



Resource Manual 03: Communication and Conflict Resolution For Community Animal Health Worker Trainers Working with the Livestock Vaccine Value Chain

KARAMOJA SUB REGION, UGANDA

ADVANCING WOMEN'S PARTICIPATION IN LIVESTOCK VACCINE VALUE CHAINS IN
NEPAL, SENEGAL AND UGANDA
UNIVERSITY OF FLORIDA



Canada





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

The Livestock Vaccine Innovation Fund (LVIF) is a multimillion dollar partnership within Canada's International Development Research Centre (IDRC) that supports the development and production of innovative vaccines for livestock health and smallholder livelihoods. To learn more about LVIF visit <https://www.idrc.ca/en/initiative/livestock-vaccine-innovation-fund>.

The Leveraging Intersectionality in Livestock Vaccine Value Chains for Gender Transformation (LIVT) in Nepal, Senegal and Uganda is a four-year project implemented by the University of Florida with funding from the LVIF. The goal of the LIVT project - currently called the *Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal and Uganda (Advancing)* - is to understand women's role and participation in the selected poultry and small ruminant value chains by evaluating issues of intersectionality on women's involvement in the livestock vaccine value chains (LVVCs) and providing capacity development to community animal health workers (CAHWs) and/or district-level veterinary officers (DVOs) to increase female livestock keepers' participation in LVVCs.

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Acronyms and Abbreviations

Advancing	Advancing women's participation in livestock vaccine value chains in Nepal, Senegal and Uganda (current name of the UF project)
AI	Appreciative Inquiry
BMGF	Bill & Melinda Gates Foundation
CAHW	Community Animal Health Worker
DVO	District veterinary officer
GAC	Global Affairs Canada
GBV	Gender based violence
GITA	Gendered intersectional transformative approach
IDRC	International Development Research Centre (Canada)
LVIF	Livestock Vaccine Innovation Fund
LIVT	Leveraging intersectionality in livestock vaccine value chains for gender transformation in Nepal, Senegal and Uganda (old name of the UF project)
LVVC	Livestock vaccine value chain
ND	Newcastle Disease
ORID	Objective, Reflective, Interpretive, Decisional
PPR	Peste des petits ruminants
UF	University of Florida
VVC	Vaccine value chain

Background

This manual in this series were produced in response to increased interest in ensuring that gender and other intersectional factors that impact the delivery of veterinary service and extension (including vaccination) to livestock keepers be understood and addressed. Research undertaken by Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal and Uganda project showed an overall gender-blind approach in the animal health and livestock vaccination sector. In each target country (Nepal, Senegal and Uganda), the project mapped the entire livestock vaccine value chain. Using a value chain approach to identify actors along the value chain highlighted that women can be important actors in livestock management and where ignoring gender and intersectional issues could cause problems in livestock disease control which is the focus of the projects funded by the LVIF.

Understanding gender and intersectional factors are key to addressing behavior change. The approach taken by the project – a gendered intersectional transformative approach – is based on both a women's empowerment ideology as well as an intersectional theoretical framework. The context in which livestock vaccinations take place is as important, if not more important, than animal health factors. When sex, race, ethnicity, disability, and age (among other factors) prevent owners from getting their animals treated and blinds animal health workers to the needs of these owners, then unvaccinated animals continue to present a disease risk. Women also miss out on the benefits that come with having vaccinated animals.

The set of manuals serve several purposes:

- They are targeted to animal and veterinary workers who have the technical background (e.g., BSc) in animal health and who have been trainers. The content of the manuals focuses on social science, e.g., gender, and soft skills, e.g., communication, to assist these trainers to become better at training, facilitating and being behavior change agents.
- By unpacking gender and other intersectional factors and the linkages between these and technical aspects of animal disease control, we envision positive change in the vaccine value chain including having more women-owned livestock vaccinated, involving women and other vulnerable people more in animal health management decisions, and attracting and retaining more female and other vulnerable populations to become animal health workers.
- The manuals are designed for face-to-face training; notes on adapting to virtual training are included.
- The manuals contain many Sessions and activities that can be used as needed. Not all Sessions or activities have to be used.
- From these manuals, the trainers can develop appropriate trainings for village and community animal health workers.

Introduction to the manual

This resource manual is heavily influenced by three training manuals:

- 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.
- CARE. (2018). Social Analysis and Action (SAA) in Food and Nutrition Security Programming: a manual for addressing gender and social norm barriers to promote gender transformative changes in Food and Nutrition Security (FNS) Programming. December, 2018.
- Love, A. & Weber, N. (eds.) (2020). Make Me a Change Agent: An SBC Resource for WASH, Agriculture, and Livelihoods Activities. Based on the Make Me a Change Agent resource published by the TOPS Program in 2015. Washington, DC: SCALE and PRO-WASH Award.

This manual is part of a series of resource manuals to be used by those who work with animal health workers to become change agents in communities that increase the use of livestock vaccines through using a gendered intersectional transformative approach (GITA).

The Sessions in this manual are specific to GITA. Subsequent resource manuals focus on GITA (#01), Facilitation and Training (#02), Business and Agri-/Vet-preneurship (#04), and Animal Health, Vaccinations and GITA (#05).

The Sessions are designed to be used both separately and together, depending on the needs of the various kinds of animal health workers. Most Sessions include several sessions; each session is from 30 minutes to two hours long and can be combined. Not all of the Sessions or activities need to be used. All of the Sessions in this manual would make up a week-long training of trainers curriculum and program. Trainers can pull out appropriate Sessions to use when they train different participants who could range from a district veterinary officer to a community animal health worker. While there is an order to the manual, Sessions and sessions can be moved around.

It should be noted that this manual has an accompanying PowerPoint presentation slides (Slides for Resource Manual 03).

At the end of the manual is a set of Session plans for community animal health worker training which are to be filled in by the trainers to be specific to their training context. Additional training materials for non-literate animal health workers will be developed as well.

Notes for the Facilitator/User of this manual

The manual is designed to be used in a training of trainers course. The lessons in the manual are also designed so that they can be used by those trainers to develop their own training courses for community animal health workers.

Each Session has objectives, the GITA component, the relevant slides from the PowerPoint presentation 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.

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

Each Session 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. There is a Session and activities on the topic of gender-based violence (GBV) with references for further work if needed.

References are cited where needed. The three manuals (Williams, SSA, and MMCA) and relevant references are to be given to the trainees at the beginning of the course on a USB. This manual can also be printed and given to the trainees at the end of the course.

For the virtual training component: Ensure that the computer(s) are set up and working, the audio and visual works, that the projection can be seen by all in the room. 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.

Please note that almost all of the activities are designed for face to face training. Each Session will have to be adapted for virtual training.

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. Even if meeting under a tree or in a home compound, make sure that all can participate freely. 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 of each session.

Additional Notes for the Virtual User of this manual

This manual was designed for face-to-face training but can be adapted to virtual use with the following tips in mind. Thank you to [ICTworks, 9 EduTech Sessions Learned During COVID-19 Digital Response, September 2, 2020](#), for these Sessions.

1. Consider using the digital infrastructure that already exists. In other words, use what you have, know how to use and can afford.
2. Owning a device isn't enough for learning. Uwezo data from Kenya show that while 62% of households own a radio, only 19% of Kenyans tune into radio Sessions. Furthermore, while a smaller percentage owns television (45%), 42% of Kenyans tune into educational TV.
3. Sometimes paper works just fine.
4. Distance learning needs pedagogy. Interactive Sessions, meeting needs of individual learners, engaging students.
5. Curate content rather than create it. This manual is an example of that – using content that already exists and curating it to our learning objectives.
6. Hardware needs to be targeted and supported. Beyond hardware, though, digital literacy support and how to maintain devices is also important.
7. Involve other “teachers” – parents, community leaders – and use low-tech and no-tech options.
8. Be careful with incentives and accountability.
9. Stay nimble.

Lesson #1: Welcome and Introductions

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Introduced themselves to the group
- Reviewed the training agenda
- Agreed upon training expectations and norms

GITA component – NA

Activities

1. Welcome
2. Introductions
3. Agenda Review
4. Workshop Norms

Duration

45-60 minutes, depending on the number of participants

Materials

- Flip chart, markers, tape
- Name tags, notebooks, pens
- Handout: Pre-Training Assessment
- Room with computer access, connectivity and screen to engage with virtual trainers, if needed

Why This Lesson?

Participants need to know who else is in the training, including the facilitators. This lesson introduces the agenda, sets norms, and bridges the divide between the virtual and face-to-face training program, if applicable.

Advance Preparation

Prepare the following flip charts and copies in advance of the lesson:

1. Daily registration sheet
2. Copies of *Pre-Training Assessment*
3. On a blank flip chart paper, write at the top in large letters: *An Effective Communicator*
4. On a blank sheet of flip chart paper, write at the top in large letters: *Workshop Norms*
5. On a blank sheet of flip chart paper, copy the *first day's agenda* in letters that are large enough for participants to see from the back of the room
6. On a blank sheet of flip chart paper, write at the top in large letters: *Parking Lot*

Tasks/Discussion/Activities

Registration/Pre-Training Assessment

Have all participants sign the registration sheet for attendance at the workshop. Provide each participant with a nametag, notebook, and pen. Have the participants complete the Pre-Training Assessment and place in the manila envelope.

Welcome

Facilitator: *Good morning and welcome. This course is designed for experienced animal health and livestock trainers. The overall objective is to enhance your capacities in using a gender intersectional transformative approach in your trainings, especially with community animal health workers (CAHWs). The course has several components, to be offered over time, virtually and face-to-face. All materials are freely available and will be shared with all participants. This particular training session is focusing on communication and conflict resolution.*

Introductions

Facilitator: Ask participants to introduce themselves by sharing their name, job title, organizational affiliation, and one characteristic of an effective communicator. Facilitator(s) introduces her or himself first, writes an example on the flipchart to begin, then asks the participants to write a characteristic on the flip chart as they introduce themselves. For example: An effective communicator LISTENS. Other examples include: reliable, focused, concise, honest, courteous. Display the list of characteristics by taping on a wall. After all participants have been introduced, facilitator says: *Today we'll be focusing on the models of communication and effective communication strategies.*

Agenda Review

Facilitator: Review the workshop agenda on the flip chart. Highlight the daily topics, start/finish times, and breaks/meals. Mention any logistics (e.g., location of restrooms, parking). Address questions the participants may have regarding the first day's agenda.

Workshop Norms

Facilitator: Using the blank flip chart with *Workshop Norms*. Ask participants what they think are appropriate and acceptable behaviors for a workshop setting. Some examples include:

- Listen when other participants or facilitators are speaking.
- Actively participate in the training.
- Ask questions if something is not clear.
- Take care of training room and training materials.
- Keep phones on silent.
- Step outside the room to take a phone call.
- Limit exiting and entering the training room during lessons.

Write down participant responses on the flip chart and post on the wall when completed for everyone to be reminded during the workshop. Label a separate flipchart: *Parking Lot* to capture questions and concerns that are not addressed during the lessons.

Handouts

Handout 1.1 Pre-Training Assessment: Communication and Conflict Resolution

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

_____ **Identify** the characteristics of an effective communicator.

_____ **Describe** two models of communication: Linear and Transactional.

_____ **Identify** dimensions of non-verbal communication.

_____ **Recognize** and **interpret** non-verbal cues.

_____ **Explain** differences between female and male communication styles.

_____ **Demonstrate** effective listening and questioning skills.

_____ **Define** the multiple layers of conflict.

_____ **Discuss** the intersectionality of social factors, such as gender, race, caste, ethnicity, and class during conflict.

_____ **Explain** how patriarchy can be a dominant social factor influencing conflict.

_____ **Describe** different strategies for resolving conflict from avoidance to collaboration.

_____ **Differentiate** between debate/competition and dialogue/collaboration when resolving conflicts.

_____ **Explain** how an Appreciative approach can reframe conflicts.

_____ **Create** and **adapt** trainings for CAHWs that incorporate effective communication and conflict resolution strategies.

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

Please print your initials **on the back** of the assessment.

Thank You!

Lesson 2: Models of Communication

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Listed the characteristics of an effective communicator
- Described two models of communication: Linear and Transactional
- Identified aspects of non-verbal communication
- Examined differences between female and male communication styles
- Practiced participatory communication activities

GITA components

Socially prescribed roles and norms describe and dictate how women and men communicate. Class, caste, and ethnicity interact with gendered communication styles.

Activities

1. Warm-Up Activity: *You Cannot Not Communicate*
2. Two Models of Communication: Linear and Transactional
3. Participatory Communication Activity: *Non-Verbal Circles*
4. Gendered Communication Styles
5. Participatory Communication Activity: *How Do You React?*

Duration

3.5 hours

Materials

- Flip chart, markers, tape, pens
- Half-sheets and full-sheets of paper
- Handout: Two Models of Communication bullet points
- Handout: Linear Communication Model figure
- Handout: Transactional Communication Model figure
- 5" x 8" index cards
- Handout: Gendered Communication Styles
- Worksheet: Body Language
- Worksheet: Facial Expressions

Why This Lesson?

Having a basic understanding of two common models of communication is essential for AHWs as they prepare for and facilitate trainings; providing training that is appropriate for and oriented toward both female and male participants can begin to breakdown gendered stereotypes, particularly related to differing communication styles. Examining one's own communication style provides an awareness of how to improve interactions with a variety of people and situations. Understanding the dynamics of communication and how verbal and non-verbal behaviors affect

the process of communication is essential for VAHWs as they prepare for mobilizing communities or facilitating discussions or workshops around animal health.

Advance Preparation

Prepare the following items in advance of the lesson:

1. On a blank flip chart paper, write at the top in large letters: *You Cannot Not Communicate*
2. Copies of *Two Models of Communication* bullet points; one handout for each participant
3. Copies of *Linear Communication Model*; one handout for each participant
4. Copies of *Transactional Communication Model*; one handout for each participant
5. Three sets of 5" x 8" index cards with the following words: *Mildly Bored--Super Bored--Mildly Interested--Super Interested--Questioning--Distracted*.
6. Copies of *Gendered Communication Styles*; one handout for each participant
7. On another blank sheet of flip chart paper, write at the top in large letters, *Gendered Communication Styles* with the following categories listed vertically: *Facial Expressions, Touch, Physical Space, Posture, Gestures, Eye Contact*
8. Copies of worksheets: *Body Language & Facial Expressions*; one copy of each worksheet per participant

Tasks/Discussion/Activities

Warm-Up Activity: You Cannot Not Communicate (30 minutes)

Facilitator: Give each participant a half-sheet of paper. Provide the following instructions: *Take a few moments on your own to jot down what you think the following statement means: You Cannot Not Communicate.* Have the statement written on a flipchart for all participants to see.

After a few minutes, provide these instructions: *Find a partner, preferably someone you do not know, and share your responses.* After an additional few minutes: *Join another pair and discuss your responses. Then, select one idea that your foursome would like to share with the whole group.* Ask each foursome to share one idea about the meaning of the statement: *You Cannot Not Communicate.* Write responses on the flipchart. When all have shared, ask what additional ideas were discussed in the groups.

Summarize by providing a brief explanation of the statement, using the following bullet points as a guide:

- *One cannot not communicate* means that humans communicate as soon as they perceive each other.
- Whether we're consciously aware of it or not, we are always communicating either verbally or non-verbally.
- We communicate in multiple ways and on multiple levels; even silence is a means of communication.

- In the mid-20th century, Austrian-American psychologist and philosopher Paul Watzlawick proposed five axioms in the theory of communication; the first axiom: *One cannot not communicate.*

Two Models of Communication: Linear and Transactional (60 minutes)

Facilitator: Provide a mini-lecture on two models of communication using the following bullet points as a guide:

- Goal of communication: transfer & interpret information from one person or group to another person or group.
- An act being done to the receiver by the sender.
- Sender creates & transmits content (i.e., the message) through a channel (e.g., radio, TV, brochure, lecture) to receiver who gives meaning.
- Linear model: one-way process of conveying information; does not display all elements that explain communication.
- Example: trainer does not ask for questions or feedback just delivers information; assumes participants receive information the way it was meant with 100% accuracy and understanding.
- Communication more complicated than sending or delivering messages.
- Do not communicate in a vacuum.
- Communication is both intentional and unintentional.
- Transactional model: many moving parts that comprise human interaction.
- Communication: an ongoing process.
- People constantly affecting and being affected; co-construct meaning together using feedback to exchange ideas.
- “Transactional” communication: not a one-time or one-way process; continuously altering and fluctuating process.
- Environment constantly changing; individuals not static
- Transactional model: people no longer “senders” and “receivers” but communicators.
- Communication achieved as people both send and receive messages.
- Many variables affect communication process: gender, age, occupation, caste, ethnicity, education, financial status, mood, memory, family background, background noise.

Provide participants with the handout: *Two Models of Communication* before moving to the next activity.

Note: The mini-lecture was adapted from the following sources:

- <https://www.communicationstudies.com/communication-process>
- <https://courses.lumenlearning.com/sanjacinto-publicspeakingprinciples/chapter/models-of-communication/>

- <https://ecampusontario.pressbooks.pub/evolutionhumancommunication/chapter/chapter-1/>
- <https://www.calltutors.com/blog/transactional-model-of-communication/>
- <https://nursekey.com/communication-theory-and-its-applications-in-nursing-and-healthcare/>

After the mini-lecture, provide the following instructions:

1. Ask participants to find a new partner.
2. Give each pair a piece of paper and ask them to draw and label a figure depicting a linear communication model based on information from the mini-lecture.
3. After several minutes, provide each participant with the handout: Linear Communication Model, asking them to compare and contrast the two drawings.
4. Give each pair a piece of paper and ask them to draw and label a figure depicting a transactional communication model based on information from the mini-lecture.
5. After several minutes, provide each participant with the handout: Transactional Communication Model, asking them to compare and contrast the two drawings.
6. Summarize by saying:
 - *Models are pictures, or visual representations, of complex interactions.*
 - *Linear and transactional models simplify basic structure of communication; help us understand that structure visually.*
 - *The two models identify various elements of communication; illustrate how different parts of communication process are interrelated.*

Before moving on, let's focus on the factors affecting communication depicted in the transactional model. Using the handout Transactional Communication Model discuss each section of the figure asking for comments and examples of how the figure can be applied to the Karamoja environment.

Participatory Communication Activity: Non-Verbal Circles (30 minutes) (adapted from *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* by Robert Chambers, p.p. 176-177)

Facilitator: Provide the following instructions for this activity:

1. Form a line by your birth month, January to December, **without** talking.
2. Form three groups: Group #1: January, February, March, April; Group #2: May, June, July, August; Group #3: September, October, November, December.
3. Small groups, stand or sit in a circle, facing inwards.
4. Select one group member who will begin explaining how to vaccinate a goat.
5. The other members take a non-verbal cue card, and one at a time, demonstrate and perform non-verbal actions that portray how people react when someone is talking.
6. The other members copy the action.
7. Repeat until all members have demonstrated their "assigned" non-verbal action.
8. Do an example for clarity before the small groups begin the activity.

9. After approximately 10 minutes, bring the groups together in a circle and ask: *What types of postures and gestures did you observe when you were: Mildly Bored--Super Bored--Mildly Interested--Super Interested--Questioning--Distracted.*
10. Have the participants demonstrate each behavior.
11. For reflection ask: *In what ways might your non-verbal gestures and behaviors differ if the speaker was a: Woman? Man? Member of a different ethnic group? Member of a different caste group? Person with no formal education? Young CAHW with little experience? What if the speaker was a member of the different ethnic group--had no formal education--had little experience--and was a female?*

Gendered Communication Styles (60 minutes)

Facilitator: Provide a mini-lecture on gendered communication styles using the following bullet points as a guide: (Source: <https://online.pointpark.edu/public-relations-and-advertising/gender-differences-communication-styles/>)

- Communication process is complex.
- Adding gender, class, caste, educational, ethnic, and other differences further complicates communication.
- Complexity does not mean we can't better understand how we communicate.
- Purpose of gender communication is not to change another's communication style but to understand and adapt to it.
- Men and women have diverse ways of speaking, thinking and communicating.
- For men, communication = way to negotiate for power, seek wins, avoid failure, offer advice.
- For women, communication = way to get closer, seek understanding and find equality or symmetry.
- Much communication takes place using nonverbal cues.
- Women differ from men as result of belonging to different subcultures — and vice versa.
- Understanding the other's subcultures and reasons for expressing themselves in certain ways, communication can be improved.

Let's examine research that highlights some of the difference in how women and men communicate in six areas. Before sharing the research information, ask the participants to "guess" how women and men may differ. Capture response on the flipchart.

Facial Expression - Women tend to rely heavily on facial expressions, including head nodding and eye contact because, as children, they are usually taught more appeasement body language. Men use fewer facial expressions than women. Men smile less.

Touch - Women typically reach out and touch someone's arm or offer a hug to build a connection and show support. Men use pats, back slaps and shoulder touches as a way to display dominance. Men will use an introductory handshake to set the tone for communication to come.

Physical Space - Women are usually comfortable speaking with someone side by side and are more comfortable being in close proximity with other women. Men are much more likely to command and use personal space than women. Men often prefer face-to-face communication, with the opportunity to shake hands or pat someone's shoulder.

Posture - Women typically keep their arms closer to their bodies and cross their legs. Men are more likely to have wider postures and stand with their arms farther away from their bodies and legs apart.

Gestures - Women learn during childhood to sit still and align their bodies to face the other person. Women's hand gestures are typically more fluid. Men use sharp, directed movements.

Eye Contact - Women typically use more direct eye contact during communication in order to make a strong connection and develop a relationship. Men use eye contact most commonly as a challenge of power or position.

After the participants have provided ways women and men differ in the six categories, say:

- *Not everyone fits into generalizations about men and women.*
- *Whether it's your genetic makeup or the environment you were raised in, many factors dictate how you act.*
- *People can vary widely from the norms.*
- *Do not be offended when person of opposite gender responds or acts in way different from what you were expecting.*
- *You may be subconsciously pushing stereotypes and biases that stifle open communication between genders.*

Hand out a copy of *Gendered Communication Styles* to each participant and review by asking how each category is true or untrue within a Karamoja environment. What would need to be added or delated?

Participatory Communication Activity: *How Do You React?* (30 minutes)

(Sources: <http://breakingprejudice.org/teaching/group-activities/non-verbal-communication-activity/>)

Togans, L., Robinson, L., & Meredith, K. (2014). *Microaggression activity*. In M. Kite (Ed.). *Breaking the prejudice habit*. Ball State University, breakingprejudice.org)

Facilitator: Provide the following instructions for this activity:

1. Ask the participants to line up by the day of their birth; lower numbers at the front of the line.
2. Count off by fours to form small groups.
3. Give each participant the worksheet: Facial Expressions.
4. Ask the small groups to look at the photos and answer the questions.
5. After approximately 10 minutes, call on each small group in turn to answer one of the questions.

6. Repeat the process with the worksheet: Body Language

Review by saying: *This activity helps us to recognize nonverbal cues and the messages they send as we consider whether our interpretation of nonverbal information is affected by the race, ethnicity, and/or gender of the person with whom we are interacting.*

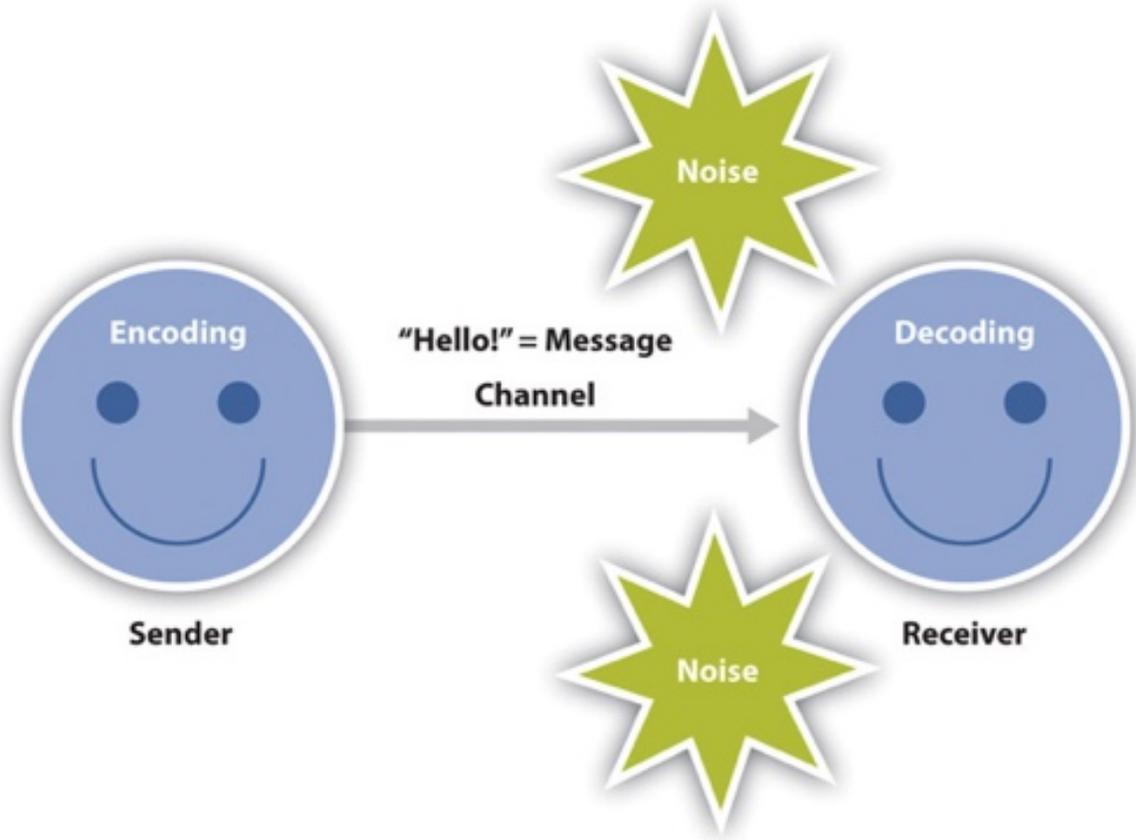
Summarize by asking: *Are these photos appropriate for a Karamoja audience? Why or why not? How might you adapt this activity to make it more applicable to the environments and people you work with?*

Handouts

Handout 2.1 Two Models of Communication

- Goal of communication: transfer & interpret information from one person or group to another person or group.
- An act being done to the receiver by the sender.
- Sender creates & transmits content (i.e., the message) through a channel (e.g., radio, TV, brochure, lecture) to receiver who gives meaning.
- Linear model: one-way process of conveying information; does not display all elements that explain communication.
- Example: trainer does not ask for questions or feedback just delivers information; assumes participants receive information the way it was meant with 100% accuracy and understanding.
- Communication more complicated than sending or delivering messages.
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- Communication is both intentional and unintentional.
- Transactional model: many moving parts that comprise human interaction.
- Communication: an ongoing process.
- People constantly affecting and being affected; co-construct meaning together using feedback to exchange ideas.
- “Transactional” communication: not a one-time or one-way process; continuously altering and fluctuating process.
- Environment constantly changing; individuals not static
- Transactional model: people no longer “senders” and “receivers” but communicators.
- Communication achieved as people both send and receive messages.
- Many variables affect communication process: gender, age, occupation, caste, ethnicity, education, financial status, mood, memory, family background, background noise.

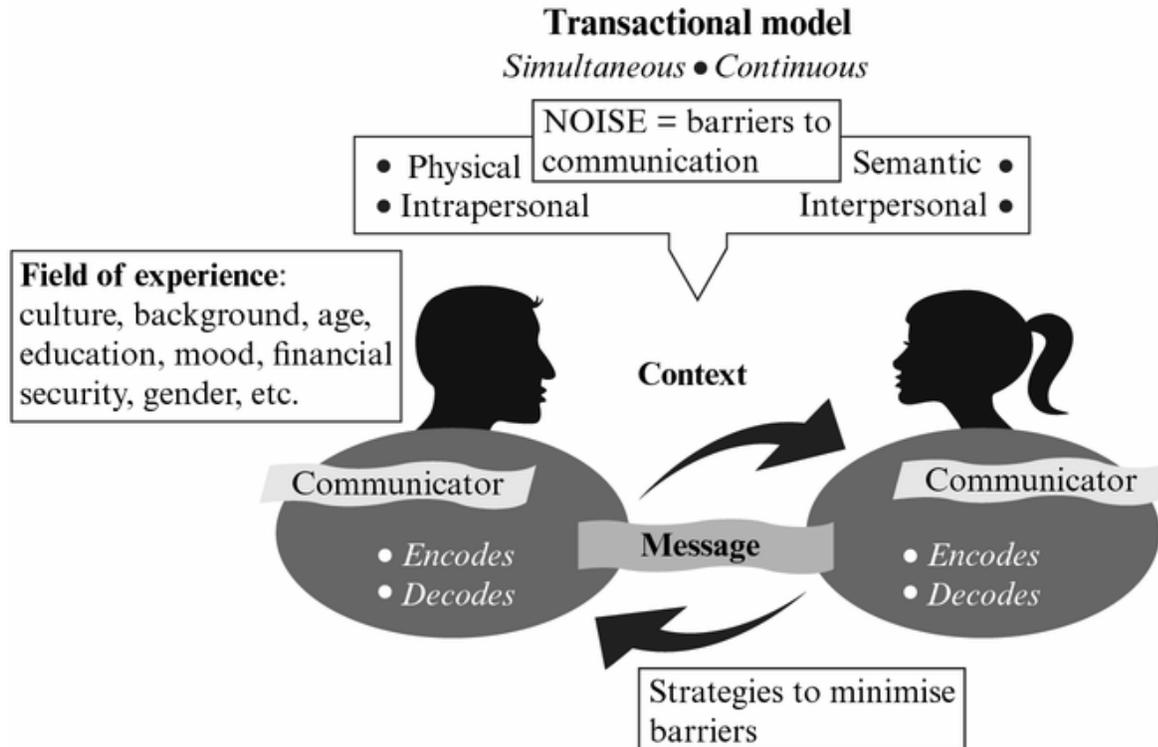
Handout 2.2 Linear Communication Model



<https://pressbooks.bccampus.ca/mashmantest/wp-content/uploads/sites/486/2018/05/7ca391217888c4249c92e580b1552e5f.jpg>

Handout 2.3 Transactional Communication Model

<https://nursekey.com/communication-theory-and-its-applications-in-nursing-and-healthcare/>



Gendered Communication Styles

- **Facial Expression** - Women tend to rely heavily on facial expressions, including head nodding and eye contact because, as children, they are usually taught more appeasement body language. Men use fewer facial expressions than women. Men smile less.
- **Touch** - Women typically reach out and touch someone's arm or offer a hug to build a connection and show support. Men use pats, back slaps and shoulder touches as a way to display dominance. Men will use an introductory handshake to set the tone for communication to come.
- **Physical Space** - Women are usually comfortable speaking with someone side by side and are more comfortable being in close proximity with other women. Men are much more likely to command and use personal space than women. Men often prefer face-to-face communication, with the opportunity to shake hands or pat someone's shoulder.
- **Posture** - Women typically keep their arms closer to their bodies and cross their legs. Men are more likely to have wider postures and stand with their arms farther away from their bodies and legs apart.
- **Gestures** - Women learn during childhood to sit still and align their bodies to face the other person. Women's hand gestures are typically more fluid. Men use sharp, directed movements.
- **Eye Contact** - Women typically use more direct eye contact during communication in order to make a strong connection and develop a relationship. Men use eye contact most commonly as a challenge of power or position.

Worksheet: Body Language

<http://breakingprejudice.org/assets/AHAA/Activities/Nonverbal%20Communication%20Folder/Body%20Language%20Worksheet.pdf>

Instructions: Look over the images provided and answer the questions that follow. After completing the activity, be ready to discuss any questions and reactions regarding body language.



A



B



C



D

Self-reflection questions:

1. What messages does each person's body language send?
2. Does the ethnic identity or gender of the people in the pictures affect the interpretation of their body language?
3. Does age or social status make a difference in the way their body language is perceived?
4. How would you react to the body language shown in each picture?
5. What situations have you experienced in which your body language was misinterpreted?
6. Have you ever made judgements about others based on their body language? Can you give specific instances?

Worksheet: Facial Expressions

<http://breakingprejudice.org/assets/AHAA/Activities/Nonverbal%20Communication%20Folder/Facial%20Expressions%20Worksheet.pdf>

Instructions: Look over the images provided and answer the questions that follow. After the activity is completed, be ready to discuss how you reacted to the facial expression.



A



B



C



D

Self-reflection questions:

1. What message is sent by each person's facial expression?
2. Does the actor's gender influence how her/his expression is interpreted?
3. How would you react to each of these facial expressions?
4. Have people ever made judgements about you based on your facial expression? Can you give specific instances?
5. Is it easy for you to interpret facial expressions correctly? Can you think of instances where you were unable to correctly identify another person's facial expression?
6. When facial expressions are ambiguous, such as B and D, does ethnic identity make it more difficult to recognize what the facial expression indicate?

Lesson 3: Effective Communication Skills

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Analyzed methods to encourage open communication
- Practiced participatory listening activities
- Identified ways of becoming a more effective communicator
- Applied the learning to trainings for CAHWs

GITA components

Socially prescribed roles and norms can be barriers to effective communication and listening
Gender, class, caste, and ethnicity interact with open communication

Activities

1. Warm-Up Activity: *Listening to Understand*
2. Encouraging Open Communication
3. Participatory Communication Activity: *One Question*
4. Becoming a More Effective Communicator
5. Putting the Learning into Practice & Daily Reflection

Duration

3.5 hours

Materials

- Flip chart, markers, tape
- Small pieces of paper of three different colors; e.g., red, green, blue
- Basket or paper bag
- Link to TEDEd video: <https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten>
- Handout: *Encouraging Open Communication*
- 5" x 8" index cards
- Handout: *Methods for Becoming a More Effective Communicator*
- Handout: *Putting the Learning into Practice: Communication*
- Flipchart with the following:
 - Red:** *Best thing I learned today*
 - Green:** *Something that surprised me today*
 - Blue:** *One thing I will do differently because of today*

Why This Lesson?

Encouraging open communication can improve the ability of CAHWs to effectively plan and implement trainings appropriate for participants with diverse backgrounds and characteristics. Listening is also crucial during the planning, implementing, and evaluating of trainings that include participants with varied experiences and characteristics.

Advance Preparation

Prepare the following items in advance of the lesson:

1. On a blank flip chart paper, write at the top in large letters: *Listening to Understand* with the follow points: Talk for 5 minutes on any topic/Listener repeat back what you heard/Speaker give feedback on whether understood/Change roles
2. Copies of *Encouraging Open Communication* questions; one handout for each participant
3. On a blank sheet of flip chart paper, write sample questions for the *One Question* activity in large letters so all participants can see
4. On two blank sheets of flip chart paper, write at the top in large letters: *Open-Ended Questions* and *Close-Ended Questions* with these examples as starters: What has been your experience raising livestock? How would you describe the community in which you live? Do you know how to vaccinate goats? Have you ever received a micro loan?
5. On 5" x 8" index cards write the following words:
 - Encouraging** *Please tell me more...*
 - Empathizing/Acknowledging** *I can understand how you might feel strongly about...*
 - Supplementing** *Let me build on that to see if we're on the same track...*
 - Summarizing** *Let me see if I understand what you just said...*
 - Validating** *I appreciate your willingness to talk with me about...*
 - Normalizing** *I think I might feel the way you do if that had happened to me...*
 - Agreeing** *What I like about what you just said is...*
 - Elaborating** *What would you like to see happen...*
6. Copies of *Methods for Becoming a More Effective Communicator*; one copy for each participant
7. On a blank sheet of flip chart paper, write:
 - Red:** *Best thing I learned today*
 - Green:** *Something that surprised me today*
 - Blue:** *One thing I will do differently because of today*

Tasks/Discussion/Activities

Warm-Up Activity: *Listening to Understand* (30 minutes) (adapted from *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* by Robert Chambers, p.p. 173-174)

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, caste, ethnicity, education level.

Encouraging Open Communication (60 minutes) (adapted from <https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten>)

Facilitator: Introduce the 4:32 minute TEDEd video “How miscommunication happens (and how to avoid it)” using the following bullet points as a guide:

- Important part of communication is willingness to listen to what is being communicated.
- Active listening is different than hearing...listening requires effort to focus and understand.
- Listening different from agreeing with what another person(s) is saying.
- Difficult to listen when disagree with message...tend to put up defensives that block the message from being received.
- When communicating, pay attention not only to words spoken, but also to other person’s tone of voice, facial expression, posture, emotions.
- Setting and medium affect how we receive and interpret message being communicated.
- Example: may be more open to discussing problem/issue when leisurely meeting for tea, rather than when rushing off to a training.
- Basic idea may be same, but way understand and respond different in each instance.

After the video, have the alphabet pairs join another pair to form a foursome then have the small groups discuss the following questions on the handout: *Encouraging Open Communication*. Bring the groups back together to review the responses.

1. What is another name for the linear communication model as described in the video?
2. Why is a lump of clay a better example of how we communicate than a ball?
3. What is the difference between active and passive listening? What are some examples of each?
4. What does it mean that we need to listen with our eyes, ears, and gut?
5. What perceptual filters do I employ when communicating?

Participatory Communication Activity: *One Question* (45 minutes) (adapted from <https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>)

Facilitator: Provide the following instructions for this activity:

1. Ask the participants to form a line based on the number of letters in their first and last names.
2. Divide the line into pairs.

3. Explain that the purpose of this activity is to engage in dialogue by practicing listening and questioning skills.
4. Have the youngest person begin the round by asking her or his partner one question from the list written on the flipchart.
5. The partner can either just answer the question, or answer and follow up with her or his own question to continue the dialogue.
6. Explain that the challenge is for the partners to see how long they can engage in dialogue using just that one question as a foundation for the conversation.
7. All additional questions and dialogue have to build on that one question.
8. Remind participants that questions that begin with *what, where, when, how, and why* work best.
9. Repeat the activity with the oldest partner asking a different question from the list.

Some examples of opening questions include:

- Where did you grow up?
- What do you like about farming?
- What is one of your favorite childhood memories?
- When did you become a CAHW?
- What sports do you like?
- How can you become a better parent, spouse, daughter/son, aunt/uncle?

Summarize the activity by discussing the following questions with the whole group:

- In what ways does it take two to keep the dialogue going?
- Was this activity more or less challenging than you thought it would be?
- Did you improve the length of dialogue time during the second round?
- What did you learn during the first round that allowed you to improve?
- What is the difference between open-ended and closed-ended questions? Use the following bullet points on the flip chart to discuss the differences:
 - Open-ended questions - cannot be answered with a simple *yes* or *no*; require the respondents to elaborate on their points.
 - Closed-ended questions - can only be answered by selecting from a limited number of options, usually multiple-choice, *yes* or *no*, or a rating scale (e.g. from strongly agree to strongly disagree).
- What are examples of open-ended and close-ended questions? (Capture response on flipchart.)
- In what ways might the dialogue have been different depending on the gender, ethnicity, caste, and class of your partner?

Becoming a More Effective Communicator (35 minutes) (adapted from *Resolving Conflicts at Work: A Complete Guide for Everyone on the Job* by K. Cloke & J. Goldsmith, p.p. 71-76)

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 how non-verbal expressions and postures impact communication; now let's examine some questions and techniques that may encourage more open and respectful interactions when providing trainings and interacting with CAHWs.*

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

Putting the Learning into Practice & Daily Reflection (40 minutes)

Facilitator: Conclude the day's sessions by completing the following activities:

Conduct a gallery walk by having the participants follow you around the meeting room as you review the daily activities...beginning with the norms and ending with the agenda on the flipchart.

Using the handout: *Putting the Learning into Practice: Communication*, have participants refer to the day's handouts, worksheets, and flip charts to complete the following on their own:

1. Assume you're planning a training for CAHWs on the importance of effective communication skills when mobilizing communities around livestock vaccination.
2. Select three or four activities you would include in your training:
 - You Cannot Not Communicate*
 - Two Models of Communication: Linear and Transactional
 - Non-Verbal Circles*
 - Gender Communication Differences
 - How Do You React?*
 - Listening to Understand*
 - Encouraging Open Communication
 - One Question*
 - Becoming a More Effective Communicator
3. Describe why you chose certain activities and how you would adapt the activities to the farmers and communities you work with.
4. Share your responses with a new partner.
5. With the whole group, share one idea or thought about the importance of communication skills for a facilitator or trainer.

Gather the participants into a circle either standing or sitting. Pass around a paper bag or basket with slips of colored paper asking each participant to choose one piece. Have the participants share their responses to the following requests depending on the color of their paper.

Red: *Best thing I learned today*

Green: *Something that surprised me today*

Blue: *One thing I will do differently because of today*

Handouts

Handout 3.1 Encouraging Open Communication

After watching the TEDEd video: “How miscommunication happens (and how to avoid it)”, discuss the following questions in your small group.

1. What is another name for the linear communication model as described in the video?
2. Why is a lump of clay a better example of how we communicate than a ball?
3. What is the difference between active and passive listening? What are some examples of each?
4. What does it mean that we need to listen with our eyes, ears, and gut?
5. What perceptual filters do I employ when communicating?

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.

Putting the Learning into Practice: Communication

1. Assume you're planning a training for CAHWs on the importance of effective communication skills when mobilizing communities around livestock vaccination.
2. Select three or four activities you would include in your training:
 - You Cannot Not Communicate*
 - Two Models of Communication: Linear and Transactional
 - Non-Verbal Circles*
 - Gender Communication Differences
 - How Do You React?*
 - Listening to Understand*
 - Encouraging Open Communication
 - One Question*
 - Becoming a More Effective Communicator
3. Describe why you chose these activities and how you would adapt the activities to the farmers and communities you work with.
4. Share your responses with a new partner.
5. With the whole group, share one idea or thought about the importance of communication skills for a facilitator or trainer.

Lesson 4: The Culture and Nature of Conflict

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Analyzed hidden layers and complexities of conflict
- Examined the intersectionality of social factors when approaching conflict
- Practiced participatory conflict activities

GITA components

Recognizing how socially prescribed roles and norms effect conflict

Understanding the interactions among gender, class, caste, ethnicity, and patriarchy during conflict

Activities

1. Day #1 Review
2. Warm-Up Activity: *I Am Conflict*
3. Hidden Layers and Complexities of Conflict
4. Gendered Intersectionality and Conflict

Duration

2.5 hours

Materials

- Flip chart, markers, tape
- 3" x 3" self-adhesive pieces of paper
- Link to 1:21 minute video "What is Conflict?"
<https://www.youtube.com/watch?v=SorqWJUHbjM>
- Link to 4:29 minute video: *Iceberg of Conflict*.
<https://www.dailymotion.com/video/x2y4dz4>
- Worksheet: *Factors Affecting Conflict*
- Handout: *Patriarchy and Conflict*

Why This Lesson?

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

Advance Preparation

Prepare the following items in advance of the lesson:

1. On two or three blank flip chart papers, write at the top of each in large letters: *Conflict is...*
2. Copies of handout: *Iceberg of Conflict*

3. Copies of worksheet: *Factors Affecting Conflict*
4. Copies of handout: *Patriarchy and Conflict*

Tasks/Discussion/Activities

Day #1 Review (15 minutes)

Facilitator: Welcome the participants back to the training. Ask one person to begin telling the “story” about the previous day’s activities...what happened first; ask another person to continue the story until all of the previous day’s activities have been reviewed by participants taking turns to tell the story. Encourage participants to tell the story by using phrases such as: *But before that, we...; And then we...; In addition to that, we...*

Warm-Up Activity: *I Am Conflict* (30 minutes) (adapted from

<https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>)

Facilitator: *This morning we’ll be focusing on different aspects of conflict.* Stand in the center of the room and announce the following to the participants:

I Am Conflict. Consider how you typically react when you experience conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict. Pay attention to your body language as well as your distance from the conflict.

De-brief the activity by asking the following questions:

1. What are some reasons you are standing where you are?
2. What factors affect your reactions to conflict? Gender? Caste? Class? Age?
3. What would cause you to move either closer or further away?
4. How might your reactions influence the outcome of the conflict?

Hidden Layers and Complexities of Conflict (60 minutes)

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

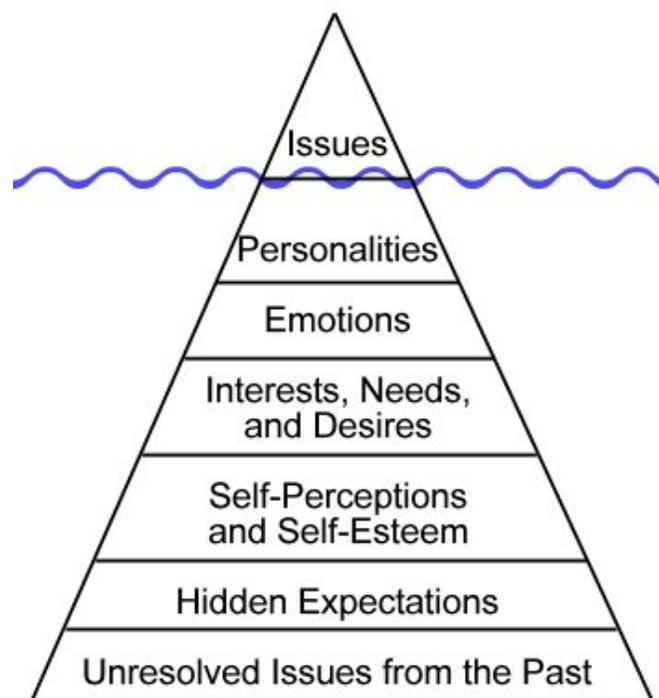
Conflict...

- 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: *Iceberg of Conflict*. Briefly review.

Show 4:29 minute video: *Iceberg of Conflict*.

<https://www.dailymotion.com/video/x2y4dz4>



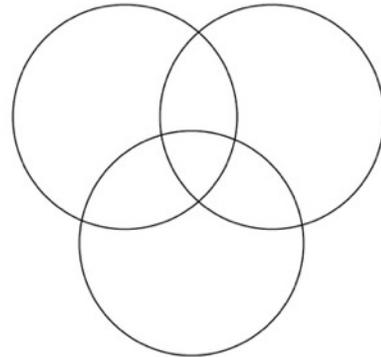
Use these instructions for the small group activity:

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 CAHWs and community members when CAHWs 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.

Gendered Intersectionality and Conflict (60 minutes)

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, caste, ethnicity, gender, and class interact and effect each other during conflict.
8. Ask: *When working with CAHWs, 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: (source: <https://www.mediate.com/articles/birkhoff.cfm>)

- 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.

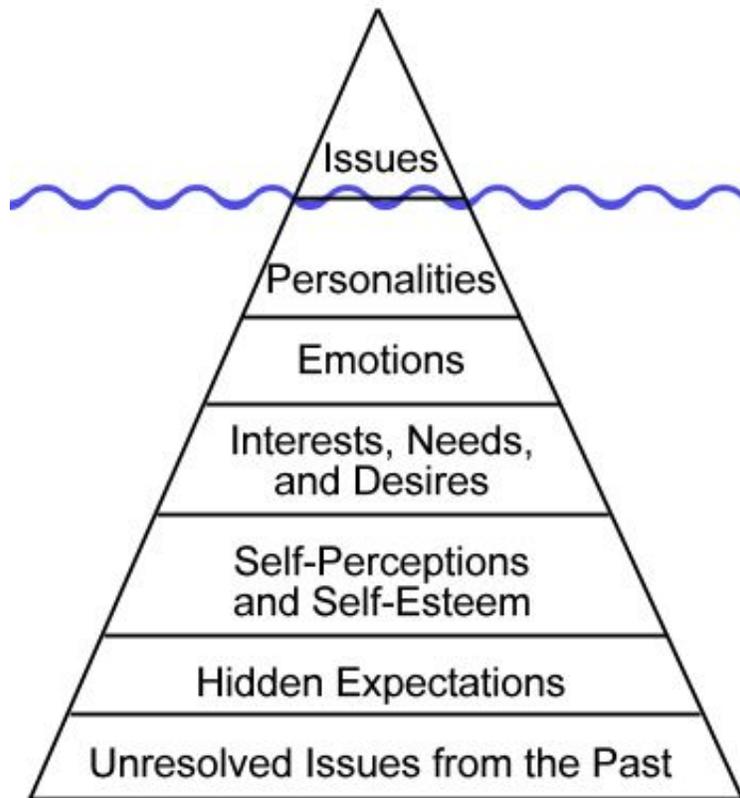
- Women and men are socialized within rigid gender expectations.
- Institutions such as the church, the family, and the law reproduce these biases and expectations in norms, rules and laws.
- Women have historically been subjugated politically, economically and culturally.
- Institutional system of oppression 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: *Patriarchy and Conflict*. Review by asking why the participants may agree or disagree with each statement and how the statements are “true” or “untrue” in a Karamoja context.

Note: If Gender-Based Violence-GBV is raised during the discussion on patriarchy, use the following Article from the UNFPA, the United Nations Population Fund titled: *Kitgum using community systems to challenge harmful social norms and violent practices against women*. <https://www.unicef.org/uganda/stories/kitgum-using-community-systems-challenge-harmful-social-norms-and-violent-practices-against>

Handouts

Handout 4.1 Iceberg of Conflict



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

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

- 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.

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

Lesson 5: Effective Conflict Resolution Strategies

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Examined creative methods of resolving conflicts
- Identified ways of transforming conflict into collaboration
- Explored an appreciative approach to reframe conflict

GITA component

Recognizing how socially prescribed roles and norms influence conflict resolution

Using knowledge of conflict resolution methods to inspire a positive change in viewpoint

Activities

1. Warm-Up Activity: *Positive Incident*
2. Creative Methods to Resolve Conflict
3. Transforming Conflict into Collaboration
4. An Appreciative Approach to Reframing Conflict

Duration

3 hours

Materials

- Flip chart, markers, tape
- Link to 2:34 minute video: “Thomas-Kilmann Conflict Model Instrument”
<https://www.youtube.com/watch?v=PFIydyH2H8Y>
- Worksheet: Conflict Resolution Strategies

Why This Lesson?

CAHWs will experience conflict when mobilizing communities toward livestock vaccination. Becoming aware of and more proficient in conflict resolution methods will assist CAHWs 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 CAHWs to be successful in their work among local communities.

Advance Preparation

Prepare the following items in advance of the lesson:

1. On a blank flip chart paper, write at the top in large letters: *Resolving Conflicts Successfully*
2. On two or three sheets of blank flip chart paper, write in large letters: *Conflict Resolution Strategies*. Under each strategy, write a brief description.
3. On two sheets of blank flip chart paper, write at the top in large letters: *Dialogue; Debate*

4. On two sheets of blank flip chart paper, write the three questions for the two groups during the “An Appreciative Approach to Reframing Conflict” activity; leave enough room in between the questions to capture participant responses.

Tasks/Discussion/Activities

Warm-Up Activity: *Positive Incident* (30 minutes) (adapted from *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* by Robert Chambers, p. 176)

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 CAHW trainings?

Creative Ways to Resolve Conflict (60 minutes) (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

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 desires.

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 worksheet: *Resolving Conflict Strategies*.
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, caste, class, and other socially constructed factors interact with the method.

Transforming Conflict into Collaboration (30 minutes)

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, caste, class, and other socially constructed factors impact the success or failure of dialogue/collaboration?

An Appreciative Approach to Reframing Conflict (60 minutes)

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?

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

Group #2:

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

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? 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: (adapted from <https://www.davidcooperrider.com/ai-process/>)

- 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?

Handouts

Handout 5.1 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 CAHW, when might you **want to use** _____ as an option to address and resolve the conflict.



As a CAHW, when might you **not want to use** _____ as an option to address and resolve the conflict.



Lesson 6: Training Wrap Up and Evaluation

Achievement-Based Objectives

By the end of this lesson, participants will have:

- Evaluated the training using the ORID approach
- Completed the post-training assessment
- Participated in a final reflection activity
- Received a training certificate

GITA component

Recognizing the importance of including all members of a community, regardless of gender, caste, class, ethnicity, or other socially constructed factors, when planning and facilitating trainings

Emphasizing the power of effective communication and conflict resolution knowledge and skills to transform viewpoints and behaviors

Activities

1. ORID Evaluation
2. Post-Training Assessment
3. Final Reflection Activity
4. Presentation of Training Certificates

Duration

90 minutes

Materials

- Flip chart paper, markers
- Ball of yarn
- Handout: ORID Reflection
- Handout: Post-Training Assessment
- Training Certificates
- Manila envelope 9" x 12"

Why This Lesson?

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.

Advance Preparation

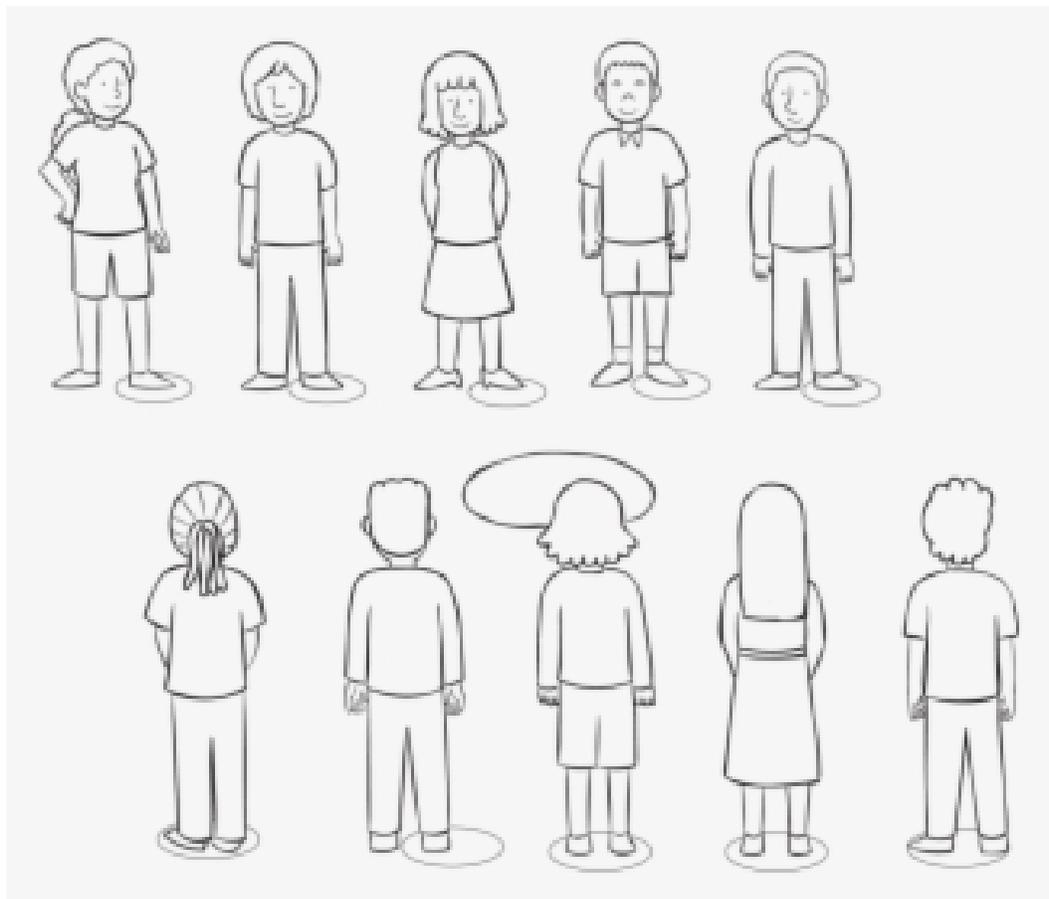
Prepare the following items in advance of the lesson:

1. On two blank flip chart papers, write the *ORID* reflection questions; two questions per sheet.
2. Copies of the ORID Reflection.
3. Copies of the post-training assessment.
4. Copies of the training certificate

Tasks/Discussion/Activities

ORID Reflection (30 minutes)

Facilitator: Gather the participants together and briefly review the training by conducting a gallery walk throughout the meeting room. 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 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 and discuss how to use the activity during a training with CAHWs.



Post-Training Assessment (20 minutes)

Facilitator: Hand out the assessment and provide 20 minutes for the participants to complete and return the forms in a manila envelope.

Closing Reflection (30 minutes)

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:

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?



Presentation of Certificates (10 minutes)

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 6.1 An ORID Reflection

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 effective communication?*
- *About conflict resolution?*

Now What – do we do? (Decisional Questions)

- *What will you do differently in your interactions and work because of participating in the training?*

Handout 6.2 Post-Training Assessment: Communication and Conflict Resolution

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

_____ **Identify** the characteristics of an effective communicator.

_____ **Describe** two models of communication: Linear and Transactional.

_____ **Identify** dimensions of non-verbal communication.

_____ **Recognize** and **interpret** non-verbal cues.

_____ **Explain** differences between female and male communication styles.

_____ **Demonstrate** effective listening and questioning skills.

_____ **Define** the multiple layers of conflict.

_____ **Discuss** the intersectionality of social factors, such as gender, race, caste, ethnicity, and class during conflict.

_____ **Explain** how patriarchy can be a dominant social factor influencing conflict.

_____ **Describe** different strategies for resolving conflict from avoidance to collaboration.

_____ **Differentiate** between debate/competition and dialogue/collaboration when resolving conflicts.

_____ **Explain** how an Appreciative approach can reframe conflicts.

_____ **Create** and **adapt** trainings for CAHWs that incorporate effective communication and conflict resolution strategies.

The **best parts** of this training: _____

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

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

Suggestions for **improving** this training: _____

Please print your initials **on the back** of the assessment.

Thank You!

Slide deck for this Resource Manual

Slides for Resource Manual 03:
Communication and Conflict Resolution
for Community Animal Health Worker trainers working
with livestock vaccine value chains in Karamoja Sub
Region, Uganda



Note from authors

The PowerPoint slides should be used in tandem with the resource manual 03 for animal health worker trainers working with the livestock vaccine value chain: Communication and Conflict Resolution.

The slide and the manual in this series were produced in response to increased interest in ensuring that gender and other intersectional factors that impact the delivery of veterinary service and extension (including vaccination) to livestock keepers be understood and addressed. Research undertaken by Advancing Women's Participation in Livestock Vaccine Value Chains in Nepal, Senegal and Uganda project showed an overall gender-blind approach in the animal health and livestock vaccination sector. In each target country (Nepal, Senegal and Uganda), the project mapped the entire livestock vaccine value chain. Using a value chain approach to identify actors along the value chain highlighted where ignoring gender and intersectional issues could cause problems in livestock disease control which is the focus of the projects funded by the Livestock Vaccine Innovation Fund.

Understanding gender and intersectional factors are key to addressing behavior change. The approach taken by the project – a gendered intersectional transformative approach (GITA) – is based on both a women's empowerment ideology as well as an intersectional theoretical framework. The context in which livestock vaccinations take place is as important, if not more important, than animal health factors. When sex, race, disability, and age (among other factors) prevent owners from getting their animals treated and blinds animal health workers to the needs of these owners, then unvaccinated animals continue to present a disease risk.

Pre-training test

1 Introduction to the Communication and Conflict Resolution

Welcome and introduction to the course

Objectives

Achievement-Based Objectives

- By the end of this lesson, participants will have:
- Listed the characteristics of an effective communicator
- Described two models of communication: Linear and Transactional
- Identified aspects of non-verbal communication
- Examined differences between female and male communication styles
- Practiced participatory communication activities

GITA components

- Socially prescribed roles and norms describe and dictate how women and men communicate
- Class, and ethnicity interact with gendered communication styles

2 Models of Communication

Welcome and introduction to the course

Activity – You Cannot Communicate

- *Take a few moments on your own to jot down what you think the following statement means:*

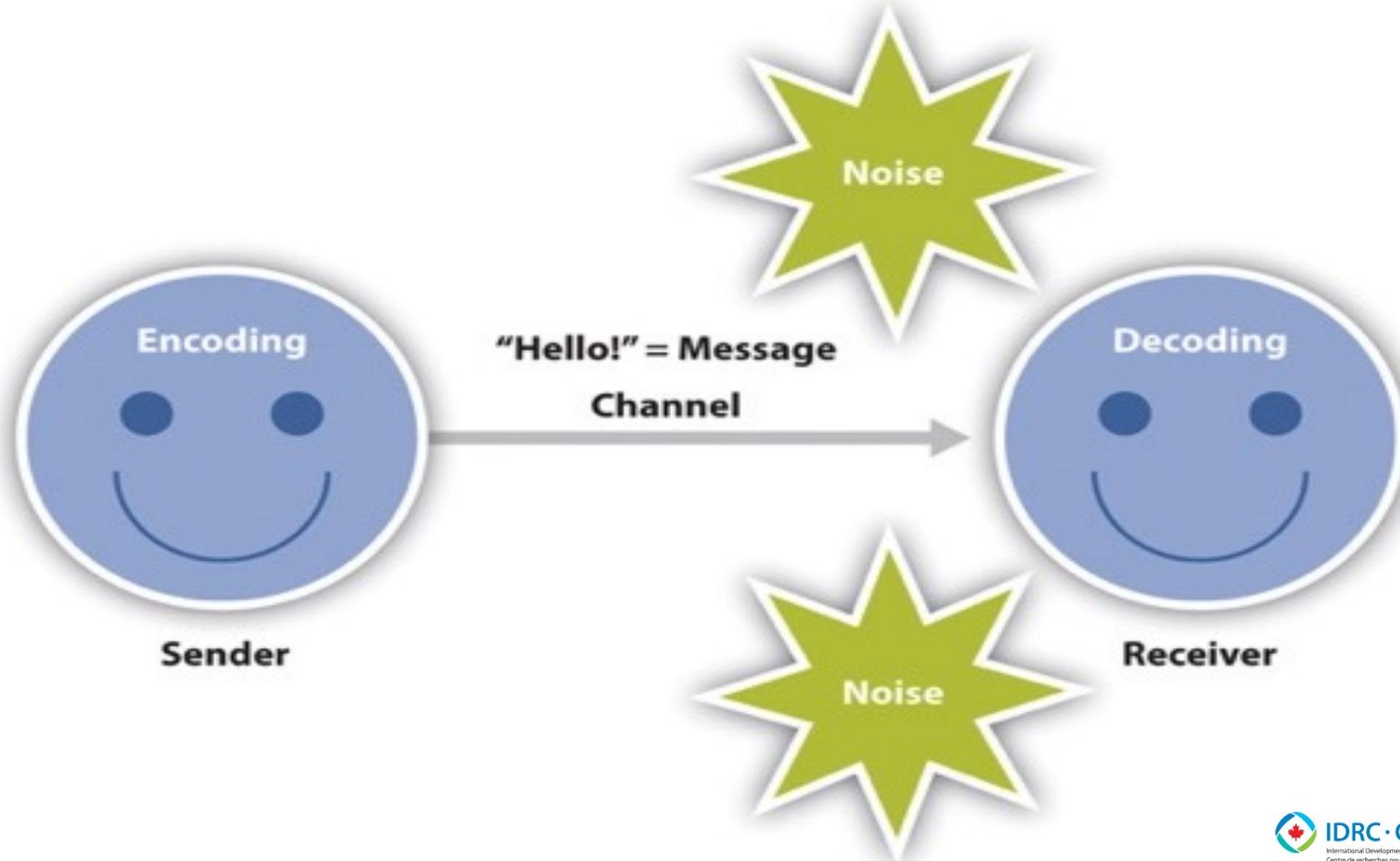
You Cannot Not Communicate!

- *Find a partner, preferably someone you do not know, and share your responses*
- *Join another pair and discuss your responses*
- *Write responses on the flipchart*

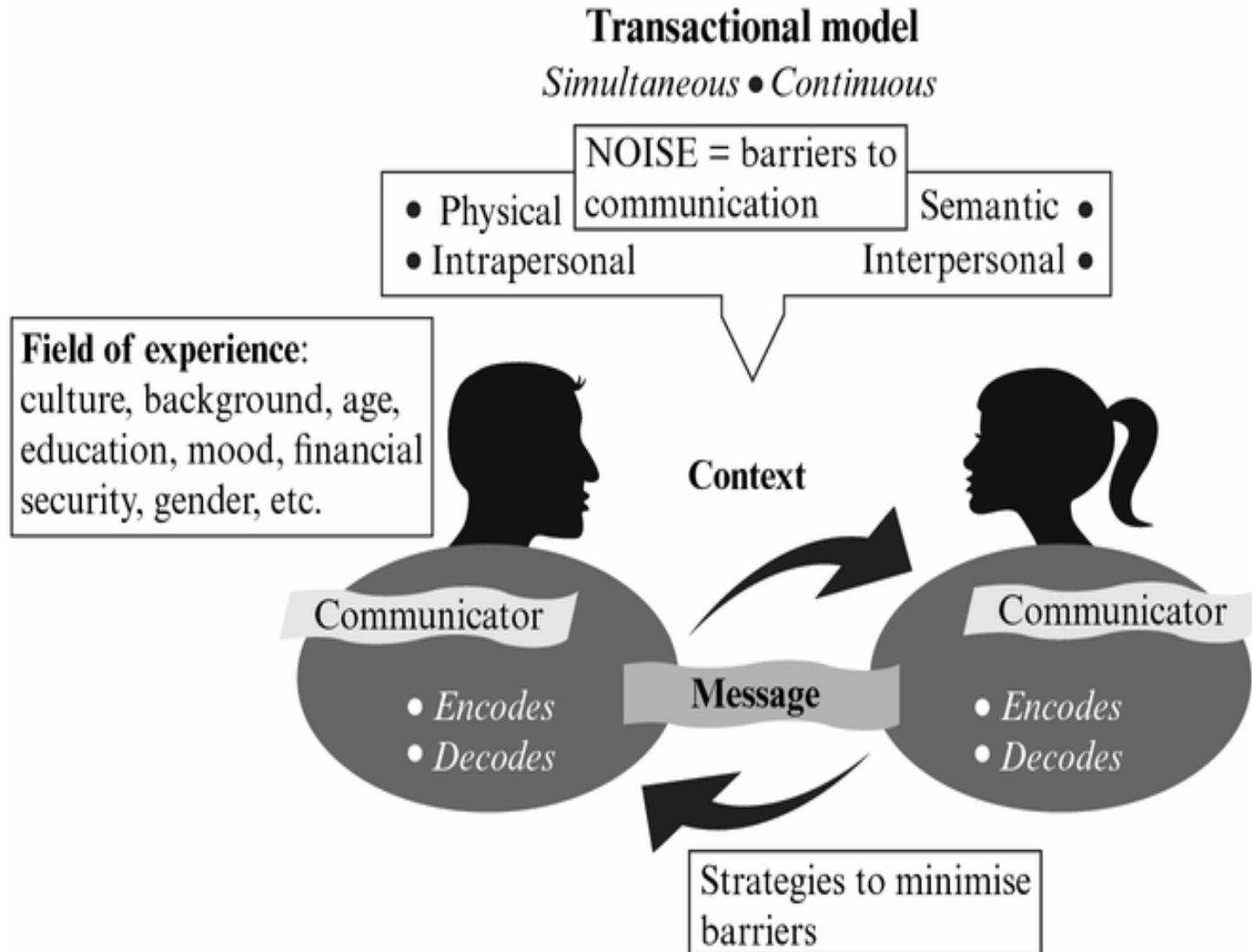
Activity #1 – You Cannot Communicate

- *One cannot not communicate* means that humans communicate as soon as they perceive each other.
- Whether we're consciously aware of it or not, we are always communicating either verbally or non-verbally.
- We communicate in multiple ways and on multiple levels; even silence is a means of communication.

Activity #2 Handout: Linear Communication Model



Activity #2 Handout: Transactional Communication Model



Activity #3 – Non-Verbal Circles

1. Form a line by your birth month, January to December, **without** talking.
2. Form three groups: Group #1: January, February, March, April; Group #2: May, June, July, August; Group #3: September, October, November, December.
3. Small groups, stand or sit in a circle, facing inwards.
4. Select one group member who will begin explaining how to vaccinate a goat.
5. The other members take a non-verbal cue card, and one at a time, demonstrate and perform non-verbal actions that portray how people react when someone is talking.
6. The other members copy the action.
7. Repeat until all members have demonstrated their “assigned” non-verbal action.
8. Do an example for clarity before the small groups begin the activity.
9. After approximately 10 minutes, bring the groups together in a circle and ask: *What types of postures and gestures did you observe when you were: Mildly Bored--Super Bored--Mildly Interested--Super Interested--Questioning--Distracted.*
10. Have the participants demonstrate each behavior.
11. For reflection ask: *In what ways might your non-verbal gestures and behaviors differ if the speaker was a: Woman? Man? Member of a different ethnic group? Member of a different caste group? Person with no formal education? Young CAHW with little experience? What if the speaker was a member of the different ethnic group--had no formal education--had little experience--and was a female?*

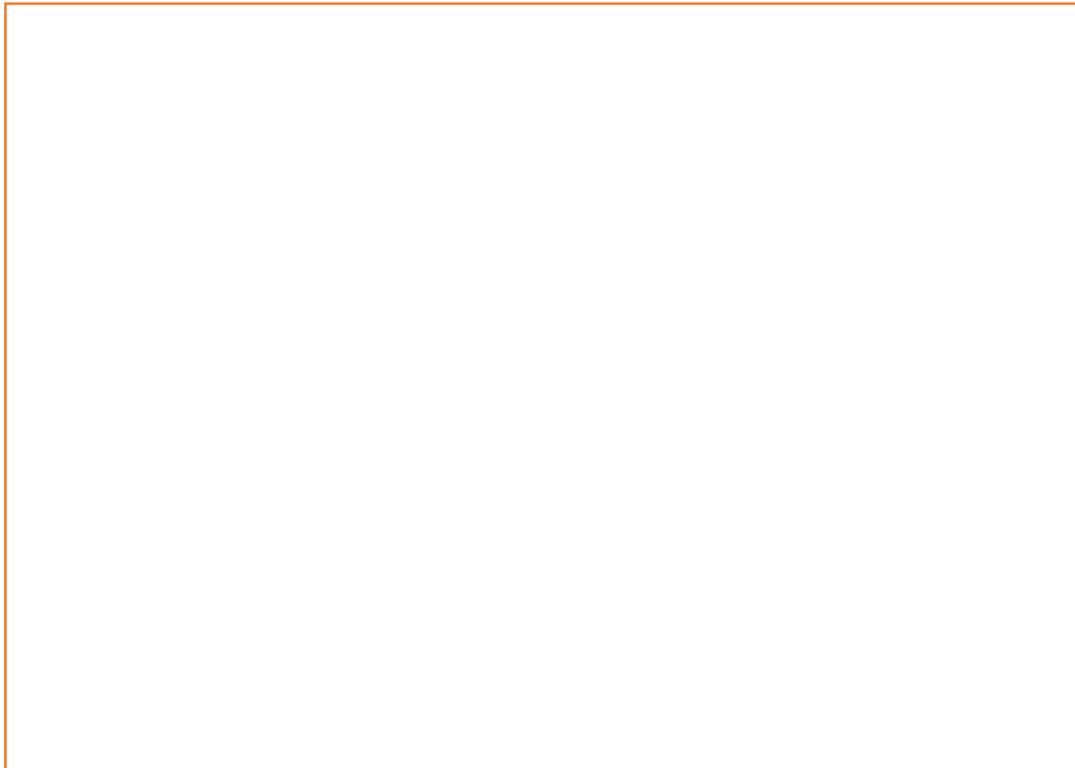
Activity #4: Gendered Communication Styles

• *Let's examine research that highlights some of the difference in how women and men communicate in six areas.* Before sharing the research information, ask the participants to “guess” how women and men may differ. Capture response on the flipchart.

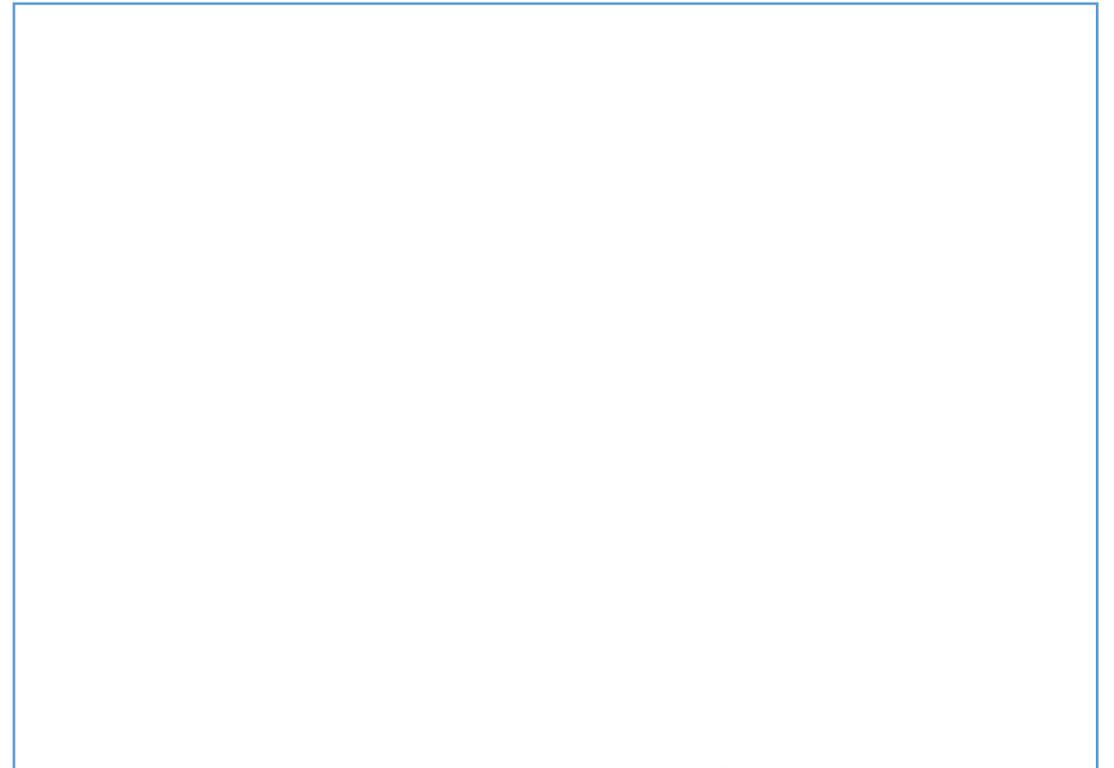
- Facial expressions
- Touch
- Physical Space
- Posture
- Gestures
- Eye Contact

Activity #4: How Men vs Women Communicate

Men

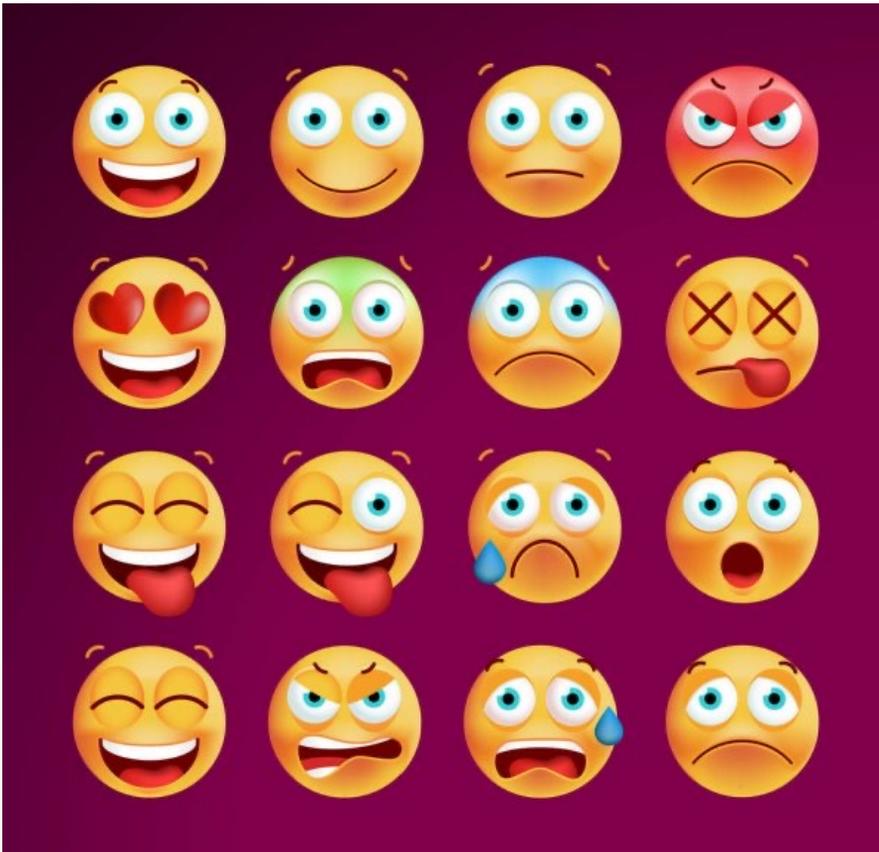


Women



Activity #5 – How Do You React?

1. Facial Expressions



1. Body Language



Facial Expressions Worksheet

Body Language Worksheet

Instructions: Look over the images provided and answer the questions that follow. After completing the activity, be ready to discuss any questions and reactions regarding body language.

A



B



C



D



Self-reflection questions:

1. What messages does each person's body language send?
2. Does the ethnic identity or gender of the people in the pictures affect the interpretation of their body language?
3. Does age or social status make a difference in the way their body language is perceived?
4. How would you react to the body language shown in each picture?
5. What situations have you experienced in which your body language was misinterpreted?
6. Have you ever made judgements about others based on their body language? Can you give specific instances?

Facial Expressions Worksheet

Facial Expressions Worksheet

Instructions: Look over the images provided and answer the questions that follow. After the activity is completed, be ready to discuss how you reacted to the facial expression.

Self-reflection questions:

1. What messages is sent by each person's facial expression?
2. Does the actor's gender influence how her/his facial expression is interpreted?
3. How would you react to each of these facial expressions?
4. Have people ever made judgements about you based on your facial expression? Can you give specific instances?
5. Is it easy for you to interpret facial expression correctly? Can you think of instances where you were unable to correctly identify another persons' facial expression?
6. When facial expressions are ambiguous, such as B and D, does ethnic identity make it more difficult to recognize what the facial expressions indicate?

A



B



C



D



3 Effective Communication Skills

Activity #6: 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.....

Activity #7: Encouraging Open Communication

Video: *How miscommunication happens (and how to avoid it)*

- Important part of communication is willingness to *listen to* what is being communicated.
- Active listening is different than hearing...listening requires effort to focus and understand.
- Listening different from agreeing with what another person(s) is saying.
- Difficult to listen when disagree with message...tend to put up defenses that block the message from being received.
- When communicating, pay attention not only to words spoken, but also to other person's tone of voice, facial expression, posture, emotions.
- Setting and medium affect how we receive and interpret message being communicated.
- Example: may be more open to discussing problem/issue when leisurely meeting for tea, rather than when rushing off to a training.
- Basic idea may be same, but way understand and respond different in each instance.

Activity #7: Encouraging Open Communication

Video: How miscommunication happens (and how to avoid it)

1. What is another name for the linear communication model as described in the video?
2. Why is a lump of clay a better example of how we communicate than a ball?
3. What is the difference between active and passive listening? What are some examples of each?
4. What does it mean that we need to listen with our eyes, ears, and gut?
5. What perceptual filters do I employ when communicating?

Activity #8: One Question

Video: How miscommunication happens (and how to avoid it)

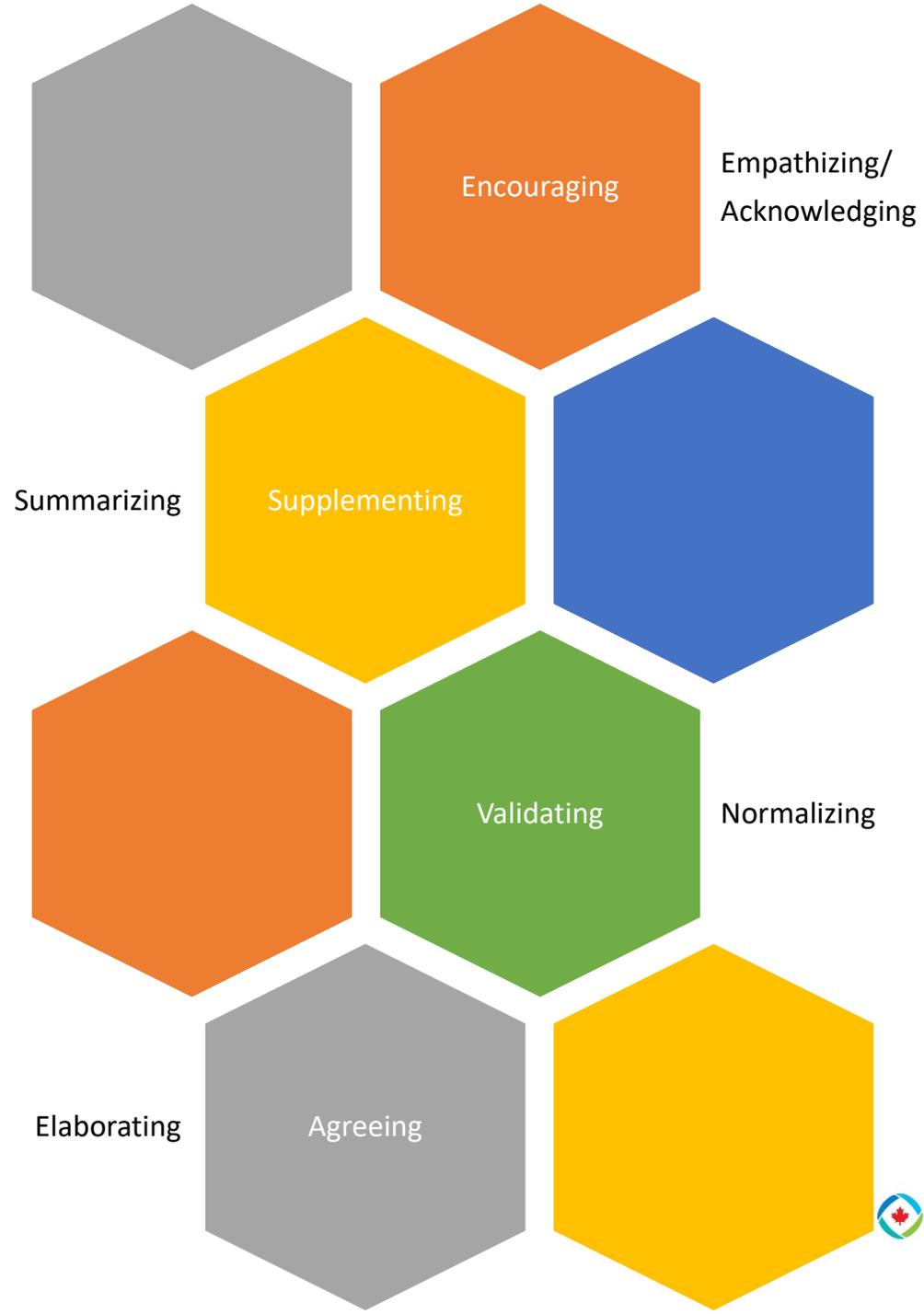
1. What is another name for the linear communication model as described in the video?
2. Why is a lump of clay a better example of how we communicate than a ball?
3. What is the difference between active and passive listening? What are some examples of each?
4. What does it mean that we need to listen with our eyes, ears, and gut?
5. What perceptual filters do I employ when communicating?

Activity #9: Becoming a More Effective Communicator

Video: How miscommunication happens (and how to avoid it)

1. What is another name for the linear communication model as described in the video?
2. Why is a lump of clay a better example of how we communicate than a ball?
3. What is the difference between active and passive listening? What are some examples of each?
4. What does it mean that we need to listen with our eyes, ears, and gut?
5. What perceptual filters do I employ when communicating?

Methods for Becoming a More Effective Communicator

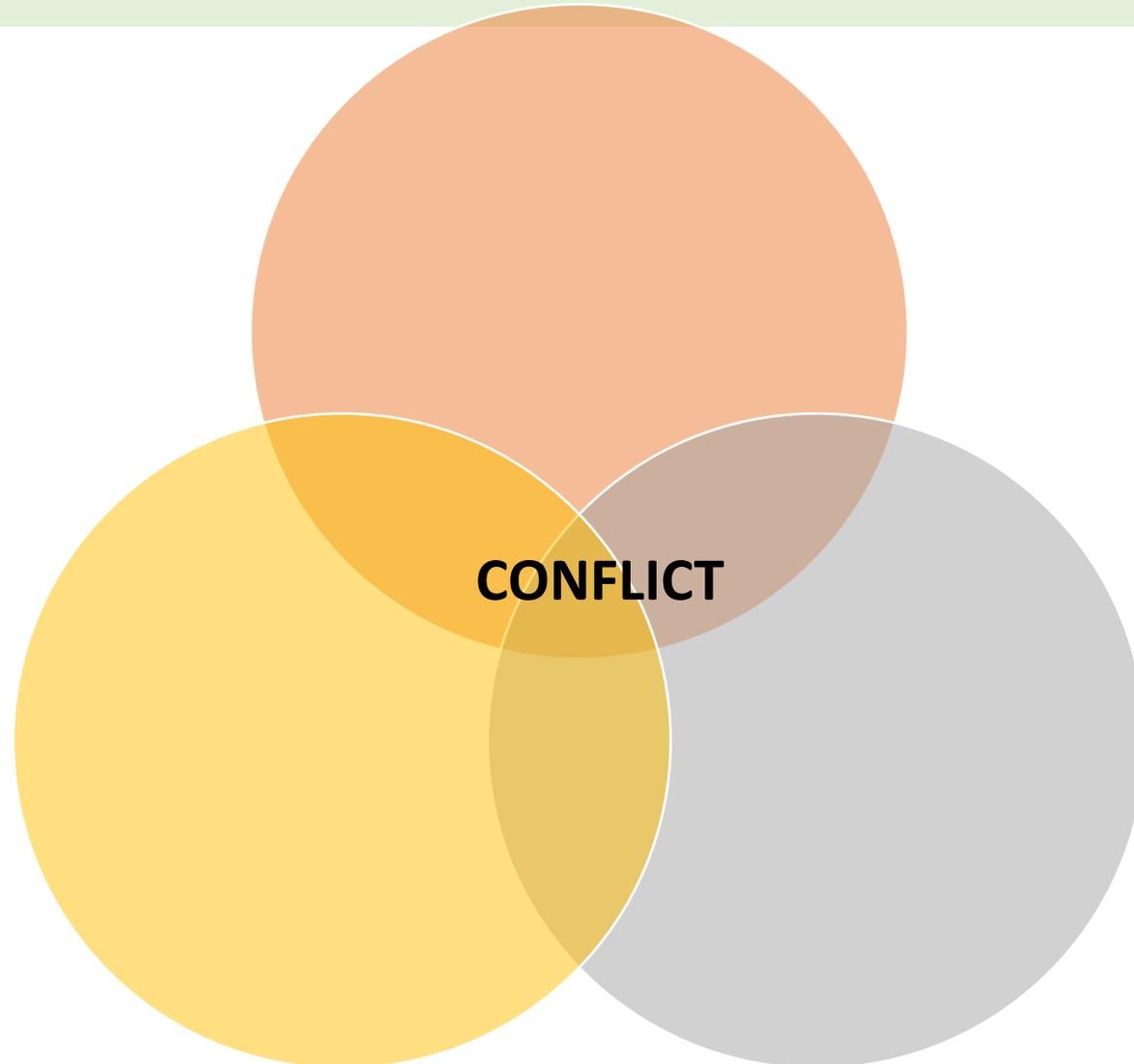


4 The Culture and Nature of Conflict

Iceberg of Conflict



Factors Affecting 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 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.

ORID reflection

Post-training assessment

Developing CAHW lesson plans – Suggested topics

- Linear communication model
- Transactional communication model
- Non-verbal circles
- Gendered communication styles
- Effective communication skills: Listening
- Encouraging open communication
- Becoming a more effective communicator
- The culture and nature of conflict
- Factors affecting conflict
- Patriarchy and conflict

Other manuals in this series

- Resource Manual 01: Gendered Intersectional Transformative Approach (GITA) for animal health worker trainers working with livestock vaccine value chains in Karamoja Sub Region, Uganda
- Resource Manual 02: Training and facilitation. For animal health worker trainers working with livestock vaccine value chains in Karamoja Sub Region, Uganda
- Resource Manual 04: Business and agri-/vet-preneurship. For animal health worker trainers working with livestock vaccine value chains in Karamoja Sub Region, Uganda
- Resource Manual 05: Animal health and GITA. For animal health worker trainers working with livestock vaccine value chains in Karamoja Sub Region, Uganda

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