

PART 3

PARTICIPATORY TOOLS AND SEAGA QUESTIONS FOR PLANNING & MONITORING LIVESTOCK INITIATIVES

Part 3 FIELD-LEVEL PARTICIPATORY TOOLS AND SEAGA QUESTIONS FOR PLANNING & MONITORING LIVESTOCK INITIATIVES



This pull-out section has been designed as a stand alone toolkit for those working on livestock initiatives at the field level. It can be photocopied and carried separately for use with communities. It considers some key issues for the planning and implementation of a SEAGA-focused participatory planning exercise for livestock projects or programmes.

This pull-out section provides:

- **Guidance for undertaking a gender-sensitive participatory planning exercise with communities.** This includes an overview of the planning process as well as considerations for facilitation, group formation, and tool and technique selection.
- **Participatory tools and questions.** This provides 10 participatory tools that address the issues in the three SEAGA toolkits: Development Context Analysis, Livelihood Analysis and Stakeholders' Priorities Analysis. SEAGA questions are included with each tool to help focus discussion on the socio-economic and gender issues related to livestock production systems. There are also some questions to help guide the discussion on HIV/AIDS and other chronic illnesses related to livestock activities, resource access and use, and labour allocation. These should be adapted to the particular field situation.

Planning a participatory planning exercise

In planning for a participatory planning exercise, it is important to consider:

- Criteria for selecting the community and focus groups;
- Criteria for selecting the team and (a) good facilitator(s);
- Preparation of a checklist for the facilitation team; and
- Selection and adaptation of the tools and techniques for use with a community.

Although participatory planning exercises are flexible by nature, they must be well organised in terms of process and content. Poor organisation can lead to a poorly conducted exercise, an uninterested, frustrated, or outright angry community, and poor information collection. Failure to organise at this stage can jeopardise any interest on the part of the community.

Selecting and forming groups for the participatory planning exercise

A development agency or donor's mandate may somehow predetermine criteria selection for a group or community. Otherwise, the nature of the particular livestock-related issue might also predetermine selection. For example, a development agency may be concerned with livestock production, poverty alleviation, and natural resource management. Therefore, they may be interested in selecting a resource-poor community with obvious natural resource management problems related to livestock development. The number of communities falling under these criteria may be vast, therefore there may need to be other criteria developed, e.g. random selection, other pressing development issues such as HIV/AIDS, ethnicity, gender, social constitution, agro-ecological zoning, farming systems, proximity to town, etc.

Once a community is selected and the team and community become acquainted with one another, it is often useful to form focus groups for more in-depth, focused discussions on particular topics of concern (e.g. disease identification, preferred breeding selection traits, marketing and/or dairy cooperatives). It is often useful to have homogenous focus groups (i.e. all women, all men, all women over a certain age, etc.). This also encourages individuals to participate by creating a space in which they are more comfortable to speak, particularly women.

This contrasts with large meetings that may appear to provide a good representation of a community, but may in reality limit the views and opinions to just a few powerful or vocal members of the community. In such groups, some people (or groups) may be reluctant to speak openly about certain issues. For example, much has been written about how women often “close down” in larger groups dominated by men in the community. This may also happen with younger women in women-only groups or younger men in men-only groups.

Criteria for forming focus groups depend on the discussion topic as well as the local socio-cultural situation; the team can set the criteria with the community or with key informants. The focus groups together should represent the diversity of the community. Generally speaking, men and women, poor and rich, young and old, and households affected and not affected by stressors such as chronic illness (e.g. HIV/AIDS, TB, etc.) have different interests, access to resources and services, decision domains, and benefits.

Livestock-related issues and even the various livestock species play a different role for different groups of people in the community. Differences in farming systems and livelihoods may be considered when forming groups, e.g. agriculturists and pastoralists. Some constraints and opportunities in livestock management may be different for these two groups, others may be the same; essentially, they are different user groups of livestock, natural resources, markets, services, etc.

Facilitation

No two facilitators are alike – nor are two communities. Each session is therefore unique. The success of a participatory planning exercise depends on the quality of facilitation. A good facilitator is a receptive learner, an active listener, a keen observer and an assertive guide. Apart from these qualities, it is useful for a facilitator to have some knowledge about the topics to be discussed as well as an understanding of the community. He or she must be well organised, flexible; and have the ability to work in a team that may consist of a wide variety of people, both in terms of sectoral experience and socio-cultural background.

The following table summarises some of the preferred qualities of a facilitator and how they affect the participatory planning process²²

Qualities of a good facilitator	Effect on the process	Facilitator's behaviour
A receptive and modest <i>learner</i> , not a teacher	Reduces bias and enhances information flow and efficiency.	Lets the participants take on the roles of teachers. Does not portray any of the participants as ignorant. Learning about the participants' knowledge includes learning about the lack of it. Open to all information, but judges the relevancy for expanding or narrowing the focus.
An active <i>listener</i>	Enhances efficiency and effectiveness of the information flow.	Shows a genuine interest in what the participants say and probes further if what the participants meant is not fully understood. Does not take things for granted, assumes or fills in for others. Wants to learn their point of view. Checks his/her understanding by summarising and repeating in own words or with examples.
A good <i>observer</i>	Gives directions for probing, and accurate observations can be a strong entry and cross-checking tool.	Reads participants' body language and encourages participants to share their thinking. Is aware of the group dynamics. Is also aware of the own body language. (Most participants will certainly read/sense it).
A well-organised, assertive <i>guide</i> of the process, not a controller	Gives the essential structure to the process. It also enhances focus, overview and depth in the discussions and saves time.	Keeps to the checklist where possible. Tries to structure the sometimes very dynamic or even chaotic process of information flow. Actively enhances participation of all and keeps the focus of the meeting so people do not lose track and interest or go beyond the focus of the meeting. Keeping time is paying respect (time is important to farmers) and time efficiency positively influences the focus and information quality.

Checklist

Before going to the field, a team should prepare a checklist that outlines the topics to be discussed with the community in a way that will facilitate a natural flow of communication. The objectives of the participatory planning exercise therefore need to be clear. General topics that are straightforward and less sensitive should come before the more specific, complex and sensitive topics. In planning the process, it is important to consider sequencing in terms of the complexity of the techniques and tools. Consider the technical soundness and cultural sensitivity of the exercise, then further refine the draft checklist. A draft checklist for a first community meeting is given below.

²² For more information on facilitation and facilitator qualities, see the SEAGA Field Level Handbook (Wilde 2001).

The team needs to first consider the following:

- Question 1. What are the issues to be covered by this exercise?
- Question 2. What is the best way of obtaining the information? Consider facilitator's involvement, probing, techniques, tools, etc.
- Question 3. What is the best order for addressing the issues?

When meeting with the community, it is important to provide a clear introduction and purpose of the meeting to avoid raising expectations. Local customs and protocol will help determine how a meeting should move forward (i.e. meeting with the community first, prayer, songs, dancing, elders speaking, etc.).

Selecting techniques and tools

Participatory techniques and tools should be chosen on the basis of requirement and suitability (i.e. what is the purpose of the exercise, with whom is the work going to be conducted, etc.). A tool is part of a process and approach, not a means unto its own end. Tools and approaches need not be more complicated than necessary (e.g. no ranking if listing is enough).

Tools and approaches should be clearly presented so that groups and communities (i.e. illiterate people, etc.) can understand the process and participate confidently. However, this does not mean being simplistic, but rather responding to community needs. For example, to find out about the relative preference for livestock species or breeds, listing and simple ranking might be sufficient. To know how much each different livestock species contributes relatively to fulfilling household needs, simple ranking will not be enough. A tool that helps people consider species and needs (e.g. matrix scoring) is useful in this case; this is more complex and will require more concentration and understanding from the participants.

Tools and techniques need to be tailored to the information requirements and participants' abilities. Similarly, before starting, the facilitator (or team), through a key informant (or others) should make sure they know about culturally or politically sensitive issues (e.g. mapping in a zone of conflict, associating the use of chips or coins with fore-telling the future or witchcraft, etc.).

It is also useful to talk with key informants to gain an understanding of the level of awareness of, and openness about HIV/AIDS in the community, as well as the degree of stigma and related issues. Possible key informants to help in this might include people living with HIV/AIDS (PLWHA), community health workers, or home-based caregivers in the community. It is useful to know whether it is appropriate to work with affected individuals or households separately (or not) at some point in the process to identify livestock-related concerns and constraints of particular interest to them. In many communities, there is not enough openness, and stigma remains high; HIV/AIDS-affected individuals and/or households may not appreciate being separated out and will feel more comfortable being part of larger groups. In this case, key informants, government or NGO staff working in the community may be able to help identify livestock-related issues particular to HIV/AIDS-affected individuals or households.

In choosing and adapting participatory tools and techniques, it is important to learn from the livestock-related lessons of past participatory field exercises:

- Participatory tools have been biased towards "one group" in one place, within fixed boundaries (i.e. sedentary agriculturalists) (Waters-Bayer/Bayer 1994).

- Participatory tools have generally had **spatial** (i.e. sedentary agriculturalists with definite “plots”) and **time** biases (i.e. seasonal calendars drawn along the Judeo-Christian calendar) that need to be addressed and adapted for certain communities or production systems such as pastoralists (Waters-Bayer and Bayer 1994)
- Animals and grazing and fodder areas are often left off of resource maps and other participatory diagrams, especially when the animals are mobile and not confined or placed in fenced areas.

Tools

This section provides ten participatory tools that have been adapted for use in the field-based assessment of socio-economic and gender concerns in the identification and preparation of livestock projects or programmes²³.

These tools are not new – they have been used for many years and under various participatory approaches (e.g. participatory technology development, participatory assessment, participatory monitoring, etc.) What is perhaps different about the tools in this guide is that each tool has a number of SEAGA questions that can be adapted to particular situations to help focus the planning process on socio-economic and gender concerns related to livestock initiatives. There are also some SEAGA questions that focus attention on HIV/AIDS so that livestock projects can consider particular constraints and issues as well as possible mitigation activities. (Note: Part 1 of this guide provided an overview of some of the potential impacts of HIV/AIDS on livestock production as well as potential roles for livestock production in mitigation strategies).

Each tool is organised as follows:

Purpose: describes how the tool can be used to address the socio-economic and gender aspects of livestock production in terms of development context, livelihood systems, stakeholder priorities, and community planning, monitoring and evaluation.

Process: suggests a process for using the particular tool (note: every team has its own particular ways of conducting participatory field exercises – adapt the process when necessary).

Materials: indicates some materials for using the tool.

Other similar tools (where possible): points to other similar tools that can be used to enhance the exercise. These are not necessarily included in this guide, but may be included in the *SEAGA Field Level Guide* (Wilde 2001).

Some SEAGA questions to ask during the process: These questions help facilitate the discussion and draw out the socio-economic and gender factors related to livestock production and animal husbandry practices in particular.

Example: provides an illustrated example of the tool.

²³ There are many other guides and manuals that contain different participatory tools and information about participatory processes. FAO's *SEAGA Field Level Handbook* (Wilde 2001) and *Rural households and Resources – A SEAGA Guide for Extension workers* (FAO 2004b) are two useful and clear guides.

SEAGA Toolkits

The following table shows the participatory tools included in this guide in the context of their particular SEAGA Toolkit. It also points to similar tools that can be used alternatively or for purposes of triangulation.

Note: See the *SEAGA Field Level Handbook* (Wilde 2001) for information on the other tools listed below.

SEAGA Toolkit	Tool #	Tool Name	Similar Tools
Development Context Analysis	1	Village Resource Map	Mobility Maps, Village Social Maps, Transects, Trendlines
	2	Transect Walk	Historical Transects, Historical Trendlines, Matrices, Historical Matrices, Community Natural Resources Maps
	3	Venn Diagram	Village Social Maps, Institutional Profiles
Livelihood Analysis	4	Farming Systems Diagram	Labour Analysis Picture Cards, Household Resource Picture Cards
	5	Resource Picture Cards	Farming Systems Diagram, Benefits Analysis Flow Chart
	6	Labour Analysis Picture Cards	Benefits Analysis Flow Chart, Farming Systems Diagram
	7	Seasonal Calendar	Historical Seasonal Calendar
Stakeholders' Priorities Analysis	8	Problem Ranking & Problem Analysis Chart	Venn Diagram, Participant Observation, Surveys, Key Informant
	9	Combined Option and Cost-Benefit Assessment Chart	
	10	Preliminary Community Action Plan	Problem Ranking & Problem Analysis Chart, Surveys, Focus Group Discussions

PARTICIPATORY LIVESTOCK PLANNING: ACTIVITY SHEET

This sheet can be used to prepare the participatory exercise, record observations in the field, and to organise the analysis of information collected.

Activity sheet # _____

Date:

Village:

Place:

Time:

Facilitator: (responsible for facilitating the discussion, asking questions, introducing the tools, summarising and checking whether the information is well understood, etc.)

Recorder: (responsible for taking notes and drawing pictures of what is designed, mapped, or modeled during exercises)

Translator: (if needed)

Type of analysis: (development context, livelihood analysis, stakeholders' priorities for development, etc.)

Tool: (resource map, transect, problem ranking, etc.)

Participants: (by gender, age, wealth, ethnicity, affected or unaffected groups if appropriate, etc.)

Triangulation with:

Activity # _____

Activity # _____

Process: (a step-by-step description of what will happen)

Materials: (materials needed to be prepared, taken with you or found when you get there)

Adapted from SEAGA *Field Level Handbook* (Wilde 2001)

The following pages contain different tools and SEAGA questions to use in this process.

Tool 1 Village Resource Map

Purpose

Village resource mapping can help provide a geographical overview of an area and includes features and resources that are important to different members of a community, for example, roads, buildings, rivers, mountains, forests, agricultural plots, hedges, grazing lands and fences. It is particularly useful for identifying natural and other resources for livestock production. Maps that focus on livestock management may include:

- different types of grazing lands, e.g. browse and fodder plant species
- different types of water sources
- cropped fields not accessible for grazing
- dip-tanks, veterinary posts, livestock markets, milk collection points
- areas that farmers or herders associate with disease
- Other types of maps include: Mobility maps, Services and opportunities maps, and Social maps

Materials

Flipchart paper and markers or local material such as sticks, pebbles, leaves, sawdust, dung.

Process

1. The mapping exercise can be carried out with appropriate groups in the community to identify different perceptions, interests, and uses of village resources (e.g. men, women, youth, etc.). Different groups can come together afterwards to compare maps and resources and other features represented.
2. One or more members of each group should create the map based on discussions with the rest of the group. The group can build the map with stones, sticks, leaves, bottles, pens, etc. If they prefer, they can draw it on flipchart paper.
3. It may be useful to ask some guiding questions to stimulate the group to bring out other resources or features. The SEAGA questions can be used to deepen the discussion.
4. Resource maps may vary by season; this is particularly relevant for pastoralists. Therefore, groups may need to draw different maps for different seasons.

NOTE: Generally, village resource mapping is a good way to warm up groups. If it is a new working community, it is even more important to observe and listen at this stage. If there are conflicts over land tenure or ownership, it can easily provoke a public controversy or conflict.

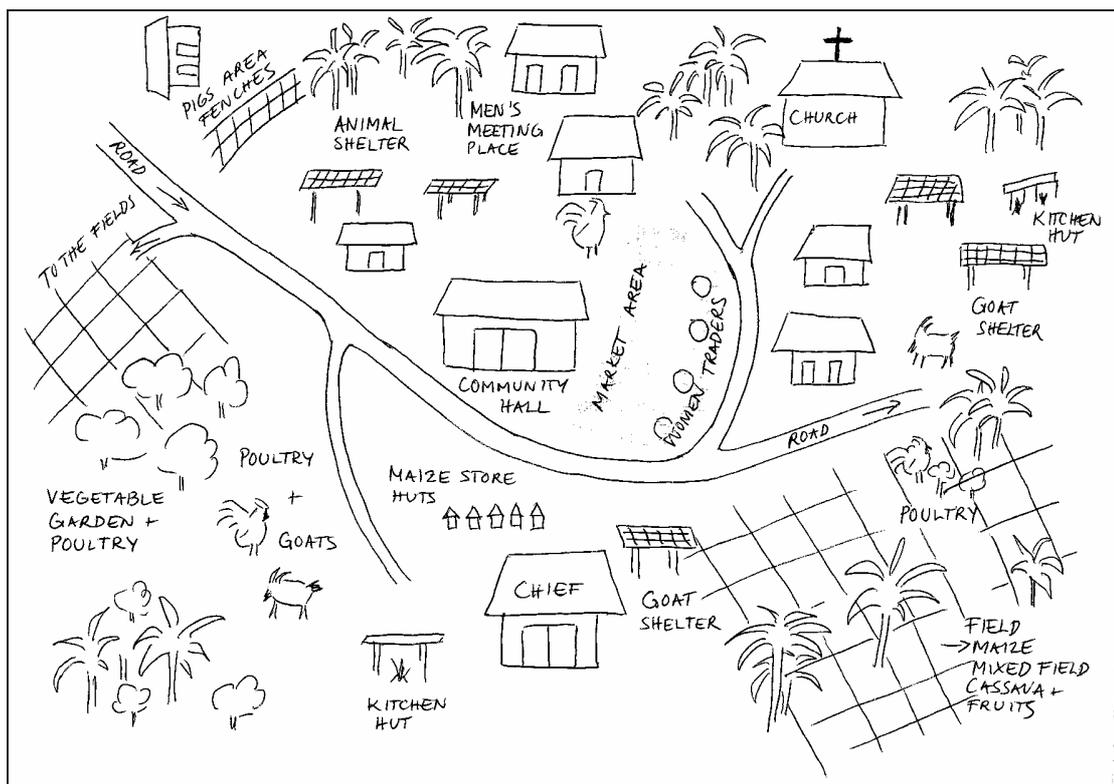
Some SEAGA questions to ask during the process:

- Which resources are plentiful? Which are scarce or lacking?
- Does the community have land that is held in common? Who makes decisions about how common resources are used?
- Where are different livestock kept? Where do they graze? (Be specific – poultry, small ruminants, camelids, etc.)?
- Which resources are used – particularly in terms of raising and caring for livestock? By whom? Which resources are unused? (This discussion links to Tools 5 and 6) Which of the resources indicated are the most problematic in

relation to raising livestock? Think of specific livestock separately (i.e. poultry, cattle, small ruminants, etc.)

- Do women and men have different access rights to resources for livestock and related agricultural production? If yes, what are they and how do they affect women and men's capacity to undertake animal husbandry activities? Other agricultural activities?
- In the household, who makes decisions on the use of land? Water? Livestock? Fields? Gardens? Fodder species planted? Species and breeds of livestock raised? (This tool links to tools 5 and 6)
- What are some of the challenges to raising livestock in the area (e.g. seasonal migration to grazing areas, seasonal migration for labour, other challenges)?
- Where are the markets for livestock? The input and outlet markets? What are the distances? How are they accessed? By whom?
- Is chronic illness experienced in the community? If so, what kinds of illness are affecting the community? These may include local descriptions including witchcraft, etc. but may be indicative of other illnesses. What sorts of impacts does chronic illness have on livestock production? On resources related to livestock production? Food security of the affected households? Are any of the resources especially important for households with chronically ill members?

Example:



Tool 2 Transect Walks

Purpose

Transect Walks can provide further information to the Village Resource Map by showing more detail about the geographical and agro-ecological zones as well as the economic, environmental, and social resources used by different members of a community. They can help communities and livestock planners look at different technologies and innovations and analyse changes over time in land-use, natural resource management and production (for more on Historical Transects, see the *SEAGA Field Level Handbook*).

Transects can follow a straight line, a loop or a winding path depending on the local topography and the community's or group's expression of what is important. They are particularly useful in terms of looking at livestock production and the linkages to other activities in a household's livelihood system in that they require "walking the terrain". For socio-economic and technical aspects of livestock projects, transects are useful to identify and assess:

- grazing and browsing areas
- watering sites
- herd movements
- areas that are avoided due to disease
- fodder collection sites
- diptanks
- vaccination posts

Materials

Notebook, pens, flipchart paper, markers

Process

1. Organise appropriate numbers and types of groups (e.g. women, men, young and old, richer, poorer people, members/non members of a community association such as dairying group, etc.). The groups may be mixed or separate depending on the goal of the exercise or as otherwise felt appropriate.
2. Each group can take a separate transect walk to show areas they feel are most important (e.g. women – watering sites; children – grazing sites, etc.) **OR** each group can take the same transect and be responsible for a different topic, e.g. grazing areas, watering sites, trees, land use and cultivation.
3. With the group's input, choose a path for the transect walk (the Village Resource Map may be useful for this). The path should include as many different physical zones, vegetation types, community areas, and land-use types as possible.
4. After the transect walk, the groups share information to develop a picture of the transect together.
5. While a transect is typically walked, in some cases (e.g. pastoral communities) it may be necessary to use transport (e.g. animal and cart, bicycle, vehicle, horse, donkey, etc.). Also, it may be necessary to conduct transects at more than one point in the year depending on the land-use pattern. This will, of course, depend on the time and resources available – both to the team and the community. Otherwise, while doing the transect walk, it will be useful to raise discussions about movements throughout the year.

Note: In areas experiencing conflict, it may be impossible to conduct a broad transect due to land mines or other dangers to the community and team. Other more

appropriate tools should be used instead or transects kept to areas that are safe to all. The SEAGA *Field Handbook* contains other tools that may be useful in these cases.

Some SEAGA questions to ask during the process:

- What are the natural resources available in each zone? Which are particularly important for raising livestock and who uses them? (Be specific as to which breed and species they are used for and by whom)
- What are the main activities carried out in each section along the transect? Who carries out these activities? Are there other activities that compete for resources in the same area?
- What livestock-related services and infrastructure are present in each section along the transect (for example veterinary services, traditional healer, credit institution, market, slaughterhouse, etc.)? Who uses these? Are there groups or individuals in the community who have difficulty accessing these? Who are they? Why do they have difficulty accessing these? (e.g. Because they are ill? Belong stigmatised or marginalised groups? Other reasons?)
- Have there been any changes in grazing patterns over the years? Are there fields that are now fallow that used to be cropped? Is this seasonal or are there other socio-economic reasons playing into this (chronic illness, loss of labour, or out-migration, etc.)?
- What are the access rights in each section along the transect? Are they different for men and women, for children, or for people of different communities, ethnicities, or socio-economic groups? How are these affected when someone in the household becomes ill? When someone dies? This can be specified as per type of head of household.
- How do these rights of access affect livestock production activities for these groups?
- Are there any structures for confining livestock, e.g. kraals, zero-grazing units, paddocks? Where are they placed? Who uses these?
- Do herds mix?
- What are the facilities for slaughtering and processing? Where are they? What are food safety qualifications (hygiene) like? How are working conditions for labourers? Who in the community uses the facilities?

Example:

	3 km →			
SOIL	GRAVEL	SANDY	STREAM	ARABLE LAND
LAND USE	VILLAGE	BUSH/ FIELD	FIELD	FOREST FRUITS
TYPE OF LIVESTOCK	POULTRY + GOATS DOGS	CATTLE	CATTLE	CATTLE + GAME
LIVESTOCK KEEPERS	WOMEN	WOMEN AND MEN	MEN + SOME WOMEN	MEN
PROBLEMS	ANIMAL WASTE CROWDING	FLOODS PESTS, MOSQUITOS DISTANCE TO CATTLE FIELD	PESTS DISTANCE TO CATTLE FIELD	DROUGHT PESTS DISTANCE TO CATTLE FIELD
OPPORTUNITIES	ROAD CONNECTION AND MARKET OPPORTUNITIES	NEAR THE WATER SOURCE	NEAR THE WATER SOURCE	VARIETY OF FOREST PRODUCTS

Tool 3 Venn Diagrams

Purpose

Venn Diagrams help to identify existing groups or organisations as well as their activities and interests. It can also help identify possible future partners for, and potential conflicts over, livestock activities. The team can adapt this tool as necessary to focus on particular aspects of livestock production or for gaining an overview of all organisations that affect farmers' livelihoods.

In planning livestock initiatives, Venn Diagrams are useful to help communities:

- identify local groups and institutions (e.g. women's dairy collectives, paravets, community-based organisations, churches, schools, veterinary services, home-based care organisations, organisations working on HIV/AIDS, etc.)
- discuss the importance of these groups and institutions
- highlight and discuss the linkages between local groups and outside organisations at the intermediate and macro levels (e.g. veterinary extension services, seed distributors, markets, policy-making bodies, including national HIV/AIDS councils, commissions, and frameworks, etc.)
- look at the decision-making roles and potential conflicts between different stakeholders (within and between groups and levels)

Materials

Flip chart paper and markers. Alternatively: coloured sticky paper, markers, and scissors, or sticks and rock for drawing on the ground.

Process

1. As appropriate, organise separate focus groups of women and men (It may also be useful to differentiate along other lines such as age, socio-economic group, etc., particularly in areas where youth-headed/orphan-headed households are more common). Make sure that the poorest and the most disadvantaged/vulnerable are included or have their own groups (if appropriate). Note: in areas where HIV/AIDS-stigma is strong, it may be more appropriate to have mixed groups rather than separate HIV/AIDS groups so as not to marginalise (and stigmatise further) affected individuals and households.
2. Ask each group to list all community organisations (e.g. women's livestock-based groups, marketing groups, etc.), and institutions (this may include individuals in some cases) that have an interest in and/or are affected by livestock-related activities.
3. Ask the groups to list all external organisations including donors, government agencies (animal health services, extension, health organisations, NGOs, etc.) that have an interest in and/or affected by livestock-related activities. In areas where HIV/AIDS is an issue, it may be useful to have groups identify health service providers or organisations working on HIV/AIDS and food security issues.
4. Ask the group to draw circles on the ground or on flipcharts to represent each organisation. Alternatively, they can use pre-cut sticky circles of different colours. The size of each circle represents the size (extent) of the organisation's interest in current livestock-related activities or how important their activities are for the livelihoods of people in the community. Be aware that by focusing only on livestock, critical information may be omitted (e.g. a board of elderly may decide on almost everything, but may not be perceived as a group that is directly associated with livestock production, or the school may have little influence on

- livestock production, but fees can be enormous and force families to sell off part of the herd or vice versa, herding by children keeps them away from school.);
- If the organisation has a big influence (or stake) – draw a big circle
 - If it has a medium influence – draw a medium-sized circle
 - If it has a small influence – draw a small circle
5. Ask the group which institutions work together or have overlapping memberships. Place the circles (or draw them) as follows:
 - separate circles – no contact
 - touching circles – little contact
 - small overlap – some co-operation in decision-making
 - large overlap – a lot of cooperation in decision-making
 6. As the discussion continues, the group tries to reach consensus to finalise the diagram.

Some SEAGA questions to ask during the process:

- Which groups or organisations exist in the community? How do they influence farmers and their production activities (livestock, agriculture in general)? Why do people belong to these groups? Are these groups developed along gender, socio-economic, ethnic (or other) lines? What are the benefits? Is there an admission or membership fee? Are there groups such as People Living with HIV/AIDS (PLWHA)? What groups or organisations within and outside the community are organised around livestock or livestock-related issues?
- What are the links between local groups or organisations and outside institutions? (e.g. veterinary services, faith-based groups, ministry, donor agency, marketing board)
- Are there HIV/AIDS organisations working on food security and agriculture issues? Are there agriculture or livestock organisations addressing HIV/AIDS concerns in their work (e.g. developing or undertaking activities to mitigate the impacts of HIV/AIDS on livestock production, food security, etc.)? What sorts of activities are they undertaking? Who is benefiting from these? How? Is there possibility for collaboration?
- Do any groups lose from current livestock-related activities? Be specific about which activities positively and negatively affect which groups. Are these groups formed along gender, socio-economic, ethnic (or other) lines?



Tool 4 Farming Systems Diagram

Purpose

You can use the Farming System Diagram to show the full range of household activities such as:

- different livestock production activities
- different crop and garden production activities
- fodder and fuel collection
- slaughtering and processing
- marketing
- the interaction between crop and livestock production

The diagram can also show who is involved in which activity by gender and age. It also can show, to some extent, the flow of resources to and from the household. It can also give an indication of the particular knowledge that men, women, and women may have about certain livestock and crops or aspects therein, and innovations within a farming system (e.g. range quality, plants used for ethno-veterinary purposes, etc.).

Materials

Paper, coloured pencils or pens (or local materials).

Process

1. Using the information from earlier exercises, and with the community or group, identify two households from each socio-economic group within the community. There may be reason to focus on households apart from socio-economic group, i.e. households with members living with HIV/AIDS or other chronic illness. Note that if selection is done along these lines, it must be done with great care so as not to stigmatise affected households; this may work better in communities that are more open about the presence and impact of the disease, and more aware of the need for sensitivity. Other groupings might include: households headed by grandparents, youth, widows, men or women, or households according to type and number of livestock, etc.
2. After introductions, tell the household that the purpose of this work is to discuss their farming activities.
3. Ask the women and men in each household to walk their farm (separately if necessary). Include the house and common property areas.
4. Stimulate discussion about the different activities. The SEAGA questions might be useful for this. How do different activities relate to, support and/or constrain livestock activities?
5. Stimulate discussion about the different resources they use. How are they used to support livestock activities? Who uses them? Who controls them?
6. Discuss activities that are carried out during other seasons and places farther afield.
7. After about 30 minutes, bring the household members together – old, young, men, women, to discuss what has been seen.
8. Ask them to draw the information on paper (or ground – then transfer to paper).

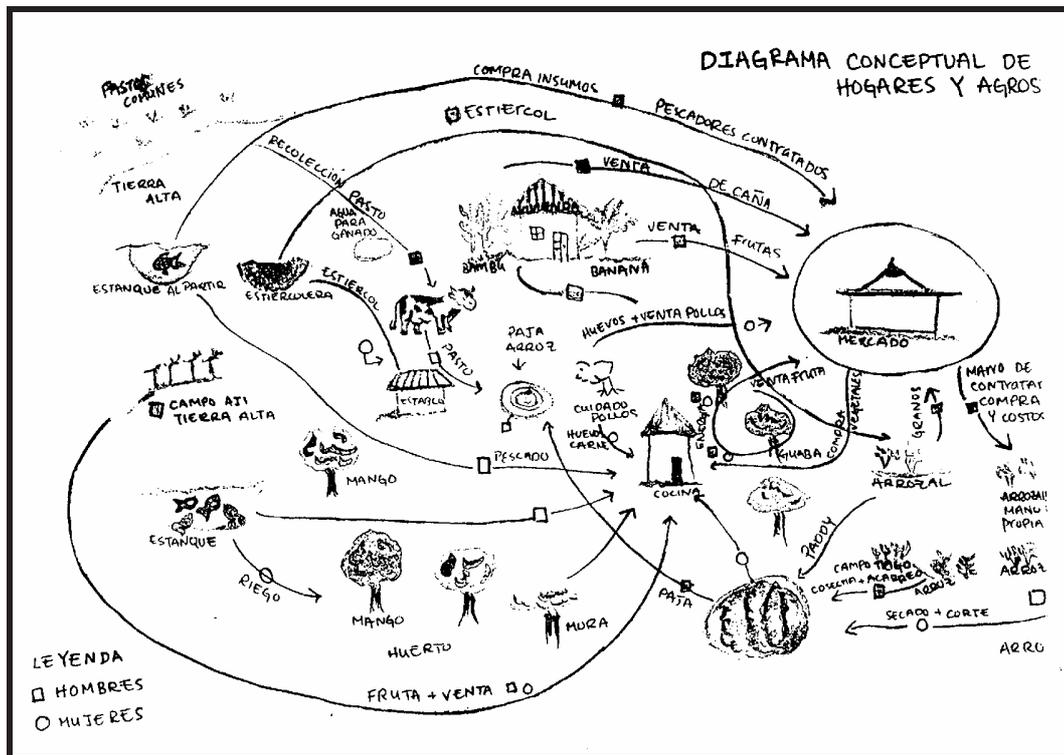
Some SEAGA questions to ask during the process:

- What are the different on-farm activities in which household members are involved? Production of crops, trees, fodder, vegetables, etc? Raising poultry, cattle, goats, etc.? Focus on dairying, meat production, hide production – for

the family, for sale or trade? Has this changed over the last five years? If so, how? Can the members provide a reason for why they think this has changed?

- What are the off-farm activities in which different household members are involved? For example collection of water? fuel wood? herding, paid off-farm labour, community service, trading, marketing or waged labour? Has this changed over the last five years? How? What do people think are the reasons for change?
- Who is involved in which activity? Who is responsible for each activity or stages within each activity? Men, women, both? Old, young? Look at the different activities of men, women, children, etc. along socio-economic lines. For example do children go to school or are they responsible for grazing, herding, watering and/or other tasks? Has this (roles, responsibilities) changed over the last five years? If so, how? Why (e.g. environmental reasons, health issues in the household, out-migration, loss of family member(s), etc.)?
- What impact do these activities have (positive/negative) on livestock activities? What impact do the changes over the past five years have (if any) on livestock activities?
- Is there a household vegetable garden? What crops, fruits, trees are grown? Does the family use these for their own use? Do they sell any surplus?
- What impact do livestock activities have on other activities in the household (such as labour allocation, resource use, etc.)?

Example:



Source: Aker and Schumacher (1996) - Heifer Project International. The illustrations shows various household activities, resources use, and the gender involved. Note: Mujeres = women; Hombres = men.

Tool 5 Resource Picture Cards

Purpose

Using Resource Picture Cards can help communities and livestock planners to identify and discuss gender-based *control* of and *access to* resources within households. The picture cards can also help communities and planners understand who makes decisions about the *use* of resources, and discuss who is likely to benefit or lose from a proposed livestock-related activity.

Examples of household resources that may be listed by farmers (the list is not by any means exhaustive): draught or transport animals, agricultural implements (e.g. hoes, yokes, milking bucket, etc.), seeds, feed, water, water containers, trees, tools for weeding, cooking utensils, household furniture, radios, hired labour, credit, land, AI, veterinary or livestock extension services, etc.

Materials

Index cards, flip chart paper, markers

Process

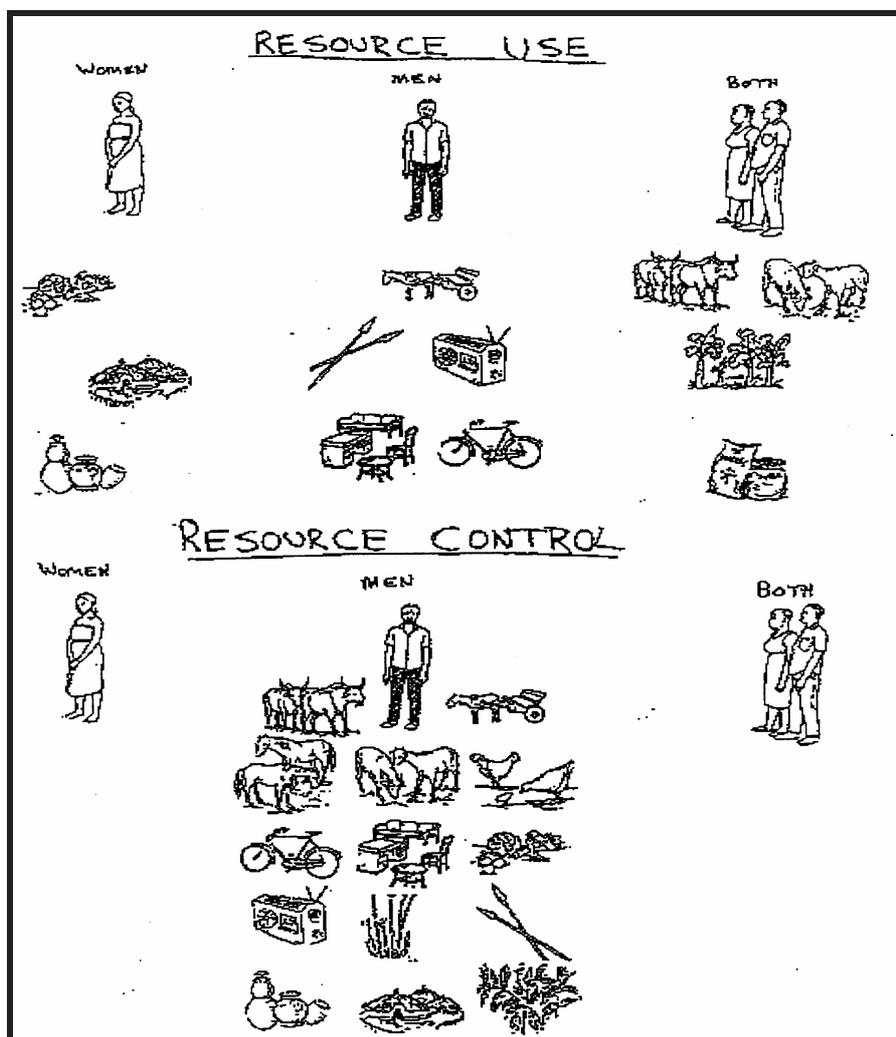
1. It is useful to work with the same groups as in the previous exercises.
2. Ask a volunteer from each group to draw large pictures, one of a man, one of a woman, and one of a man and women standing together. Groups may want to also look at children's use of resources so change the drawings accordingly.
Note: Depending on the community and types of households present, focus on types of households present in the community: ask participants to talk about the different types of households present (e.g. youth-headed, female-headed, polygamous male-headed, etc.)
3. Ask the participants to place the pictures on the ground in a row or tape them onto a wall with adequate room between them.
4. Based on previous exercises if possible; ask the groups to draw different resources used by the household (e.g. particular livestock, tool, bed, etc.). Make sure groups understand what is meant by the term, "resource". Also, see that they come up with a good range of resources (i.e. that consider livestock activities, crop production, household activities, etc.)
5. Ask participants to sort the resource cards by placing them under the 3 large drawings depending on who **uses** the resource, women, men or both (and/or children).
6. Repeat the exercise but this time focus on who has **control**, or who makes major decisions about each resource.

Some SEAGA questions to ask during the process:

- Is it women, men or both (and/or children) that **use** each different household resource (e.g. land, livestock, particular technology, land, etc.)?
- Do men's and women's use of these different resources change if someone in the household becomes sick? If yes, how? How does women's use of/access to resources change if her husband dies? How do children's access/use change if a parent dies?
- Which resources do women have control over (i.e. make decisions about)?
- Which resources do men have control over (i.e. make decisions about)?
- How does women's control over resources change if her husband dies? How does a man's control over resources change if his wife dies?

- How do the relations between men and women in households and within the community affect their access to resources?
- What is the relationship between women's labour and their use and control of resources?
- What is the relationship between men's labour and their use and control of resources?
- What impact does this have on the different current livestock activities/production?
- What implications do these findings have on the identification of, and planning of livestock activities?

Example:



The example above is from an exercise undertaken in Namibia in 1996. While the common thinking was that women were not involved in cattle production, in reality they were very much involved. Women were in fact involved in calving, feeding and milking. Women and men together were responsible for grazing, castration, deworming and vaccinations. Women were only excluded from marketing. This exercise demonstrated that while women and men share access to both large and small livestock, only men had control and decision-making power related to the animals. Source: The SEAGA Field Handbook (Wilde 2001).

Tool 6 Labour Analysis Picture Cards

Purpose

This tool is similar in structure to the Resource Picture Card tool. Using Labour Analysis Picture cards can help communities and planners to identify and discuss the gender division of labour within households. The picture cards can also help communities and planners understand who makes decisions about the labour distribution, and discuss who is likely to benefit or lose from a proposed livestock-related activity.

Household livestock-related activities might include: milking, feeding, watering, collecting fodder, taking animals to the market, preparing hides, butchering, herding, caring for sick or old animals, assisting with birthing, etc.

Materials

Index cards, flip chart paper, markers.

Exercise

1. If possible, work with the same groups as in the previous exercises.
2. Ask for a volunteer from each group to draw four large pictures, one of a man, one of a woman, one of a woman and man together, and one of a child (optional).
3. Ask the participants to place the pictures on the ground in a row with adequate room between them or tape them onto a wall, if applicable.
4. Based on previous exercises if possible, ask the groups to draw as many livestock and other household and agricultural production activities as they can think of (e.g. milking, weeding, caring for sick animals, etc.).
5. Ask the community participants to sort the labour picture cards by placing them under the four large drawings depending on who is responsible for each activity -- women, men, both, or children. You may find these categories are not appropriate based on the discussions. For example, perhaps both adults and children will be involved in activities. Cards can be placed under both or all pictures in this case.
6. Allow time for discussion and debate. Use the SEAGA questions to deepen discussion.

Some SEAGA questions to ask during the exercise:

- Is it women, men or both (or children) who are involved in various livestock-related activities? Who makes decisions about these activities? Other agricultural activities? Other household activities (e.g. childcare, house construction, etc.)?
- How does the household division of labour compare to the use and control of resources? Do women/children have decision-making power over the activities for which they have responsibility?
- What impact does this have on the different livestock activities/production?
- How has women's labour changed over the past five years? Men's labour? Children's labour? Why has it changed? (Health? More time spent on caring for sick relative(s), environmental reasons, outmigration, etc.?)
- How do women's livestock and agricultural activities change if someone in the household becomes sick? If someone dies? What about men?

- What implications might these findings have on the identification of, and planning of livestock activities? (in terms of project processes, decision-making processes within the project, appropriateness of activity)?

The exercise can be conducted with individuals within a household, or a household in general, or with a community (male and female groups), depending on the circumstances and the focus of the discussion (i.e. the need for specifics or generalities) within the planning process.

Example:

LABOUR ANALYSIS CARDS
BY WOMEN

WOMEN	MEN	GIRLS	BOYS	Name of farmer: _____ Livestock type: <u>CATTLE</u>
				
	••••	•	••••	GRAZING
	••••			TAKING TO MARKET
••••				PREPARING MEDICINE
••••		••		MILKING

LABOUR ANALYSIS CARDS
BY MEN

WOMEN	MEN	GIRLS	BOYS	Name of farmer: _____ Livestock type: <u>CATTLE</u>
				
	••••		••••	GRAZING
	••••		••	TAKING TO MARKET
••••	••••			PREPARING MEDICINE
••••		••		MILKING

Tool 7 Seasonal Calendar

Purpose

The Seasonal Calendar is useful for showing recurring seasonal patterns in people's lives in terms of livestock production and other agricultural activities, market activities, etc. The calendar can be based on divisions of time such as weeks, months, years, generations, agricultural cycles, or other locally appropriate way of measuring change and time. Using a seasonal calendar helps communities and planners reflect on the interlinked aspects of livelihoods, environmental, economic, and demographic factors.

Examples of information that can be collected using these calendars include: herd movements (timing); seasonal time use of women, men, and children; variance in disease across the seasons; and water availability and use.

Materials

Sticks, seeds, stones, paper, coloured pencils or pens.

Process

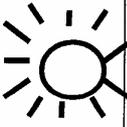
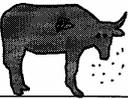
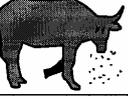
1. This exercise can be carried out with a whole community or with smaller groups (based on gender, age, etc.). The latter is more useful in terms of collecting information on the different roles and responsibilities as well as perspectives and priorities.
2. In a small group, select one or two respondents to help produce the calendar. Use materials such as stones, seeds, fruits, and also drawing tools such as chalk and sticks.
3. Establish the type of calendar to be used by the group(s) in analysis, i.e. in terms of time (season, months, etc.). Have the group agree on the periods of time to be used and mark them on the ground. The group should also identify the different categories of activities or issues (i.e. water availability, herding movement, disease prevalence, market activities, income fluctuation, etc.)
4. Going through the calendar, have the group quantify each of the categories chosen using stones or seeds, in terms of how much they are a factor at a particular point in the year. (i.e. water availability, livestock disease, labour, milk availability, labour, etc.).
5. Use the SEAGA questions to guide the discussion if necessary.
6. Have someone in the group draw the calendar on paper so that it can be kept for further discussion with the community and planning purposes.

Some SEAGA questions to ask during the process:

- What kinds of patterns do you see throughout the year? In livestock production, crop production, marketing, income and expenditure, water availability, etc.?
- What kinds of relationships can you see (e.g. between disease prevalence and income, etc.)? At times where disease is most prevalent, how is the availability of income, etc.?
- How do women's and men's seasonal calendars differ? How are they the same? Have different issues been identified? Prioritised? Are there differences among poor men and wealthier men, poorer women and better off women, between ages, amongst households affected by chronic illness and those not affected? What reasons are there for these differences and similarities?

- How do these seasonal calendars differ (if at all) from what life was like for women, men and children five years ago? Why has this changed (if it has)? Examples of changes may include type and accessibility of services (e.g. due to privatisation), human or animal diseases, drought, etc.).
- What kinds of social or livestock production problems are revealed through looking at the calendar (e.g. are children herding most during school times, different periods of the year where illness is more widespread, etc.)?

Example:

Season		March-April	May-August	September-November	December-February
					 COLD & WINDY
Health of cattle	In words				
	Respiratory problems	2	8	9	2
	Diarrhoea	7	8	8	7
	Nasal discharge	11	5	9	9
	Weight loss Lameness in legs	3	12	11	4
	Tse-tse flies Severe weight loss	3	3	21	3

The numbers indicate how many animals in the herd or in the village (or other epidemiological unit) that have the symptoms during the different seasons.

The example above is from participatory monitoring of animal health problems in Tanzania (Source F. Sudi, the National Veterinary Services of Tanzania).

If you choose to focus on animal health (such as rinderpest as illustrated in the example above), you should make sure to cover gender and socio-economic issues in the guiding questions, for example:

- Which of the household members takes care of the animals and are most likely to discover the illness?
- Is any particular group (e.g. people with poor health or HIV/AIDS) at risk to zoonoses (transmission of sickness from animals to human beings), and how can this risk be reduced?
- Who (men, women, boys, girls) should be trained to discover and treat diseases among the different animals (chicken, cattle), if relevant?
- How do animal diseases affect the livelihoods of women and men, and which role could your organisation play in reducing vulnerability to such diseases?

Tool 8 Problem Ranking and Problem Analysis Chart

Purpose

The problem ranking and analysis chart can help to:

- Identify major development problems in the community.
- Broaden the discussion about the causes of the problems (e.g. zero-grazing isn't working – why not?).
- Highlight current coping or response strategies.
- Indicate whether efforts to address a particular problem have already been tried and failed or have incompletely addressed the problem.

Process

1. Organise separate groups of women and men from each socio-economic group.
2. Ask the groups to think about their problems.
3. Ask them to list the six problems that are the most important to them.
4. The groups should then rank the problems according to importance and use different amounts of stones to represent the ranking -- the greater number of stones, the greater emphasis they place on the problem.
5. Ask the groups to select the three most important problems.
6. Discuss the causes and effects of these problems.
7. Draw a Problem Analysis Chart (see below) that lists the priority problems, the causes and effects, the coping or response strategies, and the opportunities or proposed solutions for change.

Note: Groups may prioritise problems that may not be directly related to livestock production or animal husbandry, e.g. chronic illness, death, attendance at funerals taking time from work, etc. If so, you may think about how your organisation can support people to deal with their priority problems, or lead the discussion towards how livestock-related activities may contribute to solving these problems. For issues beyond your mandate, you can try to help the community or particular groups of people to link up with other organisations or rural service providers

Materials

Copy of all previous exercises undertaken with participants, flip chart paper, tape or tacks, markers and a prepared Problem Analysis Chart ready to fill in.

Some SEAGA questions to ask during the process

- Which problems are related?
- Which groups share which problems?
- What are the current coping/response strategies for each problem? Do men and women cope differently? How do youth cope if they are affected?
- What opportunities are suggested by the group/community for solving problems? By the technical outsiders? Why were these solutions not already implemented? What solutions can be implemented locally? Which require outside assistance?

Example:

Problem	Causes	Coping Strategies	Opportunities
General health and sanitation	Water scarcity; poor sanitation and water quality; absence of pit latrines; dirty wind and water valleys; lack of medical facilities, etc.	Traditional medicine; faith; healing; bush fencing for the berkedes (water reservoirs)	Supply of medical facilities; training; vaccination; curative and preventative medicine
Increasing number of orphans	Many parents dying	Live with grandparents or other relatives; move to the city to try to earn some money; beg look after siblings	Strong community-based organisations; farmer field schools present in area; school fees dropped by government;
Animal health	Droughts; overstocking; endo-parasites; ecto-parasites; bacteria; virus	Dipping; faith-healing; tick hand-picking; burning; veterinary drugs	Dipping post; supply of veterinary medicines; drugs; training; mass treatment vaccinations
Education	Lack of school, teachers and educational facilities	Koranic teachings	School; teachers; provision of facilities

The Problem Analysis Chart above provides an idea of how to develop a Problem Analysis Chart. This example is adapted from the SEAGA Field Handbook (Wilde 2001). The original chart listed 11 problems.

Tool 9 Combined Option and Cost-Benefit Assessment Chart

Purpose

This tool is adapted from the Option Assessment Chart and the Cost- Benefit Assessment Chart (refer to the SEAGA Field Handbook). This tool can help to assess solutions for feasible development options. After the problems have been identified and analysed, the participants can suggest potential solutions.

Process

This tool can best be used in homogeneous stakeholder groups, preferably on the same day as the listing, ranking and analysis of the problems.

1. Put the list of problems on a flipchart, not necessarily in ranked order. Do not put only the high ranked ones. If it is a very long list, do not list all of them, but make sure that those with consensus are listed, preferably at the top.
2. If not already done so, for each problem, list potential solutions.
3. Related problems, or rather solutions addressing more than one problem can be grouped.
4. For each potential solution, identify who makes an investment or suffers a loss, if the solution were to be carried out. (You can give a weight to the investment or loss at this stage or under Step 8.)
5. For each potential solution, identify who will earn or gain from it if the solution were to be carried out. (You can give a weight to the investment or loss at this stage or under 8.)
6. For each potential solution, how long would it take before any benefits would be gained?
7. For each potential solution, discuss and determine how feasible it would be to achieve results. Weigh the costs and the benefits for the different stakeholders and identify whether there are crucial steps in carrying out the solution that cannot be taken by the community. Make notes of those steps and what can be done about it.
8. Rank the options by weighing the feasibility and the problem ranking (Tool 8).

Materials

Flipchart and markers.

Some SEAGA Questions to ask during the process

- Can all stakeholder groups afford to invest in these solutions? Who cannot (think of household affected by chronic illness, different socio-economic groups, women or orphan-headed households, etc.)? Why? What needs to be done to assist them to be able to invest? Is it to their benefit to invest even if they have the resources?
- How do different groups (or individuals in the household) benefit? Men, women, young, old, rich, middle class, poor? How do the benefits differ? Women's groups?
- Who loses or stands to lose? How?

Example – Options priority chart, by combining an options chart and costs – benefits chart

This is a fictive example of how perceived problems and solutions in animal health and production might be prioritised.

Problem	Potential solutions	Who pays*				Who benefits*				Time frame	Feasibility	Option priority
		labour	resources	status	labour	resources	status	labour	resources			
Lack of fodder/ grazing area	Zero-grazing, improved fodder species	Youth and resource-endowed women	Resource-endowed women and men	Resource-poor women and men	Youth, less herding	Resource-endowed women and their household	Resource-endowed women and men	On average 2 years	Low for the resource poor, medium for resource-endowed	4		
High loss of livestock due to distress sale for medical treatment and funerals	Identify appropriate income-generating activities for HIV/AIDS affected households, exploration with community elders and community on changes in funerary rites	Elders; community decision-makers; NGOs, etc.	Most households, in particular those with sick or deceased household members;	People living with HIV/AIDS and their households	Project beneficiaries: Orphan- and grandparent-headed households (HIV/AIDS affected households)	Project beneficiaries: Orphan- and grandparent-headed households (HIV/AIDS affected households)	People living with HIV/AIDS and their households if steps are taken to reduce HIV/AIDS-related stigma	2-3 years	Medium	6		
Lack of veterinary services	Educate someone to be a paravet	Person who becomes paravet	Community	Vet	N/A	All, esp. paravet and resource-endowed	Person who becomes paravet	3 years	Low, lack of cohesion	5		
Low milk yields	Upgrade cattle via artificial insemination	Resource-endowed women and men	Resource-endowed men	Resource-poor men	N/A	Resource-endowed women and their household	Resource-poor men	2 years	Low for B & D medium for A & C	3		
	Upgrade via breeding programme	N/A	N/A, perhaps resource-poor men	N/A	N/A	Women and their households	All	Depending on gene pool, minimal 2 years	Medium for the resource-poor high for resource-endowed women and men	2		
High mortality, low production in chickens	One day old chick programme (incl. NCD vaccination, housing and feed)	Women	Women	N/A or perhaps men	N/A	Women and their households	Women	3 - 6 months	High	1		

* The stakeholder groups can be given a code or name, to avoid pointing out sensitive differences between people, such as wealth, ethnicity, education, etc. Other criteria such as gender and age may be less sensitive and can be written if they are not already represented in the stakeholder groups. N/A = not applicable
 Note that status may be read as power. Choosing one option may cause a power shift in a community, (e.g. the one-day-old chick programme may be feasible but in reality it may not be the case. It is advisable to start a simultaneous activity for the other groups.)

Tool 10 Preliminary Community Action Plan

Purpose

The Preliminary Community Plan builds on the other exercises in this guide, especially the Problem Ranking exercise, as well as those in other SEAGA handbooks. It is a useful tool for planning all development interventions including livestock activities. The plan can address the broader development problems or the specific livestock challenges identified by a community. The plan helps bring the members of a community together to begin thinking about:

- realistic steps towards implementation
- resources for implementation
- skills available in the community
- groups (local and external) to be involved in the implementation of activities
- a starting time for implementation

Materials

Flip chart paper, markers, masking tape, copies of the other exercises, pre-drawn chart to fill in for the Community Action Plan.

Process

1. Organise a meeting for the community. Ideally this is held on the same day as the Problem Ranking exercise.
2. Ensure that both women and men of different socio-economic groups attend. Include outside technical experts.
3. On flip chart paper, prepare a chart for the Preliminary Community Action Plan. Use four columns labeled from left to right, "Activities", "Resources", "Groups Involved", and "Time".
4. Taking the outputs from the Opportunities column on the Problem Analysis exercise, fill in the first column, Activities.
5. Ask the community members and technical experts about the resources required for implementation of each activity. List these in the second column. Include land, water, labour, inputs, training, etc. as required.
6. In the third column, list the groups that would be involved in implementation of each activity. (See the Venn Diagram and results from other exercises as needed)
7. In the 4th column, list the expected starting time as suggested by the community. Consider seasonal patterns and labour.

Example – Community Action Plan

The Agro-ecosystem Health Project aims at integrating agro-ecosystem health and agricultural development in their participatory action-research. Participatory exercises were conducted in six villages in Kenya. After a problem analysis the community of Kiawamagira village formulated the following community action plan.

Problem	Opportunity	Required resource			Responsible actors	Remarks
		Community	Government	Donors		
Transport	Fill gully, culverts, Grading	Labour	Grader, experts, materials	Funds	Public works, community	Work during the dry weather
Water access	Borehole	Labour	Materials, expertise	Funds	Ministry of water, community	Site to be selected after survey by experts
Low farm productivity	Extension services	Cooperation, willingness	Staff expertise		Ministry of agriculture	
Inadequate woodfuel	Energy savers, agroforestry	Labour, materials	Expertise		Ministry of agriculture	
Insecurity	Police post, identify thief	Harambee	Plot, manpower		O.P., community	Contributions already in
A.i. services	Forming farmer society	Running costs, plot				Funds have been raised
Health	Build a dispensary	Labour	Expertise, materials, plot		Ministry of health / DDC, residents	
Education	Build a school	Labour	As above		Ministry of education / DDC, residents	
Telephone	Request for telephone services		Expertise, materials		KPTC	

A village committee was formed to follow up on the plan.

Source: The Agro-ecosystem Health Project; Department of Public Health, University of Nairobi, 1997.