathways to empower female agri-/vet-preneurs? Provide examples from Senegalese context.*
- *What do you propose concrete (what is your action plan) to challenge communities' perceptions around traditional gender roles in livestock?*

Communication skills that matter for agri-/vet-preneurs

Warm-up Activity - Listening to understand

- *What makes listening and remembering easy?*
- *What makes it difficult?*

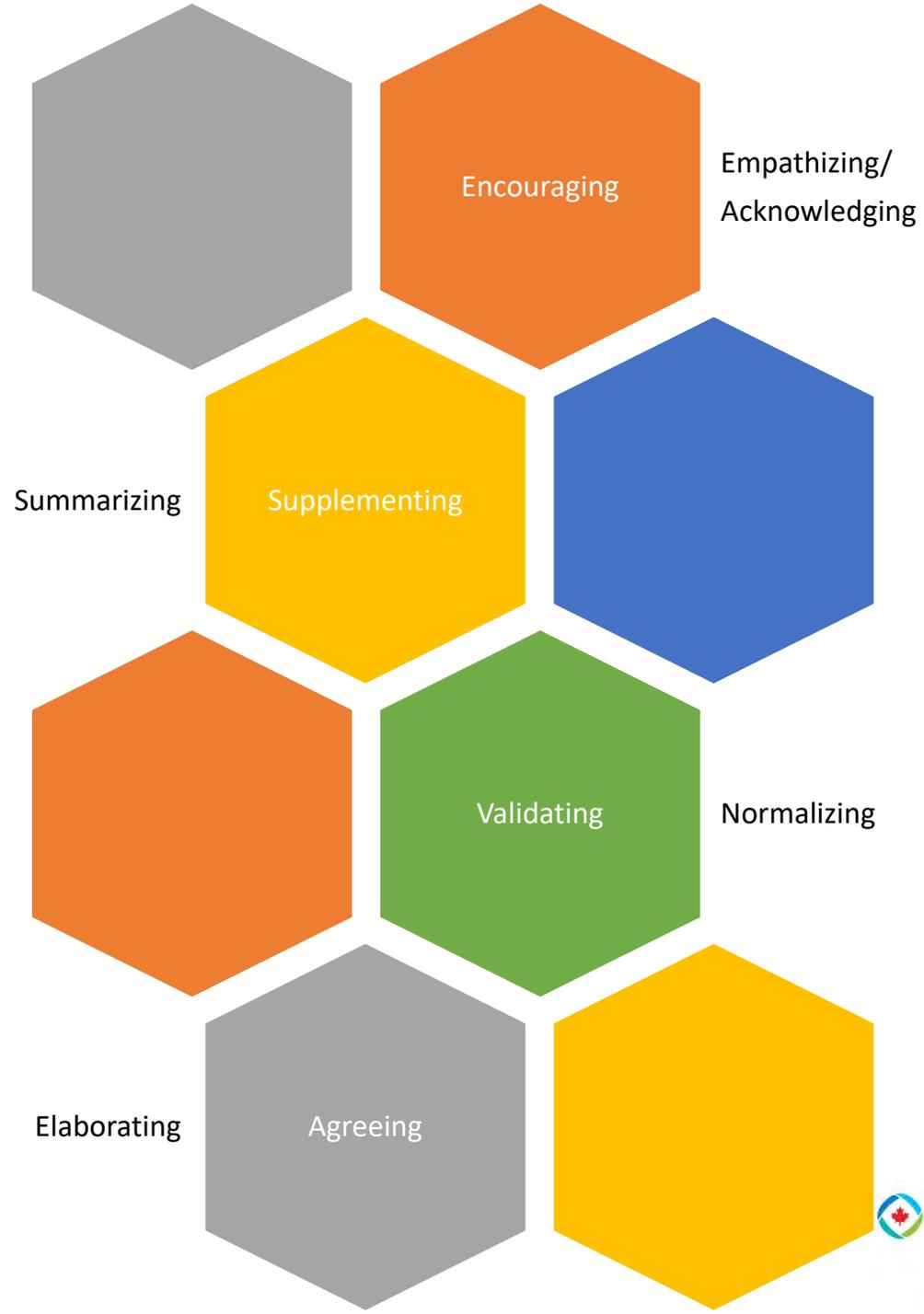
- *What you are saying is.....*
- *So, what you are feeling is.....*
- *You mean.....*

Reflect to factors that can affect communication, such as gender, ethnicity, education level...

Becoming a more effective communicator

- First step in communication is not speaking; not even listening.
- First step is to clear ourselves of our own preconceived ideas.
- Dropping predefined roles, letting go of agendas, assumptions, judgments, expectations.
- Asking: Am I listening to understand or am I thinking about what I'm going to say in response?
- Am I genuinely listening to the words of the other person and sensing her or his deeper issues, hearing their assumptions, expectations, hidden meanings.
- Am I listening to what is intended and not just to words being spoken?
- Can I speak in ways that make a difference, rather than replacing listener's words with mine?
- Effective communicator/facilitator/trainer talks less and listens more.

Methods for Becoming a More Effective Communicator



Using communication skills for business

Energizer *Blind Drawing*

Discuss in plenary:

- *Why communication skill is important for business?*
- *Three key lessons you learned from the Energizer are ...*

The culture and nature of conflict

Hidden layers and complexities of conflict

Write on Post-it Notes

Conflict is _____.

What is conflict?

Watch video “What is Conflict?”

<https://www.youtube.com/watch?v=SorqWJUHbjM>

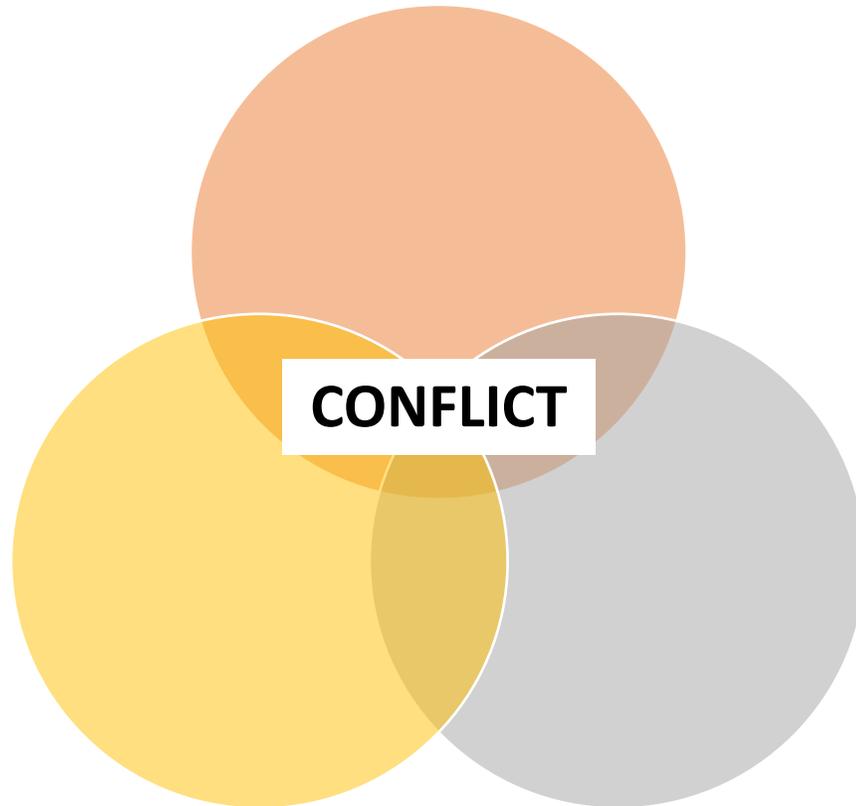
Conflict is ...

- Behaviors or goals of one person/group are incompatible with the behaviors or goals of another person/group
- Inevitable
- Everywhere: families; communities; places of work; levels of government
- Very different for different people

Iceberg of Conflict



Factors affecting conflict



When working with technical agents and relais/auxiliaries, what are the implications for recognizing that no single factor acts in isolation during conflict?

Patriarchy and conflict

- At societal level, patriarchy is characterized by historic discrimination and injustice reproduced in institutions and ideologies.
- Assumptions about male superiority pervade society.
- Life experiences on which claims of dominant ideologies have been founded have been the experiences of men, not women.
- Patriarchy controls reality.
- Women and men are socialized within rigid gender expectations.
- Institutions such as the religion, the family, and the law reproduce these biases and expectations in norms, rules and laws.
- Women have historically been subjugated politically, economically, and culturally.
- Institutional system of oppression and injustice directly creates disputes, sustains and escalates other conflicts, and invades all other human interactions.

Wrap-up of Day Three

- What is the best thing you learned today?
- How will you use it in your work with technical agents who will later train relais/auxiliaries?

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Day Four



Canada



Reflection from Day Three

Agenda review – Day Four

- Effective Conflict Resolution Strategies
- Who is the community?
- Power Dynamics
- Building a business and managing relationships
- Wrap up Day Four

Effective conflict resolution strategies

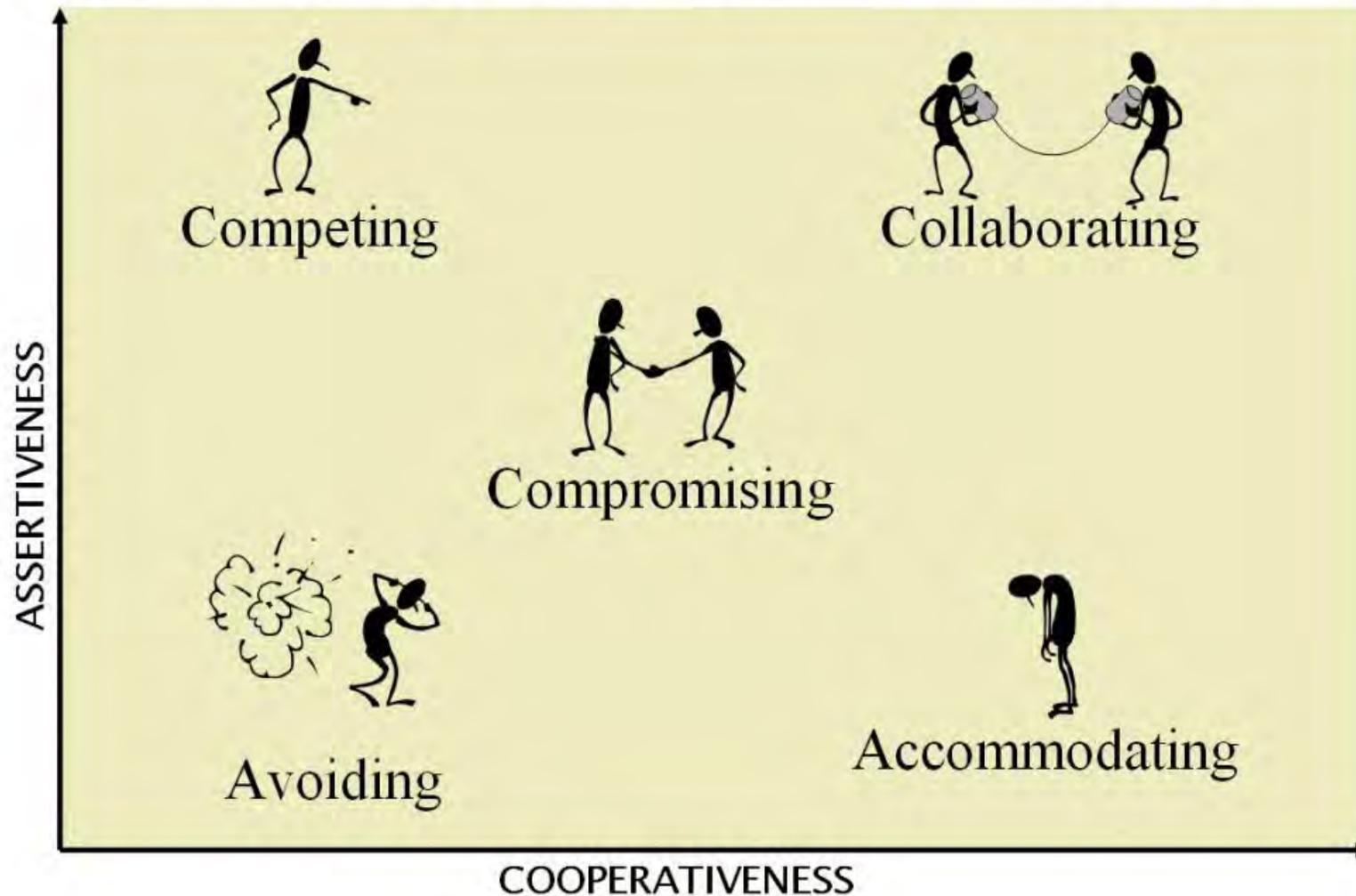
Positive incident

After individual work discuss in plenary

- What factors could have prevented you from successfully resolving the conflict?
- In what ways you could incorporate sharing positive conflict experiences during relais/auxiliaries trainings?

Creative ways to resolve conflict

Dealing With Conflict – Thomas/Kilmann model



Creative ways to resolve conflict (Cont.)



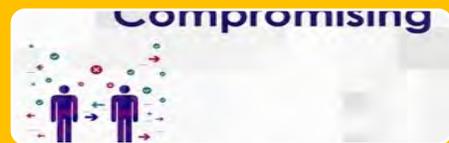
Avoiding (Ignore)

- Ignoring or sidestepping the conflict, hoping it will resolve itself or dissipate



Accommodating (Lose-Win)

- Taking steps to satisfy the other party's concerns or demands at the expense of your own needs or desire



Compromising (Lose-Lose)

- Finding an acceptable resolution that will partly, but not entirely, satisfy the concerns of all parties involved



Competing (Win-Lose)

- Satisfying one's own desires at the expense of the other parties involved



Collaborating (Win-Win)

- Finding a solution that entirely satisfies the concerns of all involved parties

Transforming conflict into collaboration

Dialogue...

- Working collaboratively toward shared understanding
- Intent on listening to another's perspective with willingness to be influenced by what is heard
- Everyone has chance to be heard, understood, and to learn from each other
- Allows people to develop understanding for another's perspectives, thoughts, and feelings
- Reevaluating one's own position in light of another's understanding

Debate...

- Persuading or advocating for one's own view
- Attempting to prove the other person(s) wrong
- Searching for flaws and weaknesses in another's position

Appreciative approach to reframing conflict

- We can choose to focus on problems, needs, conflicts, and deficits (the traditional problem-solving approach) OR we can choose to see possibilities, capabilities, and assets (the basis of appreciative inquiry)
- In problem-solving approach, community members begin to see themselves as people with extraordinary needs that can only be met by outsiders...the deficiency syndrome
- Appreciative Inquiry approach focuses on what's right, rather than what's wrong with individuals and communities.
- Appreciative Inquiry explores, identifies, and further develops the best of "what is" within a group; discovering community's capacities and assets

Appreciative approach to reframing conflict (cont.)

- Appreciative Inquiry gives access to transformative energy by providing ways to bring possibilities to life and develop capacities
- Appreciative Inquiry allows us to see that what we call “reality” is defined by what we CHOOSE to see, what we CHOOSE to think and talk about, and what we CHOOSE to act upon. We have the capacity to create the kind of future we desire
- Appreciative Inquiry does not dismiss conflict and problems; simply not used as basis for analysis or action
- Appreciative Inquiry replaces problem talk with possibility talk...problems do not energize people, but rather visions of possibilities, something valued or desired, that motivates people to act

What is the community?

Mapping community and livelihood assets and resources

Mapping is a systematic process of drawing or listing key services, benefits, assets, and resources within the community, including individuals' skill sets, livelihoods, physical space, associations, and elements of local economy

Community mapping is:

- Identifying community resources, assets and strengths
- Ensuring the intervention's relevance to community needs
- Obtaining buy-in from the community

Access to institutional services (e.g., livestock and veterinary extension)

Each community, district, etc. has institutional services available, either from the government or from private providers, or both.

- Extension services
- Health services
- Agricultural inputs
- Veterinary office

Using community mapping for relais/auxiliaries business planning

- Explore community resources and assets that relais/auxiliaries can use to support their agri-/vet-preneurship enterprise
- Discuss if identified resources and assets are equally accessible by men and women relais/auxiliaries
- What are the differences and why

Power dynamics

Control over assets

- What is an asset?
- When does an asset become so important or so large that the control of it assumes great significance? Is it when it has a cash value?
- Which livestock is most valued in your area by men and by women?
- What are ethnic differences in livestock ownership, valuation, and control?

What are ethnic differences in livestock ownership, valuation, and control?

Ethnicity	Livestock ownership	Livestock valuation	Livestock control	Livestock management
Wolof man				
Wolof woman				
Fulani man				
Fulani woman				

Mobility maps and safe spaces

Examples are:

- restrictions on women, youth and others interacting with other ethnic groups,
- female restrictions on leaving the community,
- handicapped restrictions,
- hazards faced outside the community such as livestock steal
- possibility of sexual assault, a strong river, etc.

What is the safe space for men in your community?

What is the safe space for women in your community?

Case study “Planning for relais/auxiliaries business”

Building a business and managing relationships

Building a business and managing relationships

One way to help relais/auxiliaries is to help them understand the role of all stakeholders in their business and ensure that all stakeholders are engaged in ways that enhances their cooperation with an entrepreneur.

***Stakeholder** is an individual, enterprise or organization that is directly or indirectly involved in a business. These are customers, suppliers and distributors, government organizations and departments, etc*

- External stakeholders
- Internal stakeholders

Launching and growing business



Tracking progress with SMART targets

- **Specific**— Targets should focus on a specific problem or need
- **Measurable**— There must be some means of tracking achievement of targets
- **Action-oriented**— Actions will be the pathway to achieving targets
- **Realistic**— Aim high but keep targets within the realm of possibility
- **Timed**— Targets are only useful when they are current. They should include a realistic timeline and a completion date

Tracking progress with SMART targets (Cont.)

- Personal target
- Production target
- Business or operational target

Building and managing customer relationships

- How many customers are in the community?
- Is there a segment of people who are most likely to be the customers?
- Who are these target potential customers? Identify approximate and realistic numbers
- What strategy the relais/auxiliaries can use to attract their attention?
- What is key to managing customer relationship with existing and new customers?

Wrap-up of Day Four

- What is the best thing you learned today?
- How will you use it in your work with technical agents who will later train relais/auxiliaries?

Thank you!

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Training of Trainers Using Gendered Intersectional Transformative Approaches for Training of Community Animal Health Service Providers in Senegal

Day Five



Canada



Reflection from Day Four

Agenda review – Day Five

- What is needed for relais/auxiliaries to become successful agri-/vet-preneurs
- Putting the learning into practices
 - Creating SMART objectives for relais/auxiliaries or community workshops
 - Creating lesson plans for my workshop
 - Facilitating and negotiating behavior change
 - Integration facilitation into work with relais/auxiliaries and communities
 - Creating pre-/post-training assessment for my workshop

What is needed for relais/auxiliaries to become successful agri-/vet-preneurs

Goals for today and tomorrow

- To review with you our plan for training community animal health providers in selected districts and communities in Senegal. The livestock technical agents together with relais/auxiliaries will be expected to facilitate community dialogues or workshops for men and women in their communities after our training
- To receive your feedback on various topics or concepts shared with you over the course of four days and brainstorm which training topics should be included in the training of technical agents and relais/auxiliaries.
- Clarify if any topics or concepts covered over the course of four days require further explanation or information

Putting the learning into practice

Creating SMART objectives for a community workshop

A “*SMART*” learning objective is:

S – Specific: says exactly what the learner will be able to do

M – Measurable: can be observed by the end of the training session(s)

A – Attainable: for the participants within scheduled time and specified conditions

R – Relevant: to the needs of the participants

T – Time-bound: achievable by the end of the training session(s)

A well written learning objective will include:

- A time frame for completing the objective
- A focus on the participant
- An observable action
- The object of the training (topic, skill, attitude)
- May include any specific conditions or criteria under which the objective must be completed

Example of a *SMART* objective: *“By the end of this workshop, the relais/ auxiliaries will be able to explain the benefits of goat vaccinations to community members”.*

Activity - Writing a *SMART* Learning Objective

- Work in groups
- Handout 5.1
- Discuss in plenary

At the end of plenary ask participants:

- What was the most challenging part of creating a SMART objective?
- Were you able to make them measurable?
- How does creating SMART objectives help you think about developing training content?

Creating a lesson plan for my workshop

- What is the problem or issue that you are addressing? What is the reason for the training?
- What aspects of the problem or issue can be addressed through training? Is it the best way to address the problem?
- Who is (are) the target audience for training? Men? Women? Age? Education? Ethnicity? Pastoralist or not?
- What are the assumptions you are making about the participants? Literate? Able to travel to training site?
- What are the constraints you may face? Lack of electricity? Distance to training location? Seasonal demands on participants? Lack of childcare?

Lesson plan template

OBJECTIVE	ACTIVITY	ACTIVITY DESCRIPTION	TIME REQUIRED
<p>I. By the end of the workshop, participants will be able to demonstrate correct trimming of a goat's foot.</p>	<p>Goat foot trimming</p>	<p>a) Give brief presentation with slides of correct trimming of goat's feet</p> <p>b) Demonstrate techniques with live goat</p>	<p>a) 30 min for presentation and discussion</p> <p>a) 1 hour for practical demonstration</p>

Facilitating and negotiating behavior change

- Beliefs, attitudes, and values are shaped by the societies we live in
- Beliefs, attitudes, and values affect us - our behaviors, thinking, perceptions, attitudes...
- A **bias** is defined as *“to feel or show inclination or prejudice for or against someone or something”*
- A **value** is defined as *“a person's principles or standards of behavior; one's judgment of what is important in life”*

Activity – What are Biases and What are Values?

What are Biases?

Example: *“All adult women should be married and take care of their children rather than work outside the home.”*

What are Values?

Example: *“I will not react to people arguing with me because I believe in controlling my emotions.”*

Activity - negotiating behavior change

- What did the trainer do to make the female participant feel at ease about their conversation?
- Do you think the trainer was successful in getting the participants to change behaviors? Why or Why not?
- What could be done differently to enhance the chances of behavior change with the participants?

Integrating facilitation into work with livestock keeping communities

- What did the trainer do to make the female participant feel at ease about their conversation?
- Do you think the trainer was successful in getting the participants to change behaviors? Why or Why not?
- What could be done differently to enhance the chances of behavior change with the participants?

Working on a facilitated Lesson Plan

Creating a pre- and post-training assessment for my workshop

- What was the most challenging part of creating a pre-training assessment?
- Were you able to connect to SMART objectives and or lesson plan?
- How does creating the pre-training assessment help you think about developing training content?

Wrap-up of Day Five

- What is the best thing you learned today?
- How will you use it in your work with technical agents, and subsequently with relais/auxiliaries?

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Training of Trainers Using Gendered Intersectional Transformative Approaches for Training of Community Animal Health Service Providers in Senegal

Day Six



Canada



Reflection from Day Five

Agenda review – Day Six

- Continue putting the learning into practice
 - Developing training content for livestock agents' training
 - Learning outcome
 - Designing technical agents' training agenda
 - What do I need
- TOT training wrap-up
 - ORID evaluation
 - Post-training assessment
 - Final reflection activity
 - Certificates

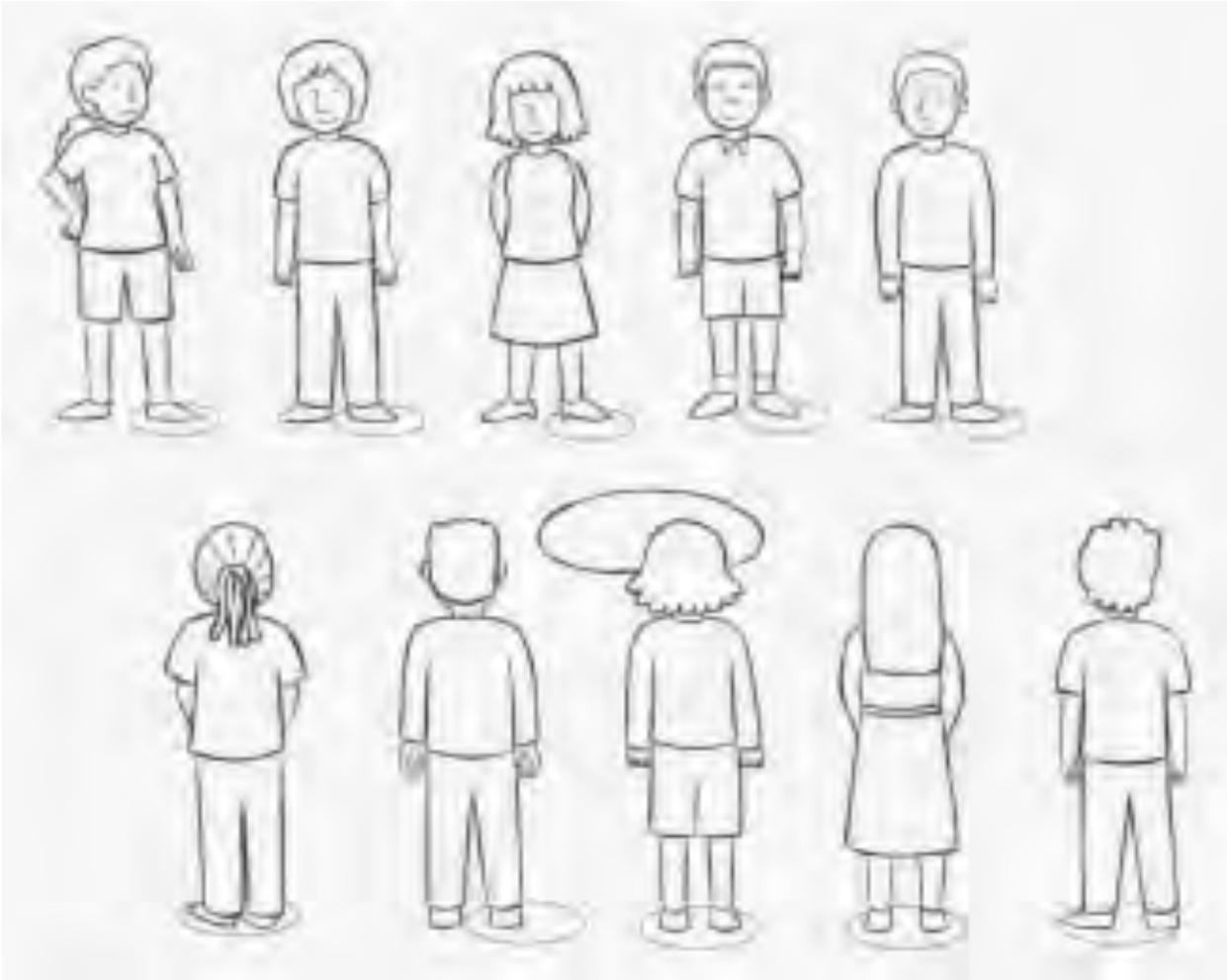
Putting the learning into practice

Developing training content for Technical Agents' training

- What are the learning outcomes?
- Designing technical agents' training Agenda
- What do I need?

TOT training wrap-up

ORID reflection



Example of ORID Reflection

- ORID stands for
 - Objective
 - Reflective
 - Interpretational
 - Decisional

ORID reflection (Cont.)

- **What** – happened? (Objective Questions)
 - *What images from the training are most memorable?*
- **Gut** – how do you feel about what happened? (Reflective Questions)
 - *What was a high point of the training?*
 - *A low point?*
- **So What** – difference does this make? (Interpretive Questions)
 - *What did you learn about your knowledge and skill levels regarding using GITA considerations in your work with technical agents?*
- **Now What** – do we do? (Decisional Questions)
 - *What will you do differently in your interactions and work with technical agents because of participating in the training?*

Post-training assessment

- Complete post-training assessment
- Individual work

Final reflection activity



Credit: Hendersen, 2014

- *What does the web of yarn represent?*
- *What happens when **one person** lets go of the yarn?*
- *What happens when **all of the women** let go of the yarn?*
- *How can we ensure that the web stays connected?*

Certificates



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Training of Trainers Using Gendered Intersectional Transformative Approaches for training of Village Animal Health Workers in Senegal

Supplemental information



Canada



Gender and Sex

Gender refers to socially constructed characteristics that define and relate to male and female ways of being and behavior within specific contexts

A web of cultural symbols, norms, institutional structures and internalized self-images that define masculine and feminine roles, rights, & privileges within power relationships

Sex refers to the biological and physiological differences between males and females

Difference Between Gender and Sex

SEX

- Biological and physiological identities
- Universal, i.e., do not vary across socio-economic groupings
- Natural/God given
- Female and Male

GENDER

- Socially constructed identities
- Not universal, change with location, time and age
- Nurtured/Learned behavior
- Feminine and Masculine

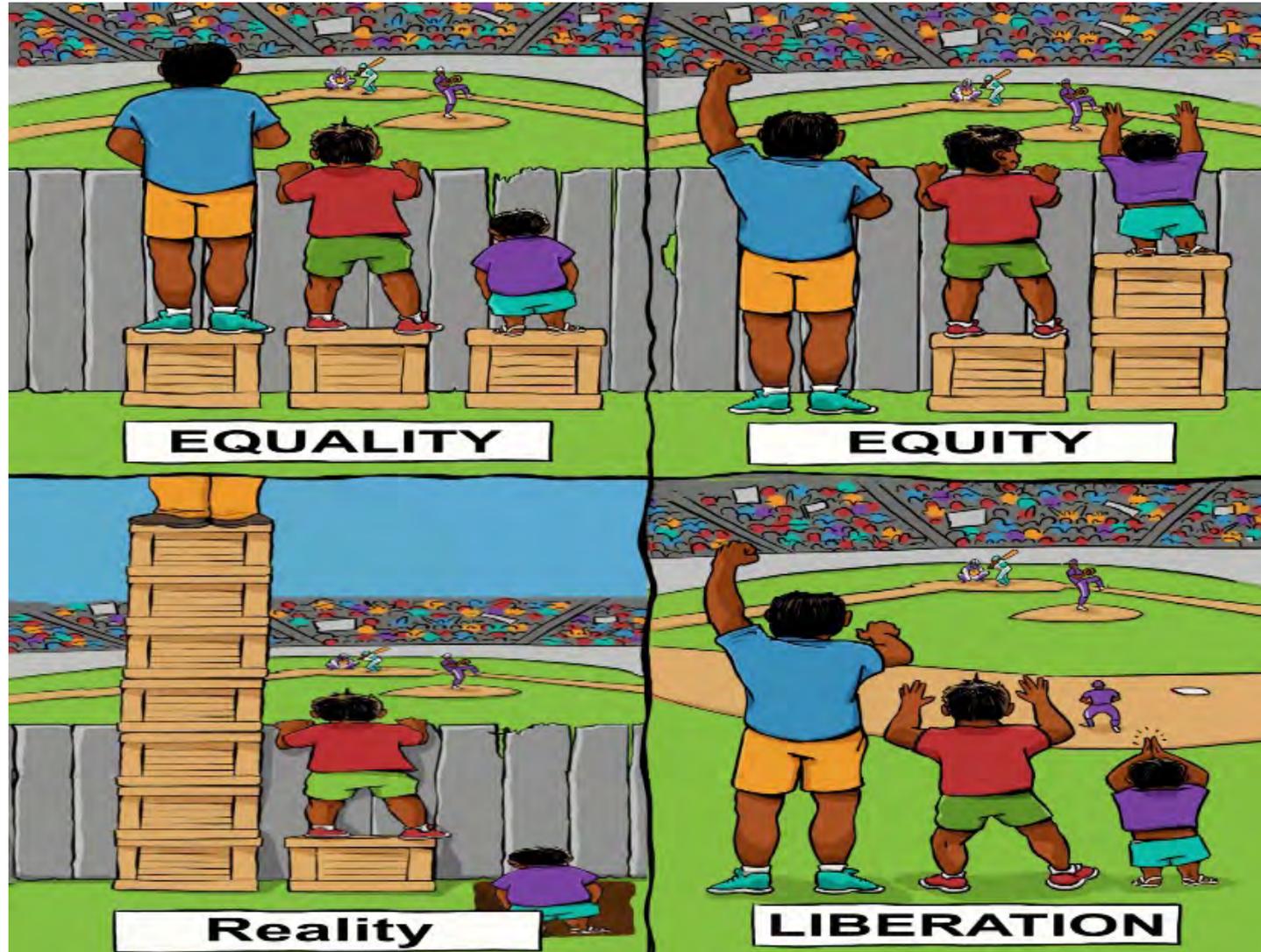
Is it Gender OR Sex?

- Men/boys are clever than women/girls
- Women can get pregnant and give birth to babies
- Men own and control land and animals
- Men/boys are better natural resources managers than women/girls
- Men/boys are better leaders than women/girls
- Men are better animal keepers than women

Gender, equality and equity

- **Equality is rights-based.** Women and men have equal rights, enshrined in national and international laws
 - *should have the same entitlements, dignity opportunities and legal protection*
- **Equity** means justice so that resources are fairly distributed considering the different needs of women, other vulnerable groups or regions
- **Equity** is a means and **Equality** an End!

Gender, equality and equity



Why Gender sensitivity?

- To differentiate between the needs and priorities of men and women
- To take into consideration views and ideas of both men and women
- To consider implication of decisions on the situation of women relative to men: **“who gains and who loses, who bears the burden, who is affected most?”**
- To address inequalities or unbalance between men and women

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