

# Livestock Sector Guide

guide

**SEAGA**  
Socio-Economic and Gender Analysis Programme



Food and Agriculture Organization  
of the United Nations

# **SEAGA Livestock Guide:**

## **Planning with a Gender and HIV/AIDS Lens**



Socio-economic and Gender Analysis (SEAGA) Programme  
Gender and Development Service  
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## **Acknowledgements**

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## List of Acronyms

AGA	Animal Production and Health Division
AI	Artificial Insemination
AIDS	Acquired Immune Deficiency Syndrome
ARV	Antiretroviral drugs
CBO	Community-based organisation
GDD	Gender-disaggregated data
GSI	Gender-sensitive indicator
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goals
NGO	Non-Governmental Organisation
PL	Participatory Learning
PLA	Participatory Learning Approaches
PLWHA	Person/people living with HIV/AIDS
PRA	Participatory Rural Appraisal
SEAGA	Socio-Economic and Gender Analysis



**PART 1**

**SEAGA AND LIVESTOCK PRODUCTION**

# Part 1 SEAGA AND LIVESTOCK PRODUCTION

## 1.1 Introduction



in times of need.

Livestock make a substantial contribution to household food security by providing income, quality food, fuel, building material, fertiliser and assets for a majority of rural households in developing countries<sup>1</sup>. They act as a bank, in terms of food security, foodstuff conversion, and as tangible assets that can be sold or exchanged

In general, small livestock keepers and subsistence farmers face numerous challenges: poor access to markets, goods and services; periodic drought and disease outbreak; economic policies that favour large-scale producers or markets elsewhere in the world; weak institutions; inappropriate technologies; and a lack of opportunities to improve their skills and knowledge.

Women and men of different ages often have different and quite specific knowledge about, and responsibilities for, various aspects of animal husbandry and livestock production. For example a woman might be responsible for preventing or treating diseases in the household's livestock, the men for milking or marketing, boys for grazing or watering and girls for providing fodder in zero-grazing. Should one or more household members die, critical knowledge and skills may be lost along with them.

Women typically face even greater challenges than men as they have different access to and control over resources, including livestock and livestock-related resources (land, credit, labour, technology, services). The result is that both production and productivity for small livestock keepers and subsistence farmers, especially, women, remain well below potential and losses and waste can be high.<sup>2</sup> Any one of these factors is a constraint in itself. Combined with the impacts of chronic illness, particularly HIV/AIDS, the challenge to sustainable livestock production can become overwhelming for households, communities, institutions, and indeed governments.

The interlinkages between HIV/AIDS, crop production, and food security are increasingly well-documented. However, the impacts of, and mitigation strategies for, HIV/AIDS on livestock production are less well understood (Engh et al. 2000). There has been little research on the links between HIV/AIDS and pastoralism (Morton 2003). In addition, very little information exists about the impact on the specific aspects of animal husbandry and future management strategies in affected households (Goe 2005). The gendered aspects of these interlinkages are even less well understood although there is increased awareness about the impacts of HIV/AIDS on women and children's ability to keep and support livestock upon the death of a husband/father due to property or asset grabbing on the part of the husband's extended family.

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<sup>1</sup> FAO Web site (2005): <http://www.fao.org/ag/againfo/subjects/en/poverty.html>

<sup>2</sup> Adapted from FAO Web site <http://www.fao.org/ag/againfo/subjects/en/poverty.html>

### **Purpose of the guide**

The purpose of this guide is to support those working on livestock-related programmes and projects, particularly in the design of these, so that they can more effectively respond to the different needs, priorities, constraints, and livelihood strategies present in rural communities or households. This guide focuses on the collection and use of qualitative socio-economic and gender-disaggregated data, particularly for use in project identification and design. However, this does not negate the need for quantitative data collection and use, particularly in monitoring and evaluation. There are other useful guides and training materials that are helpful for working on this.<sup>3</sup>

This guide provides a brief overview of some of the key socio-economic and gender issues related to livestock production. In particular, it considers the impact of HIV/AIDS on livestock production and related activities, as it is an overarching development concern affecting all sectors, and increasingly all regions of the world.

The Millennium Development Goals (MDGs) promote human development as the key to social and economic progress. Livestock contribute to poverty and hunger eradication (MDG1) through provision of food and income for rural households. Low-cost investments in small livestock such as poultry and goats can offer rural women and men opportunities to diversify income, improve livelihoods and reduce vulnerability to the impacts of HIV/AIDS and other external shocks. Tackling gender inequalities (MDG3) is at the core of poverty elimination and halting the spread of HIV/AIDS and other diseases (MDG6). To reach these goals will take a coordinated multi-sectoral response at all levels. Projects or programmes that fail to address gender and HIV/AIDS risk possible failure or even worse, increasing the negative impacts of the epidemic on affected individuals, households, and communities.

#### **Millennium Development Goals (MDG)**

In September 2000 the member states of the United Nations unanimously adopted [the Millennium Declaration](#) that included the following MDGs:

1. Eradicate extreme poverty & hunger
2. Achieve universal primary education
3. Promote gender equality & empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability

Source: Millennium Development Goals Web site:  
<http://www.developmentgoals.org>

To this end, the guide looks at some of the broad strategies that have been proposed for mitigating the impacts of HIV/AIDS<sup>4</sup> (and other chronic illnesses such as malaria and tuberculosis) on food security and agriculture in terms of the role of livestock production.

The guide also includes pull-out checklists of questions to help livestock officers consider socio-economic and gender concerns, particularly HIV/AIDS, in the design and appraisal of livestock projects and programmes. It also provides participatory tools for field-based users in livestock-related project identification and preparation, and to a lesser extent, project design, implementation and monitoring and evaluation.

<sup>3</sup> For example, see Hedman et al (1996) and Hill (2003)

<sup>4</sup> For more on HIV/AIDS mitigation, please see FAO (2003a) and <http://www.fao.org/sd/hivaids>.

## SEAGA

The overall objective of FAO's Socio-Economic and Gender Analysis (SEAGA) Programme is to strengthen member countries' capacity to undertake, and use the findings from, socio-economic and gender analysis in policies, programmes, and projects. Now in its second decade, the SEAGA Programme has evolved over the years, developing tools and training materials to help officers, planners, and decision-makers address socio-economic and gender issues throughout all agricultural sectors (including livestock, fisheries, and forestry). This has included the development of training materials on the production and use of gender-disaggregated data for agricultural planning.

More recently, the SEAGA Programme undertook the development of training materials and a revision of guiding documents to assist those working in various aspects of agriculture to better address the impacts of HIV/AIDS on agriculture and food security<sup>5</sup>.

The SEAGA approach provides users with a basis for collecting information on, analysing, and interpreting socio-economic and gender patterns affecting development projects, programmes and policies. This is particularly relevant for addressing HIV/AIDS-related concerns as it is the socio-economic and gender roles, behaviours, relationships, and patterns that are so strongly interlinked with the evolving pandemic and its impacts.

The SEAGA approach is based on three guiding principles:

- Gender roles and relations are of key importance.
- Disadvantaged people are a priority.
- Participation of all stakeholders is essential for development.

In looking for effective means to mitigate the impact of HIV/AIDS on livestock production and food security in general, these three principles become even more relevant.

### Gender roles and relations are of key importance

Gender roles and relations have a lot to do with determining vulnerability to HIV infection and to the impact of AIDS. They are also instrumental in determining the coping capacity of the men and women survivors (IFAD 2001). HIV/AIDS impacts differently on women as they typically carry the burden of caring for the sick and/or orphans while at the same time as trying to provide a livelihood for the household.

### The gendered dimensions of HIV/AIDS

Women and young girls are disproportionately vulnerable to HIV because of their physiological make-up. Infection in women is fuelled by social, cultural, economic and legal forms of discrimination.

- Women and girls are at greater risk of sexual exploitation, trafficking and abuse because of poverty, low status, and unequal economic rights and educational opportunities.
  - Women's ability to negotiate safe sex or refuse unwanted sex is driven by unequal gender power relations.
  - Young women and girls experience more gender-based violence and sexual exploitation such as rape and abuse, especially in emergency and conflict situations.
  - Older men often seek younger sexual partners; this age discrepancy can increase a girl's risk of infection (as these men will undoubtedly have had more partners).
  - Gender norms that encourage men and boys to engage in risky, early or aggressive sexual behaviour increase the vulnerability of both men and women.
  - Cultural practices including early and forced marriages and sexual cleansing deprive women of a means of protecting themselves from HIV infection.
- (Source: UNAIDS/ UNFPA/UNIFEM (n.d.) *Women and HIV/AIDS: Confronting the crisis.*)

<sup>5</sup> Contact FAO for more information, or have a look at the FAO Web sites: <http://www.fao.org/hiv aids> and <http://www.fao.org/sd/seaga>

HIV/AIDS worsens gender-based differences in access to land and other productive resources like labour, technology, credit and water. For example, throughout many parts of Africa, it is mostly women and children who suffer the repercussions of asset “stripping” or “grabbing” upon the death of a husband.<sup>6</sup>

### **Disadvantaged people are a priority**

The main source of livelihood of millions of households is subsistence agriculture. The impact of HIV/AIDS on these households is devastating and most of the traditional safety nets (i.e. extended families and community organisations) are increasingly overwhelmed. Orphan-headed households are increasing, affected households are forced to pull children out of school for extra agricultural labour as others care for the sick, money is diverted from school fees to pay for treatment, and livestock are sold for distress sales or slaughtered for funerals.

### **Participation of all stakeholders is essential for development**

For some time now, HIV/AIDS has been viewed as a development issue, not just a health issue. To this end, various players involved at the international, national, and local levels have realised that to fight the pandemic, a multi-sectoral response is needed. This means that at all levels, different stakeholders must be identified, work together, tackle issues, and share resources to be more effective. In the agricultural sector, there has been more focus on “crops” and “vegetable gardens”; there is much more work needed in the area of livestock production to better understand the impacts of HIV/AIDS, and to develop more effective, relevant and appropriate mitigation interventions.

### **Why an HIV/AIDS focus in this guide?**

As part of its mandate, FAO is responsible for monitoring the impact of HIV/AIDS on food security. It supports member countries in their efforts to prevent the worsening of the epidemic and mitigate the impacts of HIV/AIDS on food security, nutrition and agriculture.<sup>7</sup>

In 1997, 41% of adults living with HIV/AIDS worldwide were women; by 2001, this figure had risen to 50% (UNAIDS/WHO 2002). Today, 95% of people living with - and dying of - HIV/AIDS are in developing countries. While HIV/AIDS was once predominantly an urban problem, it has rapidly moved into rural areas, affecting food security, reversing any development gains made over the last few decades, and further impoverishing already strained households and communities.

HIV/AIDS impacts all rural household labour - changing roles and responsibilities along gender and age lines as the disease increases its impact on households. It also affects a rural households' use of resources in many ways; for example, when someone falls sick, a household may be forced to sell some (or eventually all) of its resources, including livestock, land, and implements to pay for treatment or burial.

Inheritance practices overlaid with HIV/AIDS-related stigmas may lead to a woman or her children losing access to productive resources upon the death of her husband. This includes livestock, from cattle to poultry, including draught animals useful for crop production, grazing lands, plots, agricultural implements including ploughs, hand hoes, etc. A woman may be stripped of the livestock that provides her family with the very milk and meat they need to maintain their own health.

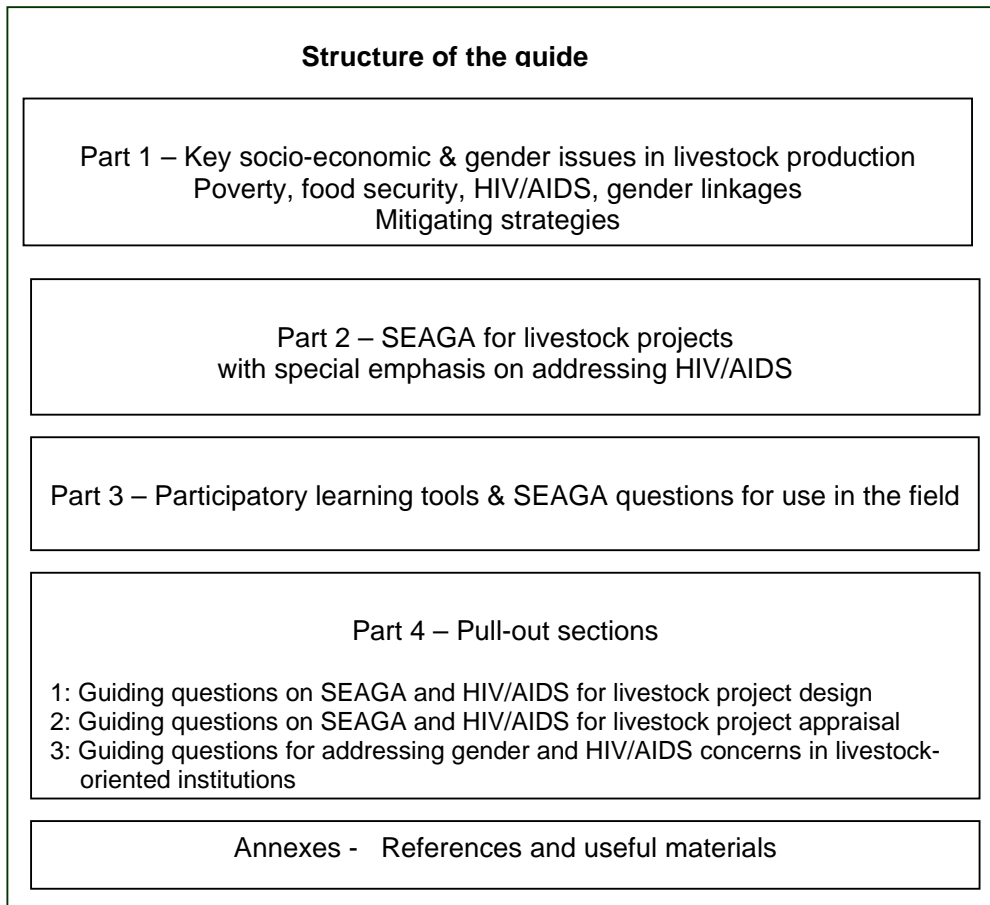
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<sup>6</sup> See for example FAO/MACO (2004) and UNAIDS (2004) as well as the Global Coalition on Women and AIDS Web Site: <http://womenandaids.unaids.org> .

<sup>7</sup>FAO's HIV/AIDS and Food Security Web site. [www.fao.org/sd/hivaids](http://www.fao.org/sd/hivaids)

HIV/AIDS has such deep economic and social impacts that, even if a cure or prevention were to be found tomorrow, the effects on communities and nations would be felt for many years to come. In some ways, it is true that if we are not addressing HIV/AIDS in all our development initiatives, including livestock and agriculture, we are not addressing development, as the pandemic is quickly reversing gains made over the last 30 years.

### How the guide is structured



**Part 1** provides an introduction and overview of some of the key socio-economic and gender issues relevant to livestock production. In particular, it looks at the interlinkages between HIV/AIDS, food security, poverty, gender, and livestock production. It considers some of the impacts of HIV/AIDS on the livestock sector including household production, marketing, extension and veterinary services, and access to and control over resources. Some of the broad mitigating strategies are provided and the potential role of livestock production considered under each.

**Part 2** focuses on the livestock project cycle, specifically on some of the socio-economic and gender issues to consider at each phase of a project. The emphasis is on the identification and preparation of livestock programmes or projects, but other phases are considered also. Part 2 is cross-referenced with Part 4, which contains specific SEAGA guiding questions for each type of socio-economic and gender analysis required in the identification and preparation stage of a project. It also points

to useful tools in Part 3 for those working directly with communities to design or implement livestock initiatives.

**Part 3** provides a pull-out toolbox of participatory learning tools and SEAGA questions for livestock planners and communities to identify the different socio-economic and gender issues that are linked to, impact upon, and are impacted by livestock production activities. These are particularly useful in the identification and preparation stage of a livestock project or programme.

**Part 4** includes pull-out sections with key SEAGA guiding questions to help livestock officers and planners consider socio-economic, gender, and HIV/AIDS concerns in project design, project appraisal, and organisational assessment. This includes:

- Guiding questions on SEAGA and HIV/AIDS for livestock project design;
- Guiding questions on SEAGA and HIV/AIDS for livestock project appraisal; and
- Guiding questions for addressing gender and HIV/AIDS concerns in livestock-oriented institutions

Finally, an annex provides a list of sources used in this guide as well as other useful resources on gender, HIV/AIDS and livestock, food security, and agriculture.

The following section provides an overview of some of the interlinkages between livestock production, food security, poverty, gender, and HIV/AIDS.

## 1.2 Overview of interlinkages between livestock production, food security, poverty, gender, and HIV/AIDS

*Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active and healthy life (Source: Rome Declaration on World Food Security announced at the World Food Summit, FAO 1996)*



Livestock contribute substantially to household food security: they provide income, food, fuel, construction material, fertiliser and assets for over the majority of rural households in developing countries. Yet women and men keeping livestock face innumerable challenges including:

- poor or non-existent access to markets, goods and services;
- effects of drought and disease outbreak;
- economic policies that favour large-scale producers or markets elsewhere in the world;
- institutions lacking human, financial, and technical resources, and;
- need for improved skills, knowledge and appropriate technologies.

One of the biggest challenges facing those engaged in livestock production and agriculture is HIV/AIDS. It has affected human health and impacted negatively on national, social, and economic progress in ways and to an extent that no other disease has. AIDS is the leading cause of death in sub-Saharan Africa and it is the fourth biggest killer worldwide (FAO 2003a).

HIV/AIDS has direct and indirect impacts on household food security and nutrition through its effects on production, resources, and labour. Unlike any other disease, HIV/AIDS attacks the most productive age group, leaving households with little or no adult labour and knowledge. Households lose their ability to work and to produce food for themselves and to earn money to buy food and pay for other necessities such as school fees, agricultural inputs, tools, livestock and veterinary services. Time is reallocated from productive activities such as collecting fodder for livestock, watering and grazing, and treating livestock to care for sick and dying household members. Typically, it is women and girls who take time from producing food to provide care for household and community members.

### HIV/AIDS and orphans

It has been estimated that by the end of 2002, 14 million children under age 15 had lost one or both parents to AIDS. By 2010, this number is expected to jump to more than 25 million. 80% of the orphans live in sub-Saharan Africa but there are worrying trends of an increase in AIDS orphans in Asia and Latin America and the Caribbean. Source: [www.avert.org](http://www.avert.org)

Household resources, including livestock, are sold to pay for medicines, treat the sick and pay for funerals. Families become marginalised, stigmatised, and have difficulty accessing important extension and veterinary services.

As children are orphaned, important agricultural knowledge is lost before it can be transmitted from generation to generation. Livestock-related knowledge about grazing patterns, disease trends, treatments, and breeding selection is increasingly lost.

HIV/AIDS increases the inability of households to purchase agricultural inputs, livestock, and livestock services. In the northern part of Zambia, FAO showed that due to competing expenditure needs over limited income (e.g. medical fees, food purchase and inputs), households caring for people living with HIV/AIDS (PLWHA) and female-headed households with orphans are less able to buy farm inputs than non-affected households<sup>8</sup>. HIV/AIDS-related stigmas contributes significantly to the inability of affected individuals or households to access agricultural credit as formal institutions view HIV+ farmers as bad credit risks<sup>9</sup>.

Households develop different response strategies; many switch to less labour-intensive crops; those keeping livestock may switch to less labour-intensive livestock such as poultry or bee-keeping. Some may sell their cattle to pay for treatment or funerals; some may be forced to sell or slaughter all their livestock as the disease takes its toll on the household and further impoverishes its members.

#### **Case study from Kenya - Leah's Story**

More than 20 years ago, Leah would have been considered relatively wealthy; now she survives by making and selling charcoal. Funeral costs and customary funeral feasts have driven her into poverty. She married Oyugi in 1948, and they had 18 children (16 girls and 2 boys). 13 girls died in early childhood and 2 died as adults after getting married. Her two sons also died as adults. One was killed in an accident and the other after a long illness. She lives in a house that her late son constructed for her and works on her late husband's plot, which she considers very productive. In 1978, her household was not poor, and they had many livestock. Since then most of the livestock have died; many were slaughtered. When her husband died, two bulls were slaughtered. A bull was slaughtered for each of her two sons' funerals, and a cow was slaughtered when her daughter-in-law died. Leah's only remaining livestock are some chickens. She attributes her decline into poverty to the deaths and related loss of livestock assets that hit her family so hard. Source: Kristjanson, P, A. Krishna, M. Radeny and W. Nindo (2004)

#### ***Impacts of HIV/AIDS on livestock production and agriculture***

There are numerous impacts of HIV/AIDS on agriculture and livestock production. While by no means comprehensive, the list below flags some of the potential impacts for livestock officers or extensionists so that they may think about how to address them while developing livestock-related projects and programmes or while working with communities on livestock initiatives.

#### **Potential impacts of HIV/AIDS on rural livelihoods and food security**

Some of the household level impacts on rural livelihoods and food security might include:

- Reduced focus on productive activities;
- Production (labour and time) negatively affected – leading to food insecurity;
- Difficulty in providing a livelihood for household members;
- (Elderly) women over-burdened as they care for the sick and orphaned children;
- Reduction in land under cultivation; and
- Productive age groups sick and dying - the elderly and the young left to take over production activities.

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<sup>8</sup> According to a survey carried out by FAO, 14% of female-headed households with PLWHA, 24% of female-headed households with orphans and 50% of non-affected households in the sample population could afford to purchase fertiliser (FAO 2004a).

<sup>9</sup> Participant discussions, TOT on Gender, HIV/AIDS and Food Security for Choma District MACO Staff Choma, Zambia 9 – 20 2004.

These may in turn have broader impacts on livestock production, as summarised by Engh et al. (2000):

- Decreased capacity to manage livestock resources (e.g. manure, fuel, building materials);
- Decreased ability to contain and eliminate livestock waste;
- Loss/transfer of livestock according to property inheritance;
- Sale/slaughter of livestock and reduction in number of draught animals;
- Decrease in livestock products (milk, meat);
- Decreased sales/transactions; and
- Reduced veterinary and livestock extension services as staff fall sick or die.

#### **Gender, inheritance customs and livestock**

While legislation exists to prevent property/asset grabbing in Namibia, it is still common practice in many areas of northern Namibia for a husband's family to take livestock and other resources from a widow and/or remaining children upon the husband's death. The loss of livestock has immediate impacts on the woman and/or her children as they lose their "food security" bank, potential draught power, fertiliser, and source of income. Source: Engh, I., Stloukal and J. du Guerny (2000).

Clearly, the livestock sector, like all areas of agricultural production, is being heavily impacted by the HIV/AIDS epidemic. Not only is food security increasingly threatened from household to national levels, but the impacts are even broader. Critical knowledge about livestock production, breeds, disease patterns, prevention and treatment, and grazing and watering patterns is being lost as parents die before they have the time to pass on knowledge to their children.

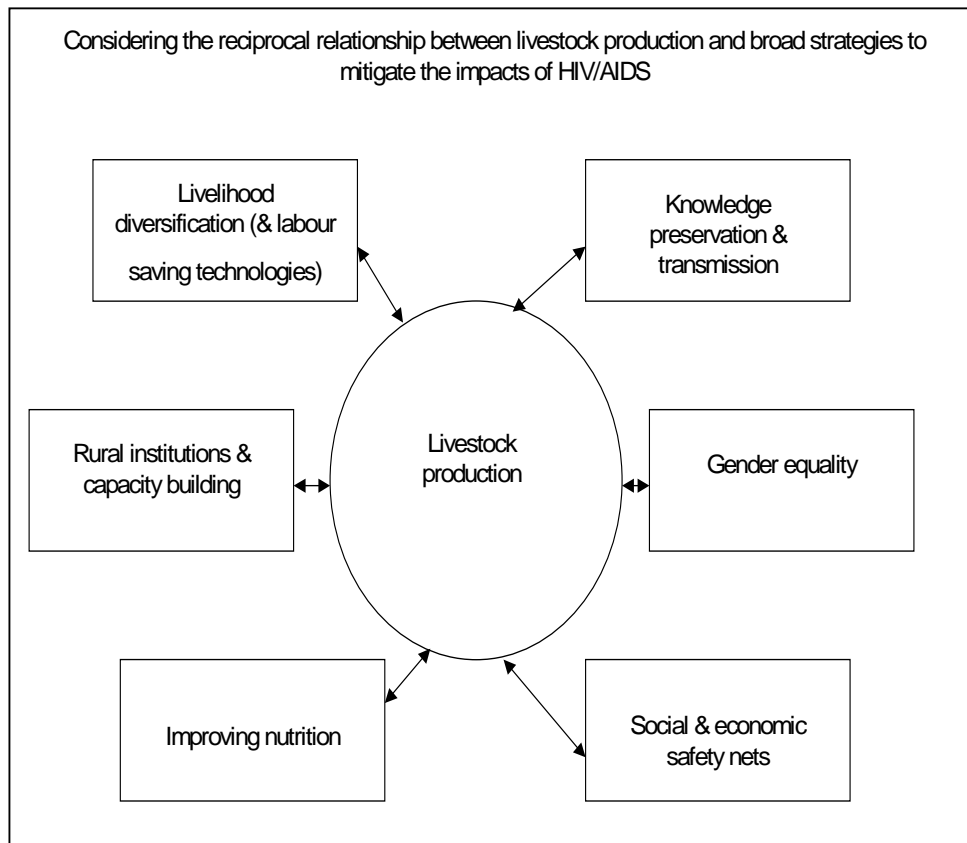
Veterinary and livestock extension and research services are also being affected. As livestock specialists fall sick or die, institutions lose their capacity to support communities and farmers in their efforts to improve their livestock production, and in turn, their food security and income-generation possibilities. Areas whose veterinary and livestock services have been greatly affected by HIV/AIDS may not be able to cope if affected by livestock disease. They might not be able to prevent disease outbreaks, nor might they be able to respond effectively to an outbreak. This can have dire effects for household food security, but also for wider markets nationally and internationally.

The following section considers some possible roles for livestock in mitigating the impacts of HIV/AIDS on food security and nutrition.

### 1.3 Possible roles for livestock in mitigating the impacts of HIV/AIDS on food security and nutrition



This section considers some of the broad strategies for mitigating the impacts of HIV/AIDS on food security and nutrition that were proposed by an inter-agency workshop<sup>10</sup> held in 2001. Specifically, it looks at how livestock specialists might adapt these strategies for their own projects or programmes. Clearly there is a reciprocal relationship between livestock production and these mitigating strategies in that livestock can play an integral role in these strategies to counter or lessen the impact of HIV/AIDS on rural livelihoods, food security and overall well-being of rural households. Likewise, overall strategies that mitigate the impact of HIV/AIDS on food security, nutrition, and household livelihoods can contribute positively to sustainable livestock production.



Effective, locally appropriate approaches are needed to implement these strategies. It is therefore essential to consider the local socio-economic factors in which the impacts of HIV/AIDS on food security and rural livelihoods are situated, particularly in terms of livestock and agricultural production. Likewise, it is important to mainstream gender considerations throughout the various strategies.

<sup>10</sup> Further information: FAO (2003a).

To be truly effective, any mitigating strategy must also incorporate ways to address peoples' values, beliefs, misconceptions, and most importantly, HIV/AIDS-related stigmas. It is also important to: build on existing good practices; mainstream, in a gender-sensitive way, HIV/AIDS issues into current livestock activities; and look at institutional environments and practices, and the role they play in effective mitigation. Importantly, any strategy should include awareness-raising and capacity-building with the relevant stakeholders (e.g. livestock officers and extension workers and community members).<sup>11</sup>

The box below, entitled **Key principles to guide livestock sector staff on HIV/AIDS**, has been adapted from a set of principles outlined in a recent FAO document for agricultural extension workers and is useful for considering when developing or implementing livestock-related HIV/AIDS mitigating strategies.

#### **Key principles to guide livestock-related staff on HIV/AIDS**

- Become HIV/AIDS competent and understand the implications of the disease for one's own life and one's own work.
- Mainstream HIV/AIDS considerations in a gender-responsive way into all livestock initiatives.
- Reduce HIV/AIDS-related stigma and discrimination in livestock-focused institutions and all activities with communities.
- Encourage and support communities to be actively involved in addressing the disease, including reviewing their gendered norms and behaviours that contribute to the spread of the disease.
- Promote gender empowerment as a means of reducing the risk of HIV infection and vulnerability to the impacts of AIDS.
- Ensure livestock initiatives recognise and address HIV/AIDS-related needs and priorities of vulnerable groups, households and individuals.
- Use flexible and participatory processes in developing livestock initiatives with the community.
- Adopt inter-disciplinary and innovative responses that develop or strengthen linkages between livestock/veterinary services and partnerships with other government services, NGOs and the private sector.
- Advocate and increase understanding among other stakeholders of the potential contribution of livestock and agriculture to mitigate the impact of HIV/AIDS.

Adapted from: Bishop-Sambook (2004)

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<sup>11</sup> Emmanuelle Guerne-Bleich, Officer, Animal Production and Health Division, FAO, Personal communication, 2004.

## Mitigation strategies<sup>12</sup>

There is nothing particularly new about the mitigation strategies outlined in the following pages; they have been used by communities in their agricultural and livestock activities, and have been promoted by livestock specialists and others for a long time. However, it is important to consider them through a new gender and HIV/AIDS lens to assess their suitability for households affected by chronic illness and death to lessen the impact of the epidemic on their livelihoods (e.g. labour requirements, availability of labour, income generation) and food security, and improve the nutrition of household members, particularly those who are sick.

Households may be affected differently by HIV/AIDS (e.g. those caring for orphans and/or people living with HIV/AIDS (PLWHA), or experiencing the death of a household member). For example, male-headed households caring for very young orphans may have very different needs and constraints (e.g. may have to divert labour to childcare) than male-headed households caring for older orphans (who may provide more labour). Pastoralist households may require different strategies than other livestock-keepers (e.g. extension, communication strategies and nutrition).

### 1. *Livelihood diversification: promoting small stock production*



In many areas, small stock can play an effective role in mitigating the impacts of HIV/AIDS on household livestock production, nutrition, and food security.

They are relatively low in labour and capital demands; they can also be a good source of income for resource-poor households, including those affected by HIV/AIDS and chronic illness. Poultry rearing may be particularly well suited for poor households with labour shortages, including grandparent-, female- and child-headed households as it requires low capital investment, is easy to manage (particularly where free-range feeding is possible), has fairly low labour inputs, is marketable within and outside communities, and has a quick rate of growth and return. Goat rearing can also provide similar benefits as poultry although it can take longer to realise a profit. In some areas, rabbits and guinea pigs may also be appropriate.

#### **Mitigating the impact of HIV/AIDS: the role of poultry**

VETAID Tanzania has a project in Arusha that aims to reduce the impact of HIV/AIDS on local families. This project tackles the roots of poverty where women, who have lost everything, struggle to survive and look after their families. Each family received one cockerel and five hens; the chicks that have hatched as a result of this have been sufficient to provide birds for new group members. They also received training in poultry management. Children in the project families are now able to eat eggs and meat more often and family incomes have increased substantially through the sale of eggs and chicks. A measure of project success suggested by the beneficiaries is the fact that all families are able to purchase kerosene for their lamps. Source: VETAID(2003) [www.vetaid.org](http://www.vetaid.org)

#### **Specific actions**

To support these mitigating strategies, government livestock services, NGOs and other institutions can:

- **Assess the feasibility** of small stock production for different client groups of men and women, particularly those affected by labour shortages and/or HIV/AIDS (including younger boys and girls if necessary);
- **Provide start-up capital** for small-stock production to target groups;
- **Ensure that training** interventions include vulnerable groups of men and women in entrepreneurship development and production skills, disease

<sup>12</sup> Adapted from FAO (2003a).

management (e.g. vaccinations), and improved animal husbandry related to small stock production; and

- **Introduce appropriate local or improved breeds and technologies** in livestock interventions with vulnerable populations.

It is households and groups (e.g. women and men within households, different groups including women's groups and PLWHA-groups) who should ultimately decide whether these strategies make sense based on the tasks in which they are already engaged, their labour availability, and the access to start-up capital (if necessary).

## **2. Knowledge preservation and transmission**



HIVAIDS has had an adverse effect on knowledge, practices, and skills associated with livestock production and agriculture in general. Livestock-related tasks are often gender or age specific. This means that men, women and even boys and girls potentially have different knowledge about different species or breeds; various aspects of production; disease prevention and treatment; and other aspects of livestock production such as marketing and business development.

### **Getting information and services**

In Rakai, Uganda, researchers observed that when the male head of a household died, women and children often did not have the knowledge or financial resources to care for cattle. This was in part because women did not have the same access to institutions and services that shared knowledge (e.g. livestock extension services and other institutions).  
Source: Haslwimmer (2000).

As with all aspects of agriculture, there is the risk of (potentially gender- and age-specific) loss of animal husbandry knowledge, skills, and practices if parents die before they can transmit these to their children. If orphans are unable to manage the livestock upon which their household has depended, they are also at risk of deepening food insecurity and poverty. This also has potential implications for the sustainability of domestic animal diversity.

### **Specific actions**

Those working on livestock interventions with communities should be particularly observant about the different types of households and the various livelihood constraints facing each, including widow- grandparent- or orphan-headed households. To ensure that knowledge and skills related to livestock production are transmitted to younger generations, it is important to promote livestock initiatives that support boys and girls in developing or maintaining livelihood strategies that include livestock. In developing mitigating strategies focusing on livestock production, livestock planners, extensionists and other staff should consider the following:

- **Assess the needs, constraints, knowledge and skills** of women and men, particularly youth, vulnerable children and orphan-headed households, in planning livestock initiatives;
- **Create community-based strategies** that value and conserve knowledge and local skills about livestock, and contribute to passing on this knowledge to new generations;
- **Develop ways to include girls and boys** in livestock extension activities - this will require assessing their schedules and availability, possible schooling needs, existing skills and responsibilities; and
- **Build on the experiences of Junior Farmer Field and Life Schools (JFFLS)** that are founded in adult education approaches. JFFLS provide agricultural

skills as well as life skills and an opportunity for group mobilisation and income generating activities. Applied to livestock production, the JFFLS approach can:

- **Empower girls and boys keeping livestock** to develop their livestock-related knowledge and skills to enable them to be productive and food secure;
- **Sharpen girls and boys' abilities** to make critical and informed decisions about their livestock and other agricultural activities that can help them generate income and provide food for their household; and
- **Sensitise girls and boys** in new ways of thinking and problem solving in animal husbandry.

The Junior Farmer Field and Life Schools specifically target orphans and vulnerable boys and girls between 12 and 18 years. JFFLS are intended to empower orphans and vulnerable boys and girls by improving their knowledge and skills in agriculture, other agribusinesses, and nutrition. The life school component helps build boys and girls' socialisation skills and values and provides HIV/AIDS awareness, child protection and psychosocial support. JFFLS are intended as a safe social space for both girls and boys, where peer support and community care helps develop their self-esteem and confidence.

Animal husbandry is an area that is well suited for JFFLS and can be incorporated into wider agricultural JFFLS programs or target livestock production initiatives separately, depending on the situation. Whatever the case may be, incorporating HIV/AIDS education into the curriculum is advisable as it is youth who will carry livestock production and food security forward.

### **3. Rural institutions and capacity building**



It is not only rural households and their members who are affected by HIV/AIDS; community based institutions, livestock and agricultural support service institutions (livestock extension, veterinary services, dairy cooperatives, health services, research institutes, etc), and others suffer the effects also. These include, but are not limited to:

- Loss of qualified livestock extension and veterinary staff to illness and death;
- Decreased (or halted) service to affected households because of stigma, fear, ignorance and lack of capacity to address the new challenges on the part of livestock services staff; and
- Lack of institutional management support to affected staff and clients.

#### **Specific actions**

Livestock-focused institutions and services can help mitigate the impacts of HIV/AIDS and other chronic illnesses on livestock production and food security by considering some of the following issues both in terms of how they address HIV/AIDS within their own institutions and how they address HIV/AIDS in their work with women and men in communities. This includes:

- **Reviewing (and revising if necessary) institutional policies and structures** to mainstream, in a gender-sensitive way, HIV/AIDS concerns in the work of the organisation;<sup>13</sup>

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<sup>13</sup> For more about this, see UNAIDS *Gender Sensitivity Checklist* at [http://www.unaids.org/html/pub/Topics/Gender/GenderChecklist\\_en\\_pdf.pdf](http://www.unaids.org/html/pub/Topics/Gender/GenderChecklist_en_pdf.pdf)

- **Conducting livestock-related research** in a way that disaggregates socio-economic data by gender and age (at the very least by heads of household) and where appropriate, by households that are or are not affected by HIV/AIDS and/or other chronic illnesses (including malaria and TB). Identifying the status of households is often difficult or unwise (because of stigma) and proxy indicators are often needed<sup>14</sup>;
- **Providing support to staff**, e.g. voluntary testing, counselling and antiretrovirals (ARVs) to affected staff;
- **Providing gender, HIV/AIDS, and stigma training and sensitisation** to all staff (from field-based workers to management);
- **Incorporating gender-sensitive HIV/AIDS messages** in livestock extension work and materials; and
- **Partnering with other institutions** and community-based organisations to sensitise communities and traditional leaders about the negative impacts of HIV/AIDS, including livestock and asset-grabbing, on livelihoods, household food security and livestock production systems.

#### 4. Promoting gender equality



Men and women are affected differently by HIV/AIDS, and consequently their livelihood opportunities and constraints in managing livestock are likely to be affected in different ways. It is mostly women and girls who reallocate their productive labour, including time used for animal health and production purposes, to care for the sick and dying members of a household or community. Women may face particular constraints in accessing extension and livestock information and services. In many cases, women do not control household livestock resources, and it is difficult for them to have a say in what happens to these resources upon the death of their husband. It is not uncommon that households lose their livestock and other property upon the death of the male head due to prevailing inequalities in inheritance rights and practices.

##### Specific actions

There are many ways that those working on livestock initiatives can work towards promoting gender equality in their programs, institutions, and work with clients. Using this or other similar guides and tools to help identify gender-related issues in planning livestock projects or programmes is one way. The following list provides a few other ideas for action:

- **Credit:** Support women and men's improved access to credit to start up or strengthen stock, practices, or businesses.
- **People-responsiveness:** Ensure a better identification of the different needs and priorities of women and men. Consider the need for less labour-demanding livestock production systems due to labour reallocation to care for the sick.
- **Livestock information and extension services:** Promote better inclusion of women farmers and livestock keepers, particularly in households affected by HIV/AIDS and other chronic illnesses, and support efforts that improve their access to livestock information, i.e. marketing, technologies and less labour-intensive livestock systems. This may include making sure extension messages and radio programmes are developed in the local language and

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<sup>14</sup> For more information about proxy indicators, see Save the Children (2004).

meetings and trainings are scheduled for times and places that women can access.

- **Legal issues:** Be informed and share knowledge about the inheritance and property rights of widows and children as well as law-enforcing mechanisms that can support them to keep or reclaim livestock, land and other property.

### **5. Improving nutrition and food safety**



Women and men living with HIV/AIDS need good nutrition to stay as healthy as possible. Good nutrition cannot cure AIDS or prevent HIV-infection, but it can delay the progression from HIV to full-blown AIDS and related diseases, and improve the quality of life of people living with HIV/AIDS (FAO/WHO 2002). Meat, egg and milk products supply proteins, vitamins and minerals and extra energy, and help to strengthen muscles and the immune system. People with weak health are more vulnerable to infections, including diseases transmitted by animals or through contaminated food and water. Even people with access to anti-retrovirals need a balanced diet to fully benefit from such treatment.

Some of the mitigation strategies mentioned previously have tried to provide some ideas for those working with livestock and communities to mitigate the impacts of HIV/AIDS on livestock production and household food security. In addition to these potential interventions, it is important to consider the nutrition needs of affected individuals and households, review existing support institutions (whether it be extended family, community-based organisations, etc.) and assess, with the community, and particularly those affected, the best way forward to ensure livestock production within, or for, those households. Labour and financial constraints of households and women and men must be considered before strategies are discussed or plans developed.

#### **Specific actions**

To improve the potential for livestock's contribution to household nutrition, particularly to households affected by HIV/AIDS and other chronic illnesses, livestock initiatives and services must make every effort to collaborate with other partner organisations to:

- **Improve community and staff understanding** of HIV/AIDS and its impact on households, their livelihoods, food security, and nutrition;
- **Include information** about the importance of a good and balanced diet to living well with HIV/AIDS and the potential contribution to nutrition of small stock; and
- **Advise** men and women on ways to avoid transmission of zoonoses.<sup>15</sup>

### **6. Strengthening social and economic safety nets**



In times of stress, communities and family members often come together to support each other. Natural disasters such as drought, floods, and earthquakes often force people to support each other in ways that are not required on a typical day. HIV/AIDS is challenging communities and extended family members in ways that have not been seen before – placing enormous stress on traditional social and economic safety nets. HIV/AIDS-related stigma and a widespread lack of knowledge (or misinformation) about the

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<sup>15</sup> For more on HIV/AIDS and zoonoses, see Pasquali (2004).

illness itself in terms of cause, transmission, and cure fuels the stigma and marginalises individuals and communities.

Livestock have always played an important role in supporting the social and economic safety nets of households and communities. They are central to people's livelihoods, food security and nutrition; they act as a "bank" to be called upon in times of stress or need (either sold, traded, or slaughtered). Livestock are central in many of the major events of life, i.e. birth ceremonies, weddings and funerals. Yet, there is seemingly little known about how traditional community institutions – particularly around livestock production (e.g. women's poultry groups, grazing support and dairy cooperatives) – are holding up under the stress induced by HIV/AIDS and related chronic illnesses (FAO 2003e). Livestock-oriented groups can also provide much-needed new (or adapted) types of community or social cohesion and support in times of need.

### Specific actions

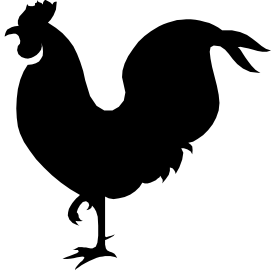
The previous strategies outlined in this section have suggested several ways that livestock can support initiatives to mitigate the impacts of HIV/AIDS on household and community food security and nutrition. All of these strategies can support the social and economic safety nets of a community. Collaboration between people and organisations from different sectors (e.g. health, agriculture, veterinary and livestock services, finance, nutrition, land and forestry) is essential to strengthen safety nets for HIV/AIDS affected households, and the livestock sector can contribute to this work though:

#### Community Safety Nets, Zambia

In Northern Province, Zambia, HIV/AIDS affected households have difficulties accessing many of the social and economic safety nets. Most households depend on extended family for help with labour, food and financial assistance. Households that take care of people living with HIV/AIDS have difficulty accessing community based organisations (CBOs) due in part to HIV/AIDS stigma they encounter, reduced household labour availability, and extension services that fail to target their needs. Source: FAO (2004a).

- **Reducing stigma:** Sensitise community and staff about HIV/AIDS-related stigma that marginalises individuals and households making it hard for them to access the resources they desperately need;
- **Labour sharing:** Explore opportunities for sharing or exchanging labour, food or other resources in ways that are responsive to the needs of households affected by HIV/AIDS in particular. For example there may be some sort of community mechanism that provides labour exchange or a rotating system of "inheritance" of livestock, or opportunities to establish or strengthen community-managed flocks of animals such as sheep, goats and poultry;
- **Building on and supporting existing community safety mechanisms:** Support vulnerable households or groups in a gender-sensitive and participatory manner, and promote interdisciplinary (e.g. forestry, health, education) collaboration to strengthen rural livelihoods and reduce their vulnerabilities; and
- **Supporting research:** Include HIV/AIDS and gender concerns to more effectively identify avenues for better social and economic support – particularly for the most vulnerable households and groups in a community (e.g. widow-headed households caring for orphans, orphan-headed households).

The following section considers the application of socio-economic and gender analysis (SEAGA) in the design of livestock projects.



**PART 2**

**SEAGA FOR LIVESTOCK  
PROJECTS**

## PART 2 SEAGA FOR LIVESTOCK PROJECTS

Part 1 of this guide considered many of the socio-economic and gender issues related to livestock production, particularly in terms of HIV/AIDS and its impacts. It provided a brief overview of the interlinkages between livestock production, food security, poverty, gender, and HIV/AIDS as well as some of the potential mitigating strategies and the role of livestock production therein. Part 2 turns from issues to action and focuses on the project cycle – particularly in terms of the identification and preparation phase as this is where it is important to identify and flag socio-economic and gender issues along with technical issues. It is also the critical point for identifying and addressing the needs and constraints of households and individuals affected by chronic illness, particularly HIV/AIDS.

### 2.1 Project identification and preparation



The SEAGA approach uses three qualitative and participatory analytical toolkits to identify the different roles and responsibilities as well as the development needs, priorities, interests, constraints and supports of the various stakeholders. The toolkits focus on:

- Development Context Analysis
- Livelihood Analysis
- Stakeholders' Priorities Analysis

The Development Context Analysis and Livelihood Analysis Toolkits help communities and those planning livestock interventions to better understand what is happening now. The Stakeholders' Analysis helps to identify those involved in, or potentially affecting or affected by on-going and planned activities. It also facilitates the development of community or group action plans for new or revised livestock initiatives.

Apart from using these learning toolkits to collect useful information for planning livestock initiatives, it may also be important to consider a collection and review of quantitative and qualitative data (both socio-economic and technical) at this stage. To collect information, three things are needed:

- **Information required:** What needs to be known? What is already known?
- **Collecting the information:** How are the data or information going to be collected? Which methods of collection and review are most appropriate? What are possible sources of information?
- **Validating the information:** Are the data disaggregated by gender and socio-economic variables? Were questionnaires properly tested? What was the sampling process? What were the research constraints or limitations?

#### Different data needs for different livestock systems

Questionnaires and other data collection instruments must be developed according to local circumstances. For example, in places where there are many different farming systems, no single format of data collection and analysis is adequate. In the Andes the format for high-altitude alpaca producers will have to be very different from the format for valley-floor farms raising maize, vegetables, cattle, and goats. (McCorkle, 1990).

## Development context analysis

Can use with **Part 4: Guiding questions 1.1 - Development Context Analysis.**

Useful participatory tools in **Part 3: Village Resource Map (Tool 1), Transect walk (Tool 2), and Venn Diagram (Tool 3).**

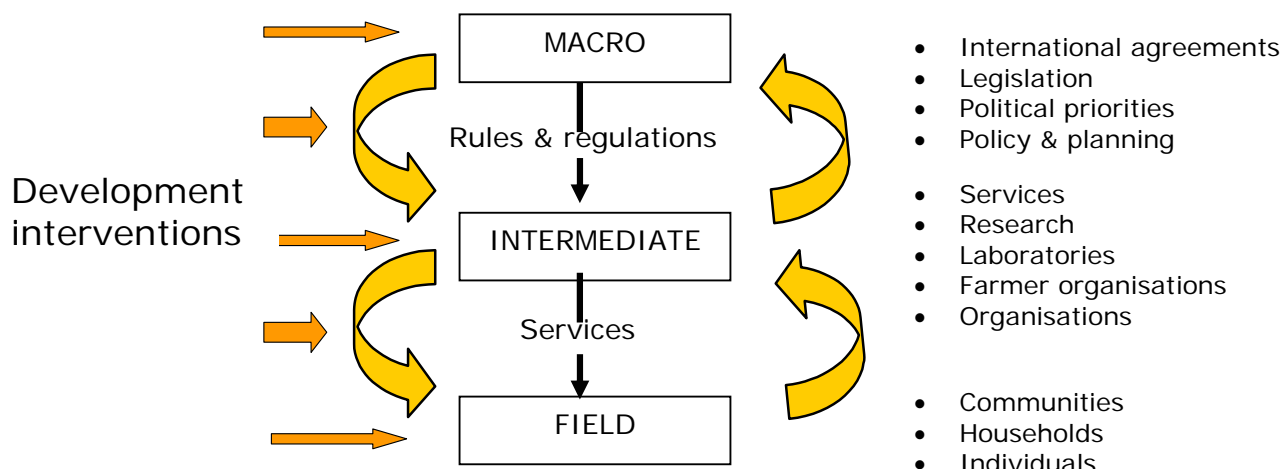


Rural life is dynamic; farmers and livestock keepers adjust their activities to various socio-economic and environmental patterns. The setting in which these different patterns emerge is called the *Development Context* according to the SEAGA approach. In order to plan and implement effective and relevant livestock-related interventions, it is crucial for livestock planners and specialists to understand the development context in which their clients and communities carry out their livelihood. Examples of patterns influencing rural livelihoods include:

- **Environmental** – drought, deforestation, disease outbreak, floods and other natural disasters
- **Economic** – change in markets, demand for livestock products, pricing
- **Socio-cultural** – outmigration, education, HIV/AIDS-stigma, access to resources
- **Political** – national trade policies, international trade agreements, border closures to livestock (control disease), national (multi-sectoral) HIV/AIDS policies, strategies and/or frameworks
- **Institutional** – farmers' groups, community leadership, livestock and veterinary extension services

In planning and implementing livestock initiatives, the emphasis is on understanding these patterns at the *field* (individual, household and community) level and how they interlink with *intermediate* and *macro*-level patterns in terms of *supports* and *constraints*. Variables of the three levels are usually linked or overlapping. For the analysis, it may be helpful to consider them separately, but eventually they must be seen in the broader context. Also, most variables are dynamic and changing, therefore it is important to look at the trends of each over time. The following figure suggests one way of considering the different levels and interlinkages in the livestock development context.

Figure: The livestock sector: a perspective from three levels



The **macro-level** includes, but is not exclusive to, macro-economic policies, legislation, political priorities, and international agreements. For example, recently, many national policies have supported the privatisation of state veterinary services. In many cases, farmers can no longer afford these services and are left without support<sup>16</sup>. Unfavourable land tenure policies and laws may inhibit women's capacity to access services that require proof of land ownership (i.e. credit). In terms of HIV/AIDS, several countries now have national HIV/AIDS frameworks or strategies in which different sectors including agriculture are encouraged to coordinate their responses to the disease.

The **intermediate** level includes livestock services and research institutions and provincial governing bodies and NGOs, agricultural credit institutions, etc. Many organisations and service providers suffer loss of skilled staff due to AIDS. Service providers are increasingly strained to meet the needs of the farmers under their jurisdiction as many of their staff fall sick or die. In many areas, women have difficulty accessing services as livestock is perceived as the responsibility of men. Yet women may have responsibility over particular aspects of livestock production (e.g. milking, zero-grazing, treatment of sick animals).

The **field level** includes household and community norms and conventions, access to and control over household and community resources, labour allocation, community-based groups such as marketing collectives, women's groups, etc. One of the biggest field-level issues facing farmers' production these days is HIV/AIDS-related stigma. Individuals or households affected by the disease are often marginalised or shunned from community groups. If their HIV+ status is known, it is often difficult for them to access credit as they may be perceived as a bad credit risk. This impacts their capacity to sustain a livelihood for their household and increasingly impoverishes the household.

#### **Impact of livestock policy on communities and livelihoods: linkages between macro and field levels**

In the **Near-East**, pastoral communities adhered to a local system of conserving grazing reserves for dry periods called *Hema*. Since the 1960s, the use of the Hema system has gradually decreased because of a number of factors. Decision-making and control over rangelands changed hands from communities to the governments. The most active members of the communities migrated to urban areas. A rising demand for meat in the urban areas led to subsidies for feed inputs (e.g. locally produced or imported barley), more animals and overgrazing. The herders changed the composition of their herds keeping more sheep and fewer camels. Development of water sources, roads and trading posts further contributed to overgrazing at certain points. People started to cultivate grains in areas of marginal rainfall. The abandonment of the Hema system resulted in the loss of a number of useful annual forage species and left the rangelands extremely degraded and some irreversibly desertified. (Source: Qureshi 1991).

#### **How livestock can support women's productivity & income-generation**

Female farmers responsible for providing the family's basic needs can use their labour to increase the household's income generation. Following the introduction of mules in **India**, the time women used to carry fuel was freed, allowing them to begin income-generating activities such as knitting and tomato growing. After the introduction of donkey carts in an area of **Burkina Faso**, men, who traditionally would not carry wood, water or harvested crops, started to transport water and wood for sale. Women used the time to engage in cotton spinning for income generation. (Source: Blumberg 1989)

<sup>16</sup> For more about macro-level issues, see the *SEAGA Macro-level Guide* (FAO 2003c).

## Livelihood analysis

Can use with **Part 4: Guiding questions 1.2 - Livelihood Analysis.**

Useful participatory tools in **Part 3: Farming Systems Diagram (Tool 4), Resource Picture Cards (Tool 5), Labour Analysis Picture Cards (Tool 6), and Seasonal Calendar (Tool 7).**



Within the development sector, there has been an increasing focus on “livelihoods”. The “sustainable livelihood” approach is widely applied<sup>17</sup> across the agricultural sector and is used in different regions of the world. There is talk of “rural livelihoods”, “secure livelihoods”, etc.

People use all sorts of resources and engage in various activities to secure a “livelihood” – something that ensures their security and provides food and/or income for their households and themselves. Men and women engage in activities such as agriculture and livestock production and depend on various resources such as land, water, agricultural inputs, different technologies, labour, and credit. Access to these resources varies by region, culture, age, gender, ethnicity, socio-economic status, caste, and health, in particular HIV status. Access to, and control of, resources also differs between household members and between households.

Livelihood analysis focuses on the roles and responsibilities of individuals and households in their setting, together with their needs, perceptions, and interests. It looks at intra-household **labour allocation, resource use and control** as well as decision-making mechanisms. It looks at where men and women, young and old, wealthy and poorer, and HIV/AIDS-affected and non-affected individuals and households have separate development **interests, needs, and priorities.**

It is important to look at livelihoods from inside the household to understand **patterns of resource access, decision-making and power relations** and their impact on food security and the overall well-being of household members.

Analysing intra-household dynamics helps livestock and other development planners to gain a better

understanding of the **gender roles and relations** among household members. In so doing, livestock planners and others are better able to understand individuals’ and households’ resource management decisions, as well as their common interests and conflicts of interest in accessing and using resources.

### **Livestock production and the gendered division of labour: Differences across regions**

On the Dhamar Montane Plains of the **Yemen Arab Republic**, “women are more involved in livestock farming than in crop production activities. Their basic responsibilities are related to animals kept at home. Cattle, stall-fed sheep, poultry and, to a lesser extent, the daily herded sheep are under the control of women.” (DGIS - Range and Livestock Improvement Project, Communication no. 34, 1989)

“In the mountain areas of **Nepal**, women collect fodder, feed and graze the animals, clean the sheds and compost the wastes. Elderly women perform milking and prepare butter and *ghee*. Children, mainly girls, take the animals for grazing. Elderly men decide about the breeding of animals and marketing of products. Marketing of milk is exclusively done by men.” (Source: Tulachan and Neupane, 1999.)

<sup>17</sup> See Department for International Development (DFID) for more information about the Livelihoods Approach: <http://www.livelihoods.org>

Analysing **labour** by gender helps to identify who is responsible for which activity and who has knowledge of particular aspects of livestock production and other household activities. This is particularly important for targeting livestock extension services, especially in terms of planning extension visits or training activities. It is also useful to assess whose labour might be affected by a possible change in the household. For households affected by HIV/AIDS, women's labour may already be stretched in taking care of sick household members; there may be little time for taking on additional livestock activities. On the other hand, introducing labour-saving technologies or less intensive livestock production activities may be useful in such cases.

There are several participatory learning tools that can be used to help identify the various **productive, reproductive, and community** tasks of different members within and between households. The toolbox in this guide contains some useful tools and SEAGA questions for working with communities to identify labour allocation, time-use, and seasonality of labour. The SEAGA Field Handbook (Wilde 2001) also contains several tools that can be used for **Livelihood Analysis**.

**Resource use and control** is a critical area to assess in order to plan effective and appropriate livestock programmes or projects. In assessing household resources and who has access to them, it is important to consider not only livestock, but also other resources that are required for livestock rearing, such as land, water, fodder and supplements.

Within households and communities, resources are typically not shared equally among all members. Women may have **access** to land for productive activities, but they may not have control over the **use** or sale of crops or livestock on that land. Due to inheritance practices in many areas, a woman whose husband dies may experience asset or property grabbing from her husband's relatives. In a household, it may be the man

who makes the decisions about how livestock are used including *if* and *when* they can be sold. In many areas, women within a household may have decision-making control over poultry. Men holding title to land typically make the decisions over its use.

**Building assets** is an important step in developing a sustainable livelihood. Saving and credit facilities can play a role, especially when a household is ready to invest in more intensive farming. Livestock can serve as both an asset and as credit. They have an intermediate role between a household's fixed capital, such as land and buildings and liquidities, such as money and farm produce. They can be "saved" to accumulate capital or sold to meet a cash need or they can do both at the same time, when products such as milk is sold.

#### Example – Micro-credit

The **Grameen bank in Bangladesh** provides micro-credit to poor people, mainly to women's groups, who use it predominantly for purchasing a dairy cow or as start-up capital for a kiosk. "Conventional banks do not provide loans to the poor and only 1% of the borrowers are women. We wanted to extend small credit to poor people and with a 50-50 gender ratio. Initially the women said, 'Give it to my husband, I know nothing about finances'. It took us 6 years to achieve our aim. We then noticed that loans that were given to women benefited the families more than equal loans given to men. Women take better care of children, immediately raise their income, have a longer term vision, are cautious with money, have a strong sense of dignity and want to get away from poverty. We did not see these same tendencies in men. (Men are more focused on themselves), are impatient and want to enjoy right away. We decided to give priority to women. Today 94% of our borrowers are women." (M. Yunus, founder of the Grameen bank, television interview, DNW / VPRO, 1999.)

**Decision-making power** is gendered. Certain members of the household or community often hold more power than others when it comes to decision-making. Control over decisions varies between types of households (i.e. male-headed, female-headed, etc.). It also varies depending on the activity or resource in question; men may make some livestock-related decisions while women may make others.

**Example: Decision-making** about livestock products and revenues within households can vary a lot, even between two villages of the same area and ethnicity. The two matrices below show the gender differences in decision-making per product in two Kamba villages in Machakos district, Kenya. (Source: NAP (1997) "Leaving the stick", DIO project, NAP)

KUTW'A UTW'IO YILUKU WA MOSYAO MA INDO NA MBESA INDO SYATEWA  
(DECISION MAKING ON ANIMAL PRODUCTS AND MONEY OF ANIMAL PRODUCTS)

	MOSYAO (PRODUCT)		MBESA KUMA MOSYAO NI (MONEY OF PRODUCT)	
	♂	♀	♂	♀
MAUTA (BUTTER)	••••	••••	••••••	—
ZIA (MILK)	••••	••••	••••	••••
VUU (MANURE)	••••	••••	••••••	—
MATUMBI (EGGS)	••••	••••	••••••	—
WIA WA MALONDU (WOOL)	••••••	••••	••••••	—
KITHUMA (HIDES)	••••••	—	••••••	—
NYAMA (MEAT)	••••••	—	••••••	—

NTHUNGI VILLAGE, 20-2-97  
INFORMANTS: BETH NZUKI, VERONICA MUTUKU, THERESIA NTHENGE, ROSEK  
FACILITATORS: JOSIAH MAHAU & ANNA VERSTEEG

KUTW'A UTW'IO YILUKU WA MOSYAO MA INDO NA MBESA INDO SYATEWA  
(DECISION MAKING ON ANIMAL PRODUCTS AND MONEY OF ANIMAL PRODUCTS)

	MOSYAO (PRODUCT)		MBESA KUMA MOSYAO NI (MONEY OF PRODUCT)	
	♂	♀	♂	♀
VUU (MANURE)	••••	••••	••••	••••
MAUTA (BUTTER)	—	••••	—	••••
MATUMBI (EGGS)	••••	••••	••••	••••
ZIA (MILK)	—	••••	—	••••
NYAMA (MEAT)	••••	—	••••	—
KITHUMA (HIDES)	••••	—	••••	—
WIA WA MALONDU (WOOL)	••••	—	••••	••••

NGELANI, 21-2-97  
INFORMANTS: MUTUNGA SILA FACILITATORS: JOSIAH MAHAU  
NTHUSI SILA ANNA VERSTEEG

## Stakeholders' priorities analysis

Can use with **Part 4: Guiding questions 1.3 - Stakeholders' Priorities Analysis**

Useful participatory tools in **Part 3: Venn Diagram (Tool 3), Problem Ranking & Problem Analysis Chart (Tool 6), Combined Option & Cost-benefit Assessment Chart (Tool 9), and Preliminary Community Action Plan (Tool 10)**



Stakeholders are those people or institutions who affect and/or are affected by development policies and activities. Stakeholders' **interests, incentives and priorities** are the driving forces for or against change. Development policies and projects can have different impacts on different people or groups of people; some may benefit more than others. For example, a livestock project that calls for a reallocation of labour (e.g. poultry intensification) or a redistribution of resources (e.g. reallocation of land for fodder crops) will clearly impact community and household members differently.

A project with potentially far-reaching effects or impacts will have many stakeholders at different levels. A field-based project can include stakeholders at the intermediate level (e.g. district veterinary and extension services) or the macro-level (policy-makers or politicians, etc.). Even outsiders, such as technical experts and donor agencies, are stakeholders in a project.

The easiest way to identify different stakeholders is to look at the resources needed to implement a particular livestock activity. These might include water, land, trees, credit, training, and human resources such as labour inputs.

The SEAGA *Field Level Handbook* (Wilde 2001) identifies three types of stakeholders:

- Those who have or need a resource;
- Those who are affected by the use of a resource by others;
- Those who influence decisions about resources.

Looking at stakeholders in this way is useful for identifying the following:

**Undesirable consequences:** Stakeholders can be negatively affected by a project in a very direct way (e.g. expectations for labour inputs from households already suffering from labour loss). A project may also disrupt social relations in a household or community. For example, women may become empowered through an income-generation project such as poultry raising or selling dairy products; their husbands or other men in the community may react negatively. It is important to assess these possibilities and look for ways to address them with the community or groups involved.

**Options for building consensus:** Stakeholders have different priorities and perceptions. For example, while HIV/AIDS may be a huge problem in the area from the perspective of government and health workers, community members may list other problems as higher priorities – for example, drought or outbreaks of disease among their livestock. Another example may be a community that wishes to increase livestock production in an area that lacks outlet markets. Community wishes may also be quite different from what is allowed or promoted by national legislation or resource

management policies. In certain cases, it is difficult to reach consensus with a community or groups therein; unless difficulties are addressed, chances for project success are minimal. Therefore it is important to link the stakeholder, livelihood, and development context analyses.

**Stakeholder commitment:** A livestock project without stakeholder commitment is unlikely to be a success. Most projects require beneficiaries to invest a certain amount of labour and resources. For this, it is essential that the direct beneficiaries are actively involved in project identification and design.

#### **Undesirable consequences: Example from a livestock project in Ethiopia**

In the **highlands of Ethiopia**, women are in charge of several tasks related to dairy farming. From the household, they process and distribute milk. The sale of butter and cheese provides their main income. When a project introduced crossbred animals and a milk collection system, men took over milk marketing. Women's control over income from milk production was affected substantially, even though they had to contribute extra labour. (GTZ: n.d.: Women in development and livestock production: How to go about it)

#### ***Institutional capacity analysis***

Can use with **Part 4: Pull-out section 3 - Guiding questions for addressing gender and HIV/AIDS in livestock-oriented institutions**

Useful participatory tools in **Part 3: Venn Diagram (Tool 3)**

As part of the stakeholder analysis, it is important to assess the capacity of institutions that may be considered in implementing a particular livestock initiative. Institutional support is necessary to implement a project not only for practical reasons, but to sustain the potential merits of the project, ensure a long-term commitment, and mainstream project objectives.

Institutional capacity analysis can be carried out on individual institutions as end-users/target of the project, or as a service provider for the project. This guide focuses on how to assess an institution for project support<sup>18</sup>.

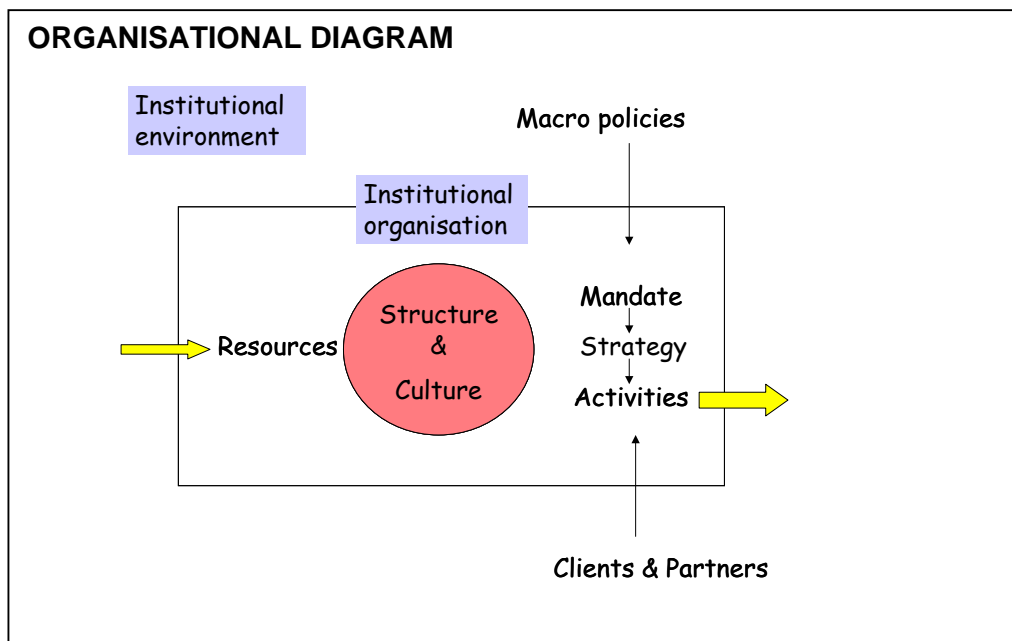
The focus of the analysis is at the intermediate level, but includes looking at linkages between the macro (e.g. policy impact) and field levels (e.g. provision of services to, and relationships with clients). The Organisational Diagram on the next page outlines some of the interlinkages that need to be addressed. In the case of livestock development, institutional support might come from:

- government or private veterinary, artificial insemination (AI) and extension services
- drug providers
- diagnostic laboratories
- on-farm research projects

<sup>18</sup> In the case where an institution is the object of a project, a useful resource is to analyse service providers is Kleemann(1999).

- farmers' associations
- milk collection points
- quality control agencies for inputs and products
- credit and market facilities
- local governing bodies
- NGOs
- women's groups

In assessing the capacity of an institution, the socio-economic and gender requirements for the project should be included as they are as important as the technical aspects. If institutions do not give priority to targeting different socio-economic and gender groups, they are unlikely to do so in implementing projects. Responding to the farmers' needs means responding both to women and men farmers as well as poorer farmers.



Moreover, it is becoming increasingly important for institutions across all sectors to incorporate strategies to support staff in their efforts to address HIV/AIDS and gender issues both in their work with clients and within their own institutional setting. In many countries, there are national policies and strategies to coordinate efforts to address the impacts of HIV/AIDS. These include poverty reduction strategies, plans, HIV/AIDS policies and polices that promote gender equality (FAO 2003d).

For example, in Uganda, the National Strategic Framework for HIV/AIDS (2000/2001 – 2005/2006) incorporates HIV/AIDS related issues in the broadest context of development and in relation to other national policies. It calls for the integration of HIV/AIDS activities in all ministry and government sector initiatives.

Institutional capacity analysis pays attention to the internal structures such as vision statements, policies, strategies, institutional culture, staff, etc. An institutional capacity assessment should also examine the external structures or linkages of the institution or association to other similar bodies, the government and farmers.

Local community associations are usually less formal than institutions and are built on membership. Analysing the mandate, organisational culture, structure and resources is also applicable to them, but some questions may have to be adapted.

#### **Need for gender sensitivity in livestock institutions**

In an FAO-supported animal production and indigenous knowledge project in the Andes, community women responded with the following when asked, “Do the institutions working in the communities prefer to work with women or men? Why?”

- They prefer working with men. It is our custom – men always come first;
- Men have been trained in courses, congresses, seminars. They have an easier time expressing themselves because they have gone to school and have been in the military. They have power;
- Institutions and authorities do not value women. We do not have time; we are dependent on our husbands; we do not speak Spanish;
- The educated outsiders do not trust the women. They think they cannot rely on us to unite the community;
- In the community, men and women work together, but the institutions speak only to the men and the authorities.

Source: FAO/World Concern Latin America (1995)

In summary,

- If no appropriate institutions exist, it may be necessary to create them.
- If they do exist, their capacities need to be assessed.
- If the institutional capacity is not sufficient to support the project, it will be necessary to include support for capacity building in the project.

Ideally, it is better to work with already operating institutions or local structures as these are likely more sustainable. Institutions or organisations created by projects often depend on project resources to keep them going -- once a project is finished, they may crumble as they lack the resources to sustain them.

#### **Options, cost- benefits & consensus**

Can use with **Part 4: Guiding questions 1.4 - Options assessment, cost-benefit analysis, and consensus.**

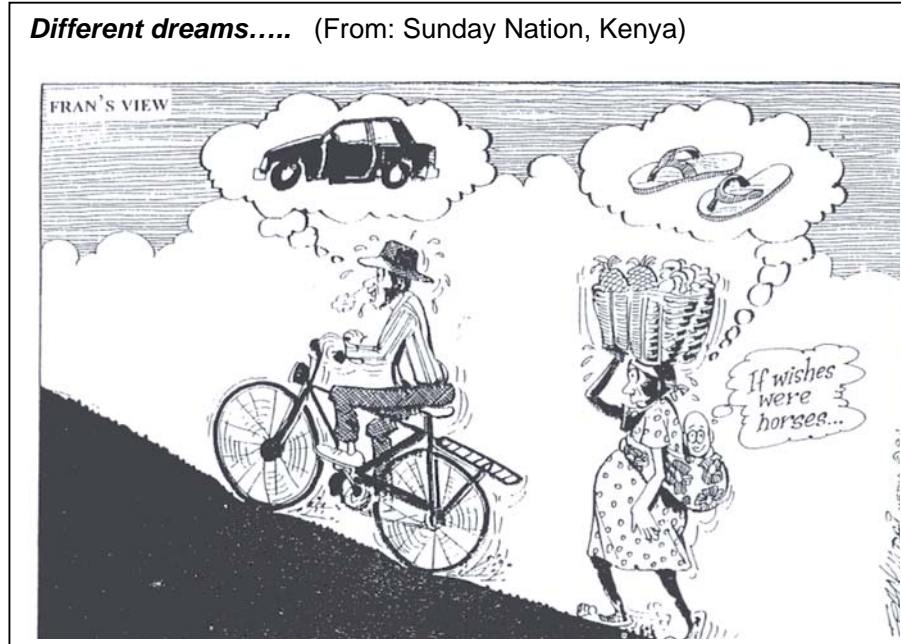
#### **Options assessment**

Under the SEAGA approach, the Stakeholders’ Priorities Analysis also looks at options and planning with communities; this builds on the needs assessment. It is important to consider the different stakeholders’ interests, priorities, and incentives when choosing an option; some stakeholder “voices” may be “louder” than others. Project designers, implementers and donors also have stakes in the project; care should be taken so that they do not bias the assessment.

Assessing socio-economic and gender considerations demands particular attention; less-empowered groups in a community or individuals in a household may not suggest options, especially if they might potentially affect people or groups with more power in the household or community. For this reason, it is important to gather as many different views as possible (e.g. focus groups of women, men, poorer and better

off farmers, different types of households – i.e. those living with orphans, widowed households, etc.)

In conducting an options assessment, it is often useful to first list the options in focus groups with people of similar needs, then with the overall group or community.



### Costs and benefits assessment

Before one or more options can be developed into project objectives, the costs and benefits should be assessed in terms of *economics and financial/resource inputs and gains* on one hand and *social equity*<sup>19</sup> on the other. Thus, in the cost-benefit assessment, we look at *what* is gained or lost and by *whom*. The assessment will help those involved prioritise options and reach consensus.

Options need to be screened for direct inputs from the people involved. Even if an option is economically attractive, it may not be feasible as it may require a scarce input such as labour, land, or financial investment that people cannot afford. This is true of many HIV/AIDS-affected households, particularly among female-, child- or grandparent-headed households. On the other hand, an economically viable, but not as attractive option, might yield direct gains such as labour-saving practices or a (small) increase in income.

The social and gender costs and benefits may be more difficult to assess, especially when the data are not disaggregated. Information from the livelihood analysis, stakeholder priorities' analysis and resource assessment will give an initial understanding of the gender and socio-economic costs and benefits to different target groups, households, or individuals. The cost-benefit assessment can strengthen or weaken the validity of the initial information obtained.

<sup>19</sup> Equity unlike equality does not make people the same or have the same. Equity is reached when people get a fair share -- fair as defined by themselves.

### **Consensus and conflict**

Achieving consensus for project options requires skilful facilitation and negotiation capabilities. Communities are heterogeneous. Their members may have very different needs, views and interests. Project options may touch on political perspectives or change economies in ways that disadvantage certain individuals or groups. Underlying differences and conflicts among stakeholders can easily be stirred in the process of defining project objectives. In cases where dissonance or even discord develops in the process, a community may be left in disharmony. In some cases, a conflict resolution specialist may be required.

#### **Livestock resource-related conflict in Kerio Valley, Kenya (Part 1)**

In the Kerio Valley in Kenya ethnic violence between Pokot (pastoral) and Marakwet (agro-pastoral) people escalated to a point of indiscriminate killing of children, women and the elderly and also of outsiders, such as development project staff.

SNV (Netherlands Development Organisation), which was implementing a project in the valley, decided to pull out believing that there was no scope for development in a war zone. On reflection, they realised that they had neglected the problem of conflicts, as it was not within their mandate and they did not have the expertise to deal with it. They looked to collaborate with an organisation with expertise in conflict resolution in that particular area and found it in the National Council of Churches of Kenya (NCCCK). Together they interviewed the people and analysed the conflict.

Consensus builds on an iterative process of agreement and negotiation. Agreement is more easily reached within a homogeneous group. Therefore it is sometimes useful to follow a two-phased process to build consensus, first discussing the options in focus groups of stakeholders with similar interests, and secondly, holding a workshop to bring the stakeholders from different focus groups together. Consensus can (hopefully) be built upon the agreements of the focus groups through yet another process of negotiation and agreement.

There are many organisations that work on conflict resolution related to natural resources. FAO has also produced a number of materials and conducted training related to conflict resolution.<sup>20</sup>

#### **Livestock resource-related conflict in Kerio Valley, Kenya (Part 2)**

SNV and NCCCK concluded that the violent conflict was in essence a dispute about scarce natural resources that involved an intricate pattern of cultural perceptions, political interests and criminal practices. Although natural resource use was the root problem, it could only be addressed effectively if the cultural, political and criminal aspects of the conflict were discussed among the conflicting communities and dealt with in cross-border agreements. The feeling was that by getting the communities to be active owners of the conflict management process, the cycle of *"no peace without development and no development without peace"* could be potentially broken. (Source: NCCCK/SNV/SARDEP (2001).

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<sup>20</sup> For example, FAO's Forestry Department has developed excellent training materials on conflict resolution – many of the materials can be adapted to livestock-related conflicts. See Means et al. (2003).

## 2.2 Project design



This SEAGA guide emphasises the identification and preparation phase of livestock initiatives. Once a group or community and planners have prioritised options for livestock (and possibly other related) activities, a project can be more fully developed. In the design phase, action moves to designing a project/programme plan with specific objectives, concrete activities, outputs, inputs, indicators, responsibilities, and assumptions.

A few issues that may benefit from special consideration in terms of socio-economic, gender, and HIV/AIDS issues in the design phase are included here. These are:

- Research and development;
- Collaboration and support;
- Expertise; and
- Gender-sensitive indicators (GSIs).

The SEAGA Programme has developed a *Project Cycle Guide* (Bishop-Sambook 2001) that looks at project design in greater detail in terms of addressing socio-economic and gender issues in developing logframes, indicators, and workplans.

### **Research and development**

In addition to the information collection and analysis conducted in the preparatory phase, it may be necessary to generate more detailed knowledge related to the specific proposed livestock project. It may be necessary to undertake more in-depth research on socio-economic and gender issues. This is equally or more important for the success and sustainability of a project than filling the gaps in technical information.

Generating knowledge through research may also be a project objective, for example the development or adaptation of a technology to local circumstances or particular beneficiaries (e.g. youth- or grandparent-headed households). A gender and socio-economic focus should also remain important in research and development to respond to the needs and constraints among different types of households and individuals.

While an increasing amount of research had been conducted on the impacts of HIV/AIDS on agriculture and food security, the interlinkages with livestock production are not understood as well, perhaps especially with regard to remote pastoral communities. Aspects to consider include:

- Sampling HIV/AIDS-affected and non-affected households (i.e. how to identify them, the need for proxy indicators, etc.);
- Livestock and other resource (land, implements) ownership patterns and impacts;
- Impact of inheritance practices on livestock access and control in HIV/AIDS-affected and non-affected households, particularly on widow-headed households and children;
- Access to knowledge about livestock (e.g. individual, inter-generational, community);
- Changes in livestock numbers (and species, breeds) over time (by different types of households) and main reasons for changes;

- Changes in animal husbandry as part of household livelihood strategy over time;
- Changes in community livestock organisations or groups over time;
- The potential of different livestock activities in mitigating the impacts of HIV/AIDS and other chronic illnesses on food security. This might include assessing the impact of improved poultry production on local nutrition and food security, particularly of HIV/AIDS affected households or groups.

Note: Because of the differential impact of HIV/AIDS on women and men and on different socio-economic groups, it is important to disaggregate findings accordingly.

### ***Collaboration & support***

During the identification and preparation of the project, those involved in the planning should have assessed the compatibility between partners' interests and institutional capacity, perhaps with the help of tools such as the Venn Diagram and an Institutional Capacity Assessment. True collaboration and support are more likely to exist if there are mutual interests and benefits between partners. Special attention should be paid to assess whether the gender and socio-economic balances that were agreed upon in project identification and preparation are actually brought into practice. For example, if it was agreed that it is necessary to recruit more women for livestock extension services, women staff must be provided with the resources and support they need for their work.

### ***Expertise***

The type and level of expertise required depends on the project objectives and activities, for example, capacity building (disease diagnosis, farmer field schools, etc.), research and development, or livestock extension and communication. Each project will encounter implementation constraints that need to be overcome or minimised; this too may require specific expertise. More often than not, livestock projects are well-served by the services of interdisciplinary teams of experts including staff experienced in socio-economic and gender issues (rural sociologists, anthropologists, gender specialists, etc.). Increasingly, "agricultural" projects are now including HIV/AIDS and gender specialists on their team to look specifically at ways to help prevent an increase in HIV/AIDS and/or to mitigate the impacts of HIV/AIDS.

### ***Gender-sensitive Monitoring & Evaluation indicators***

The project or programme design should plan for the collection and analysis of disaggregated data to monitor and evaluate project progress, impact, accountability, implementation constraints, adverse environmental, social, or economic project impacts, and the need for adapting or identifying additional livestock or other related activities. To do so requires developing gender-sensitive indicators (GSIs) that can be used at the project level to monitor change in response to project interventions.

Developing GSIs for monitoring the gender- (and socio-economic-) related changes that arise from a livestock project begins with formulating "specific, realistic objectives that are people-relevant, as well as technically and environmentally sound" (Kettel 2001). Livestock projects will inevitably have gender-differentiated impacts on women's and men's livelihoods, including their participation, labour allocation, time-use, access to, and control over natural resources.

There are different types of gender-sensitive indicators that can be used in livestock projects. Impact and output indicators may be particularly useful:

- *Gender-sensitive impact indicators* can describe actual gender-related change arising from a livestock project such as labour change, income change attributable to project activities, etc.; and
- *Gender-sensitive output indicators* can describe the actual livestock project in a gender-sensitive way, such as the number of men versus women trained in a specific animal husbandry practice.

GSI can be qualitative or quantitative in nature; both are useful for monitoring gendered changes brought about by livestock projects. **Quantitative** GSIs use numerical data and are easy to quantify, whereas **qualitative** GSIs use more sociological information that can be derived from more qualitative processes of investigation (e.g. focus group discussions, participatory exercises, observation, etc.). Examples of both include:

**Qualitative:**

- Education level of women and men participating in a livestock project (by sex, age, socio-economic background, type of household)
- Perceived benefit by women and men of their participation in a livestock project.

**Quantitative:**

- Ratio of number of preferred traits used by women and men in livestock selection
- Number of female-headed households versus male-headed households owning draught animals.

To be useful and relevant, both types of indicators should be technically sound, measurable over time, and preferably be developed in a participatory manner. While quantitative GSIs will provide specifically numerically measurable data, qualitative GSIs will facilitate the collection of information that gives more meaning in terms of the views or perceptions of those experiencing change.

Monitoring and evaluation indicators should be formulated during the design process together with the user group or community. Such a process should:

- identify the broad livestock (and related) issues in the community;
- assess differences in who uses livestock and related resources and how (men, women, children within a household, male-headed households, widow-headed households, etc.);
- set a baseline against which change can be measured;
- develop gender-sensitive indicators to measure change; and
- monitor the indicator and the change over time.

**Feedback to and from the community**

Upon completion, the project design should be shared with the community to ask for their feedback. The planned project activities should be reflective of community agreements in the process. Only then can a project proposal serve as a contract with the community.

## 2.3 Project implementation



Since livestock related projects might include many technical issues, it is not possible to give an overview of each and every implementation issue. The guide addresses some of the socio-economic and gender concerns, including HIV/AIDS concerns, within a few general classes of activities:

- outreach/extension
- capacity building
- technology transfer
- decision and policy support
- resource management

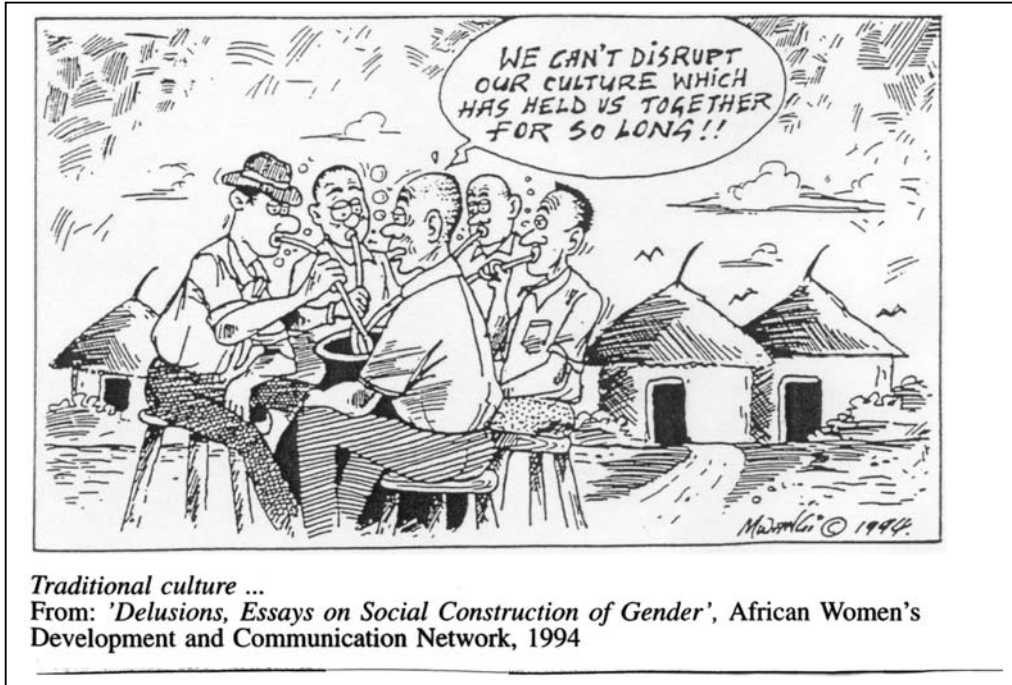
Many obstacles to the smooth implementation of activities can be prevented by good preparation and design. Still, a project is dynamic and may experience changes in project staff, beneficiaries, partners, objectives, resource allocations, timing of activities and other aspects.

For example, the design may have considered the need for compatibility of staff to beneficiaries. However, in the implementation phase, “real life” factors come into play. Cultural differences between outside experts and local counterparts can be a central factor. While it is important to recruit staff based on task requirements, other pressures may come into play that focus on preferential relations, political appointees, etc. Experienced staff may be lost during the project due to illness, death or reallocation; it may be difficult to replace specialised staff in a timely manner and in a way that suits local needs (language requirements, animal husbandry practice, etc.).

Although gender concerns may have been prioritised in the initial phases, in the implementation phase resistance may arise from either staff or community members. In many cases, this may be due to a lack of capacity to recognise the importance of gender. It may be necessary to carry out gender training for different levels of staff or community members in accordance with their tasks and responsibilities. For example, livestock project managers may require different training (e.g. gender and organisational change) than livestock extension workers dealing directly with farmers and production issues.

Projects that recruit a woman to address “gender issues” based on an assumption that women, by nature, are gender responsive, also face potential failure in this area. Women may not have been trained to address gender issues in food security and livestock production, while there may be men who have substantial training and sensitivity to gender and other socio-economic issues related to livestock.

Both staff and project beneficiaries may be aware of, and even have committed themselves to certain activities, but once the activities start to bring about change, resistance might grow – both from other members in beneficiary households or even from project staff. This may happen when women become empowered to take on different activities including income-generating activities. This may also happen in cases in which project staff feel project activities question or undermine their own role and status (this can come from either male or female staff). In order to be gender responsive, project staff need to internalise an awareness of the importance for change in their attitudes, in their behaviours, in their work, and in communities.



- **Outreach activities:** For services such as livestock extension and veterinary services, it is important to make sure that the project provides the *right* client with the *right* service in a way that meets the client's needs. Developing daily activity clocks and seasonal calendars with different user groups can help identify appropriate times of the day and year to meet with different clients (i.e. men, women, subsistence farmers, pastoralists, etc.). Gender-sensitive HIV/AIDS messages should be included in livestock-related outreach activities, particularly for more remote communities, including pastoralist communities, with little access to information about its transmission and prevention. Such activities can also focus on how to avoid transmission of zoonoses, particularly for HIV/AIDS-affected individuals.

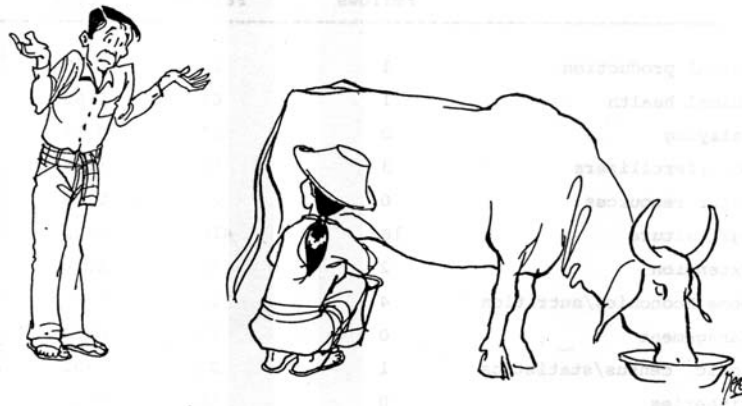
#### **Veterinary services – staff expectations and difficulties**

“Based on experiences in Ethiopia and Eritrea, a recent review of veterinary services in the Greater Horn of Africa noted that the typical situation involved a government veterinarian, usually of highland descent, posted to a hot, lowland, pastoral area where he (as it was nearly always a man) was unable to speak the local language and had limited respect for or understanding of the pastoral way of life. When these problems were compounded by no vehicle (or fuel or spares), no equipment, no medicines, delays in receipt of salary and expectations raised by a western-based veterinary education, it was easy to see why so many government veterinarians in dryland areas described their work as punishment.”  
 (Source: Catley et al. 1998.)

- **Capacity building:** In terms of training and institutional strengthening, one of the key factors to consider is identifying appropriate participants and developing and administering a needs assessment. It is important, therefore, to know who is responsible for, and has interest in, which activities, and what sort of training they need for their particular situation. It is also important to build the capacity of livestock staff in terms of being HIV/AIDS competent and addressing it in their work with both affected and unaffected clients.

- **Technology:** While a particular technology may have proven useful and cost effective in one context, it cannot automatically be assumed to be appropriate in the context of the project. An existing technology may need to be adapted with livestock keepers, making sure that those who will use it are involved (i.e. men, women, old, young, etc.). Sometimes it is necessary to start fresh by undertaking a participatory technology development assessment with them. Particular attention should be paid to addressing the technology and labour needs of HIV/AIDS affected individuals and households.

**Extension messages** should be targeted at the person in the household who has responsibility for, or interest in, a specific issue. FAO – RAPA (1990)



*they forgot much of the subject matter  
before they could teach it to their wives  
who did the work.*

- **Decision and policy support:** Such activities generate information not just for the project, but also for decision-makers elsewhere. Paying attention to gender and socio-economic differences makes for more effective planning and crafting of interventions. It is important to include data that are disaggregated along socio-economic and gender lines along with analyses and interpretations describing the implications. Agricultural and livestock ministries are increasingly developing and implementing HIV/AIDS strategies; these are often in line with national HIV/AIDS frameworks or policies and can help guide decisions at all levels.
- **Resource management** activities are concerned with making available and accessible natural resources to the beneficiaries as well as promoting their efficient utilisation. In case of a scarce resource, there may be a conflict of interest in how to utilise it. For example, sedentary agriculturalists may compete with pastoralists for land. Resources may have many uses. For instance, in the case of breeding livestock, farmers may face trade-offs between production, disease, and/or drought-resistance traits. Resource management can also have an intrinsic goal, namely the preservation of resources for future generations, i.e. preserving domestic animal genetic diversity, rangeland, water sources, etc. Resource poor people may not have the power to preserve resources for future generations. It is an important development issue and therefore needs special attention throughout the project.

## 2.4 Project monitoring and evaluation

Can use with Part 4: **Guiding Questions 1.5 Monitoring and Evaluation**

Gender-sensitive monitoring and evaluation (M&E) indicators should be developed with stakeholders during the design phase to measure how a project's objectives are (or are not) being reached. Gender-sensitive participatory monitoring can more effectively assess the progress of socio-economic and gender-related aspects of the project than one conducted by (outside) technical experts alone.



Separate impact assessment studies may be useful to look at the impacts of certain development strategies, methodologies, technologies, etc. The emphasis is often on the economic impact rather than on the social impacts. While it is more difficult to do, there has been an increasing call for monitoring the impacts of projects on the HIV/AIDS situation in the community. There are many factors that may influence individuals' and households' vulnerability to HIV/AIDS<sup>21</sup>.

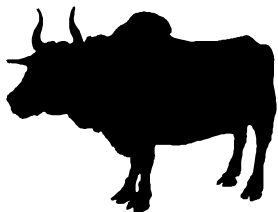
It is also useful (although rarely done) to evaluate the project impact after the project is complete. Potential sources of data for post-project evaluation include: project activity records, farmers' logbooks and account books, observation, interviews, surveys, records of participatory field exercises, institutional reports and market data.

For monitoring and evaluation purposes it is also useful to make a plan for data collection and review. In Part 4, SEAGA questions are provided for the different kinds of SEAGA analyses needed during the identification and preparation of the livestock initiative. The questions are only indicative and should be adjusted to particular circumstances of the project as specified by the objectives and activities.

Throughout the guide, different tools are also suggested and are included in Part 3.

The following pull-out section in Part 3 provides a number of participatory tools and SEAGA questions for use with communities in identifying socio-economic and gender issues in the identification, design and monitoring of livestock-focused initiatives. It also provides some tips for planning and conducting a participatory field exercise with communities or groups.

<sup>21</sup> For more information about indicators and measurement in monitoring and evaluation, see for example FAO (2003b) and FAO (2003e).



## **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 process<sup>22</sup>

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.

<sup>22</sup> 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 programmes<sup>23</sup>.

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.

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<sup>23</sup> 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.

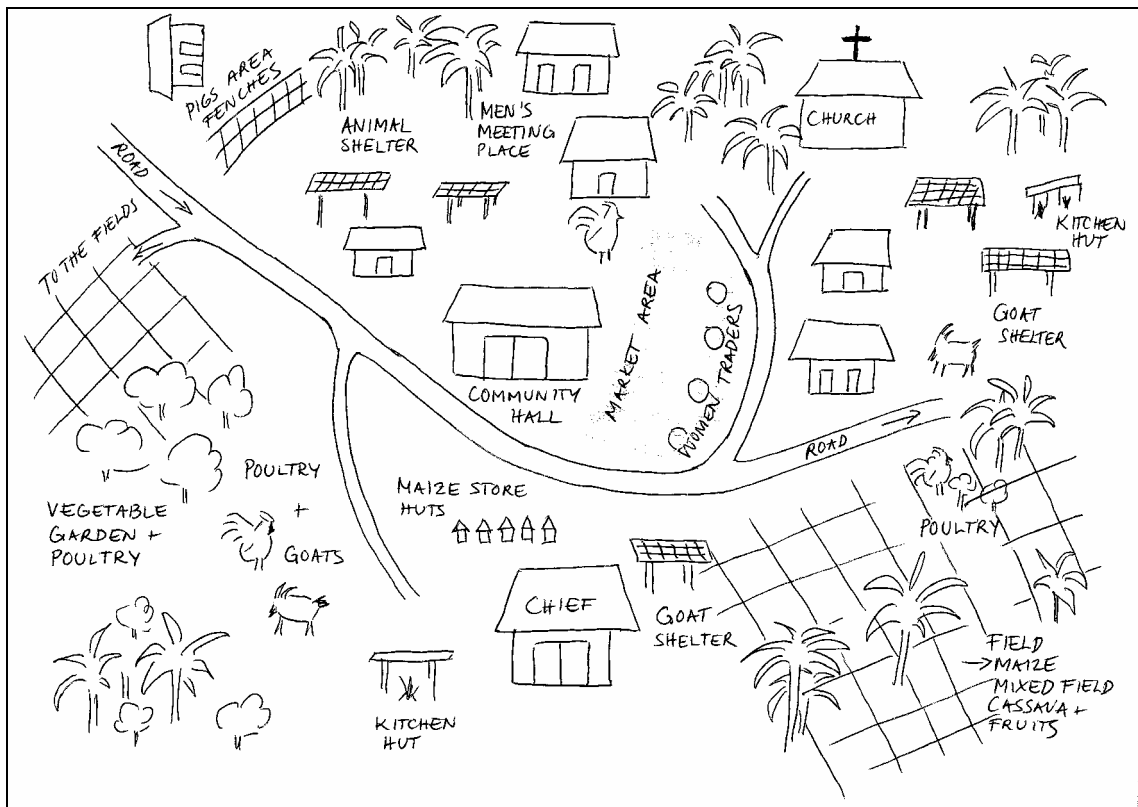
### **Some SEAGA questions to ask during the process:**

- 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:**

	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).

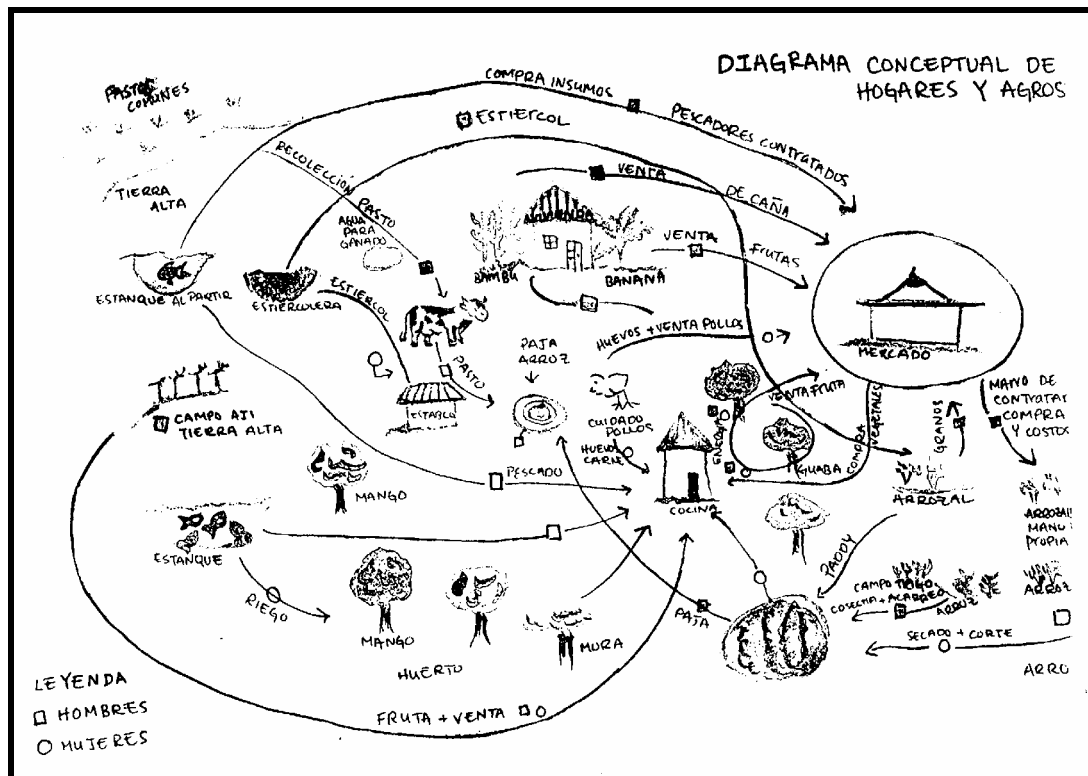
### ***Some SEAGA questions to ask during the process:***

- 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**

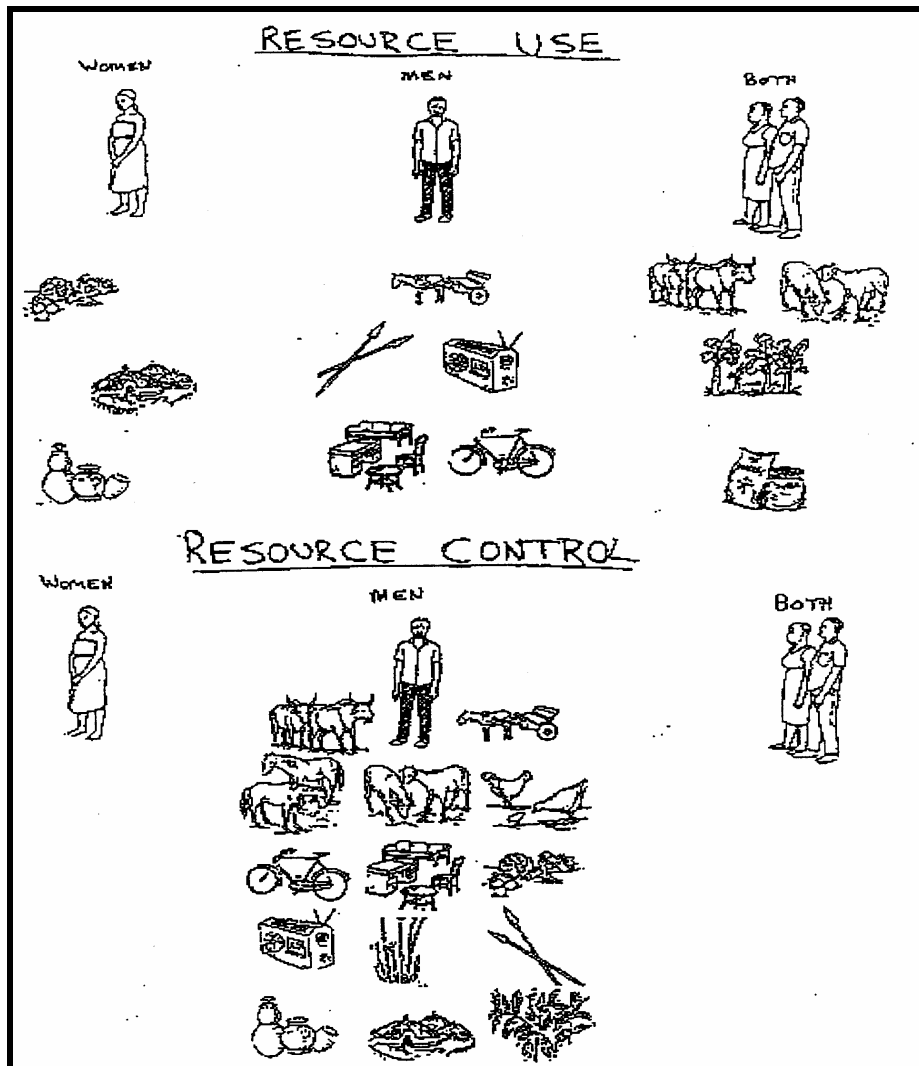
1. It is useful to work with the same groups as in the previous exercises.
2. Ask a volunteer from each group to draw large pictures, one of a man, one of a woman, and one of a man and women standing together. Groups may want to also look at children's use of resources so change the drawings accordingly.  
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***

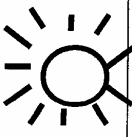








1. This exercise can be carried out with a whole community or with smaller groups (based on gender, age, etc.). The latter is more useful in terms of collecting information on the different roles and responsibilities as well as perspectives and priorities.
2. In a small group, select one or two respondents 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
					
Health of cattle	In words				COLD & WINDY
	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:**

<b>Problem</b>	<b>Causes</b>	<b>Coping Strategies</b>	<b>Opportunities</b>
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; endoparasites; ectoparasites; 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			
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		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 genepool, 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 4<sup>th</sup> 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.



## **PART 4**

# **PULL-OUT SECTIONS – SEAGA GUIDING QUESTIONS**

## **PART 4: PULL-OUT SECTIONS**

Part 4 contains a series of SEAGA Guiding Questions that correspond with the different SEAGA toolkits presented in the section on Identification and Preparation in Part 2. There are questions for each of the following sections and sub-sections:

### **Pull-out section 1:**

- **SEAGA Guiding Questions for Use in Designing and Monitoring Livestock Projects**

Guiding Questions 1.1 Development Context Analysis

Guiding Questions 1.2 Livelihood Analysis

Guiding Questions 1.3 Stakeholders' Priorities Analysis

Guiding Questions 1.4 Options, Cost-benefits and Consensus

Guiding Questions 1.5 Monitoring and Evaluation

### **Pull-out section 2**

- **Guiding Questions on SEAGA and HIV/AIDS for Livestock Project Appraisal**

### **Pull-out section 3:**

- **SEAGA Guiding Questions for Addressing Gender and HIV/AIDS in Livestock-oriented Institutions**

## **Pull-Out Section 1 SEAGA Guiding Questions for Livestock Projects**

### **Guiding Questions 1.1 Development Context Analysis**

#### **I. Information required**

The Development Context Analysis looks at the environmental, economic, political, institutional, and other socio-cultural patterns. The following SEAGA guiding questions can help identify the socio-economic patterns in which a livestock programme or project is being developed.

#### **Environmental**

- What are the environmental supports and constraints for livestock development in the area?
- What is the suitability of the environment and natural resource base for specific types of animal husbandry (e.g. poultry, cattle, donkeys)? Or specific breeds?
- Which natural resources (trees, grasslands, water, etc) are important for keeping livestock? Are they in abundance or shortage? Is there conflict over their use?
- What are, or might be, the effects of specific animal husbandry activities on the environment? Do they interfere with livelihood activities of other people?

#### **Economic**

- What is the importance of livestock in the national economy? How does the importance of the livestock sector compare to other sectors?
- What are the trends in the livestock sector and what are the underlying reasons?
- What are the social and economic incentives for keeping livestock in the area? Are these incentives different for women and men?
- How and to what extent do different types of households (male-headed, female-headed, orphan-headed, HIV/AIDS affected households, etc.) depend upon livestock for their livelihoods? For household consumption or to earn an income? Does this vary over the seasons?
- Are there child- or orphan-headed households keeping livestock? If yes, what kinds of livestock? What challenges do they face? What kind of support would they need to keep livestock or to benefit from livestock-related activities?
- What is the availability, accessibility and capacity of input and outlet markets for different groups of farmers? For men? For women?
- Regarding price formations, to what extent do demand and supply meet? How are prices formed, e.g. for meat, dairy, other animal products, but also for inputs?

#### **Political**

- What are the land tenure laws? How do they affect livestock-keeping? Do women have access to land for grazing? If not, how does this affect their ability to raise livestock?
- What are the legal issues related to keeping livestock? Are there inheritance laws that prohibit asset grabbing, e.g. grabbing of livestock upon the death of a

- household member? If yes, do people know about these laws? If no, is it possible to partner with a legal advocacy organisation to train community para-legals on these issues?
- Are there subsidies related to livestock production? Agriculture in general? What effect do they have on production and livelihoods? Who benefits?
  - What livestock-related regulations exist, e.g. compulsory vaccinations, control of movement, medications? Does everybody have access to livestock services to meet these regulations?
  - Which mechanisms (at national and local levels) are in place to deal with animal disease control?

### **Institutional**

- Which animal production and health services (e.g. extension, vets or para-vets), are in place to support rural livelihoods? With whom do they work? Youth? Women? Men? Do they consider the different needs of women and men and different groups? Are the activities in line with the priorities of women and men in the community? What is missing?
- Which are the other services/organisations that provide support to livestock keepers or related livelihood activities (saving facilities, forest development, marketing, unions, etc)? Do both women and men benefit from these services?
- Do HIV/AIDS (or chronic illness)- affected households face particular constraints in accessing veterinary and livestock extension services? How can these organisations support such groups? Other vulnerable groups?
- Does any of the services/organisations deal with prevention, care or mitigation of HIV/AIDS in general or mitigation in relation to livestock in particular? If yes, how are they integrating this in their work? If not, how can this be changed?
- What sorts of infrastructure/s exist for marketing livestock and livestock products? Who has access to this infrastructure?

### **Socio-cultural**

- Is animal husbandry or related processing restricted to certain user groups in the society or community, e.g. along ethnic, religious, socio-economic or gender lines? Do cultural norms prevent certain groups from participating in particular livestock activities? What are the implications?
- What are the local customs with regard to ownership and use of land and livestock? Do these affect men and women differently? If so, how?
- What happens to livestock if a head of household dies? Are the remaining spouse or children able to continue the livestock-related activities?
- Are there any existing farmers' associations, women's groups, etc.? To which bodies or networks do people belong? What constraints do individuals have in accessing these associations? What about the chronically ill or their households?

### **Linkages**

For the purpose of analysis, the different socio-economic factors are separated; in reality, they are probably tightly linked or overlapping. It is important to assess the different factors to develop the best picture possible of the development context. For this purpose, it is often useful to work with a multi-disciplinary team to collect some of this

information (e.g. ecologists, rural sociologists or anthropologists, marketing specialists, economists, etc.).

## II. How to collect the information

Methods and sources for collecting the information may include:

- Existing data: United Nations Development Programme (UNDP) country reports, UNAIDS country and regional reports, UN WomenWatch, national statistics, National HIV/AIDS machineries (councils, commissions, bodies, NGOs), macro-economic policies, international trends, FAOSTAT<sup>24</sup> database, other project documents;
- Key informants (e.g. employees of different ministries, country officers of international development agencies and NGOs, extension workers, local veterinarians, local governors, PLWHA, nurses or doctors, and various other individuals at the macro, intermediate or field level);
- Individual interviews; and
- Participatory exercises, community and focus group sessions.

The following participatory tools are useful for the Development Context Analysis. Those not included in this guide are found in the *SEAGA Field Level Handbook* (wilde 2001).

- Village Resource Mapping
- Transects
- Social Mapping
- Trendlines
- Venn Diagrams
- Institutional Profiles

## III. Validating the information

- Review the methods used. Are data disaggregated along socio-economic and gender lines? Do they consider the issues of HIV/AIDS affected and non-affected households? Were participatory techniques and tools applied in a manner that respected different individuals and group's experience, needs, priorities, and constraints? Were questionnaires properly tested? Identify any contradictions and gaps in the information.
- Triangulate the information.

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24 Food and Agriculture Statistical Database.  
<http://www.fao.org/WAICENT/FAOINFO/ECONOMIC/ESS/stats.htm>

## **Guiding Questions 1.2 Livelihood Analysis**

### ***I. Information required***

#### **Gendered division of labour**

- Who does what within the household? How are tasks divided between women and men, girls and boys, when it comes to livestock? Is the pattern the same for all households? Who is responsible for buying/selling, herding, feeding, caring for sick animals, monitoring diseases, contacting veterinary or other services, milking, using the animal products (how?), etc? Consider women and men's daily and seasonal activity patterns.
- What happens to livestock-related labour practices in households affected by HIV/AIDS? How do roles and responsibilities change?

#### **Access to and control of resources**

- Who uses what within the household? Among different households? Consider women and men's access to resources, income sources and expenditure patterns? In terms of different livestock production systems?
- What happens to livestock when someone falls sick or dies? How does this impact on the household's livelihood and food security?

#### **Decision-making**

- Who makes decisions about different resources within the household? Who makes decisions regarding different livestock within the household? Who decides which animals (or animal products) to keep, to eat or to sell?

#### **Differences among socio-economic groups**

- What are the differences in the division of labour across socio-economic lines in the community? What are the differences in control and use of resources and decision-making across socio-economic lines in the community?
- Is property grabbing (including livestock) common in the community? Who is affected and how? Who benefits/loses from this practice?

#### **Proportion of activities and resources devoted to meeting basic needs**

- Which households and individuals in the community are unable to meet their basic needs (food, water, shelter, clothing, health)? Consider differences such as female, male-headed, youth-headed households, disability, age, households affected by HIV/AIDS, etc.

#### **People's knowledge, perceptions, expertise and practices**

- What are the traditions, priorities and preferences that influence livelihoods and in particular livestock production? Do the traditions, priorities, and preferences converge with trends in the development context? Are they challenged by the trends? How? Why? Is there need for increasing or adapting the knowledge base?

#### **Role of livestock and other enterprises for the household needs**

- What are the economic and social roles of livestock? How does livestock interact with the other enterprises in the household?

### **Coping/response strategies**

- What are the livelihood risks? What do different households do to avoid or minimise risk? (e.g. diversity in enterprises, off-farm activities) Are the strategies adequate? What are the strategies for asset building? What is the role of livestock in these strategies? What are the prioritised livelihood investments? What are the opportunities for asset building? What are the response strategies of HIV/AIDS affected households in terms of livestock?

### **Savings and credit facilities**

- Are there any micro-credit programs or projects in the area? Any savings facilities? Does livestock play a role in credit, e.g. the “passing-on” of livestock? What are the rules for accessing credit (e.g. collateral requirement)? Do any groups of individuals have difficulty accessing credit, micro-credit or savings facilities or services? If so, are there other alternatives?

### **Identification of linkages**

- Remember to look at the linkages that exist between livelihoods and the development context patterns. Consider the supports, constraints and opportunities.

## ***II. Collecting the information***

As in the Development Context Analysis, information from secondary literature, key informants, individual and focus group interviews can be used.

Participatory tools for Livelihood Analysis include<sup>25</sup>:

- Farming Systems Diagram
- Daily Activity Clocks
- Resource Picture Cards
- Income Expenditure Matrices
- Seasonal Calendars
- Wealth-ranking

## ***III. Validating the information***

- Review the methods used. Are data disaggregated along socio-economic and gender lines? Do they consider the issues of HIV/AIDS affected and non-affected households? Were participatory techniques and tools applied in an appropriate manner? Were questionnaires properly tested? Were there (cultural) biases?
- Identify any contradictions and gaps in the information.
- Triangulate the information.

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<sup>25</sup> For those tools not covered by this guide, please see the *SEAGA Field Level Guide* (Wilde 2001).

## Guiding Questions 1.3 Stakeholders' Priorities Analysis

### *I. Information required*

- **Identification of stakeholders:** Who is directly or indirectly affected by current livestock production activities (At the community level? At the household level?) Consider different types of households, e.g. households headed by men, women, grandparent(s) or youth, households affected by HIV/AIDS or other chronic illness? Who are the key stakeholders for the proposed livestock intervention (programme or project)? Who stands to benefit or lose? Who can affect the outcome of the proposed project, either positively or negatively (in the household? in the community? beyond the community?)
- **Identification of priorities:** What are the priorities for development intervention (at the household, community, or group level)? Are priorities the same for all stakeholders, e.g. women and men, wealthy and poor, households affected by HIV/AIDS or other chronic illnesses? How do the priorities differ? How much do they overlap? Are there opposing priorities?
- **Existing and proposed solutions:** What response strategies exist for the identified priority problems? Do aspects of livestock production figure in these strategies? What constraints exist that affect different households' or community's ability to solve these problems? What can be done to improve the situation? Who will benefit and who will lose from each solution?
- **Resource utilisation:** What resources are used for different aspects of the livestock activity in question? Who needs which resources? Who has which resources? Who is affected by the use of resources by others for the prioritised development options? Who has formal or informal decision-making power over the use of which resources? Are there conflicts over the use of resources, particularly as they relate to proposed livestock interventions?
- **Partnerships and conflicts among stakeholders:** Which stakeholders share the same priorities? Do some stakeholders collaborate on existing livestock-related activities? If not, are there some stakeholders who could collaborate? In case of conflicts between stakeholders, are there any options for compromise?
- **Equity:** How do different stakeholders' priorities affect gender equity (e.g. do they promote women and men's involvement, improvement in women's and men's livelihood strategies)? Could they differentially impact labour inputs? If so, whose labour and how? How do different stakeholders' priorities affect different socio-economic groups in the community?
- **Linkages to the development context analysis:** How do the stakeholders' priorities compare with development context patterns and trends?
- **Linkages to livelihood analysis:** How do stakeholders' priorities compare with the various roles, needs, perceptions and practices identified in the livelihood analysis?

## ***II. How to collect the information***

As in the other toolkits, information collected from secondary literature, key informants, individual and focus group interviews can be used.

Some useful participatory tools for conducting Stakeholder Priorities Analysis include:

- Pair-wise ranking matrix
- Flow diagram
- Problem analysis chart
- Preliminary community action plan
- Venn diagram of stakeholders
- Stakeholders conflict and partnership matrix
- Best bets action plan.

## ***III. Validating the information***

- Review the methods used. Are data disaggregated along socio-economic and gender lines? Do they consider the issues of HIV/AIDS affected and non-affected individuals and households? Were participatory techniques and tools applied in an appropriate manner? Were questionnaires properly tested? Were there (cultural) biases?
- Identify any contradictions and gaps in the information.
- Triangulate the information.

## **Guiding Questions 1.4 Options assessment, Cost-benefit analysis, & Consensus**

### **Options Assessment**

#### ***I. Information required***

- What are the options?
- Does the community or user group have incentives to *undertake* the option/s identified? Are there incentives that differ along socio-economic and gender lines?
- How do the options relate to the macro, intermediate and field level? Which options involve which stakeholders at each level? Is capacity building needed at any level to provide support for the project options?
- How do options relate to the development context trends, e.g. is there or will there be a market for products? Is there, or will there be, an infrastructure for service delivery?
- Do the options involve new stakeholders that have not yet been consulted?
- Does one or more of these options include technical assistance for livestock development aspects?
- Do any of the options require assistance that is interdisciplinary (not to be confused with multi-disciplinary)?

#### ***II. How to collect the information***

The Options Assessment can be conducted through reviewing the Needs Assessment and Resources Assessment as well as the analyses from the other sources, e.g. interviews, literature, etc. The Options Assessment Chart under the Participatory Tools is useful for this.

#### ***III. Validating the information***

- Review the methods used. Are data disaggregated along socio-economic and gender lines? Do they consider the issues of HIV/AIDS affected and non-affected individuals and households? Were participatory techniques and tools applied in an appropriate manner? Were questionnaires properly tested? Were there (cultural) biases?
- Identify any contradictions and gaps in the information.
- Triangulate the information.

### **Cost-benefit analysis**

#### ***I. Information required***

- What is the gain of each option and at what price?
- What are the costs and benefits of each option in terms of socio-economic and gender concerns? How do they compare? Who benefits or loses from each option – by gender and socio-economic group?

- How might groups that stand to lose be compensated?
- Which of the options are feasible? Are there critical inputs that are lacking that cannot be provided from either the community or the project?
- Can a priority list be created for all the options to prepare for the consensus discussions?

### ***II. How to collect the information***

Review the Needs assessment, and Resource and Support Assessment. Verify with the help of the Costs-Benefits Chart. Refer to tools. Additional key informant interviews can fill remaining information gaps and give an insight in the dynamics underlying consensus and conflicts on option prioritisation. You can also seek to learn from them about options that were not voiced.

### ***III. Validating the information***

- Review the methods used. Are data disaggregated along socio-economic and gender lines? Do they consider the issues of HIV/AIDS affected and non-affected individuals and households? Were participatory techniques and tools applied in an appropriate manner? Were questionnaires properly tested? Were there (cultural) biases?
- Identify any contradictions and gaps in the information.
- Triangulate the information.

## **Consensus and Conflict**

### ***I. Information required***

- Is there consensus among stakeholders over which options should be prioritised to become the project objectives? If so, define them.
- Who commits to do which activities? Are resources identified?
- What is the suggested time frame?
- How is further stakeholder participation to be organised?
- Did any plan develop from the negotiations to compensate those who stand to lose?
- If consensus is not reached, what can be the cause(s)? Does addressing the reason for absence of consensus lie within the “mandate” of the project? Is a specialist needed?

### ***II. How to collect the information***

Facilitate negotiation. Call in a specialist if necessary.

### ***III. Checking the validity of the information***

Be ensured that the community and other stakeholders are represented in the consensus process.

## Guiding Questions 1.5 Monitoring and evaluation

- Are the relevant stakeholders actively involved in the monitoring and evaluation of the project? If yes, how? If not, why?
- Do the activities lead to the achievement of the objectives, e.g. look at the effectiveness measured by the (gender-sensitive) indicators. In case of monitoring, consider **progress**. In case of evaluation, consider **results**. Are the activities still in line with the objectives? (Note: sometimes objectives are revised as the project goes along and therefore activities, progress, impact etc. will have to be viewed accordingly)
- Consider the relationship between inputs and outputs, efforts and results (effectiveness). Is it acceptable? If not, can it be improved? How?
- Consider the strategy to address socio-economic and gender concerns in the project? Were there any constraints? If yes, what were they? How can they be addressed? Could they have been avoided? How?
- Who benefits from the activities? Women? Men? Children? Wealthy? Poor? Vulnerable households (e.g. those affected by HIV/AIDS or chronic illness)?
- What are the adverse impacts (if any) for these different groups? (e.g. Have labour inputs increased dramatically for some groups/individuals? Have they been reallocated from other important activities? Have some individuals/groups lost access to certain resources, for example women to certain plots of land, etc.) Have some groups or households become more vulnerable? How can these impacts be lessened?
- Who has benefited from training? From livestock services? Veterinary services? Extension information? How? Who has been left out? Why?
- Will the activities or achievements be sustained after the closure of the project?
- What are the main lessons learnt?

## **Pull-out Section 2: Guiding Questions on SEAGA and HIV/AIDS for Livestock Projects<sup>26</sup>**

- Has the project or programme been designed and planned in a participatory fashion? Are those affected (stakeholders) involved in the design?
- Are the needs and priorities of women and men taken into account in the project's formulation?
- Have gender and/or HIV/AIDS issues been addressed in the formulation of the project in terms of describing: the livestock (or other relevant) sector; HIV/AIDS strategies/policies/frameworks within the agricultural/livestock sector? country livestock strategies; prior and ongoing assistance; problems to be addressed; beneficiaries; institutional framework and support capacity; logical framework; risks; and sustainability?
- Are the views and priorities of more disadvantaged groups and/or households (poorer households) considered in the design of the project (as well as those with the stronger voice)? For example, this might be households/individuals/groups affected by chronic illness such as HIV/AIDS, tuberculosis, malaria, etc., female-headed or widow-headed households? Orphan-headed households?
- Review the project's strategy for possible negative impacts on different socio-economic groups; different types of household (grandparent-, orphan- og female-headed, etc.); and households and people affected by HIV/AIDS (e.g. labour related to livestock; inputs needed, changes in land-use, etc.).
- What types of capacity building activities are planned? Do all the stakeholders have the capacity and opportunities to participate in and benefit from project activities? Have provisions been made to ensure that different socio-economic groups and women, men, and youth are included in appropriate training on livestock interventions (e.g. watering, milking, collection of fodder, grazing)?
- What kind of gender-sensitive indicators (qualitative and quantitative) have been incorporated to monitor and evaluate the project's impact on men, women, youth (e.g. in terms of impact on their labour/workloads, resource control and access, income-generation? decision-making?)

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<sup>26</sup> Adapted from FAO. Programme and Project Review Committee – *Gender Equality and Equity* (PPRC Criteria - in process of revision), and FAO (2003b).

### **Pull-out Section 3: Guiding Questions for Addressing Gender and HIV/AIDS in Livestock-oriented Institutions**

The following checklist can be used to assess the gender and HIV/AIDS sensitivity of one's institution in terms of vision, policy, structure, and programmes. It is by no means exhaustive – rather it is intended to stimulate ideas about issues that livestock-focused organisations (and agricultural institutions in general) should address to better mitigate the impacts of HIV/AIDS on rural livelihoods and food security. It can be adapted for use in a strategic planning exercise, or used as a checklist by management and staff to address particular issues within the organisation. The questions focus on assessing institutional capacity in terms of addressing socio-economic and gender issues including HIV/AIDS.

#### **Organisational policy**

- Consider the institution's vision statement and mandate. Is there provision for addressing the needs and priorities of clients facing the greatest challenges in their livestock production activities? (This might include households, individuals, groups living with, or affected by, HIV/AIDS or other related chronic illness)? If yes, how? If not, how might the organisation look at addressing these concerns in its overall vision and mandate?
- How does the institution's mandate support smallholder livestock keepers and their particular production constraints?
- Consider the institution's programme policies and strategies. Do they specifically highlight the need for considering socio-economic and gender-differentiated needs of clients? If yes, how does policy translate into practice? If not, how might the institution revise policies and strategies to incorporate this?
- Does the institution use participatory approaches in monitoring and evaluation with communities (e.g. disease patterns, production trends and constraints, different challenges faced by different groups of livestock keepers)? Are these conducted in a way that disaggregates information by gender and socio-economic groups (including, where relevant, information about households/groups responding to the stresses of HIV/AIDS and other chronic illnesses)? What is the strategy?
- Look at the institution's human resources/staffing policy and directives. Is there a specific HIV/AIDS policy aimed at supporting staff? If so, does it provide support to its own staff who are affected (e.g. access to voluntary testing and counselling, access to ARVs, etc.)? Does the institution work in a positive way with community livestock organisations, community animal health care workers, paravets, etc. and clients affected by, or living with, HIV/AIDS and other chronic illnesses (e.g. is there staff training/sensitisation about HIV/AIDS and related stigma, gender and food security linkages, labour-saving technologies, asset-grabbing including livestock, etc.)? Does the institution produce educational materials that promote positive representations of women, men, girls, and boys, as well as people living with HIV/AIDS?
- Are institutional policies and strategies in line with national HIV/AIDS policy frameworks or multi-sectoral strategies? If yes, what is the coordinating mechanism for linking with these national level initiatives? If not, how might the

institution meet national policy needs. How might it more effectively make use of resources by coordinating with other institutions working on agriculture/food security and HIV/AIDS?

### **Organisational structure & culture**

- Look at the lines of decision-making and accountability (including linkages between management, support and administration, technical and core staff).
- Are socio-economic, gender and HIV/AIDS concerns mainstreamed throughout all livestock-related initiatives (e.g. research, technology development, veterinary and/or extension services, etc.) of the organisation or isolated in a section or with an individual? How well are these policies and strategies supported by both the organisation's decision-makers and implementers (e.g. researchers, veterinarians, technicians, extensionists)?
- Does the organisation have staff with expertise and experience available on socio-economic and gender issues, HIV/AIDS and food security, facilitation and participatory livestock development approaches? If so, do they work in teams with other technical staff? If not, how might the institution gain this expertise (e.g. collaboration with other organisations, consultants, etc.)?
- Does the organisation support staff members who are ill? If so, how? If not, how might they provide this support (e.g. is there need for HIV/AIDS and stigma sensitisation training for management, staff, need to provide voluntary testing and counselling, other types of support?)
- How does the institute deal with hiring in terms of promoting positive environments for men and women? Are there women on staff? What positions do they hold? Are they involved in decision-making positions? Are there specific transport or housing needs to ensure women and families are attracted to stay in the job?
- How much are the gender and socio-economic responsibilities prioritised in terms of resource allocation? And in times of overall resource shortfall (if applicable)?
- Is there a specific budget line for addressing HIV/AIDS in the organisation? If not, is there provision under other budget lines to incorporate HIV/AIDS-related initiatives into the organisation's day-to-day functions (e.g. Does the organisation provide staff with ARVs? Voluntary testing and counselling? HIV/AIDS sensitisation training? What about for field-based activities in communities (e.g. incorporating HIV/AIDS sensitisation in training with livestock keepers and youth, messages into livestock extension, other activities)?

### **Implementation**

- Do staff members have the capacity to apply gender-sensitive participatory approaches in their work with communities (e.g. to identify livestock production constraints of different households or members therein, resource issues, capacity for treating sick animals)? If yes, are they doing so - how? If not, how could they improve their capacity to do so?
- Does the organisation encourage community members or clients, especially those affected by HIV/AIDS or living with HIV/AIDS (especially women and girls), to participate in livestock-related research, technology development, income-generating activities, project planning?

- Do activities need to be adapted to give time and space to those looking after sick members of households? (e.g. would group-based support activities be a better option than activities that focus on individual households)?
- Do the organisation's livestock-related activities incorporate messages about HIV/AIDS? If yes, how (e.g. related to livestock production activities, in terms of addressing inheritance practices and the effect on widows/children of property/livestock grabbing, livestock extension aimed at youth and youth-headed households, etc?). If no, how could the organisation better incorporate information about HIV/AIDS into fieldwork? (e.g. radio programmes, JFFLS, information material)

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