

# Resource Manual 06: Animal Health and GITA: Training, Facilitating and Communicating with Communities and Households For Animal Health Workers and Trainers Working with the Livestock Vaccine Value Chain in Nepal

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





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### **Acknowledgement**

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

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

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### **Recommended citation**

Russo, S.L. & Ludgate, N. (2021). Resource Manual 06: Animal Health and GITA: Training, Facilitating and Communicating with Communities and Households for animal health workers and trainers working with the livestock vaccine value chain in Nepal. University of Florida: Gainesville, FL.

### **Cover credits**

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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, which is 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.

# Table of Contents

Acronyms and Abbreviations .....	6
Background .....	7
Introduction to the manual.....	8
Notes for the Facilitator/User of this manual.....	9
Additional Notes for the Virtual User of this Manual .....	10
Lesson #1: Introduction to GITA - What is meant by GITA? .....	11
Why This Lesson.....	11
Advance Preparation.....	11
Tasks/Discussion/Activities .....	12
Handouts.....	14
Lesson #2: Why and when does a VAHW engage with livestock keepers? .....	16
Why This Lesson.....	16
Advance Preparation.....	17
Tasks/Discussion/Activities .....	17
Handouts.....	19
Lesson 3: Women-owned livestock .....	22
Why This Lesson.....	22
Advance Preparation.....	22
Tasks/discussion/activities.....	23
Handouts.....	25
Lesson #4: Vaccinations vs. treatment .....	27
Why This Lesson.....	27
Advance Preparation.....	28
Tasks/Discussion/Activities .....	28
Handouts.....	32
Lesson #5: Action planning .....	38
Why This Lesson.....	38
Advance Preparation.....	38
Tasks/Discussion/Activities .....	39
Handouts.....	42

Lesson #6: Training wrap up and evaluation ..... 43

- Why This Lesson..... 43
- Advance Preparation..... 43
- Tasks/Discussion/Activities..... 44
- Handouts..... 44

Slide Deck for this Manual ..... 47

## Acronyms and Abbreviations

Advancing	Advancing women’s participation in livestock vaccine value chains in Nepal, Senegal, and Uganda (current name of the UF project)
BMGF	Bill & Melinda Gates Foundation
CAHW	Community animal health worker
DVO	District veterinary officer
GAC	Global Affairs Canada
GITA	Gendered intersectional transformative approach
IDRC	International Development Research Centre
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
NGO	Non-governmental organization
PPR	Peste des petits ruminants
UF	University of Florida
VAHW	Village animal health worker
VVC	Vaccine value chain

# Background

The manuals in this series were produced in response to increased interest in ensuring that gender and intersectional factors that impact livestock vaccinations be understood and addressed. Research undertaken by this project showed an overall gender-blind approach to livestock vaccinations, from the top of the value chain to the end users. In each country (Nepal, Senegal, and Uganda), the *Advancing women's participation in livestock vaccine value chains in Nepal, Senegal and Uganda* 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 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, class, caste/ethnicity, race, disability, and age (among other factors) prevent owners from getting their animals treated and blind animal health workers to the needs of these owners, then unvaccinated animals continue to present a disease risk.

These 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 content, 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 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 lessons and activities that can be used as needed. Not all lessons or activities have to be used.

From these manuals, the trainers can develop appropriate trainings for village animal health workers.

# Introduction to the manual

This manual is part of a series of 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). It is adapted to the local context as much as possible and designed to be interactive with workshop participants.

The lessons in this manual are specific to Animal Health Vaccinations and GITA. This manual is meant to be used by CAHWs. In different countries, CAHWs can go by different names, depending sometimes on their training and sometimes simply on language and culture. Other names could include village animal health workers (VAHWs) or relais.

Other manuals in this series are designed to be used by veterinary or animal husbandry officers and the like. Those manuals focus on GITA (#01), Facilitation and Training (#02), Communication and Conflict Resolution (#03), Agri-/Vet-preneurship (#04), and Animal Health and Vaccinations (#05), and serve as a library of resources and tools for training purposes.

The lessons are designed to be used both separately and together, depending on the needs of the various kinds of animal health workers. Most lessons include several sessions; each session is from 30 minutes to one hour long and can be combined. Not all the lessons or activities need to be used. Lessons in this manual are meant to be used by VAHWs when working with communities and livestock keepers. Appropriate lessons can be selected as needed. While there is an order to the manual, lessons and sessions can be moved around.

It should be noted that this manual has an accompanying PowerPoint presentation slides (Slides for Resource Manual 06).



## Notes for the Facilitator/User of this manual

The manual is designed to be used in a training of trainers' course, but it is also designed to be used by VAHWs to facilitate their work with communities and livestock keepers.

Each lesson 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.

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

This manual is designed to assist VAHWs to have open discussions with community members, households, and livestock keepers about animal health. It is not meant to replace their training in animal health but to supplement it by giving them the tools they need to be able to talk with people about those issues, topics, and concerns that keep them from taking appropriate steps to care for their animals. As many of these issues involve gender and other intersectional factors, activities are included in each lesson that can be adapted to facilitate discussions.

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 any 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 the activities are designed for face-to-face training. Each lesson 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. 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 Lessons Learned During COVID-19 Digital Response, September 2, 2020](#), for these lessons.

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 lessons. 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 lessons, 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: Introduction to GITA - What is meant by GITA?

## **Achievement-Based Objectives**

By the end of this lesson participants will have:

- Introduced themselves to the group
- Agreed upon norms and behaviors during training
- Completed a pre-training assessment to evaluate their current knowledge of topics to be covered
- Received a brief overview of the LIVT project
- Discussed issues that prevent women's engagement in animal vaccinations

## **GITA component**

Introduce GITA principles from resource manual #01 that apply to VAHW work in the communities

## **Activities**

- Registration and pre-training assessment for participants
- Introductions of participants
- Review of lesson objectives and purpose of overall workshop, including LIVT
- Establish Workshop Norms and Behaviors
- Fishbowl to discuss issues preventing women to engage in animal vaccinations

## **Duration**

Approximately 2 hours

## **Materials**

- Flip charts, markers, tape
- Name tags, notebooks, pens for participants
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available

## **Why This Lesson**

Workshop participants need to know the purpose of the training, who else is attending the training, including the lead trainers and facilitators. This lesson introduces the agenda and content of the training, sets norms of behavior for the training, and introduces a gendered intersectional transformative approach (GITA) to VAHW's work in the livestock communities and with livestock keepers.

## **Advance Preparation**

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

- *On a blank sheet of flip chart paper, write at the top in large letters, “Workshop Norms and Behaviors”*
- *On another blank sheet of flip chart paper, copy the workshop agenda in letters that are large enough for participants to see from the back of the room.*
- *Make enough copies of the Pre-training assessment for each participant to receive one to complete before the training begins.*
- *Make enough copies of the workshop attendance sheet for all participants to sign in before the training starts. The attendance sheet will be necessary for documentation at the end of the workshop.*
- *On a blank sheet of flip chart paper, write at the top in large letters Key Takeaways from Lesson One and GITA application to my work as a VAHW.*

### **Tasks/Discussion/Activities**

#### **Registration and Pre-training assessment**

*Have all participants sign the registration sheet for attendance at the workshop. Have all participants complete and return the pre-training assessment before the workshop starts.*

#### **1.0 Introduction to the course**

This course is meant for experienced animal health and livestock trainers to use when training village animal health workers (VAHW)s. This manual can also be used by VAHWs as they learn how to facilitate discussions with community members, livestock keepers, and other stakeholders who are concerned about animal health. The lessons in this manual are combined with different kinds of activities that encourage behavior change around animal health.

#### **1.1 Introduction of the trainers**

All trainers and facilitators should be introduced.

#### **Activity 1.2 Introduction of the participants**

Pair up and spend 3 minutes getting to know your partner. After 3 minutes, introduce the partner to the group: name, work affiliation, fun thing they like to do, and one thing they expect to learn in this training.

The facilitator should capture the participant responses about their expectations on a flip chart and discuss.

#### **1.3 Setting norms and behaviors**

In plenary, ask the group to list norms they would like to follow during the workshop. Write these down and post on a flip chart so that these can be seen every day.

Setting norms (below are some examples of norms):

- Listen when other participants or facilitators are speaking.
- Actively participate in the training.
- Try something new.
- 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.
- Take advantage of the breaks to avoid exiting and entering the training room during lessons.

#### **1.4 Review the training objectives**

Present the training objectives and answer any questions that might arise.

By the end of this lesson participants will have:

- Introduced themselves to the group.
- Agreed upon norms and behaviors during training.
- Completed a pre-training assessment to evaluate their current knowledge of animal health and how to work with livestock communities and owners.
- Received a brief overview of the LIVT project.

For the course overall, using this manual, participants will have:

- Demonstrated how to facilitate a range of interactive behavior change methodologies and deliver training to others.
- Developed a personal or program-level action plan for working with livestock keepers using the gendered intersectional transformative approach (GITA).

#### **1.5 Review the workshop agenda**

#### **1.6 The LVIF project and GITA**

The goals of the LIVT project are to increase women's use of vaccines for their livestock. Working backwards from that goal we can see there are many factors that prevent women from doing so, most related to gender and other intersectional issues. We believe that using a gendered intersectional approach to working with women livestock keepers, all levels of animal health workers, and trainers will be transformative in opening the spaces to allow for fuller participation of women along the livestock vaccine value chain.

#### **1.7 What is meant by GITA?**

Break down each of the terms and ask participants if they have seen or used these before:

**Gender** – socially prescribed roles and norms that define how men and women behave.

**Intersectionality** – the acknowledgement that everyone has their own unique experiences, and we must consider everything and anything that can marginalize people, such as gender, caste/ethnicity, class, physical ability, etc.

**Transformative** – something that inspires change or causes a shift in someone's viewpoint.

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

Ask participants to think about whether using GITA in their work with animal health workers would be difficult. Why? Some answers might be:

- Not knowing how to begin discussing gender.

- Not being able to explain intersectionality or social norms that keep women from vaccinating their animals.
- Not being able to deal with aggressive or poor behavior from others who doubt the value of their work.

Elicit from the participants problems they have encountered when trying to work with women livestock keepers, if they have tried. If they can't come up with any ways, reassure them that they will learn new approaches in the training, especially if the participants are very technical, they may not have had any exposure to social science ideas. However, many will be familiar with different kinds of approaches and can offer some good insights.

### **Activity 1.7.1 A role play combined with a fishbowl – women talking about animal vaccination**

An excellent way to get participants to think about the issues is to do a role play combined with a fishbowl exercise. This combination works very well with community members so the trainees should practice it often throughout the workshop.

Have three participants play the roles of women livestock keepers. The rest of the group observes their conversation. Some of the things they might say would be:

- I never hear about animal vaccinations from my husband in time to get my animals to the vaccination site.
- I don't have time, with my household chores, to go to the vaccination site.
- My husband won't let me go to the site by myself and my father is too elderly to walk that far. I don't know how I could get there.
- When there is a training about animals, we women are never told about the training.

Let the role play go on for a few minutes and then ask the observers to comment.

The rest of the participants watch and observe, then make their observations known when the role play is over.

This activity should loosen up the group and bring to the surface some of the concerns that the trainees have and that they have observed themselves.

### **1.8 Wrap up**

Ask participants what they learned in this lesson and how they would use this in their work with or as VAHWs. Use flip chart titled *Key Takeaways from Lesson One and GITA application to my work as a VAHW*.

### **Handouts**

## Handout 1.2 Pre-Training Assessment for Animal Health and GITA

Name or Initials: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

\_\_\_\_\_ **Explain** why understanding the gendered and intersectional roles and responsibilities of men and women within agricultural settings is important for animal health workers.

\_\_\_\_\_ **Identify** and **discuss** why women's animals are less likely to be vaccinated and strategies VAHWs can use to overcome this.

\_\_\_\_\_ **List** the differences between male and female livestock keepers in terms of management, animal health care and sales.

\_\_\_\_\_ **Describe** the differences between vaccinations and treatment, and when each could be used.

\_\_\_\_\_ **Describe** why it is important to vaccinate everyone's animals.

\_\_\_\_\_ **Describe** several ways to engage with community members, leaders, and others when discussing the engagement of women in animal health care.

\_\_\_\_\_ **Describe** how to build clientele by understanding how to approach different groups of people.

\_\_\_\_\_ **Develop** a business action plan as a VAHW to gain more clients and business.

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

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**Thank You!**

## Lesson #2: Why and when does a VAHW engage with livestock keepers?

### **Achievement-Based Objectives:**

By the end of this lesson participants will have:

- Discussed their roles in animal health, what they can and cannot do.
- Understood the significance of gender roles in animal health care.
- Learned ways to overcome resistance to their work.
- Learned to identify characteristics of sick and healthy animals.
- Understood the importance of treating all sick animals promptly.

### **GITA component**

Discuss VAHW's roles and responsibilities and relate this to the gender roles associated with animal care. Ask participants how these might differ depending on caste/ethnicity or geographic location, why women in general may have more difficulty getting animals treated or vaccinated, and recommendations to improve their access to animal health services.

### **Activities**

- Participatory exercise on role definition and community acceptance for VAHWs.
- Reflective exercise on Gender Roles and Animal Care.
- Participatory exercise on entering a community or household to treat or vaccinate animals.
- Mini-lecture on healthy vs. sick animals.

### **Duration**

Approximately three hours

### **Materials:**

- Flip charts, markers, tape
- Name tags, notebooks, pens for participants
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available

### **Why This Lesson**

Animal health workers engage with livestock keepers in a variety of ways: either to do preventative health care or to treat a sick animal. Experienced VAHWs will also make it a point to meet their clients regularly, even if there is no immediate health need. Reasons why a livestock keeper does or does not contact an animal health worker vary widely. Sometimes, they do not recognize signs or symptoms of disease in their animals. They may not be able to afford treatment. They may not know who to contact. For small stock, the owners may not believe the treatment is worth the cost. It is particularly important VAHWs to recognize the constraints that face smallholder farmers in isolated areas as they may have many reasons for not reaching out for animal health and veterinary assistance. Women farmers are



especially affected by this issue as they are often the primary caretakers of smaller livestock such as sheep and goats. Because of gender roles and responsibilities, and inability to make decisions on whether to contact outside veterinary assistance, women's livestock maybe at greater risk of not receiving adequate attention when they are sick.

VAHWs stand as a first line of support for livestock keepers, especially for those who own smaller stock or who are less likely to contact a district veterinary officer. This lesson goes into when, why, and how to work with livestock keepers while paying attention to the GITA issues.

In this lesson, we also will briefly review the characteristics of healthy and sick animals and how to detect these early to avoid prolonged illness or death in small livestock. We will also explore ways to encourage and assist women farmers in becoming more proactive in identifying these characteristics and seeking outside assistance to increase vaccination of their animals.

### **Advance Preparation**

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

- *On a blank sheet of flip chart paper, copy the workshop agenda in letters that are large enough for participants to see from the back of the room.*
- *Make enough copies of the handouts for each participant to receive one.*
- *On a blank sheet of flip chart paper, write at the top in large letters Key Takeaways from Lesson Two and engaging with livestock keepers as a VAHW.*

### **Tasks/Discussion/Activities**

#### **2.0 What are the roles and responsibilities of VAHWs in your area?**

The formal and informal roles and responsibilities of VAHWs can vary based both on laws and regulations but also on social and cultural norms, especially as these relate to perceptions about the expertise of the VAHW. Sometimes these expectations are based on fact and sometimes on beliefs. For example, a gender related belief often held is that women are too weak to manage animals. This can affect people's perceptions about whether a female can be a CVHW or is competent enough to take care of their animals.

Another example might be where the VAHW is from one ethnic group and the livestock keeper is from another ethnic group. The owner might not believe the VAHW will do a good job for this reason.

#### **Activity 2.0.1 Reflective exercise on VAHW's roles and animal care available**

In plenary, have the VAHWs list out the types of animal health work they are allowed or expected to do. Go over the list to confirm with all participants. If possible, distinguish the differences between those who have been doing the VAHW work for many years and others who have become VAHWs not long ago. Also prompt participants to discuss traditional healers and what they do.

The facilitator should capture discussion points on a flip chart.

### **Activity 2.0.2 Reflective exercise on livestock keepers' perceptions about VAHWs**

Ask participants to get into small groups and share examples of when livestock keepers showed some doubt about their ability to do the work. It doesn't matter if the VAHWs are male or female; experienced or not; or from the same or another ethnic group. This activity is meant to raise awareness of reasons that livestock keepers might not contact them. Some examples are perception that women aren't strong enough to manage livestock, that the cost is too high, that treatment will not make a difference, or that the VAHW is not trusted for different reasons. Elicit from participants as many examples as possible and capture response on a flip chart.

Return to plenary. Discuss how they felt if any of these happened to them and how they were able to resolve the problem at that time or later.

### **2.1 Gender roles in animal health care**

For a long time, in both human and animal health care, most of the providers were male. Over the years, this has shifted, and we now find more female doctors and veterinarians. Still, in some countries, the number of female veterinarians and animal health workers remains low for several reasons. Thus, an owner might not encounter a female animal health worker very often, if at all. Or, as we noted in the previous exercise, there may have beliefs about the physical ability and competence of the animal health worker.

We also know, that in many livestock owning communities, that animal management can be divided along species lines with men taking care of cattle and other large stock and women taking care of smaller stock. Additionally, in pastoralist societies, pregnant and milking cows may stay at the homestead, so women take care of them.

#### **Activity 2.1.1 Gender roles in animal care**

Use Handout 2.1. Ask participants to fill out the table individually by indicating who does what regarding animal species in the table.

Discuss results in plenary. Capture responses on a flip chart sheet. Ask participants if they noticed any trends around gender roles.

### **2.2 Handling resistance**

A belief is a firm thought that something is true. That doesn't mean it is true, but the believer believes it to be true sometimes even when presented with evidence that disproves the belief. There are many, many beliefs around gender roles. For example, that women shouldn't ride a bicycle or be on a roof. These might have been developed long ago for a very logical reason, but the rationale is no longer valid. People used to believe that women should not become doctors or veterinarians. Why? Are you aware of some beliefs that your grandparents perhaps still hold that you know are no longer valid?

#### **Activity 2.2.1 Beliefs**

Have participants look at the table generated at Activity 2.1.1. Make a flip chart table like the example below. Ask participants to add beliefs common in the area. Are there valid reasons why there are gender

differences in livestock keeper and management? List these out. Then provide evidence as to whether this belief is true, backed by fact, or not.

Belief	True or False	Evidence
Only men can own cattle		
Only women should own poultry		

In plenary, discuss with participants how these beliefs impact their work in the community or with livestock keepers. What strategies they have used to overcome beliefs.

### 2.3 Why animal health management is important

As animal health workers, you know how important it is to get sick animals treated promptly and to provide preventative treatments, so animals do not get sick. A sick animal is not a productive animal; this can affect family food security and income. There are also zoonotic diseases that can spread from animals to humans that also pose a serious risk to the community.

#### Activity 2.3.1 Characteristics of healthy and sick animals

Prepare two flip chart sheets and hang next to each other. One listing characteristics of healthy animals, and other listing characteristics of sick animals.

Characteristics of healthy animals	Characteristics of sick animals
Normal feces and urine	
Sleek coat	
Normal temperature for species	
Gait steady, no limping	
Normal respiration	
Stays in herd or flock	
Eats and drinks normally	
No nasal discharge	
Body parts are normal	

For this activity, have participants fill in the table above with the characteristics of a sick animal. Ask them to identify which of these characteristics would be serious enough for the owner to contact them.

### 2.4 Wrap up

Ask participants what they learned in this lesson and how they would use this in their work with or as VAHW. Use flip chart titled *Key Takeaways from Lesson Two and engaging with livestock keepers as a VAHW*.

### Handouts

## Handout 2.1 Gender Roles in Animal Care

Ask participants to fill out the table individually by indicating who does what regarding animal species in the table.

Task	Species	Man	Woman	Boy child	Girl child
Take to water	Cattle Sheep Goat Camel Poultry				
Bring water	Cattle Sheep Goat Camel Poultry				
Take for grazing	Cattle Sheep Goat Camel Poultry				
Bring feed	Cattle Sheep Goat Camel Poultry				
Milk	Cattle Sheep Goat Camel Poultry				
Collect eggs	Poultry				

Task	Species	Man	Woman	Boy child	Girl child
Sell	Cattle Sheep Goat Camel Poultry				
Seek veterinary care	Cattle Sheep Goat Camel Poultry				
Use traditional medicine	Cattle Sheep Goat Camel Poultry				

## Lesson 3: Women-owned livestock

### Achievement-Based Objectives

By the end of this lesson, participants will have:

- Recognized women's roles in livestock management.
- Discussed ownership and decision-making issues and the role of women.

### GITA component

While women and other groups might own animals, they may not be able to make decisions about the veterinary care or sales of their own animals. Similarly, women may play significant role in managing family's livestock but are not afforded opportunities to receive training to improve the production of the livestock.

### Activities

- Who manages animals, and women's access to training in livestock management and care
- Individual activity: Getting women to training or getting training to women
- Who makes decisions
- Role play: why it matters
- Group activity: Action plan to help women farmers seek veterinary assistance

### Duration

Approximately 90 minutes

### Materials

- Flip charts, markers, tape
- Name tags, notebooks, pens for participants
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available
- Use completed Handout 2.1

### Why This Lesson

As we began to explore in the previous lesson, women, and other household members (e.g., children or the elderly) may have a lot of responsibility for the management of livestock in the family. They could be responsible for milking, fetching water and feed, or taking animals to grazing. Rarely are they able to attend trainings, for example, on mastitis, even though they milk the animals. Usually, also, they do not make the decisions about sales or about obtaining veterinary care. This lesson will look more closely at these practices to identify ways the VAHWs can facilitate working with women and others to get them more comfortable with seeking training and seeking veterinary assistance.

### Advance Preparation

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

- *On a blank sheet of flip chart paper, copy the workshop agenda in letters that are large enough for participants to see from the back of the room.*
- *Make enough copies of the handouts for each participant to receive one.*

- *On a blank sheet of flip chart paper, write at the top in large letters Key Takeaways from Lesson Three and increasing women's participation in trainings.*

### Tasks/discussion/activities

#### 3.1 Who is managing the animals?

In Lesson 2, you began to fill out a table in Handout 2.1 on the various tasks associated with livestock management in your community. Ask participants to bring back the completed table in Handout 2.1 to this discussion. We also discussed beliefs about who owns and manages livestock in the previous lesson.

##### Activity 3.1.1 On management of livestock

Because often women own or manage small ruminants or poultry, we want to spend some time on specifics about these animals. We also want to get very specific about age, caste/ethnicity, livelihood, and geographic location - as all of these have an impact on how, when and if women's animals are treated.

In plenary have participants discuss where they have seen these differences occur.

- With small ruminants:
- With poultry:

Capture responses on a flip chart. Organize flipchart by animal species.

#### 3.2 Women's access to training in livestock management and care

Veterinary Services and numerous non-governmental organizations (NGOs) frequently offer training for livestock management and health issues. They may also offer business and entrepreneurship training. It is often the case that women livestock keepers are unaware that training is being offered or, if it is offered, they cannot attend. Why is this? Again, we come back to belief systems. Women may believe that they cannot take the time away from their household duties. Village leaders may not believe that women should be invited. Husbands might not want their wives to attend. The trainers might believe that if the husbands attend the training, they will tell their wives what they learned. The training may be too far away and there are other reasons. Yet often the information covered in the trainings are very important for women to know about directly, for example, about recognizing and treating mastitis.

In plenary discuss with participants why involving women in mastitis training is important. Capture responses on a flip chart.

##### Activity 3.2.1 Getting women to training or getting training to women

Let's take some of these beliefs and practices discussed in 3.2 and identify ways to change the outcome so that women and others (of different ethnic group, or who live at a distance) can participate.

Distribute Handout 3.1 and ask participants to work individually.

In plenary discuss ways participants identified to make a change around training and how to encourage or otherwise make it easy for anyone to attend trainings. Capture discussion points on a flip chart.

### **3.3 Who makes the decisions about sales?**

Now that we've investigated and discussed the many ways that gender and other factors impact livestock management, health care, and access to training, we turn our attention to selling and making a profit from owning livestock. In many cases, small stock is used by the family, for their own consumption during regular meals or celebrations. Milk and eggs might be sold or traded locally, especially if these are under women's duties. However, sometimes women will do the milking, children will gather the eggs, and then the men take the products for sale. How this works probably is different in every family and community. Why is it important to know who makes decisions about selling?

Having productive livestock, from which you can make some income, is important for family food security and can make a big difference in the lives of children, elderly, and others. Making money from livestock sales allows to buy additional food (e.g., rice, vegetables, sugar, etc.), can be used to pay for school fees, and can be used to buy veterinary drugs to maintain animal health care of the livestock.

In Resource Manual #01 on GITA, we discussed a lot about household decision-making and gender equality. In the Nepal context, gender equality is considered to be represented by joint household decision-making, i.e., consensus between the husband and wife. Too often, however, the husband tells the wife what the decision is. There is little to no discussion. In the case of livestock ownership and management, even if women own and manage, often they cannot take a decision about sales or veterinary care. This, then, comes back to the problem we have been stressing all along. If women's animals are not taken care of, with vaccinations and treatments, they can make other animals in the household or community sick. We then circle around again to the question, why is it important for women to be able to make decisions about sales and to retain the income from sales?

#### **Activity 3.3.1 Role play and fishbowl in two parts - why does it matter?**

Ask participants to list what they know about their communities and who makes decisions about selling:

- Small stock
- Poultry and eggs
- Milk
- Cattle
- Crops and vegetables

In a fishbowl, do a role play in which a woman is talking to her husband about selling some of the milk (or eggs) so she can pay for vaccinating her goats.

Ask two volunteers - one plays a wife and the other a husband.

Let the players discuss for a while (about five minutes) - with the wife making the case and the husband saying the money is his to use as he chooses.

After five minutes stop and discuss.

Then take up the role play again with two different players, this time with the husband agreeing to allow the wife to use the money for vaccinations. After role play ask participants: What made a difference?



### **Group activity 3.3.2 Action plan to help women farmers seek veterinary assistance**

Women frequently own (or are responsible for) smaller livestock such as sheep, goats, and poultry. Part of this responsibility includes veterinary care when needed. However, women are often unable to attend trainings on animal health and management as often as men due to their other domestic responsibilities, have limited ability to travel away from the house, and lack decision-making authority from their husbands around contacting veterinarians. Women also are hesitant to contact veterinarians because the veterinarians may be unrelated males outside the household.

Break participants into small groups (4-5 people in each group). Give each group 20 minutes to develop an action plan:

- You have been asked to assist a women's group in learning when it is important to contact a veterinarian and to increase the women's ability to do so. Using what you have learned so far, create an action plan that will assist women farmers to better access veterinary services when needed by knowing when it is important to contact a veterinarian. Consider when creating the action plan that the women have limited literacy and exposure to previous training. Use bullet points to outline the steps needed to increase women's participation in the training. Also, consider the role of VAHWs, veterinary extension and NGO workers in this exercise.

Have groups select a spokesperson to present their action plan in plenary. After presentation, facilitate a discussion asking all participants:

- What are three of the most feasible solutions that you could implement in your work to help women farmers seek veterinary assistance when needed?

Facilitator to list the most feasible solutions on a flipchart.

### **3.4 Wrap up**

Ask participants what they learned in this lesson and how they would use this in their work with or as VAHWs. Use flip chart titled *Key Takeaways from Lesson Three and increasing women's participation in trainings*.

### **Handouts**

### Handout 3.1 Getting women to training or getting training to women

Review below practices or beliefs. Add other practices or beliefs common in your area that prevent women and other members of the household attending animal health or other trainings. Then identify and write a strategy to change outcome (Getting women to training or getting training to women).

Practice or belief	Changing the outcome
Women believe they cannot take the time.	
Training is held too far away.	
Women don't hear about the training.	
Women are not invited.	
Husbands don't allow their wives to attend.	
Husbands don't tell wives what they learn.	
Trainers don't realize that information is not transmitted to the rest of the household.	
Trainees want to get the refreshments and other benefits; don't want to share.	

# Lesson #4: Vaccinations vs. treatment

## **Achievement-Based Objectives:**

By the end of this lesson participants will have:

- Learned about the importance of vaccinations.
- Learned the differences between vaccinations and injections for treatment.
- Learned different methods of administering vaccinations and injections for treatment.
- Learned different methods of restraining animals for vaccinations.

## **GITA component**

Discuss why women might be less likely to vaccinate their animals than men.

## **Activities**

- Mini-lecture on vaccinations and injections for treatment
- Mini-lecture on different methods of administering vaccinations and injections for treatment
- Mini-lecture on methods of restraining animals for vaccinations
- Reflective activity on community vaccination of small livestock and GITA

## **Duration**

This lesson could be long if the participants need to have a refresher on vaccinations, treatments, and restraining animals. Otherwise, the session is approximately 90 minutes.

## **Materials**

- Flip charts, markers, tape
- Name tags, notebooks, pens for participants
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available

## **Why This Lesson**

Vaccines protect animals and therefore protect community livelihoods. About 70% of the world's poor are dependent on livestock – vaccines protect livestock and the many communities that rely upon them for milk, meat, and eggs, as well as their income. By greatly reducing the risk of disease, vaccination makes many kinds of businesses viable, whether that is keeping large volumes of animals together or small-scale farming.

Vaccines also help control antimicrobial resistance (or AMR). By proactively protecting animals from diseases, livestock producers can reduce the need for antibiotic treatment for infections. Additionally, vaccines help farmers not to buy or use other drugs to treat their animals, thus saving income for other household needs. Vaccinating animals also means healthier people. When we vaccinate animals against a zoonotic disease like rabies, which can be transferred to people, we prevent it from ever reaching us.

Finally, vaccines are an important tool for disease control and preventions towards eradication of diseases. Rinderpest had a devastating effect on cattle populations across African nations for decades. But through the production of standardized vaccines and a globally coordinated effort, the disease was eradicated in 2011.

If the participants have recently been trained, the mini-lectures in 4.1, 4.2, and 4.3 can be skipped. Otherwise, use it as a refresher training.

### Advance Preparation

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

- *On a blank sheet of flip chart paper, copy the workshop agenda in letters that are large enough for participants to see from the back of the room.*
- *Make enough copies of the handouts for each participant to receive one.*
- *On a blank sheet of flip chart paper, write at the top in large letters Key Takeaways from Lesson Four.*

### Tasks/Discussion/Activities

#### Mini-Lecture 4.1 Vaccination vs. injection for treatment

Many people do not understand the differences between “injections for treatment” and “vaccinations”. They believe the terms and principles are interchangeable. The reasons for understanding the differences are important, as some vaccines protect animals from diseases that can be transmitted to people. The term used for disease being transmitted from animals to people is called “zoonotic” and it occurs with diseases like brucellosis in cattle, and tuberculosis in unpasteurized milk from goats. Another reason it is important for farmers to understand the differences between vaccinations and injections for treatment is that they may confuse *treatment* of a disease with *preventing* a disease. “Vaccines” are products designed to help the animal fight *future infections*. The animal does not have the disease or infection. They stimulate the animal’s immune system to produce antibodies which are responsible for identifying and fighting infections if the animal gets them. Vaccines are given to protect whole populations, known as “herd immunity”.

In addition to vaccinations, VAHWs may be called to treat other animal illnesses such as worms or a wound. This is termed “treatment” and is within the scope of practice for most VAHWs. Owners might also contact traditional medicine practitioners if they believe such treatment works better or is cheaper. Building relationships with livestock keepers through trust and responsiveness is important for VAHWs to build trust and expand their business.

#### Mini-lecture 4.2 Different methods of administering vaccinations and injections for treatment

An “injection” is a way to administer drug to fight an infection or vaccine to prevent disease occurrence. Drugs are normally used to benefit individual animals who are sick, not multiple animals. There are various ways that injections can be given but the most common are subcutaneous, intramuscular, intravenous, and intradermal. Drugs can also be administered in water or feed. “Subcutaneous” injections are given just beneath the skin. “Intramuscular” injections are administered within the muscle mass. “Intravenous” injections administer drugs directly into the vein that is directly into the blood

stream. “Intradermal” injections occur within the dermis layer of the skin. See illustrations below for the correct method of each injection.

## Types of Injections

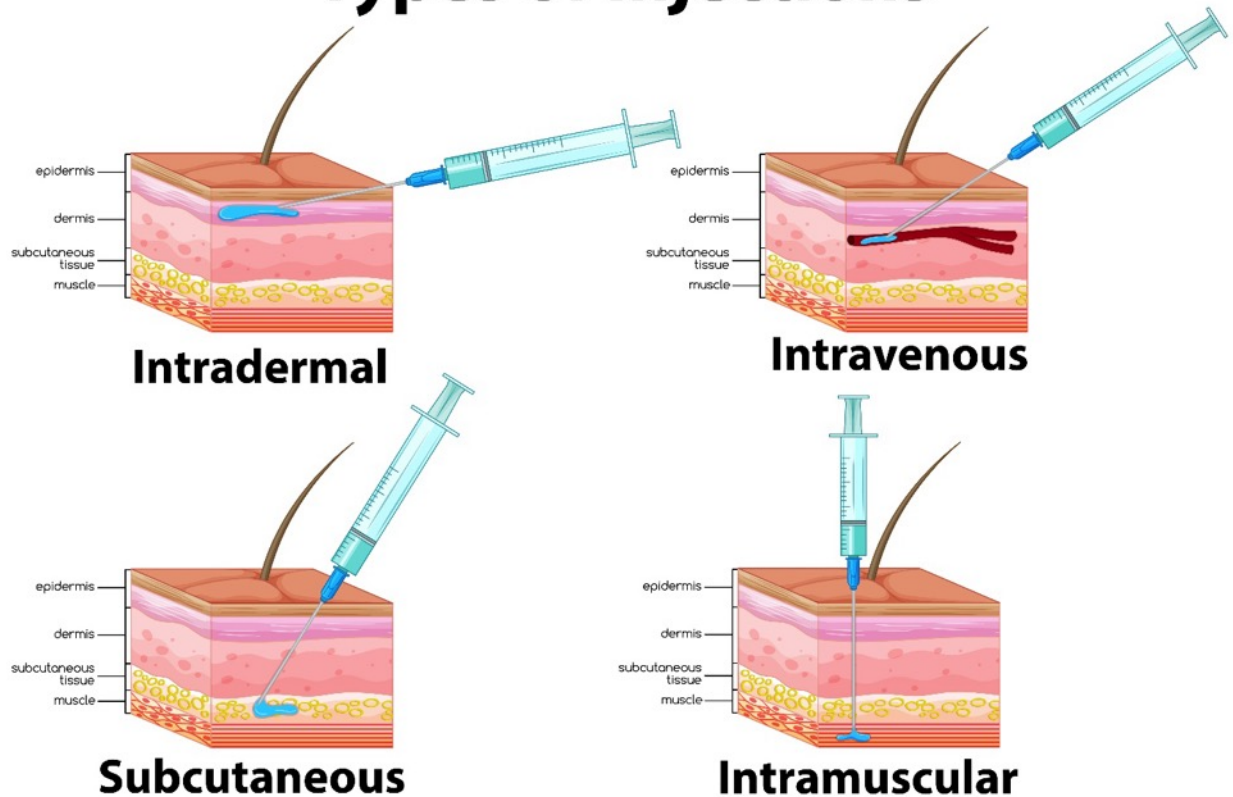


Figure 1. Type of Injections (Source: Module 2: Vaccines and drugs: Similarities and differences, WHO Collaborating Center for Advocacy and Training in Pharmacovigilance, 2015.

<https://isoponline.org/wp-content/uploads/2015/10/Differences-on-drugs-and-vaccines.pdf>

Vaccines are usually administered through needle injections but can also be administered by mouth or sprayed into the nose. Vaccines are almost always “biological products” and require special storage, usually cold. They may require repeated doses to create sufficient protection in the animal against the disease. Drugs, such as antibiotics, don’t generally require cold storage.

It is critical to check the expiration dates on both vaccines and drugs to make sure they have not expired and are still good to use. Remember – vaccinations and injections for treatment require different modes of application – check on the package or with a veterinarian.

**Subcutaneous injections for goats** are normally administered by pulling up a pinch of skin to a “tent,” inserting the needle into the base of the tent and parallel to the long axis of the animal's body. Be careful not to penetrate through to the other side and discharge the medication on the skin.



Figure 2. Subcutaneous injection site in goats

**Subcutaneous injections for sheep** are given by grabbing a fold of skin in the neck area about 50mm behind and below the ear or behind the shoulder and injecting into the “tent” of skin.

**Intramuscular injections** are given by inserting the needle at 90 degrees into the neck about 50mm behind and below the ear or into the rump.

#### **Minilecture 4.3 Restraining animals for vaccinations**

To administer vaccinations or injections it will be necessary to restrain an animal. The most important thing when doing this is to place the least amount of stress on the animal as possible. Look at Handout 4.1 that demonstrate methods of restraining sheep and goats for either vaccinating or giving injections for treatment. There are different methods of restraint used depending on the type of procedure that is being planned.

Sheep and goats also require different restraining techniques, for both adults and lambs or kids.

#### **Group Activity 4.4 Beliefs about women handling animals**

Moreover, what is interesting is that many people believe that women are not strong enough to handle animals. This belief starts at a young age and may prevent girls from thinking about becoming veterinarians or animal health workers.

Form groups (4-5 people each). As a group, list beliefs and myths about women handling animals. Some that you might start with include:

- Women are not strong enough to restrain animals...
- Women should not take cattle for grazing because....
- \_\_\_\_\_

Discuss in the groups:

- Whether these beliefs are based on biology or culture.
- What ways that you can dispel some of these beliefs

For example:

- You can identify a local woman who routinely provides animal care, e.g., a DVO or VAHW
- You can identify a woman who \_\_\_\_\_
- How do you restrain animals you are vaccinating? Are there easier methods for women to do this? What are they?

Bring participants back and discuss the following question in plenary.

- How do you restrain animals you are vaccinating? Are there easier methods for women to do this? What are they?

#### **4.5 When you are contacted....**

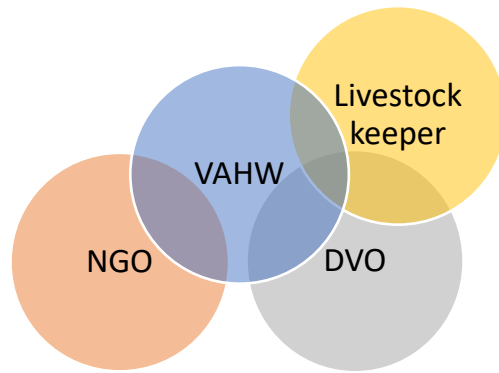
Some VAHWs have a good relationship with their community and are regularly contacted by them. They have good relationships also with local veterinary officers and with NGOs providing livestock services. Why is this? Why do they have good relationships? How does a “new” VAHW create a client list?

Ask participants:

- Who is the one who contacts and how?
- Who do you consult with, either before you respond, while you are there, or later?

#### **Individual Activity 4.5.1 Venn diagram**

Have a Venn diagram on a flip chart, something like the picture below. Ask participants what the relationship is between VAHWs and the other actors. Is the relationship strong, does it depend on others to work? Have each of them draw their own Venn diagram, positioning themselves in the center and then drawing circles to represent who they work with. If arrows are needed to show who contacts whom, use arrows. The activity is meant to illustrate that a VAHW doesn't work alone and that there are relationships that needed to be paid attention to. Have each one share their diagram and discuss who is the most important contact for them.



#### 4.6 What do owners believe...

Even though vaccines are incredibly important in controlling and preventing diseases, there are stories or “myths” surrounding them that prevent people from getting their animals vaccinated. Myths are like beliefs; they can be strongly held ideas of how the world works. Some of these myths include:

- Vaccines don’t work, so why spend the money to have them done.
- Vaccines have negative side effects that outweigh the benefits.
- Exposure to disease is necessary to strengthen the immune system.
- Traces of vaccines are found in our food.
- Vaccinating animals has no impact on human health.
- Vaccines are expensive and only available to large farmers, for cattle.

Yet, we know from available data that vaccines do work, are affordable (compared to the loss of livestock), have minimal side effects, and can help with preventing zoonotic diseases in humans. For groups of livestock to reach “herd immunity” where illness is unlikely to occur, at least 95% of the herd need to be vaccinated. Using regular vaccination against common diseases, such as *peste des petits ruminants* (PPR), saves animals, reduces veterinary costs, and makes overall productivity of all livestock better.

##### Activity 4.6.1 Debunking vaccination myths

In plenary discuss with participants: What are some common myths in your area? How would you de-bunk them? What does de-bunk mean? It means to prove or provide evidence that the myths are wrong. However, many times people do not believe in data or science but rather, believe their neighbor or father, or an elder. Discuss, “How can you change people’s minds about vaccination myths?”

At the end of discussion distribute handout 4.2. Give groups 20 minutes. At the end, bring participants in plenary to discuss and share their strategies.

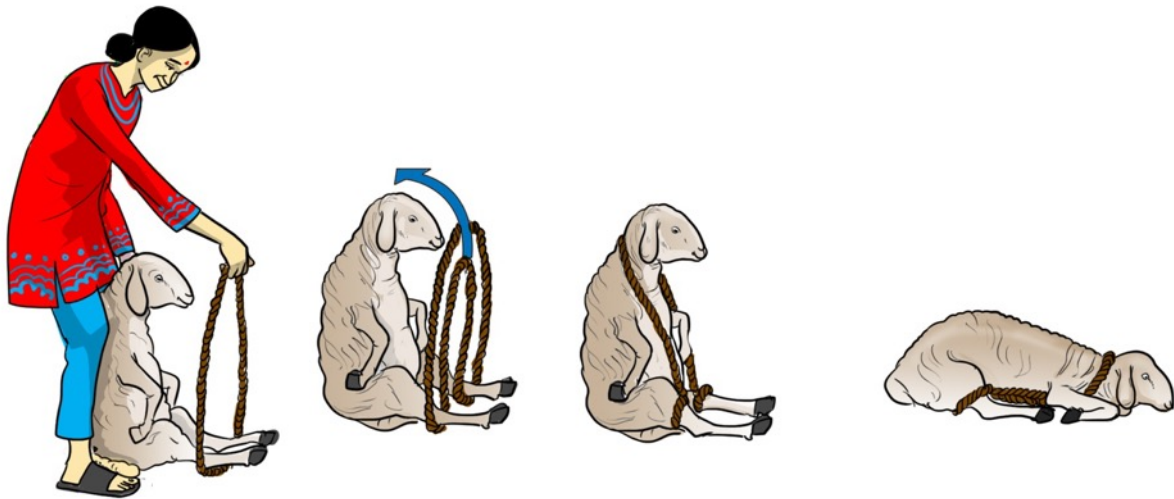
#### 4.7 Wrap up

Ask participants what they learned in this lesson and how they would use this in their work with or as VAHWs. Use flip chart titled *Key Takeaways from Lesson Four*.

#### Handouts



Handout 4.1 Various sheep and goats restraining techniques and approaches





Sheep are held by one hand around the neck and placing the other hand on their rump (rear end).



Another type of handling includes putting the animal in a corner, i.e., stall or fences.

You can gently straddle the animal between both of your legs and squeeze the sheep's shoulders to maintain the animal in this position.

You can control their head and neck by holding the head with one hand and gently grasping the neck with the other.



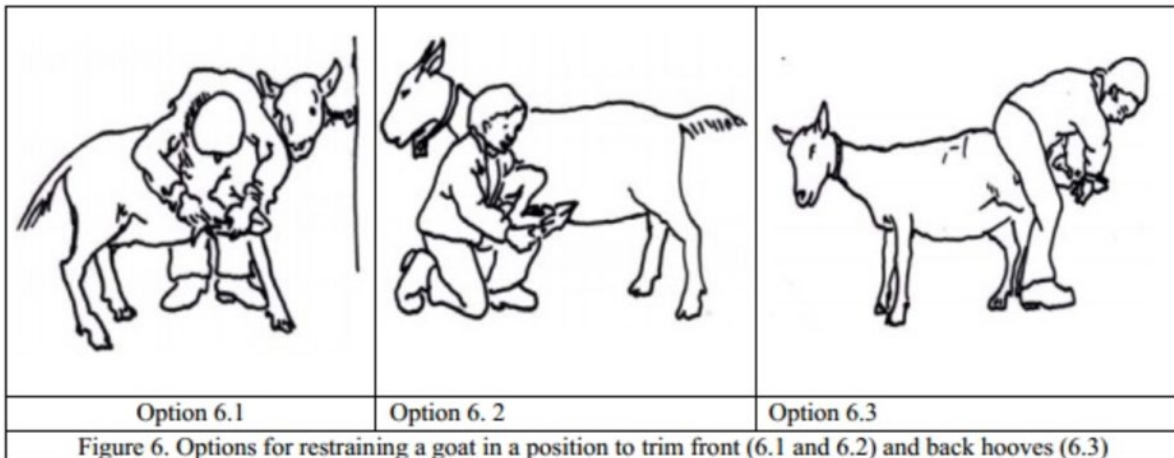
Lambs are handled by putting one hand under the body and between the forelimbs to support their chest and the other hand should be placed on their neck without applying too much pressure.

Individual sheep need to be separated from the flock. This is usually done by cornering the desired sheep or putting them against the wall.

Sheep have a very strong flocking instinct which means they want to be always with the other sheep. This instinct will make them try to escape when they are separated from the rest.

**DO NOT:**

- ✓ Grab the sheep by the wool, you can pull off the wool and bruise their skin.
- ✓ Grab the sheep by the horns (if they have) you can break them or hurt yourself.





In the first picture one arm is used to hold the beard and the other is used to hold the neck

In the second picture the head is held with both hands



If they have horns, you can hold the horns at the base of the head for restraining

## Handout 4.2 Community Vaccination of Small Livestock and GITA

You have been asked to work with a rural community to increase vaccination rates in their sheep and goat flocks. Women are primarily responsible for caring for the sheep and goats, and you particularly want to encourage them to get their animals vaccinated. This activity is different from the previous activity because you are working with all members of the community.

There are various challenges in getting their animals vaccinated, including:

- Inadequate supply of vaccine in the region.
- Perceived ineffectiveness of the vaccine by many community members.
- Women have limited decision-making power on whether they can get their goats and sheep vaccinated without the husband's permission.
- Women may have limited mobility and are not able to bring their animals to a vaccination site.
- Vulnerable people, as well, may have limited mobility and the distance to government sponsored vaccination sites is a factor preventing their participation.

What can you do to accommodate the above challenges and increase women and vulnerable people's vaccination rates for their animals? Do you need to enlist others to help you? Discuss as a group, and list three things you will do to increase vaccination rates among these types of livestock keepers. Share your responses in plenary and discuss.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

# Lesson #5: Action planning

## Achievement-Based Objectives

By the end of this lesson participants will have:

- Learned approaches for working with various constituencies and clients.
- Learned how to use flipbooks with clients.

## GITA component

Clients may be male or female, young or old. Identifying factors that impact VAHWs' work. Reflective activity on helping women farmers seek veterinary assistance.

## Activities

- Exercise on working with community leaders
- Activity on approaching and working with male farmers
- Activity on working with female farmers
- Activity on working with different ethnicities
- Exercise on working with NGOs and other groups
- Exercise on using a flipbook
- Exercise on obstacles facing women farmers to vaccinating livestock
- Reflective activity on "Helping women farmers seek veterinary assistance"

## Duration

Approximately 90 minutes

## Materials

- Flip charts, markers, tape
- Name tags, notebooks, pens for participants
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available

## Why This Lesson

Putting it all together, time to make your action plan. This lesson supplements trainings on animal health and management but includes a focus on integrating GITA when working with different constituencies and clients.

As we've discovered, beliefs, practices, myths, and experiences all influence the work of VAHWs. You can have the best business plan in the world, the best animal health training, and the best support from veterinary officers and still not be as successful as you could be if you don't consider the way in which different constituencies and clients view you and your work.

## Advance Preparation

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



- On a blank sheet of flip chart paper, copy the workshop agenda in letters that are large enough for participants to see from the back of the room.
- Make enough copies of the handouts for each participant to receive one.
- On a blank sheet of flip chart paper, write at the top in large letters Key Takeaways from Lesson Five.

### Tasks/Discussion/Activities

#### 5.1 Approaches for working with leaders (district, sub country and community)

In this section, we will go over things you probably already know about different people and will develop concrete ideas for approaching each type. Use the same rubric to create a flip chart or piece of paper to fill in with the details for each type of client.

Leader	Location	What they control (e.g., where meetings are held, who is invited, etc.)	Your relationship

Depending on where you work (district headquarters, sub county office, community), there will be leaders and elders who make or are involved with many of the decisions around veterinary care including organizing vaccination campaigns, training events, and community meetings.

#### Activity 5.1.1 Working with community leaders

Each participant will prepare a list of the important community leaders with whom they work. On the list should be both elected leaders and informal leaders, where they are located, what they control (e.g., where meetings are held, who is invited, etc.). Don't forget women leaders of informal clubs or groups and traditional leaders of any kind. Finally, list what your relationship is to that person. Does he or she know you, are you related, do you report to him or her, etc.? How important is this person to your work?

Depending on the relationship, do you need to contact the person to let them know who you are? Do you need to get on a "contact list" so that you get invited to relevant meetings? List 2-4 of the most important community leaders that you should know well and then list what you will do to initiate, strengthen, or encourage the relationship. For example, you have heard there will be a PPR vaccination campaign and that community meetings are being held. You want to be invited to those meetings. As another example, the leader of the women's group is a powerful voice for women in the community. How do you become better acquainted with her and she with you?

Top community leaders I need to work with	What you need from the leader?	How will you work on the relationship?


## 5.2 Approaches for working with men

As a VAHW, all livestock keepers are potential clients for you. Regardless of who you are (gender, caste/ethnicity, age), you have the training to supply a service to male livestock keepers, but they may disregard you in favor of someone else. Many men either do much of their own animal health care or they rely on district veterinary officers. However, if you feel you can provide them with a service, it is worth figuring out how best to approach them.

### Activity 5.2.1 Approaching and working with male livestock keepers

Ask each participant to describe a possibly negative encounter they have had with a male livestock keeper.

What was the situation? Were you able to solve it? Did you bring in anyone to help resolve it? What would you do next time? If the participant is female, do you think it was simply the man not respecting your qualifications?

## 5.3 Approaches for working with women

In all our lessons, we've talked about why women are less visible as livestock keepers and why you may not easily acquire them as clients. Let's use this activity to put into action some of the ways you can reach women livestock keepers.

### Activity 5.3.1 Reaching women livestock keepers

Start a personal list of barriers that is specific to your site and location. Be prepared to share the list with the group. The facilitator will then put on a flip chart those barriers that are common to all. Barriers could include women don't come to trainings, women don't know who you are and the services that you offer, women livestock keepers think you charge too much, etc.

Flip chart for overcoming barriers:

Barrier	How to overcome

## 5.4 Approaches for working with different ethnic groups

Sometimes working with different ethnic groups can be difficult because of language and belief differences. In some ethnic groups, women can own, manage, and sell livestock and are excited to engage with VAHWs for information and services. In other ethnic groups, women have to stay in the background. In your area, some ethnic groups may live far from a veterinary post and have difficulty accessing services, much like people elsewhere who live remotely. Different ethnic groups to you as a



VAHW may, however, complicate engagements as they may not be as willing to ask for services even if they need and can afford them.

**Activity 5.4.1 How to work with different ethnic groups**

As before, each participant will list examples of when they have encountered an issue of working with people from different ethnicities. Perhaps there has never been a problem except for remoteness, which should be addressed as a barrier along with language or cultural practices.

The participants will share their experiences and the facilitator will create a list of common barriers. Everyone will discuss how they broke through the barrier or how they think they could in the future.

Barrier	Way to overcome the barrier
Different language	
Remoteness	

**5.5 Approaches for working with NGOs**

It is very important for VAHWs to work with local and international NGOs as they often form the basis of your business for, they hire you to help with vaccination campaigns. They also often provide training which you can take advantage of to boost your skills. But how do they get to know you? Is your name on a list kept by the district veterinary office? Do you go out of your way to meet the staff of these organizations? If you don't know them, and they don't know you, an important revenue stream is missing in your work.

**Activity 5.5.1 Building a relationship with NGOs**

Each participant will make a list of the local and international NGOs that they know of that are working in their sub counties. If possible, list any of the staff that you know that work for them. The facilitator will begin by listing the NGOs. Each participant will offer the names and contact details, if known, for each organization.

The next step is to use the network in the room to find out who knows who, who can introduce you to who, and what is the best way to meet someone you don't know. How do you make them aware of you? Are there local meetings you could go to? Can a colleague introduce you to them? Brainstorm on ways to build your network of NGO contact.

**5.6 Working with flipbooks**

The flipbook for Nepal is designed to tell a story to community members. It is well known that story telling is an excellent way to get people interested in what you are doing and to pass on important messages, in this case, about vaccinations. There are two versions of the flipbook – one is meant to be kept by the VAHW, to use in community meetings, and to be left at the DVO offices. The other version is meant to be left with the community members to take home, where they can refer to it and read the story again and again.

### **Activity 5.6.1 Practice using the flipbook**

Each participant should practice using the flipbook by reading the story silently and then deciding how they would use the book in a community setting. Stand it up on a table? Hold it in the air? Ask someone else to hold it? What would work best for you? Would you read it out loud in different voices to represent the different characters or simply read in your normal voice? Would you get someone to play one of the characters? Think of how you will use it, practice, and become familiar with how it will help convince communities of the importance of vaccination.

After participants have familiarized themselves with the flipbook, do a role play/fishbowl using the flipbook.

Actor 1: VAHW

Actors 2-5: community members

Rest of participants observe and make recommendations.

### **5.7 Wrap up**

Ask participants what they learned in this lesson and how they would use this in their work with or as VAHWs. Use flip chart titled *Key Takeaways from Lesson Five*.

### **Handouts**

# 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 providing service to all members of a community regardless of gender, class, caste/ethnicity, or other socially constructed factors

## Activities

- ORID Reflection
- Post-training assessment
- Final reflection activity
- Presentation of training certificates

## Duration

Approximately 90 minutes

## Materials

- Flip chart paper, markers
- Training certificates
- Manila envelope 9" x 12"
- Pre-written flip charts
- Room will have computer access, connectivity, and project with screen to be able to engage with virtual trainers
- Handouts if available

## Why This Lesson

The purpose of the final lesson is to determine the effectiveness of the workshop for individual participants and use the information from the assessments to improve future trainings. Using the ORID approach, (**O**bjective, **R**eflective, **I**nterpretive and **D**ecisional), the questions of “So What and Now What?” encourage participants to identify concrete “next steps” to follow up after the training to determine what difference the training has made and how participants will utilize the information in their work.

## Advance Preparation

Prepare the following items in advance of the lesson:

- *On two blank flip chart papers, write the ORID Reflection questions, two questions per sheet.*
- *Make sufficient copies of the ORID Reflection for all participants*
- *Make sufficient copies of the Post-training Assessment for all participants*

- *Prepare and print Training Certificates for all participants.*

### **Tasks/Discussion/Activities**

#### **6.1 ORID reflection**

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. Using the first ORID question written on the flipchart, have the pairs take turns asking each other the question. After 5-6 minutes/question, have participants on one side move one place to the right...so everyone now has a new partner. Using the second ORID question with new partners, repeat the previous process. Before unveiling the third and fourth ORID questions, have one line of the participants continue to move one place to the right...always having a new partner. At the conclusion, hand out copies of the ORID Reflection and discuss how to use the activity during a training with VAHWs.

#### **6.2 Post-training assessment**

Hand out the assessment and give participants 20 minutes to complete and return the forms. Place completed forms into manila envelope.

#### **6.3 Closing reflection**

Ask participants to reflect on the work they have just completed. What important lessons they have learned about:

- Relationships, themselves
- Gender roles
- Role of women in animal health
- Building a business

#### **6.4 Presentation of certificates**

Present certificates and thank participants for their attendance at the training and for their commitment to improving the efficacy of livestock vaccinations and engaging women in Nepal communities.

### **Handouts**

## Handout 6.1 An ORID Reflection

**What** – happened? (**O**bjective Questions)

- *What images from the training are most memorable?*

**Gut** – how do you feel about what happened? (**R**eflective Questions)

- *What was a high point of the training?*
- *A low point?*

**So, what** – difference does this make? (**I**nterpretive Questions)

- *What did you learn about your knowledge and skill levels regarding the integration of GITA with animal health and vaccinations?*

**Now what** – do we do? (**D**ecisional Questions)

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

## Handout 6.2: Post-training Assessment for Animal Health and GITA

Name or Initials: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

\_\_\_\_\_ **Explain** why understanding the gendered and intersectional roles and responsibilities of men and women within agricultural settings is important for animal health workers.

\_\_\_\_\_ **Identify** and **discuss** why women's animals are less likely to be vaccinated and strategies VAHWs can use to overcome this.

\_\_\_\_\_ **List** the differences between male and female livestock keepers in terms of management, animal health care and sales.

\_\_\_\_\_ **Describe** the differences between vaccinations and treatment and when each could be used.

\_\_\_\_\_ **Describe** why it is important to vaccinate everyone's animals.

\_\_\_\_\_ **Describe** several ways to engage with community members, leaders, and others when discussing the engagement of women in animal health care.

\_\_\_\_\_ **Describe** how to build clientele by understanding how to approach different groups of people.

\_\_\_\_\_ **Develop** a business action plan as a VAHW to gain more clients and business.

The new insight I gained from this training was:

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An action I will complete because of this training:

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Suggestions for improving this training:

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**Thank You!**

## Slide Deck for this Manual

**Slides for Resource Manual 06:  
Animal Health and GITA:  
Training, Facilitating and Communicating with  
Communities and Households  
for Animal Health Workers and Trainers Working  
with Livestock Vaccine Value Chains in Nepal**





# Note from authors

The PowerPoint slides should be used in tandem with the resource manual 06 for animal health workers and trainers working with the livestock vaccine value chain: Animal Health and GITA: Training, Facilitating, and Communicating with Communities and Households.

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 gender, 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.

# Pre-training assessment

# 1 Introduction to GITA – What is meant by GITA?

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Introduce GITA principles from resource manual #01 that apply to VAHW work in the communities

# Introductions

- Split into pairs, and get to know your partner
- Introduce your partner:
  - Name,
  - work,
  - fun thing they like to do, and
  - one thing they expect to learn from this training

# Setting norms and behaviors

# Objectives of this training

By the end of this lesson participants will have:

- Introduced themselves to the group.
- Agreed upon norms and behaviors during training.
- Completed a pre-training assessment to evaluate their current knowledge of animal health and how to work with livestock communities and owners.
- Received a brief overview of the LIVT project.

For the course overall, using this manual, participants will have:

- Demonstrated how to facilitate a range of interactive behavior change methodologies and deliver training to others.
- Developed a personal or program-level action plan for working with livestock keepers using the gendered intersectional transformative approach (GITA).

# The LVIF project and GITA

- The goals of the LIVT project are to increase women's use of vaccines for their livestock.
- Working backwards from that goal we can see there are many factors that prevent women from doing so, most related to gender and other intersectional issues.
- We believe that using a gendered intersectional approach to working with women livestock keepers, all levels of animal health workers, and trainers will be transformative in opening the spaces to allow for fuller participation of women along the livestock vaccine value chain.

# What is meant by GITA

- **Gender** – socially prescribed roles and norms that define how men and women behave.
- **Intersectionality** – the acknowledgement that everyone has their own unique experiences, and we must consider everything and anything that can marginalize people, such as gender, race, ethnicity, class, physical ability, etc.
- **Transformative** – something that inspires change or causes a shift in someone's viewpoint.
- **Approach** – start to deal with something or speak with someone for the first time in a certain way.



# Do you think using GITA in your work will be difficult?

Discuss

- Why?
- What are issues you have seen with women livestock keepers?
- What are some insights that you can offer?

# A role play – women talking about animal vaccination

## Fishbowl exercise

- Play the roles of women livestock keepers
- Observers, comment on what the actors say

# Key Takeaways from Lesson One and GITA application to my work as a VAHW

# 2 Why and when a VAHW engages with livestock keepers

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Discussing VAHW's roles and responsibilities and relating them to the gender roles associated with animal care

# What are the roles and responsibilities of village animal health workers in your area?

## Informal Roles

- Social norms
- Cultural norms
- Ethnic norms

## Formal Roles

- Laws
- Regulations

# Reflective exercise on VAHW's roles and animal care available

- What types of animal health work are you allowed or expected to do?
- What are the differences among the group?
  - Any differences between those with different experience levels?

# Reflective exercise on livestock keepers' perceptions about VAHWs

- When did livestock keepers doubt their ability to do the work?
- Why might livestock keepers might not seek out VAHWs?

# Gender roles in animal health care

Task	Species	Man	Woman	Boy child	Girl child
Take to water	Cattle				
Bring Water	Sheep				
Take for grazing	Goat				
Bring feed	Buffalo				
Milk	Poultry				
Sell	Cattle				
Seek veterinary care	Sheep				
Use traditional medicine	Goat				
	Buffalo				
Collect eggs	Poultry				



# Handling resistance

- Are you aware of some beliefs that your grandparents perhaps still hold that you know are no longer valid?

# Beliefs

Belief	True or False	Evidence
Only men can own cattle		
Only women should own poultry		

# Why animal's health management is important

- What are some reasons that treating sick animals is important?

# Characteristics of healthy and sick animals

Characteristics of healthy animals	Characteristics of sick animals
Normal feces and urine	
Sleek coat	
Normal temperature for species	
Gait steady, no limping	
Normal respiration	
Stays in herd or flock	
Eats and drinks normally	
No nasal discharge	
Body parts are normal	

# 3 Women-owned livestock

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Discussing issues around women's limited participation in decisions about the veterinary care or sales of their own animals

# Who is managing the animals?

- Refer to Handout 2.1

# Management of livestock

Many factors have an impact on how, when, and if women's animals are treated

- Age
- Caste/ethnicity
- Livelihood
- Geographic location
- Small ruminants vs. poultry

# Women's access to training in livestock management and care

- What are some factors that may affect women's participation in trainings offered by NGOs?
- Why is involving women in mastitis training important?



# Getting women to training or getting training to women

Practice or belief	Changing the outcome
Women believe they cannot take the time.	
Training is held too far away.	
Women don't hear about the training.	
Women are not invited.	
Husbands don't allow their wives to attend.	
Husbands don't tell wives what they learn.	
Trainers don't realize that information is not transmitted to the rest of the household.	
Trainees want to get the refreshments and other benefits; don't want to share.	

# Who makes the decisions about sales?

- Moving past livestock management, who manages the money?
- Why is it important to know who makes decisions about selling?
- Why is it important for women to be able to make decisions about sales and to retain the income from sales?

# Role play and fishbowl – why does it matter?

- What do you know about their communities and who makes decisions about selling:
  - Small stock
  - Poultry and eggs
  - Milk
  - Cattle
  - Crops and vegetables

# Role play and fishbowl – why does it matter?

- Fishbowl role play: A woman is talking to her husband about selling some of the milk or eggs so she can pay for vaccinating goats
  - Two volunteers, one to play the wife and one to play the husband
  - Scenario #1: Wife wants to sell milk so she can pay to vaccinate her goats, husband wants to keep the money
  - Scenario #2: Husband agrees to let the wife use the money for vaccinations
  - What made a difference?

# Action plan to help women farmers seek vet assistance

- You have been asked to assist a women's group in learning when it is important to contact a veterinarian and to increase the women's ability to do so. Using what you have learned so far, create an action plan that will assist women farmers to better access veterinary services when needed by knowing when it is important to contact a veterinarian. Consider when creating the action plan that the women have limited literacy and exposure to previous training. Use bullet points to outline the steps needed to increase women's participation in the training. Also, consider the role of VAHWs, veterinary extension and NGO workers in this exercise.

# 4 Vaccination vs. treatment

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Discussing why women might be less likely to vaccinate their animals than men

# Vaccination vs. injection for treatment – what's the difference?





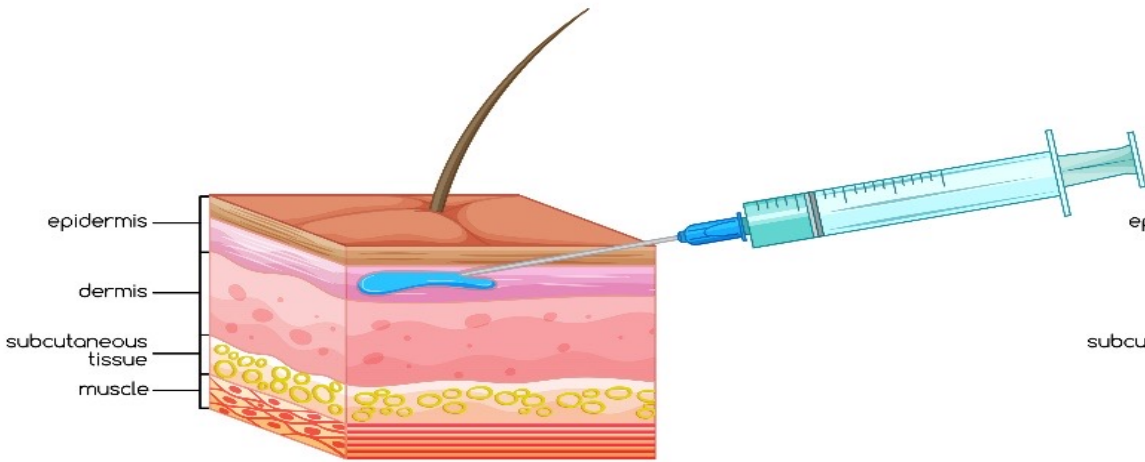
# Vaccinations



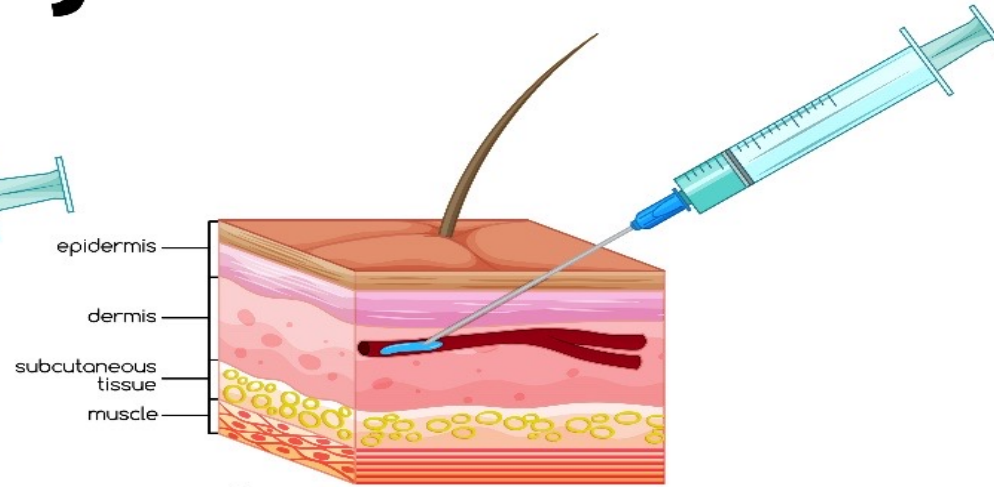
- Vaccines are products designed to help the animal fight *future infections*. The animal does not have the disease or infection
- They stimulate the immune system to produce “antibodies”. These antibodies are the ones responsible for identifying infections, and will destroy the disease organisms
- **Example of a vaccine:** In a prevention campaign for PPR (Peste des Petits Ruminants), the product administered is a vaccine against the PPR virus. This will give the animal protection against PPR



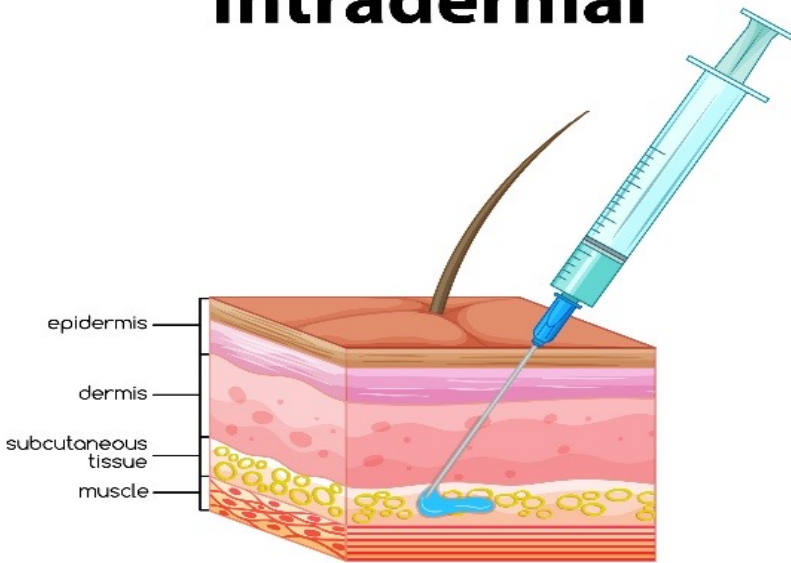
# Types of Injections



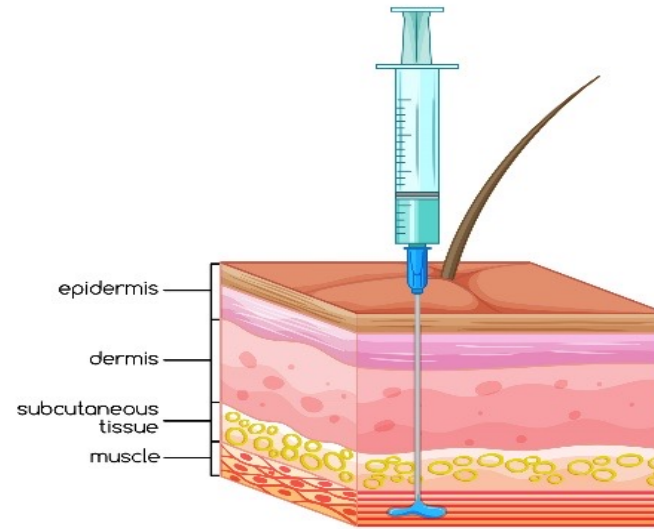
**Intradermal**



**Intravenous**



**Subcutaneous**



**Intramuscular**

# Vaccines can be given orally



# Vaccines can be injected by using a syringe



*Credit: Shade, 2021*

# Injections and treatments



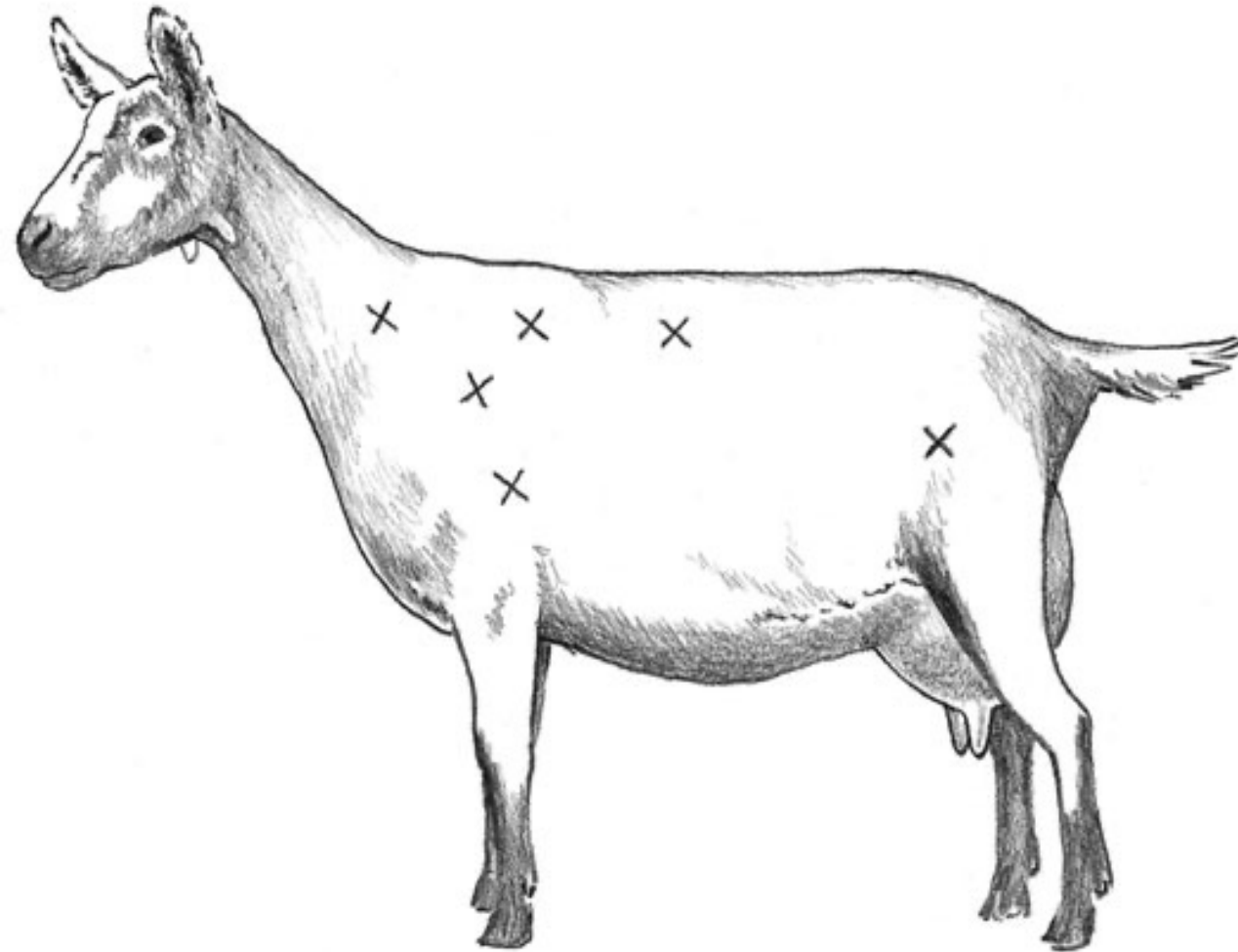
- An *injection* is a drug that is administered to fight an infection the animal has. There are various ways that injections can be given but the three most common are: subcutaneous, intramuscular, and intravenous. You can *treat* disease conditions with injections.
- **Example of an injection:** You can inject the drug Penicillin (which is an antibiotic) into your sheep if they have pneumonia.

# Types of Injections

- “Subcutaneous” injections are given just beneath the skin
- “Intramuscular” injections are administered within the muscle mass
- “Intravenous” injections enter through a vein, directly into the blood stream
- “Intradermal” injections occur within the dermis layer of the skin



# Best places to give injections on a goat



# Subcutaneous injection on sheep



# Beliefs about women handling animals

As a group, list beliefs and myths about women handling animals. Some that you might start with include:

- Women are not strong enough to restrain animals...
- Women should not take cattle for grazing because....
- \_\_\_\_\_

Discuss in the groups:

- Whether these beliefs are based on biology or culture.
- What ways that you can dispel some of these beliefs

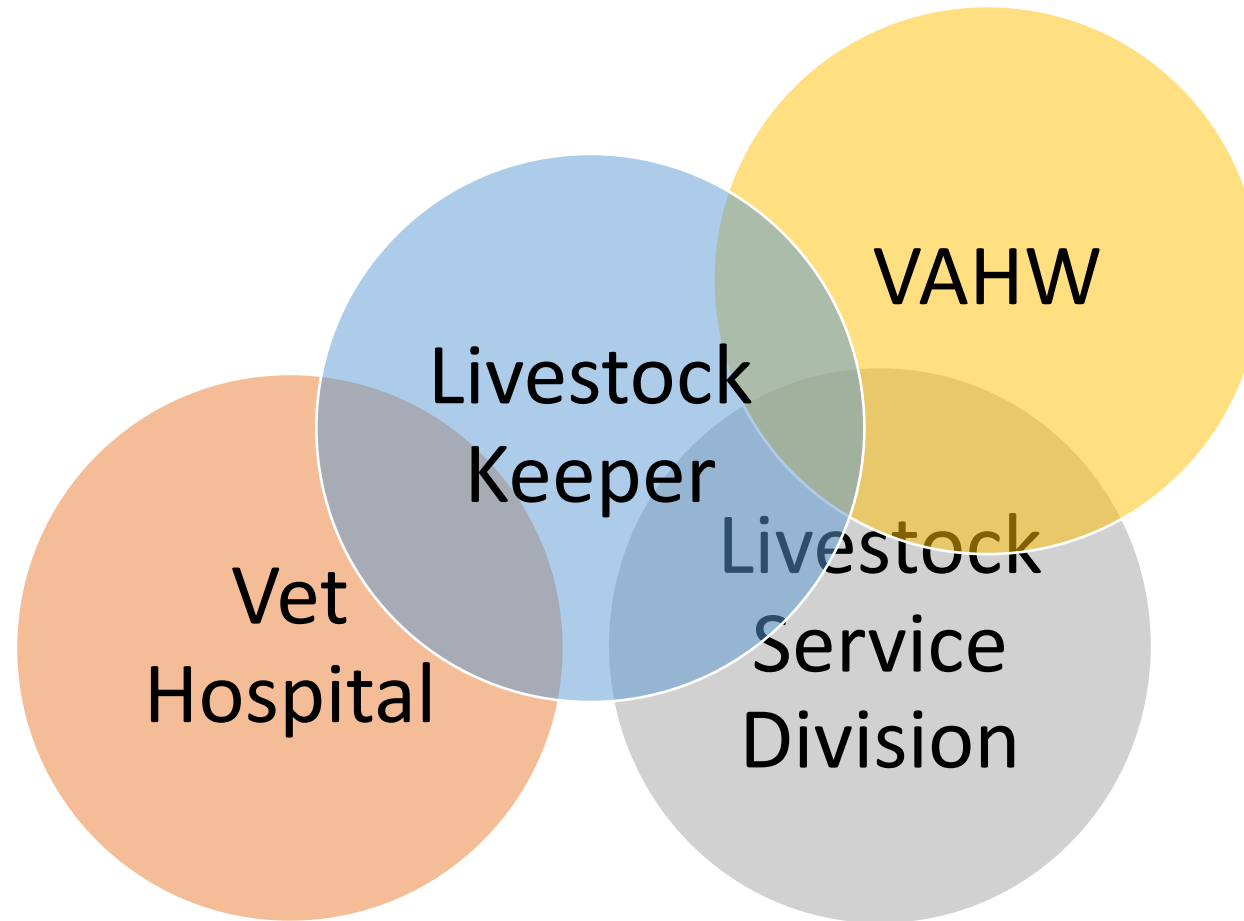
How do you restrain animals you are vaccinating? Are there easier methods for women to do this? What are they?



# When you are contacted....

- How does a “new” VAWH create a client list?
- Who is the one who contacts and how?
- Who do you consult with, either before you respond, while you are there, or later?

# Venn diagram



# What do owners believe ...

- Vaccines don't work, so why spend the money to have them done
- Vaccines have negative side effects that outweigh the benefits
- Exposure to disease is necessary to strengthen the immune system
- Vaccines cause abortion of pregnant animals
- Vaccinating animals has no impact on human health
- Vaccines are expensive and only available to commercial farmers

# Debunking vaccination myths

- What are some common myths in your area?
- How would you de-bunk them? What does de-bunk mean?
- How can you change people's minds about vaccination myths?

# How do you restrain an animal? Especially if you don't have equipment....

Animal restraint is done by using manual (hands) or mechanical (tools) to limit the animal's movement.

These methods are used to protect both the animal and the person handling the animal.

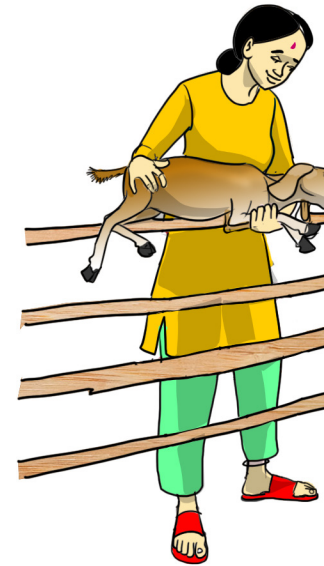
Restraint is used during:

- ✓ Manipulation of the animal – to provide diagnosis or treatment
- ✓ Collection of samples – urine, feces, discharge, blood
- ✓ Drug administration
- ✓ Vaccination
- ✓ Therapy - treatments

# How to use restraining methods properly

- There are different methods for restraint. They should be used according to the type of procedure that is needed.
- Restraining methods should be performed correctly and minimize fear, pain, stress, and suffering for the animal.
- The animal we are handling needs to feel safe, as it will make the procedure much easier for you and the animal and minimize risk of injury.
- If we are using a device/tool, we need to get the animal used to the device, so they do not experience fear or distress.

# Restraining sheep: Techniques and approaches



# Restraining sheep: Techniques and approaches (2)



- Sheep are held by one hand around the neck and placing the other hand on their rump (rear end).



# Restraining sheep: Techniques and approaches (3)



- Another type of handling includes putting the animal in a corner, i.e., stall or fences.
- You can gently straddle the animal between both of your legs and squeeze the sheep's shoulders to maintain the animal in this position.
- You can control their head and neck by holding the head with one hand and gently grasping the neck with the other.

# Lamb restraint



- Lambs are handled by putting one hand under the body and between the forelimbs to support their chest and the other hand should be placed on their neck without applying too much pressure.

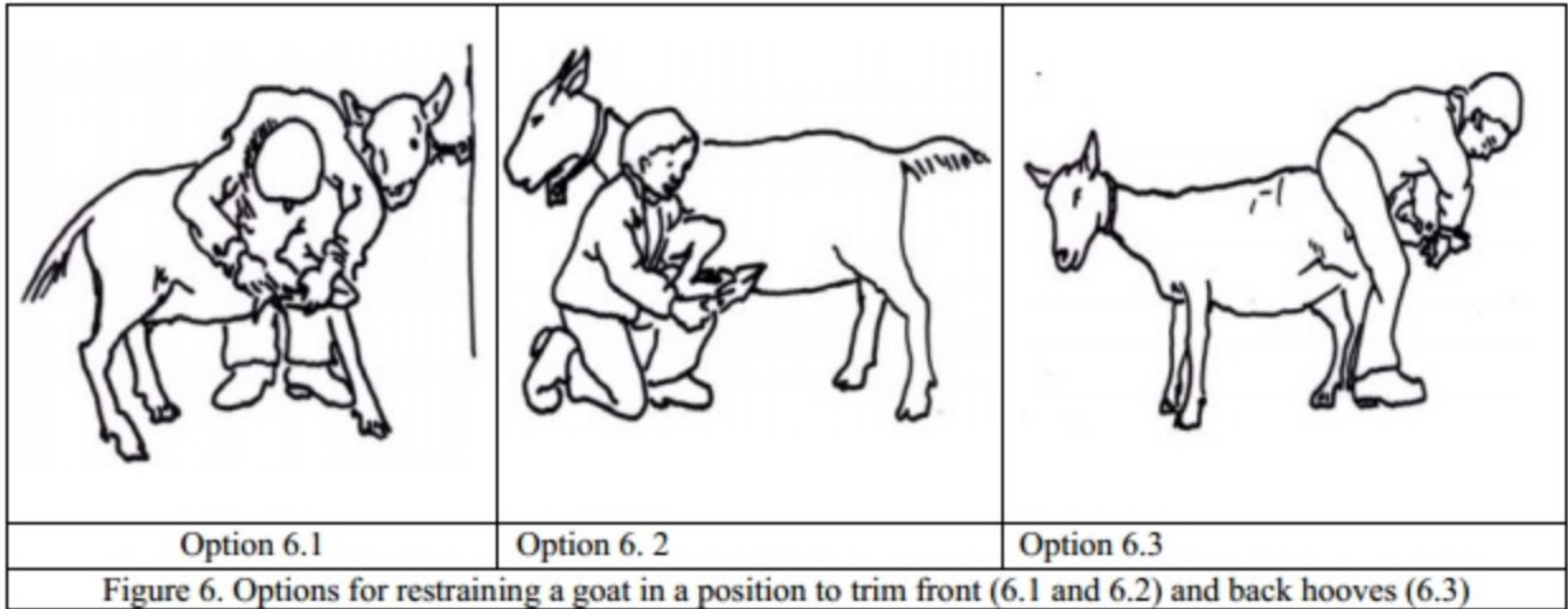
# Things to remember while restraining sheep

- Individual sheep need to be separated from the flock. This is usually done by cornering the desired sheep or putting them against the wall.
- Sheep have a very strong flocking instinct which means they want to be with the other sheep at all time. This instinct will make them try to escape when they are separated from the rest.

## **DO NOT:**

- ✓ Grab the sheep by the wool, you can pull off the wool and bruise their skin.
- ✓ Grab the sheep by the horns (if they have) you can break them or hurt yourself.

# Restraining goats: Techniques and approaches



# Restraining goats: Techniques and approaches (1)

In the first picture one arm is used to hold the beard and the other is used to hold the neck

In the second picture the head is held with both hands





# Restraining goats: Techniques and approaches (2)



If they have horns, you can hold the horns at the base of the head for restraining

# Restraining kids

The kid is held on the handler's lap with the two front limbs in between the handler's legs, and their hands should be holding the head.



# 5 Action planning

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Identifying actions to increase impact of VAHWs' work in the communities



# Approaches for working with leaders (district, municipality and community)

Leader	Location	What they control (e.g., where meetings are held, who is invited, etc.)	Your relationship

# Working with community leaders

Top community leaders I need to work with

What you need from the leader?

How will you work on the relationship?

# Approaching and working with male livestock keepers

- What's a possible negative encounter have you had with a male livestock keeper
  - Were you able to solve it?
  - Did you bring in anyone to help resolve it?
  - What would you do next time?
  - If the participant is female, do you think it was simply the man not respecting your qualifications?

# Approaches for working with women

- What are some ways you can reach women livestock keepers?

# Reaching women livestock keepers

Barrier	How to overcome

# Approaches for working with different caste/ethnic groups

- Language and belief barriers
- In some caste/ethnic groups, women can own, manage and sell livestock and are excited to engage with VAHWs
- In other ethnic groups, they have to remain in the background

# How to work with different caste/ethnic groups

Barrier	Way to overcome the barrier
Different language	
Remoteness	

# Approaches for working NGOs

- How do NGOs get to know you?
- Is your name on a list kept by the Livestock Service Division?
- Do you go out of your way to meet the staff of these organizations?
- NGOs are an important potential revenue stream



# Building a relationship with NGOs

- Make a list of local and international NGOs that are working in your sub counties
  - List any staff that you know that work for them
  - How do you make the NGOs aware of you?
  - Are there local meetings you could go to? A colleague introduction?
  - Additional ways to build your NGO network

# 6 Training wrap up and evaluation

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Using learnings from this training to transfer knowledge to others

# 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 the integration of GITA with animal health and vaccinations?*

**Now what** – do we do? (Decisional Questions)

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

# Post-training assessment

# Closing reflection

# Presentation of certificates

# 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 Nepal
- Resource Manual 02: Training and facilitation. For animal health worker trainers working with livestock vaccine value chains in Nepal
- Resource Manual 03: Communication and conflict resolution. For animal health worker trainers working with livestock vaccine value chains in Nepal
- Resource Manual 04: Business and agri-/vet-preneurship. For animal health worker trainers working with livestock vaccine value chains in Nepal
- Resource Manual 05: Animal health and vaccinations. For animal health worker trainers working with livestock vaccine value chains in Nepal

# Thank you and acknowledgments

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

The views expressed herein do not necessarily represent those of IDRC or its Board of Governors.



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