



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, FAOSTAT²⁴ 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.

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 include²⁵:

- 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.

²⁵ 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 Projects²⁶

- 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?)

²⁶ 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)