

109064 LVIF 6 MONTH UPDATE APRIL 2023

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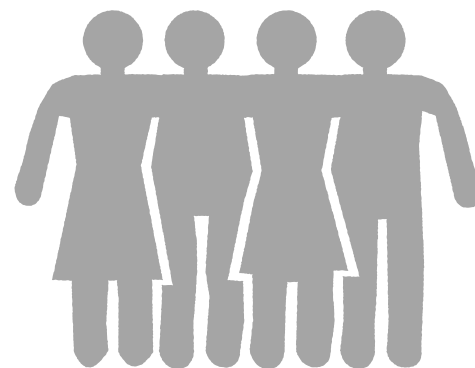
IDRC GRANT / SUBVENTION DU CRDI : - TRANSFORMING THE VACCINE DELIVERY SYSTEM FOR CHICKENS AND GOATS IN GHANA: WHAT APPROACHES AND WHAT BENEFITS FOR WOMEN?



DRAFT 2

**Transforming The Vaccine Delivery System for Chicken and Goats
In Ghana; What Approaches and What Benefits for
Women?(Women Rear Project)**

ADAPTED FARMER FIELD AND BUSINESS SCHOOL –LIVESTOCK TOOLS



Gender Tools

Introducing Your Partner to the Project¹

SEASON	FFBS Pre-start
OBJECTIVE	To introduce spouses to the project and be sure that they understand the project and how they will be encouraged to be involved and to support their spouses. To practice active listening and build support for women's participation in the project.
TIMEFRAME	1 hour:45 minutes
MATERIALS NEEDED	Quiz questions on the project
IDEAL WORKSPACE	Enough space to form circles, both standing and sitting

Background:

A mutual understanding of what the Project is, especially how it requires men's support of women's participation, is key to accomplishing Project (or other development program's) goals. When a group member's spouse is introduced early in the intervention, they have a better grasp on what their role can be in supporting their partner in the project and to improve their partner and entire family's livelihoods.

Steps to follow for the activity:

- **STEP 1. Introduction:** Welcome the partners to the session and have them introduce themselves. Have a leader of the Women Rear/ livestock group go over the ground rules that the group has established.
- **STEP 2. Warm-up: "In this group you find respect..."** Ask the group to make a circle, including the facilitator. Make sure the circle is closed. Explain that we are going to experiment with taking risks. The circle represents a wall of protection – inside this space, participants can practice safely walking with their eyes closed.

Introducing your partner to the group:

Ask one volunteer to experiment walking with his/her eyes closed while the others provide a safe space. The volunteer stands in the middle while the facilitator explains, "You will close your eyes and start to cross to the circle until you reach one side

of the group. The group member will receive you gently and guide you to another person in the circle. The group will take care that you feel safe. You can experiment as long as you like.”

1 Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 30-32.

Introducing Your Partner to the Program

Enforce the rules that no one will laugh or make jokes while the volunteer is experimenting.

Ask the volunteer:

- How did it feel to be led by others?
- How did others receive you?
- What feelings (anxiety, safety) did you have?

Ask the group:

- How did it feel to be responsible for guiding others? What did we do to create a safe space?
- How does this relate to real life? What things make you feel comfortable discussing with a group?
- What can we do in our Women Rear groups to make each other feel comfortable?

Allow several volunteers to experiment for a total of 15 minutes.

End by pointing out we will be taking risks and talking about topics that we don't always share. It's important to create a strong circle of support. All participants have a responsibility to enforce the safety of the circle.

► **STEP 3. Quiz:** Develop a short quiz, asking several questions about Women Rear Project. Ask for men's answers but allow women to share their knowledge to fill in the information gaps. Questions might include:

- What is Women Rear
- How often do groups meet?
- What is the purpose?
- How long will the project last?
- What are the responsibilities of group members?
- What will members learn?

After explaining the basic program, ask:

- What is the role of men (spouses) in Women Rear? How will they be expected to participate?



Collect ideas from participants and enforce the key points for a total of 20minutes:

- Explain that Women Rear participants will be learning livestock husbandry practices , and marketing techniques.
- They will be learning budgeting and bargaining skills that may also be useful to men and to the whole family.
- They will be learning about nutrition information that both fathers and mothers need to make good decisions. Spouses are encouraged to attend all of these sessions.
- In addition to livestock, nutrition, and marketing skills, women will create a safe circle for men and women to discuss problems and to understand one another's points of view.
- There will be special sessions where spouses are strongly encouraged to attend, so that both spouses benefit from the skills and information.

Introducing Your Partner to the Program

► **STEP 4. Supporting each other:** Separate the groups into men and women. Explain that women who are engaged in livestock rearing and business have many competing responsibilities at home. To grow their business and livestock enterprises, they need full support from their spouses and families.

- Ask women to come up with a group list of how their partners can support them to succeed.
- Ask men to come up with a group list of how they can support their partners to succeed

Bring the groups together, and have the men and women share their lists for a total of 35 minutes. Discussion questions:

- Were the women's lists the same as the men's?
- What were the common points raised by men and women? Are these achievable goals?
- What surprised you about this session?
- Based on what you learned, what opportunities do you see for supporting your wife/partner?
- What have you learned from this session? How can this help you in your lives and relationships?

► **STEP 5.** Thank participants for creating a safe space and make sure they know when the next session is.

Livestock Group Case Study #1:

Veterinary Services

SEASON	FFBS-Pre-start
OBJECTIVE	<p>To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community.</p> <p>To compare what is happening in the story with what is happening in the community.</p>
TIMEFRAME	<p>1 hour (x 5 sessions)</p> <p>This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.</p>
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in day-to-day caring of animals and are likely to identify sick animals quickly, but they are rarely recognized as livestock farmers. Extension, veterinary and market information and services are less likely to reach them, yet these are important to ensure production of good quality and healthy animals that can be sold in the market to earn them some income. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to vaccines; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity

► **STEP 1. Introduction (read this aloud each time)** Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last livestock group case study, if applicable. Start telling aloud the story:

Naamteng is a farming community, where both women and men rear animals. Recently, men started going away for work in the mining communities in Salmateng, leaving women to do most of the rearing. Women reared chicken and small ruminants, they sold their animals to support their families during the lean season when prices of animals were lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Adapted from: *The Oxfam Gender Training Manual*



Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different support to them. The Livestock and veterinary Department and some NGOs organized the women into groups for training. A VSLA group and a mother- mother support group.

They learned about how to set a good price for their livestock. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► **STEP 2. Choose a role-play scenario.** Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #1: ATIPORKA’S STORY

Atiporka went to the livestock trainings and learned about new breeds and the benefits of using improved livestock breed. As a woman, Atiporka was not allowed to visit the livestock market, so she gave money to her husband to buy improved goat breeds for her. Her husband first bought improved sheep breed he needed for himself and forgot the name of the improved goat breed Atiporka requested for and the money left was not sufficient to buy the new goat breeds in the market. He bought a mix of new and old goat breeds.

The veterinary officer who visited the village always met with male household heads when he came to vaccinate livestock, Atiporka did not get the information about the vaccination as a result, she was unable to vaccinate her goats. She got her goats vaccinated only after a disease outbreak had struck her village, she lost almost all her goats. Her husband wondered why she had not learned anything from those livestock trainings!

► **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their livestock training! The women of the village wondered why they felt farther behind than before!”

► **STEP 4.** Discuss the scenario by asking:

- What was happening in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?



► **STEP 6. A solution for the village.** Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

Livestock Group Case Study #1: Veterinary Services

Livestock Group Case Study #2: Nutritional Decision Making³

SEASON	FFBS Pre-start and Adulging
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in the day-to-day caring of livestock, but they are rarely recognized as livestock keepers and farmers. Extension, veterinary, market information and services are less likely to reach them, yet these are important to ensure production of good quality and healthy animals that can be sold in the market to earn them some income. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female livestock keepers and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

► **STEP 1. Introduction (read this aloud each time):**

Adapted from: *The Oxfam Gender Training Manual*



Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last agricultural group case study, if applicable. Start telling aloud the story:

Naamteng is a farming community, where both women and men rear animals. Recently, men started going away for work in the mining communities in Salmateng, leaving women to do most of the rearing. Women reared chicken and small ruminants, they sold their animals to support their families during the lean season when prices of animals were lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different support to them. The Livestock and veterinary Department and some NGOs organized the women into groups for training. A VSLA group and a mother- mother support group.

They learned about how to set a good price for their livestock. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► STEP 2. Read the role-play scenario

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #2: SAFIA STORY

Sofia was excited about the nutrition lessons She learned that eggs, milk, beans and vegetables were important for the children and would help them grow strong and healthy. The chickens she kept were used by her husband during the funeral rites of his uncle. The land on the irrigation field which she grew cowpea was used by her husband to grow cotton, so instead of growing cowpea. Safia started a vegetable garden 2miles away and she had no extra time to go and fetch water for the garden and no one to help her. The vegetables did not get enough water, and many of them died. Safia spent some of her money to buy nutritious eggs and milk for the children. Her husband—who had not attended the nutrition lessons—yelled at her for spoiling the children, when this money could have been used to buy rice.

► STEP 3. When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► STEP 4. Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?



► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

Livestock Group Case Study #3: Workload Sharing⁴

SEASON	Livestock case study discussions should be started during the FFBS Pre-start phase and then used in future seasons; timing of each specific case study is not important.
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women livestock farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Women play vital roles in household rearing, but they are rarely recognized as livestock farmers. Extension, veterinary and market information and extension services are less likely to reach them, yet these are important to ensure production of good quality and healthy animals that can be sold in the market to earn them some income. Even when they have access to extension services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to vaccines and inputs; they may get less information for marketing. This case study explores some of these common challenges that female livestock keepers and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Adapted from: *The Oxfam Gender Training Manual*



Steps to follow for the activity

► STEP 7. Introduction (read this aloud each time)

Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last livestock and nutrition group case study, if applicable. Start telling aloud the story:

Naamteng is a farming community, where both women and men rear animals. Recently, men started going away for work in the mining communities in Salmateng, leaving women to do most of the rearing. Women reared chicken and small ruminants, they sold their animals to support their families during the lean season when prices of animals were lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different support to them. The Livestock and veterinary Department and some NGOs organized the women into groups for training. A VSLA group and a mother- mother support group.

They learned about how to set a good price for their livestock. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► STEP 8. Read the role-play scenario

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #3: ZAINABU’S STORY

Zainabu had 4 goats of her own, and she started providing supplementary feed for them following the new husbandry practices she had learned in the livestock group. But collecting and preparing supplementary feed required much effort than the old way of letting the goats feed freely in the bushes. She brought the baby with her when she went to collect supplementary feed, but she worried about the ones she left at the home. She also had meetings once a week with her group, which took time. When she returned home, she still had to finish all the household work. Her mother-in-law scolded her for being a lazy wife and neglecting the children, and her husband was angry because dinner was late. She got up earlier and went to bed late, and she started to feel exhausted and sick. She missed several meetings, so she missed some key information about marketing. When she called a group member to ask for price information, her family and neighbors gossiped about her and said she was disrespecting her husband. Zainabu came less and less often to the meetings. Some of her group members thought she was lazy, while some said she was simply not capable of adopting new practices.

► STEP 9. When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their livestock training! The women of the village wondered why they felt farther behind than before!”

► STEP 10. Discuss the scenario by asking:



- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 11.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

► **STEP 12.** A solution for the village.

Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

Livestock Group Case Study #4: Income Control⁵

SEASON	Livestock case study discussions should be started during the FFBS Pre-start phase and then used in future seasons; timing of each specific case study is not important.
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women farmers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background:

Around the world, women play vital roles in agriculture, but they are rarely recognized as farmers. Extension and Veterinary services are less likely to reach them. Even when they have access to extension services and support, they

Adapted from: *The Oxfam Gender Training Manual*



face many disadvantages. They have to juggle household and farm work; they often get late access to land and inputs; they may get less information for marketing. This case study explores some of these common challenges that female smallholders and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

► STEP 1. Introduction (read this aloud each time)

Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last livestock group study.

Naamteng is a farming community, where both women and men rear animals. Recently, men started going away for work in the mining communities in Salmateng leaving women to do most of the rearing. Women reared chicken and small ruminants, they sold their animals to support their families during the lean season when prices of animals were lowest. Many of the children went hungry at the end of the season, and malnutrition was common.”

Pause and check that participants are listening before continuing:

“Now in that area there is a Development Committee, which saw the problems of the women and organized different support to them. The Livestock and veterinary Department and some NGOs organized the women into VSLA groups for training. A VSLA group supported women to get small loans. One of the group members offered their goat farm for training and the women started to meet every week for training. The women learned improved housing, feeding and disease control practices to improve their goat production and reduce deaths. They learned how to construct a proper goat house, how to grow nutritious fodder and feed their goats to gain weight, and how to identify sick animals and control diseases in the farm. They learned about nutrition, importance of , eggs, how to grow a nutrition garden and a diverse diet. They learned about how to set a good price for their goats and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”

► STEP 2. Read the role-play scenario

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.



CASE STUDY #4, ATAMPORKA'S STORY.

Atamporka was eager to join the VSLA group, because she wanted to invest in feed for her goats because buyers on the market had started pricing small ruminants by weight. Atamporka's husband gave her the initial seed money, but when it was her turn to take the group loan, he took the loan and invested it in his own sheep production. Every time she tried to ask her husband for the repayment, her husband scolded her and said that it was his money to begin with. He also said his activities are more important because he is the head of the household. Atamporka has already missed three payments to the group, and started to feel ashamed. Atamporka took good care of her goats and they looked very healthy, when it was time to sell, it was her husband who took them to the market. He collected the money and distributed the money as he thought best. He used some to repay his own loans, some to purchase livestock feed, and some on leisure. The rest he gave to Atamporka for the children's school fees. By the time she got the income, there was not enough for her to invest in buying new feed.

► **STEP 3.** When the reading/role play is over, finish each story by saying:

"At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!"

► **STEP 4.** Discuss the scenario by asking:

- What is the problem in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?

4.5 ► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

Livestock Group Case Study #5: Role-model Men⁶



SEASON	Livestock case study discussions should be started during the FFBS Pre-start phase and then used in future seasons; timing of each specific case study is not important.
OBJECTIVE	To show how forms of gender discrimination within the community and household can leave women livestock keepers behind and affect the well-being of the family and community. To compare what is happening in the story with what is happening in the community.
TIMEFRAME	<i>1 hour (x 5 sessions)</i> This role-play is intended to be broken up and read over a series of weeks as a continuous story. Each week, the facilitator will read the same introduction, and then choose one of the role-play scenarios for discussion. Each session should take a maximum of one hour.
MATERIALS NEEDED	Translated copy of the scenarios, in local language
IDEAL WORKSPACE	This exercise can be done by reading aloud, or you can ask for volunteers to act out the scenarios

Background

Around the world, women play vital roles in agriculture, but they are rarely recognized as livestock keepers, extension, veterinary and market information and services are less likely to reach them. Even when they have access to veterinary services and support, they face many disadvantages. They have to juggle household and farm work; they often get late access to vaccines and inputs; they may get less information for marketing. This case study explores some of these common challenges that female livestock farmers and their families face, and allow participants to come up with potential solutions for this fictional village—and for their own community.

Steps to follow for the activity:

► **STEP 1. Introduction (read this aloud each time)** Explain to participants that you are going to start reading a story that requires active listening. Remind them of your discussion on the last livestock group case study, if applicable. Start telling aloud to the group ”

Naamteng is a farming community, where both women and men grow crops and rear animals. Recently, men started going away for work in the mining communities in Salmateng leaving women to do most of the farming and livestock rearing activities like land preparation planting, weeding, feeding, and watering the animals and cleaning the animal house among other household chores. And because the workload was too much, the women were not able to take keenly look after the animals, some got sick and died and while others were lost in the bushes while grazing.

Many of the children went hungry at the end of the season as there were not many animals left to sell, and malnutrition was common.”

Pause and check that participants are listening before continuing:



“Now in that area there is a Development Committee, which saw the problems of the women and organized different support to them. The Livestock and veterinary Department and some NGOs organized the women into groups for training. A VSLA group and a mother- mother support group. A VSLA group supported women to get small loans. One of the group members offered their goat farm for training and the women started to meet every week for training. The women learned improved housing, feeding and disease control practices to improve their goat production and reduce deaths. They learned how to construct a proper goat house, how to grow nutritious fodder and feed their goats with farm residues including sweet potato vines to gain weight, and how to identify sick animals and control diseases in the farm. They learned about nutrition, importance of eggs, how to grow a nutrition garden and a diverse diet. They learned about how to set a good price for their goats and to estimate the cost of production. The women of the village were very excited about these initiatives, and the opportunity to earn income.”.

► **STEP 2. Read the role-play scenario**

Pause and explain to the participants that we are going to look inside some of these households and see what happened within the group. Read the following story aloud, or ask for volunteers to act out the scenario.

CASE STUDY #5: MBAMA’S STORY.

Atule’s wife Mbama was a member of the livestock group. He attended a meeting and learned about the project and how much time his wife would have to spend learning the new techniques and attending meetings. He listened to the things she had learned—including how work in the household were unevenly distributed between men and women. He was pleased with her initiative and wanted to support her. He started to carry water and firewood for Mbama and to feed the children when she was busy. Mbama was very happy, but neighbors started to gossip that Mbama bewitched him. Atule’s friends laughed at him and said he was becoming a woman. They said Atule needed to use his fists sometimes to show who was in charge. Some of the elders in the village said that it was not their culture for men to do women’s work. Atule became embarrassed and stopped helping round the home. Mbama felt sad as things became less peaceful at home.

► **STEP 3.** When the reading/role play is over, finish each story by saying:

“At the end of the day, the men of the village wondered why their wives had learned nothing at all from their agriculture training! The women of the village wondered why they felt farther behind than before!”

► **STEP 4.** Discuss the scenario by asking:

- What was happening in the story?
- What did the character hope to achieve?
- How did he/she try to apply new knowledge?
- What prevented her from succeeding?

► **STEP 5.** Apply these ideas to your communities and groups by asking:

- Does this type of scenario also happen in our community? Why?
- Is there anyone within our group who is struggling with these problems?
- How are they coping with these issues?
- What can we do to change the situation?



► **STEP 6.** A solution for the village. Ask for volunteers to envision a better scenario for the women of the village and act out the ideal scenario.

Agricultural Group Case Study #5: Role-model Men



Daily Clock⁷

SEASON	FFBS Pre-start.
OBJECTIVE	To illustrate the inequality in workloads and to show the value of women's work. To practice sharing household responsibilities more equally
TIMEFRAME	1-1.5 hours
MATERIALS NEEDED	Flip-chart and marker, or available materials
IDEAL WORKSPACE	There should be enough space for men and women to work separately on their clocks before they are brought together for a discussion

Background

Women and men are assigned different roles and do different things throughout the day. Women often work longer hours when we count both their work at home and their work outside the home, while men often have more leisure and rest time. Many of the activities that women do—cooking, childcare, cleaning, fetching water—are not considered “work” because they are unpaid. If they were to stop these activities, however, the household would not continue to function.

Because women's household activities are not considered as important as men's, women often have less respect and less power in the family and the community. They may be overburdened but often cannot ask for support. Many women may also not realize that the work they do is important.

When women are entirely responsible for household work, they may be unable to participate in meetings, get information, or gain skills to improve their farm production or other businesses. Sharing workloads more equally is important for the development of the household, and the relationships within the family.

Note: This exercise is more effective if done with mixed-sex groups, but it can also be revealing for women-only or men only groups.

Steps to follow for the activity:

► **STEP 1. Introductions.** Explain that in this exercise, we are going to talk about all of the tasks that men and women do to keeping the household running.

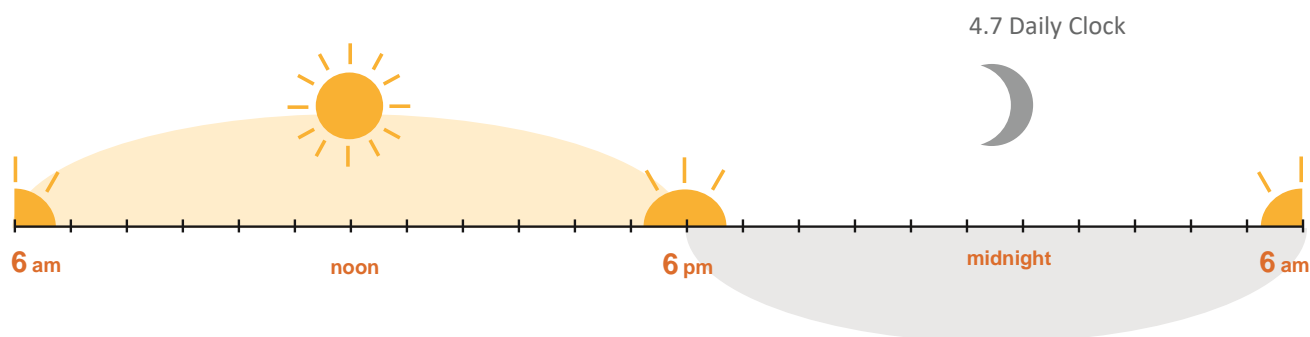
Divide participants into single-sex groups (separate men and women). If working with only men or only women, have one group of participants role-play the opposite sex.

► **STEP 2. Drawing the clocks.**



- Ask participants to imagine a typical day for a typical man/woman like themselves, from the time they wake up to the time they go to bed.

7 Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 40-42.



- On a flip-chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.
- Have participants draw or write all of the tasks that they do throughout a typical day (from the time they wake up to the time they go to bed). If they wake up at night (i.e. to breastfeed), include those tasks as well. Include leisure and rest time, paid and unpaid work.
- Allow participants 15-20 minutes to draw the clocks or timelines.

► **STEP 3. After 20 minutes, bring the groups together.** Have participants place their timelines/clocks side by side. Have one member of each group explain the clocks to the other group.

Ask participants to briefly describe their timelines/clocks and point out:

- How are the days similar?
- How are they different?
- What happens during busy times of the year (i.e., harvest or planting)?

► **STEP 4. Lead a discussion, refer to the following questions as needed:**

- Who is involved in earning income? How is paid work valued?
- Who is involved in growing food? How are these activities valued?
- Who is involved in caring and household activities? How are these activities valued?
- What would happen if these care-giving activities stopped for a day or several days? Are caregiving tasks “work”? Are they easy?
- Who gets more sleep and leisure time? Why? Why is leisure time important?

► **STEP 5. Reflection and action:**

- What do you think of this overall pattern? How would you like to switch tasks for a day?



- What changes would you like to see to make the picture more fair?
- Are there men in this community who share household work with their wives? What do people think about such men?
- Are there women who ask for support from their husbands and families? What do people say about such women?

Action: What is one specific practice that you may try this week in your own home to help balance your own clocks?

Key points:

- Men and women *both* have the ability to be good caretakers and income-earners.
- Household work is very valuable and important to keeping the whole family going.
- When household tasks are shared more equally between men and women, women can be more productive on their farms, participate in important group meetings, and have better health.
- When men/fathers participate in caring work, they can enjoy more time with the family, be good role models for their sons, and feel proud of caring for the family and their wives.

Harmony in the Home Role-Play

SEASON	FFBS Pre-start
OBJECTIVE	To illustrate the possibility of changing gender roles, and to demonstrate a positive scenario of cooperation and sharing household work
TIMEFRAME	1 hour
MATERIALS NEEDED	Props for the play (cooking pot, doll, etc.)
IDEAL WORKSPACE	A space large enough for participants to sit/stand and watch role-playing

Background

Many times the idea of change can be intimidating. Some family members may agree to share work more equally, but others may be fearful of what others will say. This exercise allows participants to envision what cooperation within the home could look like, and how family members might start sharing some non-traditional tasks, and in the process, enjoy spending time together.

Note: should take place after the “Daily clock” exercise.

Steps to follow for the activity:

► **STEP 1. Introduction:** Ask group members to recall some of the key points from the “Daily clock” exercise, and ask whether they have talked about this with partners or with their families. Explain that this exercise is going to continue some of the discussions we’ve had earlier on this topic of working together in the home.



► **STEP 2. Role-play of a harmonious home:** Ask for three volunteers to act out a short scene. Take the volunteers aside and explain that they are going to illustrate a scenario in which in-laws and husbands are performing some of the roles that are usually allocated to women only. They are to demonstrate a happy scenario, in which every member is chatting cheerfully with each other.

Allocate each player a role and have them choose what they are going to do, for example:

- Mother-in law (busy cooking, helping child with homework)
- Woman (keeping business records, counting cash)
- Husband (washing clothes, fetching water, bathing child)

Start the role-play, having the three to do their activities and chat with each other, happily, for a few minutes.

► **STEP 3. Player Discussion:** Stop the action and ask each of the three players, in turn:

- How do you feel about role-playing this situation?

► **STEP 4. Observer Discussion:** Turn to the other participants and begin a discussion about the scene. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Could this situation happen in your household or community? What would need to happen so it could become true?

► **STEP 5. Role-play of a negative scenario:** Using the same (or new) volunteers, ask them to act out a second scenario, in which each of the family members is doing their typical roles, and shouting or silencing each other.

- Mother (cooking, breastfeeding, washing, helping children with schoolwork at the same time)
- Mother-in-law (resting, criticizing)
- Husband (impatient for dinner)

Stop the action and ask the participants to describe what they saw. Ask:

- How do you feel about watching this situation?
- Are the family members treating each other with respect? How so?
- What would the neighbors think about the situation?
- Does this situation happen in your household or community?
- Which scenario feels more true to life—the first or second?

► **STEP 6. Checking on our actions:**



Ask the group members to first discuss:

- How the workload-sharing is going in their own households.

Then ask for volunteers to role-play (or describe):

- An actual situation when they asked for help from their family, or where they supported their family members.

Finally, ask the group members to discuss:

- Was the outcome positive? Negative?
- What are the obstacles to asking for help?
- What are the obstacles to trying new roles?
- How can women assertively ask for support from household members?
- How can the group help them get support from families?

Household Decision-Making Pile-Sort⁸

OBJECTIVE	To explore who in the household has authority to make important decisions, and how decision-making could be more equal
TIMEFRAME	1 hour
MATERIALS NEEDED	Pieces of different colored cardboard or paper (cut up into rectangles), and markers
IDEAL WORKSPACE	Will need flat space, where participants can spread the colored cards out on the ground and all can view

Background

Gender is one form of power, and within the household, different household members have different power/authority to make important decisions. Social rules and gender upbringings usually give the head of household (usually a man) the main authority for making the most important household decisions.



Although men and women participate “jointly” in many decisions, women do not always have real or equal say in the decision. They may be “consulted” about the discussion, but if they cannot change the final outcome, they do not really have equal say. In some cases, family members may simply be “informed” about a decision, after someone else has taken it—they have no real control over the decision.

When women are not empowered to make more decisions on their own, the household runs less efficiently (they have to wait for another person to make decisions). When one person takes decisions for others, they have a tendency (whether they realize it or not) to act in their own interest.

Within the same household, women sometimes have different perspectives, different needs, and different information than men; this information is important for making decisions that benefit everyone in the family. Women also make significant contributions to the income and care of the family; they have a right to participate in the important decisions.

When families have a discussion process where both spouses can participate fully in the decision-making process, they may have a better relationship and can make sounder decisions.

Steps to follow for the activity:

► **STEP 1.** Start by introducing the exercise: In every household, there are many decisions that need to be made to maintain the family well-being and plan for the future. Important decisions can be difficult to make. Today we are going to explore what those decisions are, who makes them, and how they are made.

Ask participants to brainstorm a list of the critical decisions that are needed to make to keep the fed, and maintain the family well-being, and plan for the future.

8 Adapted from: *Group Empowerment: Core topics, Strategies, and Tools for Group Dialogues*. (2012). CARE Pathways. Pp. 45.

4.9 Household Decision-Making Pile-Sort

► **STEP 2.** Have groups spend 10 minutes brainstorming a list of important decisions (12 – 15) that rural household members might need to take. Write one decision per index card. (Give examples if needed, such as investing in farm equipment, deciding when a child should marry, deciding when to sell an animal, deciding whether to start a business activity...)

As participants are brainstorming, briefly discuss why each decision is important.

► **STEP 3.** On a piece of flip-chart or on the ground, create pockets or categories labelled:

- A woman alone
- A man alone
- A woman and man together

► **STEP 4.** Have participants discuss each of the different decision cards, and place it under one of the three categories above based on who normally makes that decision. Ask participants if they have missed any tasks.



► **STEP 5.** Facilitate a discussion around the following questions:

Looking at the piles we have created, who makes the most decisions? (Count the decisions in each pocket)

- Look at the decisions in the “man alone” category:
- What type of decisions are these?
- Why are these decisions usually only made by a man?
- What happens if a spouse disagrees with this decision?

- Look at the decisions in the “woman alone” category:
- What type of decisions are these?
- Why are these decisions only made by a woman?
- What happens if the spouse disagrees with this decision?

- Look at the decisions in the “joint” category:
- What types of decisions are these?
- Why do these decisions usually have to be made together?
- What happens when partners disagree?

- Ask for an example of one of these important “joint” decisions where partners **disagreed or had** difficulty coming to agreement:
- Who was involved?
- How do you finally reach an agreement?
- Did you feel you had equal say in the decision? Why/why not?
- Was everyone happy with the outcome of the decision?

- Ask for an example of one of those important “joint decisions” **where both partners had equal say in the process** – and reached an agreement
- Who was involved?
- How did you finally reach an agreement?
- Did you feel you had equal say in the decision? Why/why not?
- Was everyone happy with the outcome of this decision?

- **Ask:** What do you think about the pattern of decision-making that we have described above?
- What cards would you like to move from one pile to the other? (Allow participants to shift cards to different pockets)

► **STEP 6. Discuss with the groups:**

Bring the separate groups (men and women) together. Allow each group 5-10 minutes to share their discussion while the other group listens.

- What surprised you about the other group’s presentation?



- What are the similarities between the two groups' discussions?
- What are the risks or harms to the family when one person makes decisions without respecting the views of the others?
- What are the benefits to the family of a process in which both partners have equal voice in the decision?

► **STEP 7.** Putting it in practice: Have the participants turn to a neighbor. Discuss one specific change that women (and men) said they would like to see in terms of decision-making.

- What would a more satisfactory decision-making process look like?
- How could you start to make this change?
- What's one small action you will take this week to practice this?

► **STEP 8.** Group leader: Record the goals to follow up in the next meeting.

Act Like a Man, Behave Like a Lady⁹



SEASON	Rearing Stage
OBJECTIVE	To identify the differences between rules of behavior for men and for women; To understand how these gender rules can negatively affect the lives of both women and men
TIMEFRAME	1 hour
MATERIALS NEEDED	Flip-chart, markers, tape
IDEAL WORKSPACE	Enough space to sit and stand

Background

This activity is a good way to understand perceptions of gender norms. Remember that these perceptions may also be affected by class, race, ethnicity, and other differences. It is also important to remember that gender norms are changing in many countries. It is getting easier, in some places, for men and women to step outside of their “boxes.” If there is time, discuss with the group what makes it easier in some places for women and men to step outside of the box.

Note: This activity can be done in a mixed- or single-sex group. For more intimate conversations, you may want to work with single-sex groups. When working with a mixed-sex group, divide the groups into 2 when they are writing the lists. Bring them back together to share.

Steps to follow for the activity:

► **STEP 1.** Ask the male participants if they have ever been told to “Act like a Man.” Ask them to share some experiences of someone saying this or something similar to them.

- Why do you think they said this? How did it make you feel?

Now ask the female participants if they have ever been told to “Behave like a lady.” Ask them to share some experiences of someone saying this or something similar.

- Why do you think they said this? How did it make you feel?

► **STEP 2.** In large letters, print on one sheet of flipchart paper the phrase “**Act Like a Man.**” On another sheet, write the words “**Behave Like a Lady.**” Ask participants to write all of the behaviors that **women** are told in their community and what **men** are told in their community are told about how they should behave to be a “proper” man or woman. (see the below chart for examples). Write these on the sheet.

► **STEP 3.** When the group has no more to add to the list, ask one participant to read them aloud. Facilitate a discussion around the questions listed below.

- What do you think of these two lists? What are the differences between the two?



Act Like a Man, Behave Like a Lady

- Can any of these messages can be potentially harmful? Why? (Place a star next to each message and discuss one by one.)
- How does living in the box limit **men's** lives and the lives of those around them?
- What happens to **men** who do not follow all of these gender rules (e.g. "live outside the box")? What do people say about them? How are they treated?
- How does living in the box limit **women's** lives and the lives of those around them?
- What happens to **women** who do not follow gender rules? What do people say about them? How are they treated?
- Are these rules fair for both men and women?

Example:

ACT LIKE A MAN

Be the breadwinner
Do not cry
Don't ask for help
Use violence to resolve conflicts
Stay in control and do not back down
Drink alcohol
Smoke
Make decisions for others

BEHAVE LIKE A LADY

Be passive and quiet
Be the caretaker and homemaker
Don't complain
Be seen, not heard
Follow men's lead
Be smart, but not too smart
Produce children
Get married

► **STEP 4. Role-play the opposite sex:** Ask for a **male volunteer** to do a silent role-play in which he is "acts like a **lady**." Ask a female volunteer to do a role-play, in which *she* "acts like a **man**."

- Why does this make us laugh?
- How do we learn these rules of behavior?
- What might be the benefits of "living outside the box" –for individuals, families and communities?
- How can you, in your own lives, challenge some of the unfair ways in which men/women are expected to act?
- What is one action you might try this week?

Input: Throughout their lives, men and women receive messages from family, media, and society about how they should act as men or women and how they should relate to other women and to other men. Many of these differences are constructed by society and are *not* part of our nature or biological make-up. Many of these expectations are completely fine, and help us enjoy our identities as either a man or a woman.



However, some gender stereotypes and rules can negatively impact our lives and communities, and limit our potential as human beings. We can think collectively about how to challenge them and promote more positive gender relations in our communities. We are all free to create our own gender boxes and rules and to decide how we choose to live our lives as human beings

Learning to Listen¹⁰

SEASON	Breeding
OBJECTIVE	To demonstrate and practice active listening skills (using mind, heart, and body language) to improve communication and understanding; to reflect on how gender affects whose voice is heard (in a household or group)
TIMEFRAME	1 hour
MATERIALS NEEDED	None
IDEAL WORKSPACE	Enough space for participants to be able to sit in groups of three

Background

Within groups or within a household, gender, status and rank often determine whose voice gets heard. When people are routinely *not* listened to, they may become frustrated, or they may begin to believe that their opinions are not important.

Good communication is critical to working in groups, to building harmonious relationships, and to joint decision-making. Active listening is a communication skill that takes practice to develop. It requires paying attention, empathy (caring), and openness to seeing from another's perspective.

This exercise enables participants to practice active listening, and to reflect on communication in the household or in groups.



Steps to follow for the activity

► **STEP 1.** Divide participants into groups of 3. Give the first instruction: Ask participants to think about a moment in your life when you were very happy.

Have each group decide who is A, B, and C:

- A is the storyteller
- B is the listener
- C is the observer

Explain that when you give the signal, A begins to tell her/his story, B must listen actively, and C should watch. Give the signal for storytellers to start.

► **STEP 2.** After a few minutes stop the process. Without stopping to discuss, give the next instruction: Repeat the scenario, but this time, A will continue telling the story but now B will not listen actively or pay attention to the storyteller. Again, C must observe what B does.

10 Adapted from: *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp 15-17. ISBN 978-984-331706.

► **STEP 3.** After a few minutes stop and discuss what happened:

Ask the **observers**:

- How did you know that B was listening?
- How could you tell when they stopped listening?
- What body language did you use to show that they were paying attention?
- What body language showed that they were not listening?

Ask the **storytellers**:

- How did it make you feel when they were or weren't listening?
- How did it change the way that you told your story?

► **STEP 4.** With the entire group, ask participants to reflect on their own experiences:

- Have you experienced situations like this before? What happened? How did you respond in these situations?
- Why is active listening an important part of communication?
- How do you know when active listening takes place in your home?
- How do you know when active listening takes place in community meetings?
- What can we do to make sure that everyone's voice is heard (in the home, or in a group)?



► **STEP 5.** Explain and discuss: People speak with their whole bodies, and we need to listen with our whole bodies—heads, hearts, and hands and feet.

- Listening with our head means being open, non-judgmental, and interested.
- Listen with our heart means putting ourselves in the other person’s perspective.
- Listening with hands and feet means using body language to pay attention to the speaker

► **STEP 6.** Ask participants to get back in groups of three. One speaker and one listener sit facing each other, and the third is the observer. Speakers have 2 minutes to talk about their hopes for the future. Listeners and observers must listen and not interrupt. After 2 minutes, call “stop,” and ask the listeners to repeat what the speaker said.

Ask the observers:

- Did the listener give an accurate summary? Did the listener reflect the speaker’s thoughts, ideas, emotions and intentions?

► **STEP 7.** Summarize the key points about active listening.

- Working together requires us to listen well and be clear when we speak.
- Listening is hard work; it means having an open ear to others.
- Active listening is through the head, heart, and body: Listen to thoughts, feelings, and intentions.
- Communication is a give and take: both speakers and listeners have to make an effort for it to succeed.
- Within the household, everyone has important things to say.
- Better decisions can be made when everyone in the household has a chance to be heard.
- When we listen actively to our family members, we show respect and bring harmony to the home.

► **STEP 8.** Homework: Practice active listening in your home: repeat what others have said. Think about whether or not you can report their message accurately. Share what you have learned today with your family members.

Persons and Things¹¹

SEASON	Breeding
OBJECTIVE	To illustrate the existence of power in relationships and its impact on individuals and relationships
TIMEFRAME	1 hour



MATERIALS NEEDED	It is important to be sensitive to how participants react to being assigned the role of “persons” or “things” and to be prepared to make the necessary accommodations or changes. For example, rather than have the participants actually carry out the role-play, the facilitator might invite participants to discuss in pairs how “persons” might treat “things” and the feelings that this might generate for the “persons” and “things.”
IDEAL WORKSPACE	Enough space for moving around; may want to take the exercise outside

Background

Power is at the heart of gendered roles and relationships. There are different forms of power: Power over (power to control others), power to/power within (power to achieve one’s goals), and power with (power to act together to achieve common aims).

Gendered social norms, beliefs, and institutions tend to vest men with *power over* women, from laws and policies down to household-level interactions. It is essential to understand the extent and impact of men’s power over women (and vice versa), as well as the meaning of equality in power between men and women. This requires that men and women understand how they see themselves compared to others of their own sex.

Some men (and women) feel that men need to have power over women in order to maintain order and stability. When humans are in a position to exercise power *over* others, they can fail to respect others’ dignity, perspective, or humanity. This exercise helps participants to explore what it feels like to be powerless and to have power over others. It helps reflect on how men and women within families can take responsibility toward sharing power, and using this shared power *jointly* in positive ways.

Steps to follow for the activity

► **STEP 1.** Divide the participants into three groups. Each group should have the same number of participants. (Note: If the number of participants does not allow for an even distribution, assign the “extra” participants to the third group which, as described below, will be the observers.)

► **STEP 2.** Tell the participants that the name of this activity is: *Persons and Things*. Choose, at random, one group to be the “things,” another to be “persons,” and a third to be “observers.”

► **STEP 3.** Read the following directions to the group:

11 Adapted from Engaging Boys and Men in Gender Transformation: The Group Education Manual. (2008). The ACQUIRE Project and Promundo. ISBN 978-1-885063-77-9. Pp. 73.

- **THINGS:** You cannot think, feel, or make decisions. You have to do what the “persons” tell you to do. If you want to move or do something, you have to ask the person for permission.
- **PERSONS:** You can think, feel, and make decisions. You can tell the objects what to do.
- **OBSERVERS:** You just observe everything that happens in silence.



► **STEP 4.** Assign each “person” a “thing” and tell them that they can do what they want with them (within the space of the room).

► **STEP 5.** Give the group five minutes for the “people” and “things” to carry out their designated roles.

► **STEP 6.** After five minutes, tell the persons and things that they will switch and that now the “persons” will be “things” and “things” will be “persons.” Give them another five minutes

► **STEP 7.** Ask the groups to go back to their places in the room and use the questions below to facilitate a discussion:

Ask the following questions to the “persons” and “things” groups:

- How did your “persons” treat you? How did you feel? Did you feel powerless? Why/why not?
- How did you treat your “things”? How did it feel to treat someone this way? Did it make you feel powerful? Why or why not?
- Why did the “things” obey the instructions given by the “persons”?
- Were there “things” or “persons” who resisted the exercise?
- In your daily lives, do others treat you like “things”? Who? Why?
- In your daily lives, do you treat others like “things”? Who? Why?

Ask the following questions to the “observers” group:

- How did you feel not doing anything? Did you feel like interfering with what was happening? If yes, what do you think you could have done?
- In our daily lives, are we “observers” of situations in which some people treat others like things? Do we interfere? Why or why not?

Ask the following questions to the whole group:

- If you had been given a chance to choose between the three groups, which would you have chosen to be in and why?
- Why do people treat each other like this?
- What are the consequences of a relationship where one person might treat another person like a “thing”?
- In your communities, do men most often belong to one of these three groups? Which group?
- Do women most often belong to one of these three groups? Which group? Why do you think this is?
- What are the factors that give people power in relationships? In what spheres of your own life do you have power?
- How does society/culture perpetuate or support these kinds of relationships?
- What can we do to make sure that different groups such as men and women live in an equitable world where they can enjoy the same opportunities, equal treatment, and equal rights?



4.13 Household Decision-making: Cash-flow Tree

SEASON	Adulting
OBJECTIVE	To value the contributions of women to household budgets and to discuss how men and women can have equal voice in household financial decisions
TIMEFRAME	1 hour
MATERIALS NEEDED	Flip-chart and marker, or materials such as leaves, branches, sticks
IDEAL WORKSPACE	Will need flat space, where participants can spread the tree out on the ground and all can view

Background

Gender is one form of power, and within the household, different household members have different power/authority to make important decisions. Social rules and gender upbringings usually give the head of household (usually a man) the main authority for making the most important household decisions.

Although men and women participate *jointly* in many decisions, women do not always have equal say in the decision. They may be “consulted” about the discussion, but if they cannot change the final outcome, they do not really have equal say. In some cases, family members may simply be *informed* about a decision, after someone else has taken it—they have no real control over the decision.

Evaluating the sources of income and spending priorities can help families make decisions together. Looking at the health of the family cash “tree” can help men and women see where they can trim back some unnecessary branches, or invest in some of the stronger roots (income activities). This activity gives family members a tool to discuss their own priorities, and see where they are in agreement.

Steps to follow for the activity

► **STEP 1.** Introduction: Explain that we are going to illustrate a picture that discusses the health of our family budget, and how we manage it. Ask participants to draw a tree (like the one below) that represents an average household from their group. Explain:

- The tree represents our household financial situation. The roots represent all of the activities that bring food and income into the household. The deepest, thickest roots represent the most important sources of income.
- At the top of the tree, we have the branches, which represent all the different expenditures. The highest, longest branches represent the most important expenditures. The less important ones are on lower, shorter branches.



► **STEP 2.** Divide participants into separate groups (men and women), and ask participants to draw their own tree, labelling the roots with all of the different sources of income and the branches with all of the expenditures that are made in the household.

Starting with the income sources at the roots, ask participants:

- Who is responsible for the work?
- Who brings this income into the family?

Draw a **symbol** of a man or woman (or both) next to each of the roots, indicating who is responsible.

► **STEP 3.** Moving to the branches, ask participants:

- Who usually makes these expenditures?
- Who has the final decision about them?

Draw a picture of a man or woman (or both) next to each of the branches.

► **STEP 4.** Discuss the overall health of the tree with the separate groups using the following questions:

- How healthy is the tree?
- What expenditures are most important for investments in the health and future of the family?
- Are any expenditures harmful or less important for the health and future of the tree?
- What changes would you make to increase inflows or to trim back some of the branches?

► **STEP 5.** Discuss competing demands for money and how families make decisions about what to spend:

- Who seems to be contributing to the inflows of income (the roots)? Who seems to be controlling the expenditures (the branches)? Why is that?
- What expenditures can women make on their own? Why
- What expenditures do women generally not have much influence over? Why is that?
- What are the areas of disagreement over finances? How do these discussions get resolved?
- Looking at this picture, what changes—if any—would you like to see in how decisions are made?

► **STEP 6.** Bring the groups together and have each present their drawings and their discussions. Ask the participants:

- What are the similarities between the trees?
- Where are men and women in agreement? Where are their priorities different?
- What do you notice about the contributions of men and women to the cash inflows? What would happen to the health of the tree if women were not present?
- What do you notice about the presence of women at the expenditure level? How might the health of the tree be improved if women were equally represented at the top of the tree?



► **STEP 7.** End by emphasizing the importance of women's contributions to the household financial well-being and the importance of jointly assessing the priorities.

Some key points:

- Women and men often agree on the same major priorities and what expenditures are wasteful.
- Women have a lot of information about what's happening within the household and with the children and with the livestock (small ruminants and Chicken); when we listen to each other's perspectives, we can make better decisions.
- Many of the smaller income streams below the tree are managed by women; investments into these channels might improve the health of the tree.

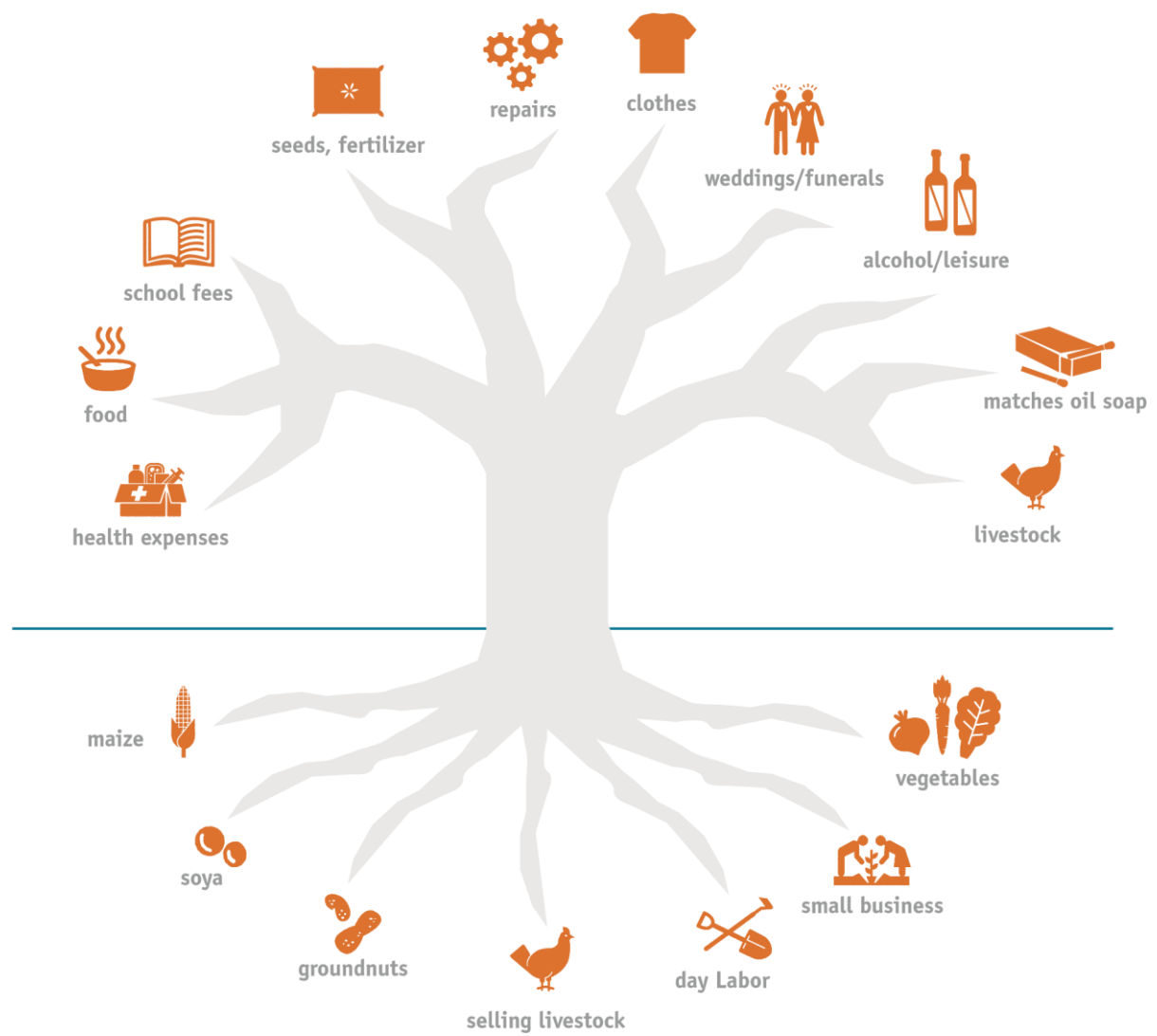
4.13 Household Decision-making: Cash-flow Tree

- Women's labor makes huge contributions to the main agriculture streams of income that support the household; they have a right to have some control over these income decisions.

► **STEP 8. Homework and next steps:** Ask the participants if they will be able to use this diagram to discuss the budget and spending and savings patterns in their own families. What support (from the group) might they need to try this exercise at home?

Household Expenditure Decisions





Sources of Income



Fishbowl Session with Men and Women¹²

SEASON	Adulthood
OBJECTIVE	To share experiences related to gender issues (gender roles) and to develop a better understanding of and empathy for the experience of the other sex
TIMEFRAME	1 hour
MATERIALS NEEDED	None
IDEAL WORKSPACE	Will need large space, where men and women can sit in two concentric circles. Ideally, start with a lively warm-up exercise

Background

Collaboration means having skills to listen, advise, negotiate, and create trust. Collaborating around different household responsibilities (including livestock rearing and running a business with your partner) also means looking and listening to a partner in different ways and being aware of the capacities of the other person. This exercise gives men and women the opportunity to listen to and encourage their partners.

Note: The discussion questions proposed here are specific to the Women Rear program. However, facilitators can use this fishbowl discussion process to talk about any pressing issues that are concerning men or women. The purpose is to create equal platform for men and women to speak, listen, and be heard.

Steps to follow for the activity:

- ▶ **STEP 1.** Start with a short energizing warm-up, such as “Partial Viewpoints” or “Working with Change, Working toward Change.”
- ▶ **STEP 2.** Divide the male and female participants into two groups.
 - Ask the women to sit in a circle in the middle of the room facing each other, and the men to sit around the outside of the circle, facing inward.
 - Begin a discussion by asking the women the questions listed below. At this time, the men’s job is to observe and listen to what is being said. They are not allowed to speak.
- ▶ **STEP 3.1 Discussion for Women:**



- What you have learned or achieved with the group that you are most proud of?
- What is the most difficult thing you have experienced so far as a woman working with the Women Rear program?
- What do you want men to understand about the program, so that they can better support women in producer groups?
- What are some changes you have noticed in your household? How have these helped you?

After 15-20 minutes, close the discussion and have the **men and women switch places**. Lead a discussion with the men, while the **women listen**.

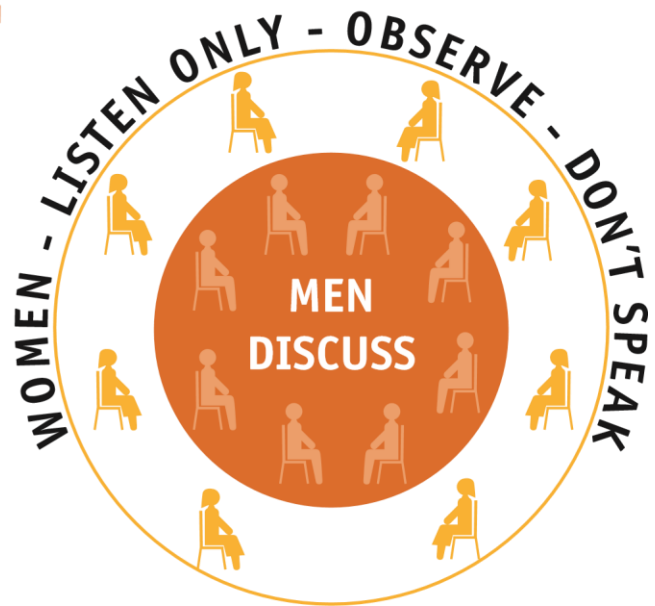
► **STEP 3.2 Discussion for Men:**

- What have you learned from the Women Rear program?
- What do you find difficult to understand about the program?
- What are some changes you have seen in your household or community? How do you feel about them?
- What are some concerns you have?
- How can men and women support and understand each other in the program?

► **STEP 4. Joint reflection.** Bring the groups together, and discuss the session. Use these questions to wrap-up the session:

- How did it feel to listen without speaking?
- How did it feel to speak and be listened to?
- What did you learn (from the men/women) that surprised you?
- How can we create opportunities in the home to listen attentively and speak honestly to our partners and family members?





Envisioning Empowerment: Vision Drawings

SEASON	FFBS Pre-start
OBJECTIVE	To explore women's views toward empowerment and to identify key domains for change
TIMEFRAME	1 hour
MATERIALS NEEDED	Flip-chart & markers, or pieces of colored paper & scissors to create symbols
IDEAL WORKSPACE	This can be introduced as a group or individual tool, and as a monitoring as well as goal-setting exercise. A large group can be broken into smaller groups of 3-5 participants. The facilitator can help groups to list common goals at the end of the exercise

Background

Empowerment is a subjective and personal process of change. While a project may have certain objectives that represent women's empowerment, they may not be the most important goals for women and group members themselves. Creating a vision diagram is a tool for project implementers and participants to reflect on progress, and to ensure that the project is leading toward goals that matter to the impact group.

Creating a vision diagram also gives group members a tool to practice setting goals and tracking them over the course of the project—this in itself can be an empowering process.

Steps to follow for the activity

► **STEP 1.** Break group into smaller groups of 3-5 participants. Explain that in this exercise, we will have a chance to explore our dreams and plans -- What we envision for our group and for ourselves.

► **STEP 2.** Ask the group members to close their eyes and look into the future, 5 or 10 years ahead. Ask them:

- What kind of life do you hope to see for yourself, for the members of this group?
- How do you want things to look?
- What will you be doing?
- How are your farms and business?



Ask them to consider and brainstorm:

- Changes they hope to see for themselves
- Changes they hope to feel for themselves
- Changes they hope to see in relationships with other people (community or family)
- Changes they hope to see in the community or in the laws

Envisioning Empowerment: Vision Drawings

► **STEP 3.** Ask participants to open their eyes and allow 20 minutes for them to draw pictures of their envisioned futures. Lay the drawings out so that everyone can see them.

► **STEP 4.** Lead a discussion on the aspirations, around the following questions:

- What kind of changes *in yourself* would make it easier for you to build the kind of life you want? (What changes have you seen in *yourself* so far?)
- What kind of changes *in relationships with others* would make it easier for you to build the kind of life that you want? (What changes in *relationships* have you seen so far?)
- What kind of changes in the community/marketplace/laws would make it easier or possible for you to build the kind of life you want? (What changes in the community have you seen so far?)
- What changes have been or would be *most* important to you? Why?

Probe the discussion and take note of:

- Changes in laws, policies
- Changes in social norms, attitudes, violence, mobility
- Changes in services provided and accessed
- Skills and activities that have been most empowering/enabling so far
- Support requested from the project or stakeholders

► **STEP 5.** Use the discussion to recognize the achievements and changes, and to identify the priority issues that the group can focus on to achieve their visions. Ask the group:

- What steps can be taken to meet some of these goals?
- What obstacles can be anticipated in making these changes?
- What support (from project or others) is needed to help bring about these changes.



Women's Livestock Marketing Engagement

SEASON	During FFBS implication
OBJECTIVES	<ol style="list-style-type: none"> 1. To understand potential livestock marketing engagement for women livelihood diversification 2. To critically analyze the root causes for women's limited engagement in sales and marketing of livestock for livelihood diversification 3. To unpack and analyze underlying causes of women's limited engagement in purchasing and sale of livestock and poultry related to gender, social and power norms, and beliefs.
TIME FRAME	1 hour
PARTICIPANTS	Mixed group
Method/Tool	Problem Tree Analysis
MATERIALS NEEDED	Flip chart papers, bold markers or sketch pens of different colors, cards, rulers, adhesive tapes.
VENUE	VSLA Meeting Place /community gender dialogues
NOTE	Start the session with reflection from participants on their action plans following the previous session on any of the gender norms identified.

Background

This tool is used to explore the root causes of the problems livestock farmers encounter in a community and so are the actions the livestock farmers and the entire community may take to address the problems. Hence, the facilitator takes the discussion to the participants by asking them to tell the types of livestock markets that exist in their community. The facilitator will need to list the responses mentioned on a flip chart and ask the following questions for each.

- Who are the owners of the sheds?
- What resources did the owners of each listed market use to start up their businesses?

The facilitator can draw the table below and capture responses

Point out sheds owned by men and women and discuss if women's engagement is low compared to men.

STEP 3: Divide participants into small groups of three or four people. Give each group one IGA identified as men's domain in their community and do a problem tree analysis. Give the following instructions.

Make a large drawing of a tree.

- In the trunk write the "name of the IGA" that women have zero/less engagement on
- Ask participants to identify all the main causes why women are not engaged in this IGA.



- Draw or write these causes along large roots of the tree, indicating that they are “root” problems. Select one of the main causes, such as:
- Women are not allowed to rear large number of animals.
- Women cannot purchase animals from the markets on their own.
- Women limited decision-making power over the purchase and sale of livestock.
- Women are not encouraged to openly declare ownership of animals.
- Only food vendors are allowed to purchase livestock for their meals.

And ask, “Why do you think this happens?” This question will help us to identify the secondary or underlying causes. Write the secondary causes as smaller roots coming off the larger root of the tree.

Repeat the process for each of the other main causes.

- Ask participants to identify the main consequences/effects of the problem. Write each as large branches of the tree.
- Select one of the main consequences/effects. To identify the secondary effects, ask “what else does this lead to?” Write the secondary effects as small branches coming off the larger branch of the tree.
- Repeat the process for the other main effects.

STEP 4: Highlight the beliefs and norms related specifically to gender that are identified as causes and effects.

To do this, the facilitator can use probing questions as follows:

- Is this effect something that happens specifically to either men or women?
- Is this cause related to something that only men or women are allowed to do?
- Are both men and women affected by this consequence?
- How many of the causes and/or consequences are related to gender, social and power norms?
- Who suffers most? Who benefits? Why?

STEP 5: Continue the discussion with the following reflection questions:

- How do the causes and effects relate to each other?
- Are beliefs and norms the cause of the problem?
- Are all the people in the community aware of the causes of this problem?
- Are the roots causes related to an absence of a resource or service? Or is it because of a particular mindset or belief? Do both men and women share these beliefs?
- Who reinforces these differences in the community?
- From the challenges mentioned on the tree what could be changed? By whom?

NOTE TO THE FACILITATOR

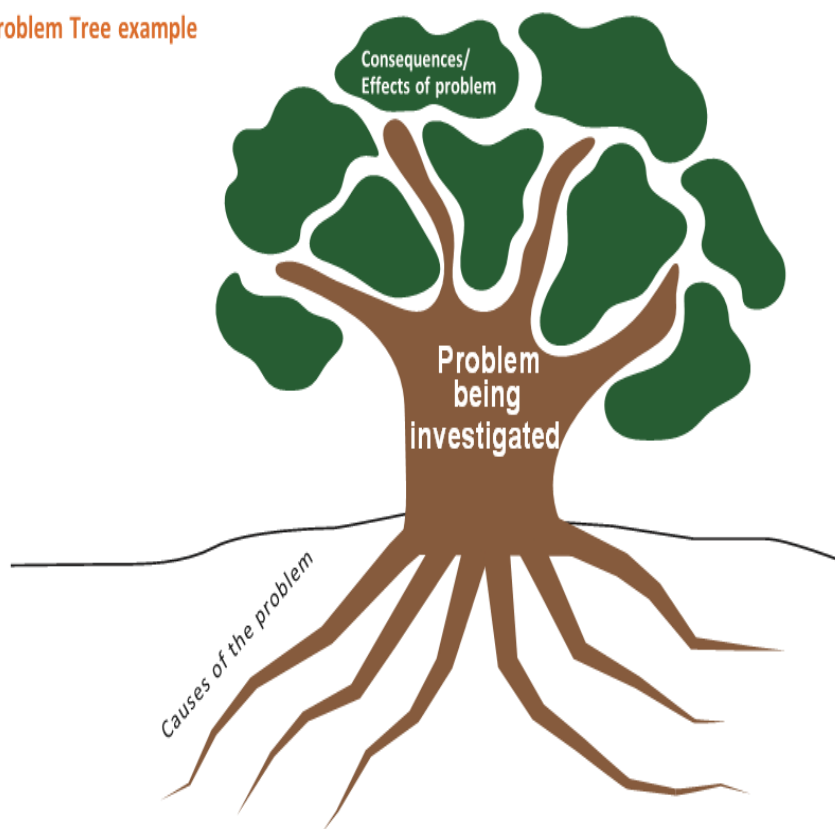
When dealing with specific problems, finding the root causes will lead us to help the community understand that some of the barriers lack a solid reason for existence. During such discussion participants will reach to a simple cultural assumption that doesn’t necessarily have a reason to exist but somehow have been holding their participation behind. Also, such activities will help us exhaust the reason behind some of the norms and understand where we should intervene and with what resources. Some norms can be challenged and transformed with no external resources required but rather by a solidarity of the community

Foot note



Women are not allowed to engage in poultry and small ruminant business because that profession is seen as a preserve for men, however this rule seems to apply to women who live in rural homes. Women who are engaged in the hospitality industry (food vendors and caterers) can however purchase and process poultry and small ruminants.

Problem Tree example



Women As Livestock Traders

SEASON	
OBJECTIVES	To make women and men realize women's significant role in livestock keeping To understand the root cause for the delegation of the title "livestock keepers" to men in most communities
TIMEFRAME	45 minutes
PARTICIPANTS	Mixed Group
Method/Tool	'But, why'
MATERIALS NEEDED	Construct cycles and objects
VENUE	VSLA Meeting Place



NOTE

Start the session with reflection from participants on their action plans following the previous session!

Background

Different social and gender norms perpetuate the poor recognition of women's role in livestock rearing. Through the "But, why" tool participants will be able to analyze the different gender/social norms and respective root causes.

Activity Steps:

STEP 1: Introduce the exercise to the participants by explaining its purpose

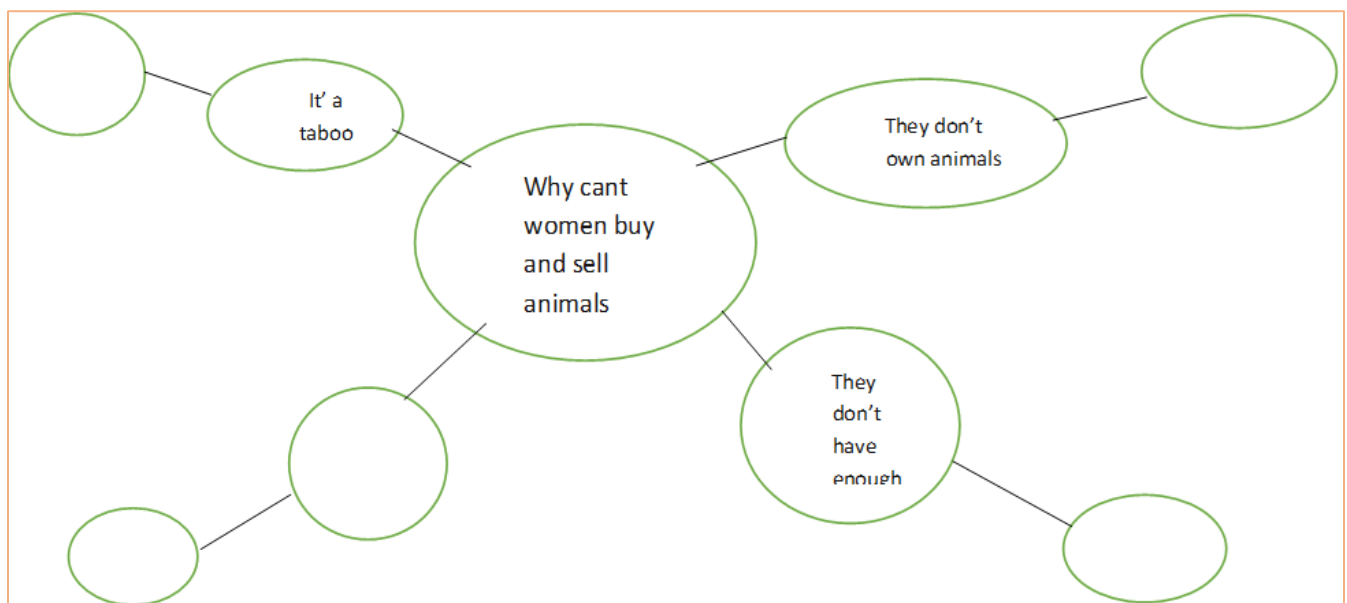
STEP 2: Divide the group in smaller groups of five-six participants to form four different groups.

STEP 3: Each sub-group is given the following social/gender norm for analysis by the facilitator

1. When I think about livestock keepers, Men come to my mind
2. Women's role in livestock keeping is under recognized
3. Women don't consider themselves as livestock keepers
4. Men don't consider women as livestock keepers
5. When I think about sale of animals, men come to my mind

STEP 4: Each group draws a circle on the ground and writes or draws the norm inside the circle to begin the analysis.

STEP 5: Each group discusses "but why does this norm exist?" Each immediate answer is written in separate circles around the central circle.



STEP 6: Repeat the activity for each of the immediate answers and keep asking “but why does this happen?” Until the group can think of no more answers and the root causes have surfaced.

STEP 7: After completing the process each sub-group presents its “But Why” diagram and initiates a discussion within the group using some of the following questions:

- What are the most common reasons found for the norm discussed? Why are these the most common?
- Did you learn anything new about this norm through this exercise?
- How are norms you discussed in interconnected groups?
- Who is adversely affected by these norms?
- Does anyone benefit from these norms?
- Is there a need to change any of the norms we discussed? Why? Why not?
- What can be done to change it? Who can support this change?

STEP 8: While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present if they feel comfortable doing so. Finally, ask participants to think of how to deal with some of the challenges discussed during the session, which would help to continue the dialogue for the next session.

NOTE TO THE FACILITATOR

- This tool helps understand some underlying, common causes for different problems. It also helps identify some common social norms that promote certain kinds of behavior and practice.
- By using probing questions, the facilitator helps analyze the reasons for each social determinant or barrier to positive behaviors.

Vote with your Feet

SEASON	During the FFBS implementation
OBJECTIVES	To explore the diversity of opinions regarding commonly held beliefs, expose participants to differing opinions, and give participants an opportunity to reflect on their own attitudes around commonly held beliefs and understand/learn about differences in opinions
TIMEFRAME	30 minutes-1 hour
PARTICIPANTS	Mixed Group
Method/Tool	"Vote with your Feet"
MATERIALS NEEDED	Bold markers, paper tape
VENUE	Extensive space for Community
NOTE	"Vote with Your Feet" should only be used for exploring non-threatening norms and beliefs.



Background

The “Vote with your feet” is a tool used to explore the diversity of opinions individuals within an environment hold onto regarding norms, perceptions and beliefs. It gives es the opportunity for individuals to learn and reflect on the beliefs that they have held onto regarding norms.

Activity Steps:

STEP 1: Place the agree/disagree cards at opposite ends of the space, so that everyone can see them with enough space for people to be able to move to either side.

STEP 2: Read one statement. Ask participants to reflect quietly (without discussing with one another) on their own attitude or opinion about the statement, and then move to the card that represents their opinion (agree/disagree).

STEP 3: Once all participants have moved, ask them to discuss with those near them why they have chosen that group if they feel comfortable.

STEP 4: Invite participants of each group to share their reason for agreement/disagreement. Ask:

- Would someone care to share with the other group why they are standing where they are?
- How does it feel to be in the group they are in? (Note: the small group may have just one or two people—ask, how does it feel to be in the minority?)

STEP 5: After hearing the views of each group, ask the participants if anyone would like to change their place and move to a different card. If participants moving would like to share, the facilitator should explore why they are doing so.

STEP 6: Remind participants that the objective is not to argue or convince people to change their opinions, but rather to genuinely understand and learn about different opinions.

STEP 7: Ask participants if they have any questions or clarifications about the points raised during the discussion.

STEP 8: Use the following reflection questions for a closing discussion:

STEP 9: Did you learn anything new from this discussion? Any surprises?

STEP 10: Did this discussion change anyone’s understanding of the beliefs and norms?

STEP 11: What are the advantages of discussing, challenging or changing our beliefs, attitudes or behaviors?

STEP 12: What are the disadvantages, consequences, or sanctions?

- How could people be helped to challenge the beliefs we discussed and change their behaviors?

STEP 13: To sum up, thank participants for their contributions, and summarize with the following key points:

1. We all hold positive and negative beliefs, attitudes and behaviors that affect us in different ways. The tool demonstrates what views the community holds with regard to some prevalent gender, social, and power norms.
2. Our attitudes and values are often contextual and situational – they are not often black and white, so it may not be easy to know how we feel. It is important to notice that everyone does not necessarily hold the same values or opinions on certain issues even though this is what is assumed.



3. Even people who seem to be like us and whom we respect may have different ideas or opinions. It is our duty to respect these differences and understand why we have them. While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present if they feel comfortable doing so. Finally, ask participants to think of how to deal with some of the challenges discussed during the session, which would help to continue the dialogue for the next session.

Notes for facilitators

1. Through gender and power analysis, program staff and facilitators should identify dominant norms which can be reflected on and challenged in this exercise. If using example statements provided here, teams should change or adapt the statements according to the local culture and context.
2. Statements should be black and white to avoid confusion and only contain one idea. This will help participants easily decide if they agree or disagree.
3. Facilitators should start with easy and safe statements and then move to more sensitive ones. Facilitators should be observant and flexible to decide how much he/she wants to challenge sensitive norms. It is also good to determine when to use this tool depending on the rapport and trust among the group members.
4. Discussions facilitated by this tool can become very emotional and heated. Before beginning and possibly during the discussion, remind participants that they should show each other respect and refrain from judging, interrupting or ridiculing others.
5. It is common for participants with opposing views to argue with each other during this activity. While dialogue between participants from opposite ends of the space can help to surface norms and encourage others to think differently, the facilitator must be ready to intervene in the discussion becomes aggressive.
6. It is also critical to inform participants that they should respect the privacy of others by keeping anything discussed confidential. However, remind participants that confidentiality cannot be guaranteed. As such, no one is obligated to participate or share something they are uncomfortable discussing and may sit out any question or activity.
7. Difference is ok! This exercise shows that even though we can have different ideas and beliefs within this group, we can still coexist peacefully and respectfully.



Livestock Husbandry Tools

2.1 Activities During the livestock production cycle

SEASON	FFBS start
OBJECTIVE	Provide an overview of FFBS activities throughout the local goat and chicken production cycles
USED TO	Familiarize staff and facilitators with key FFBS activities

Background

This session provides an overview of scope and format of FFBS activities to be completed for goat and chicken production cycles. The facilitator should prepare a work plan that will fit with production cycle of the livestock species reared and within the structure of weekly/biweekly farmer workgroup meetings. This will serve as a basis for incorporating modules for other Women Rear components (markets, nutrition, gender, and group empowerment) in the farmer workgroup meetings.

Components of the Program

Program and planning of season activities : A work plan should be prepared in advance for FFBS sessions to guide the facilitator through the season's husbandry management activities. The program shows the timeline of goat/chicken production with developmental husbandry stages by anticipated number of weeks after breeds have been selected, in addition to the activities planned. This program will also serve as the basis for planning around the other Women Rear components of gender and marketing.

Weekly or bi-weekly meetings: The FFBS activities are based on crucial weekly or bi-weekly meetings depending on timing of husbandry management practices. Every fortnight farmers exchange knowledge and learn something new about the livestock management, constraints, and ways to deal with these constraints. During these bi-weekly meetings, other trainings on gender, marketing and community mobilization are delivered.

Planning the meetings: Meeting planning is an important component that involves creating a short list of activities such as: checking who is present /absent, work and observation in the field, identifying special topics to be discussed (see "Sample Daily Plan" found on the next page).

Observations: During each meeting, farmers will make observations in small groups on livestock condition, housing, feeds/fodder, routine management practices, diseases and insects. These observations are then presented and discussed with the larger group under the guidance of the facilitator.

To standardize observations, use a customized observation form (see "Sample Observation Form" found on the next page).

Discussions: During every meeting, farmers from each workgroup present their findings and observations to the entire group. This should lead to discussion, recommendations for action, and consensus regarding livestock management.



Other topics: According to budget and availability, specialists/ scientists may visit the FFBS at different points throughout the season to discuss or present a special topic on agriculture, marketing, or gender. Topics could include housing, nutrition, diseases, pests and their control, etc.

Example of a seasonal activity plan on improved management practices for local chicken

Sample Daily Plan (to fill in timings for various areas/groups)

HOUR	ACTIVITIES
15 minutes	Greeting
	Attendance check
	Presentation of daily schedule
	Other important matters
45 minutes (<i>Facilitator may choose one or a set of observations at a time</i>)	Practical session (Pen/coop construction/cleaning, disinfection of the pen/coop, checking for ecto parasites, cleaning of feeding and water troughs, provision of daily feed for goat/chicken), local feed formulation, identifying sick animals, selecting breeding stock, managing pregnant and lactating goats/broody hens, how to rear kids/chicks, routine management practices
	Observe the behavior of the animals (using observation form)
	Discussions and recording of observations by work group
30 minutes	Plenary discussions of observations
	Determination of way forward
15 minutes	Short story, joke telling, or fun exercise for team building –use one of the group strengthening tools for this purpose
15 minutes	Emerging issue
15 minutes	Evaluation of the day's activities Planning of future meeting(s) Closure

2.1 Activities During livestock production cycle



Sample Observation Sheet

Name of FFBS/Group:	
Date:	
Type of animal	
Weather: <i>Sunshine (clouded or clear sky)</i> <i>Temperature (hot, moderate, cool)</i>	
Observations:	
State of animals	
Diseases observed:	
Parasites and Insect pests observed:	
Predators:	
Recommended actions based on observations:	

Introduction to improved local chicken and goat management practices



SEASON	Start of FFBS (first 4 weeks)
OBJECTIVE	To improve the knowledge of project participants on the improved chicken and goat management practices and what they need to have to implement these to increase productivity of their animals
TIME REQUIRED	1 hour 30 minutes
MATERIALS REQUIRED	Samples of proper housing, feeds and water troughs, healthy breeding stock, movable basket for chicks, wood shavings and source of heat for chick house, source of vet drugs, mineral salt licks, multivitamins and vaccines for disease control, sample of local ingredients for local feed formulation, local fodder varieties, routine management equipment like hoof trimmer, burdizzo, broom for sweeping livestock house etc
WORKSPACE	Enough space that can accommodate all participants

1. ¹

LIVESTOCK HOUSING

SEASON	At the start of FFBS (first 4 weeks)
OBJECTIVE	To improve the knowledge of project participants on the importance of livestock housing, types, how an improved pen/coop for goat and chicken should look like and how one should maintain a livestock house
TIME REQUIRED	1 hour 30 minutes
MATERIALS REQUIRED	A farm with a proper chicken and goat house for participants to observe discuss, learn and come up with action plans to improve their existing animal houses
WORKSPACE	Enough space that can accommodate all participants

Background:

¹ Some sections adopted from CTA Practical Guide Series, No. 1 and No. 4



Chicken and goats should be housed to protect them from bad weather for example rain, sun and wind, theft, and predators. Each adult goat should be allowed enough a floor space to enable them to express their normal behaviour and prevent overcrowding which contributes to quick spread of disease.

Steps to follow for this Activity

Step 1: Discuss why livestock housing is important. Ask the participants to discuss in sub-groups, why it is important to house livestock then present their discussions in a plenary. Facilitator should then take the participants through the list below adding emphasizes on the importance and adding points not discussed in the plenary discussion

Animals should be housed to:

1. Make management easier
2. Reduce mortalities of young and mature animals
3. Reduce predation/theft
4. Protect the animal from bad weather
5. Enhance biosecurity by helping to exclude diseased animals especially during disease outbreak seasons
6. Make it easy to catch and inspect the animals for signs of illness or injury, or to vaccinate them against diseases.
7. Make it easy to care for the lactating goats/hatching and brooding birds

Step 2: Discuss how a good livestock house should look like. Facilitator with the support of participants should identify and visit a farm with a good goat/chicken house that meets the requirements below to make observations.

Requirements for a good livestock house:

1. Spacious
2. Well ventilated
3. Rain proof
4. Free from direct wind and direct sunlight
5. Free from sharp objects that might injure the animals
6. Pest and predators' proof -
7. In a secure location free from thieves
8. Floor should be easy to clean

Step 3: Simple guidelines for constructing good chicken house/ coop. The participants should then come back after the livestock house observation exercise and share what they observed. The facilitator should then take them through the guidelines below on how to construct a good livestock house (chicken coop/goat pen depending on what they are rearing).

- Always use cheap, locally available materials like grass/iron sheet for the roof, mud/timber/clay bricks/bamboo for the walls, to reduce costs
- Remove the bark from wood when using off-cuts before using to as pests and parasites always hide in the bark
- Make sure the house is easy to clean, collect eggs, inspect the birds
- It's better to raise the house 60cm above the ground to protect the birds from dampness, pests, and predators
- Construct the house in an East West direction to protect the birds from direct wind
- Construct the coop in a safe location/near the house to prevent theft
- Provide enough space for the birds (at least one square meter for 5-6 indigenous birds) to allow for free movement, inspection, ease of cleaning and provision of feeds and water and to reduce contamination of feeds and water with droppings
- Make sure the house is well ventilated e.g., by creating window spaces covered with mesh wire
- Place movable perches in the house to allow the birds to roost and protect them from predators



- Construct a run (a fenced open-air space of about 25 meters squared or more) made of wire mesh or woven mats to contain the birds during the day in the planting season, provide supplementary feeding and water and promote rotational grazing on the grasses and insects
- Provide separate compartment for hatching hens, for young chicks with their mother and for sick birds
- Place laying nests in a dark, quiet corner of the chicken house where laying hens can easily access them. They should be raised a few inches from the floor, and padded with soft, clean materials like leaves, straws, saw dust to prevent eggs from breaking
- Also place feeders and waterers in the coop. These can be made from local materials.

Guidelines for constructing good goat pen

- Always use cheap, locally available materials like grass/iron sheet for the roof, mud/timber/clay bricks/bamboo for the walls to reduce costs
- When using wood remove the bark from wood before using it as pests and parasites always hide in the bark which will cause disease to goats
- It's better to use wooden slates on the floor for the droppings to easily drop on the ground and ease of cleaning
- Construct the pen on dry ground, avoid damp/swampy areas
- Construct the pen in a secure location to prevent theft
- Roof should be leak proof
- Provide enough floor space for the goats (at least 1.5 meter squared per adult goat) to allow for free movement, inspection, ease of cleaning and provision of feeds and water and to reduce contamination of feeds and water with urine and droppings
- It should be well ventilated to prevent spread of respiratory diseases

Step 4: Routine management practices for a chicken house. Facilitator should ask the participants to share with the group, how they manage their livestock houses then they can discuss the points below

Regular cleaning of chicken house helps to prevent and control diseases, especially external parasites such as fleas and mites. The following practices should be adopted

- Remove droppings and litter from the inside of the house regularly (once a week) or, if the house is portable, move it to a fresh area.
- Fumigate the chicken house regularly with smoke (by lighting a fire under elevated chicken houses or placing cages above kitchen fires) to control external parasites (every 6 months).
- Clear the grass and bush around the chicken house to keep snakes and rats away.
- Do not overcrowd the chicken house.
- Empty a house where sick birds have been; clean it or even burn it and build a new one.
- Regularly remove the droppings from underneath the chicken house
- Place wood ash or lime on the floor and walls to repel external parasites and aid the removal of manure when cleaning.

Step 5: Routine management practices for a goat pen. Facilitator should ask the participants to share with the group, how they manage their livestock houses then they can discuss the points below

- Goat pen should be cleaned regularly, and droppings removed at least twice a week
- It should be kept dry and warm to protect the goats and kids from potential pneumonia and parasites



- Area around the goat house should be kept clean and all bushes removed as they are hiding places for pests and predators
- Disinfect regularly with lime or local black soap to control parasites

Step 6: Self-reflection on the topic, key take aways and action planning. At the end of this topic the facilitator should lead the participants through a self-reflection exercise on their current practices with regards to livestock housing, any new knowledge they have learnt from the training (key take aways) and what actions they will take to adopt what they have learnt to improve production.

Note: Next session should begin with a 10 minute recap of the previous lesson and actions the participants have taken to adopt they knew practices that they learnt

FEEDING

SEASON	Introduce feeding topics at the corresponding developmental stages of the animal
OBJECTIVE	To Enhance the knowledge of project participants on nutrition for chicken and goats, and the different types of feeds available locally which can be used to supplement feeds of chicken and goats and how to make simple feed rations for local goats and chickens
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip Charts, Markers/pens, Containers, Napier, fodder shrubs and pods (Acacia, Calliandra, Moringa, Leucaena, desert dates), Crop residues (sweet potato vines, groundnut/bean husks, maize, sorghum, millet stalks/leaves, cassava leaves, rice husks,) fresh kitchen wastes clean water, robe, mucuna grains, sweet potato peels, cassava peels, yam peels, rice straw, urea, bucket for water, shovel, wheelbarrow, cutlass, mineral salt lick
WORKSPACE	Enough space for all participants

Background

In the traditional free-range/extensive production systems, local chicken and goats are usually given enough time and space to scavenge for their own food during the day. However, it is important to provide a balance diet comprising of proteins, carbohydrates, vitamins and minerals and enough fresh water. During the planting season, most farmers tether their goats/ contain their birds in a run to prevent them from eating the crops growing in the field and It's also important to provide supplementary feeds and sufficient water to increase productivity.

Why it's important to feed animals properly

- Constantly hungry and malnourished animals become sick easily
- It's easy for sick but well-fed animals to recover quickly.
- Well-fed animals produce more meat, eggs, and milk
- Well-fed animals reproduce faster and give birth to healthy and strong offspring
- Supplementary feeds provide nutrients that are sometimes lacking in natural feeds/pastures.



Feeding Goats

Goats are natural browsers, but they do also graze. They are however selective in their feeding behaviour and they do well where they feed on a variety of feeds. Their main feed is shrubs, bushes, weeds (and wild fruit/pods) and grass.

The quantity of feed consumed by a goat depends on; age; breed; sex, size and physiological status (pregnant /lactating.). Goats will consume about 3-5% of their own body weight in dry matter daily. Young goats will consume relatively more than mature goat. Pregnant and lactating animals will need more feed to produce milk and to enable the foetus to grow. Goats need a balanced diet comprising of fresh water, carbohydrates, protein, vitamins, minerals and fibre.

A goat can obtain its **protein** from leguminous plants such as soya bean, cowpea, green pasture, sweet potato vines, groundnut leaves/straw, Moringa, Calliandra, Acacia, Sesbania, Mulberry leaves and pods, Leucaena, concentrates etc. However, feeding leguminous feeds which are high in nitrogen content causes bloat, which is the accumulation of gases in the stomach. If animals are not attended to in time, they may die.

Carbohydrate/energy can be obtained from cereals such as maize, sorghum and millet leaves, grains, straws, and molasses. **Vitamins** and minerals can be obtained from vegetables such cabbage leaves, green forage and mineral salt lick.

The major constraint to livestock production is the unavailability of sufficient feed, especially in the dry season. Therefore, it is necessary to produce fodder crops or gather and store farm residues such as maize, sorghum, millet, cowpea, soybean straws as soon as after harvesting for supplementary feeding during the dry season. You can also treat rice straw with urea which is a good source of protein for animals especially during the dry season.

Ensure your goats are well fed during the following critical times in their developmental cycle

- Before breeding the bucks and does
- During late pregnancy (last 2 months) to kidding to reduce risk of aborting and giving birth to weak kids. Also avoid over feeding as this will lead to fat kids that cannot be birthed naturally
- During early lactation to ensure the goat has enough milk for her young ones
- Kids should also be fed properly with enough milk from the mother for the 1st 3 months of their life then they should be gradually weaned with roughage.

Steps to follow for identification of local sources for supplementary feeding of local goats

Activity 1: Identification of local sources of supplementary feeds for goats. The facilitator should ask the participants to bring to the training different sources of local goat feed and together they can identify them.

Activity 2: Rice straw treatment to increase nutritive value of the low-protein roughage

Step 1: Dig a pit to about 2 ft and 2m X 3m

Step2: Use thick polythene to cover inside the pit to prevent water from seeping through

Step 3: Fill the pit with one cocoa sack of dried rice straws.

Step4: Mix two-milo tins of Urea with 34-size bucket of water.

Step5: Sprinkle the mixture on the rice straw and turn it continuously until it is uniformly mixed.

Step6: Compress the straw to remove air from the dried straw.

Step7: Cover the pit with thick polythene to make it airtight.

Step 8: Allow the mixture in pit for three weeks.

Step 9: Remove the mixture after three weeks and dry it under shade for 24 hours

Step10: Sprinkle salt on the mixture and give to the animals or mix it with feed the animals are conversant with and feed them.

Activity 3: Maize/Sorghum, millet stover processing for feeding local goats especially in the dry season



Step 1: Collect, dry and store maize, sorghum, millet stovers, bean husks, dry grass from the field after harvest
 Step 2: Chop them into small pieces to make it easy for the goat to eat
 Step 3: Add molasses and or leaves of other leguminous plants such as soybean residue, cowpea residue, pigeon pea residue, acacia, mulberry, Sesbania, calliandra, leucaena then feed it to the animal.

Activity 4: how to mix a simple supplementary ration for goats ²

A source of energy eg Maize bran (madeya) or rice bran	6.9 kg
A higher protein feed e.g., Dried Leucaena leaves or soya meal	3.0 kg
Kitchen salt	0.1 kg
Total	10 kg
Feed 0.75 - 1.0 kg of this ration per adult goat per day.	

Chicken

Chickens need water for survival, growth, and egg production. Five chickens for instance can drink about 1 litre of water every day and they will need more than this when it is very hot. Water should be available at all times.

Although chicks can survive for several days without feed, they will quickly die without access to water. Complete water deprivation may result in death in less than a day during hot weather. During hot weather, if a chicken has not had access to water for some time, it may drink too much when it does obtain water and this could result in diarrhea. To avoid this, chickens should always have access to fresh, preferably cool water. If water is accidentally forgotten and provided only at the end of a hot day, at first only small quantities should be given.

Scavenging chickens usually manage to find enough water to survive. However, chickens, especially young chicks and laying hens, will perform much better when provided with water.

While clean, fresh water is best, when water is scarce, chickens can be offered used water as long as it contains no detergents or other harmful substances.

Watering troughs should have the following characteristics;

- Not too high, so that all age groups can drink without risk of drowning
- Not too large, so as to avoid contamination with droppings (and ducks bathing in it)
- cleaned daily
- kept constantly in the same place that the chickens get used to (helpful in case of the need to add medication via the water)
- Placed where the chickens will be at least risk of attack by predators.

Scavenging

Local chicken make best use of the scavenging feed resource base. These resources include various types of green feed, seeds and fruits, insects, worms, minerals in the soil, gleanings from cultivated fields, bran when cereals are processed and household food scraps and leftovers. Besides the scavenging feed, livestock keepers also provide supplementary feeds such

² Adopted from Training notes for community animal health workers manual for Malawi



grains to chicken especially early in the morning or evening. Chickens need adequate feed to maintain their body condition and to grow and to produce eggs and meat. Their diet—like the diet of any animal consists of different nutrients: carbohydrates, proteins, fats, vitamins, minerals, crude fibre and water. Lack or shortage of a single nutrient may result in poor growth or egg production and increased disease problems. The daily feed ration of a chicken must therefore contain certain amounts of carbohydrates, proteins, fats, vitamins and minerals.

Source of nutrients

Carbohydrate: maize, sorghum, guinea corn, rice, millets, cassava, and sweet potato, yam, sweet potatoe peels, yam peels, cassava peels. Cereal brans (rice bran, wheat bran, maize bran, sorghum bran, millet) also contain moderate levels of energy and fibre.

Protein: meat of various origins, blood, earthworms, termites, and other larval and adult insects. plant based protein include; cowpea, pigeon pea, chickpea, garden pea, groundnut, sesame seeds, soybean.

Vitamins and minerals: liver, eggshells, snail shells, bone meal, fruits, vegetables, leaves and grasses are rich sources of them. Other feeds, such as grains and insects, also contain vitamins in varying amounts.

Supplementary feed help improve productivity of chicken. Supplementary feed should remain as supplement but not replacement so it should not destruct the chicken from scavenging. Chicken can be provided grains such as maize, sorghum or millet as supplement. They can also be supplied with household leftover. Supplementary feed should be offered in troughs to avoid mixing with soil or contamination.

Activity 5: How to mix a simple feed ration for chicks (0-6 weeks old) from local materials to increase their survival and growth rates. ³Facilitator should request participants to bring the ingredients to the training (replacing these options) with what is locally available and practically mix the feed with the participants

Ingredient	Quantity
Crushed sorghum/millet grain or maize	1kg tin
Wheat bran, sorghum bran or millet bran, rice bran	1kg tin
Groundnut or sesame oil cake	2 Match boxes
Egg/snail shell or bone meal/salt mix	1 match box
Fish or blood meal	1 match box
Sesbania leaves	2 match boxes

Activity 6: 7 Simple techniques for producing protein rich feed for local chicken on free range. Facilitator should ask the participants to select which of these techniques they can adopt in their local context and ensure they practice at least one.

1. Heaping cow dung to attract insects then inviting chickens to feed on the insects
2. Heaping branches and trees that attract termites
3. Growing leguminous trees such as Calliandra, Mulberry, Sesbania, Moringa around the homestead
4. Heaping rubbish, grass, leaves, and branches to attract insects. This can then be turned over and chickens allowed to feed on the insects
5. Mixing maize germ mixed with water to make it cloggy to attract insects
6. Growing maggots
7. Growing termites⁴

³ Adopted from Keeping Village poultry manual by Network for Smallholder poultry Development.

⁴ Adopted from Keeping Village poultry manual by Network for Smallholder poultry Development.



Activity 7: Facilitator should conclude this session by discussing with the participants, the following simple rules for local chicken feed management

1. Its cost effective to use local feed ingredients for local chicken
2. Only purchase ingredients that are not available locally in the community like vitamins or protein sources
3. A farmer should know the quality of the feed and the changing prices of the feed ingredients
4. It's okay to change the feed formulation depending on availability, affordability and quality of ingredients.
5. When changing feed ration type and levels, do it gradually so the birds can get used to it
6. Reduce flock size by selling some birds when feeds become scarce during lean season or when feed ingredient prices increase
7. Moldy, discolored, and contaminated feeds should not be fed to chicken
8. Ensure the feed store is properly aerated and slightly elevated above the ground (about 30 cm) to prevent dampness of the feeds which will cause molds to grow on it.
9. Protect the feed store from pests such as rats

Activity 8: Self-reflection on the topic, key take aways and action planning. At the end of this topic the facilitator should lead the participants through a self-reflection exercise on their current practices with regards to chicken and or goat feeding, any new knowledge they have learnt from the training (key take aways) and what actions they will take to adopt what they have learnt to improve production.

Note: Next session should begin with a 10 minutes recap of the previous lesson and actions the participants have taken to adopt they knew practices that they learnt

BREEDING

OBJECTIVE	To enhance the knowledge and skills of project participants, why it's important to select good quality and healthy animals for breeding, how to select and different breeding techniques to improve production and productivity of the local chicken and goats
TIME REQUIRED	One Hour 30 minutes
MATERIALS REQUIRED	Flip Charts and Markers/pens, good quality and healthy breeding stock
WORKSPACE	Enough space for all participants

Background

Farmers breed their animals to enable them to achieve their production goals, increase production and ensure successful reproduction and production of healthy, good quality and resilient offspring and animal products. It is therefore important that farmers select breeding stock with good and desired qualities so that they are able to produce offspring that have



these desired traits and qualities that will enable them to meet their production goals such as increased eggs, meat and production, increased incomes from sale, Insurance/economic security etc.

Selection of good breeding stock

Activity 1: Understanding your production goals. Facilitator should ask the participants to share reasons why they are keeping goats/chicken. What are their production goals

1. Income through sale of live animal
2. Insurance/Economic security
3. Meat
4. Eggs for sale and family nutrition
5. Milk
6. Skin

Activity 2: Selection of breeding stock with desirable traits that will help achieve the production goals. Facilitator should divide the participants into sub-groups. Each sub-group should pick one production goal and discuss the kind of desirable traits they should be looking for in a breeding stock to help achieve the production goals.

Production goal	Desirable traits
Income through sale of live animal	Fast growing, Gains weight fast, high twinning/ability to hatch high % of eggs layed, good laying potential, good physical appearance, no deformities, good mothering/chick rearing ability
Eggs for family nutrition and sale	Good egg laying potential
Insurance/Economic security	Resistant to drought, can survive in harsh climate, fast growing
Meat	Gains weight fast, fast growing, meat producing potential
Skin	desirable skin color and texture (glossy),

Activity 3: How can a farmer know which animal is good for breeding. Facilitator should take the participants to a pen and ask them to select 2 male breeding animalsfemale (one with desirable characteristics listed below and one without and let participants observe the animal, discuss which one of the two is desirable for breeding. They should repeat the same activity with two female breeding animals.

Chicken breeding, egg laying and hatching

How to select good breeding stock in Chicken

Qualities of a good cock for breeding	Qualities of a good hen for breeding
Healthy and active	Healthy and lively
Alert	Shiny eyes
Bright eyes	Clean feathers around the vent
Bright red comb	Large red comb
Protective	Straight legs, no scales
Shiny feathers	Space between the two pubic bones (pin bones) can fit 2-4 fingers
Clean and dry beak and nostrils	Sharp breastbone
Straight legs with no scales	Large, oval, moist and bleached vent
Larger in size than the hens	



How to manage a laying hen

- Local chicken will start laying at 22-28 weeks
- In one year, the local chicken will lay 3 -4 clutches of 10 – 15 eggs per clutch.
- Ensure the chicken house is well ventilated
- Provide enough feed and sufficient fresh water for the laying birds. Add enough greens and vitamins to the drinking if possible
- Place laying nests in a safe, quiet, and dark place for the laying hens. Add fresh nesting materials to the laying nest.
- Place dummy eggs or stones that look like eggs in the nest to teach the hen to lay in the nest
- Collect eggs from the nest three times a day and store in a safe cool and dry place with the small end facing up
- Debeak laying hens with habit of pecking the eggs at the onset of laying

Hatching

- Chicken eggs will hatch after 21 days
- Provide a brooding nest and place 10-15 fresh eggs (not more than 10 days old) in the nest per hen to hatch.
- You can add fresh ash mixed with tobacco leaves in the nest to prevent parasites
- The eggs should be of the normal size and not cracked
- Allow a broody hen to sit on the eggs. Separate the broody hen from the rest of the flock to prevent disturbance
- Provide easy access to feed and water for the broody hen to prevent the hen from leaving the nest for long hours to search for feed and water. This may cool the eggs excessively and lead to poor hatchability and chick survival.
- In hot weather spray the breast of the hen with water to cool the eggs
- Supplement feed of the broody hen with calcium (like crushed oyster/eggshells) to help build up their bones in preparation for another laying cycle after chick rearing
- Hatchability can be increased by removing the chicks immediately ones they hatch and putting in new eggs in the nest for the hen to sit on. This is called **serial hatching**.
- A farmer can also practice **synchronized hatching** where the first hens to go broody are delayed (by giving them one egg to sit on) as they wait for the rest of the hens to go broody and hatch at the same time. This can be done to target a particular market/festive season.

How to manage breeding goats and kidding

- Goats start breeding at the age of 6-8 months
- Feed the goats properly prior to breeding and provide enough water
- Deworm the goats prior to mating 2 weeks before kidding
- Goats will take about 150 days to give birth
- Watch your goat keenly one week before kidding in case of any problems and call the local vet to assist
- At the time of kidding place the doe in a clean, dry place and quiet place
- Provide enough water to the doe as soon as they give birth to enable them to produce enough milk for the newborn
- Ones the kid is born, place them in a cool dry place, cut and disinfect the navel immediately using Dettol or iodine solution.



- Ensure they suckle colostrum from the mother 20-30 minutes after birth

Important tips for successful breeding

- Success of breeding is guided by selection of good breeding stock with desirable traits
- Selection of breeding stock should be guided by the farmers production goals
- It's important to keep records of breeding and monitor performance of the offspring to help in selecting animals with desirable traits for breeding
- Sell off or slaughter all unproductive animals with undesirable characteristics from the flock/herd
- When buying new animal, it's important for the farmer to check their history in terms of production and offspring to avoid introducing animals with undesirable traits into your farm
- Cross breeding local breeds with high producing improved breeds is one of the fastest ways of increasing production and productivity. This should however be accompanied by good husbandry practices like proper feeding, housing, and disease management
- Avoid mating animals that are related (in breeding) as it results in weak offspring and decreased production. This can be done by rotating the breeding stock regularly e.g., by introducing 1 cock to 10-15 hens every two years and rotating the buck to a new flock after 1.5 years.
- Appropriate male to female breeding ration for goats is 1:20 while that of chicken is 1 cock:10-15 hens

REARING NEWBORN (KID AND CHICK REARING)

SEASON	Kidding for goats/hatching for chicks
OBJECTIVE	To Enhance the knowledge and skills of project participants to increase survival rates of newborns (kids and chick) and improve productivity
TIME REQUIRED	1Hour 30 minutes
MATERIALS REQUIRED	Flip Charts and Markers/pens
WORKSPACE	Enough space for all participants

Background

Survival of newborn animals significantly increases production and productivity of any farming enterprise. Newborns are weak and fragile especially during the first few weeks of their life. Therefore, they should be properly cared for to reduce deaths, increase their survival rates and enhance their health and performance as they grow.

Activity 1: Facilitator should ask the participants to discuss what are some of the causes of deaths in newborns

- Poor management e.g., keeping them in a cold place or a place with too high temperatures for chicks
- Starvation
- Lack of water



- Injuries
- Over crowding
- Predators
- Accidents like falling in water for chicks
- Contaminated bedding
- Disease

Tips to reduce kid mortality

- Ensure the kid suckles immediately after birth
- House the kid and the mother in a clean, warm, dry and well-ventilated house
- Protect the kid from diseases
- Give the kid 0.5 to 1 litre of milk everyday
- Wean the kid after 3 months by gradually introducing roughage by the 2nd week and other feed supplements by the 4th week
- Deworm the kids at weaning then subsequently before the start of the rainy season
- Place orphaned kids under foster care of other goats or feed them milk/ milk replacers using a bottle
- Orphaned kids can also be fed on sweet potato vines

Tips to reduce chick mortality

- Confine the chicks with their mother for the first 1-3 weeks in a clean, well-ventilated place and allow their mother to visit them often before they are gradually released to scavenge
- Avoid overcrowding the chicks in one place
- Protect the chicks from extreme temperatures
- Provide sufficient feed and water
- Use appropriate feeders and drinkers to prevent chicks from drowning in the water/contaminating the feeds.
- Clean feeders and drinkers regularly
- Always keep the chicken coop clean
- Protect the chicks from predators by making the night house predator proof and use movable basket/ creep during the day to protect, feed and provide water to the chicks during the day
- Ensure the chick house has no sharp objects that can cause injury
- Protect your farm from infections and disease by applying biosecurity measures. We will learn more under diseases and routine health management topic.
- Don't feed the chicks on moldy feeds
- Strictly adhere to the vaccination schedules for the chicks. We will learn more under diseases and routine health management topic
- Regularly have your chicks checked by the local vet.

DISEASE AND ROUTINE HEALTH MANAGEMENT

SEASON	Throughout all the production cycle
OBJECTIVE	To Enhance the knowledge of project participants to identify healthy and sick animals, causes of diseases, different ways in which disease can spread among livestock and the basic disease prevention methods for chicken and goats.



TIME REQUIRED	5 Hour 30 minutes
MATERIALS REQUIRED	Flip Charts and Markers/pens
WORKSPACE	Enough space for all participants

Background

Diseases affect production through deaths, or poor production in terms of milk, meat, eggs, and slowed growth or poor breeding habits. Infectious diseases are the greatest threat to livestock health. They are caused by disease causing pathogens such as bacteria, viruses and fungi. Diseases of livestock are of economic importance in that they lead to big losses in monetary terms accruing from deaths and decreased production. If the livestock are healthy, production will also increase and this will result into better health of the people.

This section helps project participants to be familiar with the normal habits, behaviour, actions, the appearance of skin and hair, mucus membranes, secretions and excretions, respiration etc of an animal. This would enable them to distinguish between healthy and sick animals and form the basis for tentative diagnosis of a disease in the field. As a result, the participants will isolate, treat sick animals quickly and prevent the spread of the diseases. The participants will understand the causes of disease in livestock and the various modes of disease transmission as this can lead to disease prevention and control.

How to distinguish signs of health and disease in goat

Activity 1:

- Take the participants to a pen and ask them to pick out a healthy animal and explain the signs of health in the animal.
- Repeat the same process for an unhealthy animal. Make sure that each of the project participants has participated in the exercise.

Demonstration: Examination of sick and healthy animals should be carried out to demonstrate and compare signs of health and disease in body organs with emphasis on the size and appearance as shown in the table below

	Signs of health	Signs of disease
General condition	Good body condition	Emaciated
Behaviour	Alert and hold their heads up	Dummy, restless, lonely
Movement (gait)	Regular and steady steps Strong limbs and move easily with others in a group	Shuffling and stumbling Remain behind the group
eyes	Bright and alert No discharge	Lacrimation (discharge) Colour; red, pink, brown or white
Nose	No discharge from the nose Nose clean and dry	Discharge from the nose
Mouth	Clean and chewing properly	Saliva dripping, lesions on the lips, chewing slowly or incomplete
Ears	Erect, move in the direction of sound	Dropped, not responding to sound



Mucus membrane	Pink/red mucus membrane, showing blood vessels clearly	White/pale, yellow very dark red or red.
Hair coat	Smooth and shiny	Rough or raised
Appetite and ruminating	Eat and drink normally Ruminating	Not eating and drinking normally Not ruminating
Respiration	Smooth and regular at rest Movement and hot weather increase the rate of breathing	Increase and irregular breathing
Urine	Clear in colour No sign of pain or difficulty during urinating	Cloudy or red, pain during urinating
Faeces	Firm	Very soft (diarrhoea)
Udder and milk	Healthy teeth, smooth and clean udder, good milk production, clean milk.	Blind and injury of the teeth, blood or matter in the milk, swelling of udder, sign of pain and heat when the udder is touched.

Activity 2:

- Take the participants to a coop and ask them to pick out a healthy chicken and explain the signs of health in the chicken.
- Repeat the same process for an unhealthy chicken. Make sure that each of the project participants has participated in the exercise.

	Signs of health	Signs of disease
Eyes	Chicken eyes should be clear and shiny	Eyelids showing, discharge or swelling around the eyes.
Nose	Both nostrils should be clear and open	Discharge from the nostrils.
Mouth	The chicken should breathe with the mouth closed except in very hot conditions.	Breathing with mouth open
Wings	wings of chickens should be carried close to the body	Drooping/twisted wings
Feathers	Smooth and shiny feathers	Ruffled feathers.
Feet and toes	The three front toes of chickens should point straight ahead, and the feet should not turn outward. The hock joints shouldn't touch, and the toes shouldn't point in toward each other. Chicken feet shouldn't be webbed (webbing is skin connecting the toes),	Webbed feet, swelling on the legs/feet
Vent	The feathers around the vent should be clean, no sores or wounds around vent.	Vent soiled with faeces, sores or wound around the vents.



Livestock disease is transmitted via direct contact between animals where a sick animal breathes over other animals or rub against each other for example CBPP, CCPP and Mange. Also, parasites carry or transmit disease from a sick animal to a healthy animal.

The most important part of animal care is disease mitigation and prevention. Regardless of the type of animal you own, illness and disease are issues with which you may be faced. The best case scenario is to prevent this from occurring in the first place. Creating a regular vaccination routine is useful when it comes to establishing and maintaining continued good health amongst your goat herd or chicken flock.

The purpose of a vaccine is to boost goat's ability to fight off disease, therefore improving their overall health. Goats that are current on vaccinations will be better protected against the variety of diseases that could affect them. Though this is important for all goats, it is especially important for goats on extensive system they frequently mix with other goats. Before bringing a new goat home, it is important to vaccinate the against major diseases. Kids will have to be vaccinated and necessary vaccines will need to be administered at proper intervals to keep immunity current. Since there are several diseases, which could affect your goats or chicken, it is important to know what they are and how to properly vaccinate. Some examples are PPR and Newcastle. Vaccinating goats properly and in a timely manner will give them the best chance of a long, healthy life. At the same time, it gives you peace of mind to know they are as protected as they can possibly get when it comes to illness and disease. Each time you administer a vaccine, be sure to make a record of it so the process of annual vaccinations will be as streamlined and hassle-free as possible for both you and the goats in your life.

General Disease Prevention Guidelines

- Good housing and ventilation to allow easy cleaning and air circulation
- Proper manure disposal (disease causing agents may be contained in the dung, urine, nasal and mouth discharge)
- Rotation on pasture to disrupt the cycles of disease causing agents
- Provide clean water and feeds
- Clean waterers and feeders regularly
- Isolate new animals and always buy from healthy herds
- Disposal of dead animals by burying them
- Use disinfectants
- Contact local Vet
- Vaccinate your animals against disease
- Routine deworming
- Always purchase healthy animals from reliable source
- Maintain proper stock density, avoid overcrowding

Calendar for disease control in chicken that every farmer must keep and follow.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Facilitator should mark this calendar with the disease control schedules together with the participants and in consultation												



with the local vet and ensure every farmer gets a copyActivity												
Deworming												
Vaccination against Mareks												
Vaccination against Gumboro												
Vaccination against NCD												
Vaccination against fowl pox												
Disinfection of poultry house												
Supplementary feeding e.g. multivitamins												
Any other disease control												

Evaluation of Livestock Farm

SEASON	At the end of the training cycle
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OBJECTIVE	To enable livestock farmers to make observations on both the farmers' practice and the improved husbandry practices discussed, collect and record data
TIMEFRAME	1 hour 30 minutes
MATERIALS REQUIRED	Flip Charts, Marker pens, pebbles
WORKSPACE	Pen/coop for observation and additional space to sit and stand as a group

Background

Learning in the FFBS process is seen as a four-stage cycle: first-hand experience and action, reflection, generalization of lessons, and application of lessons. Evaluation of the livestock farms will elicit full involvement from the livestock farmer, empower livestock farmers to create concepts that integrate their observations make decisions and solve problems in their farms and lives.

We have learnt that in order to increase production and productivity of the goat and chicken, a farmer needs to do the following;

1. Provide a good housing with a good roofing to protect the animals against sun, rain, and strong winds.
2. Provide enough feeds/forages to the animals.
3. Supplement feed using locally formulated rations made from different types of feed.
4. Provide fresh drinking water, ad libitum.
5. Provide sufficient minerals and salt like the mineral salt lick, crushed eggshells.
6. When changing feeds, do it gradually to prevent digestive disorders
7. Select breeding stock which are high yielding and with other desirable traits.
8. Properly care for newborns to significantly increase production and productivity of the farming enterprise
9. Control internal and external parasites.
10. Vaccinate against prevalent diseases.

Steps to follow for the activity

► **STEP 1. Workgroups:** During each session, divide the farmers into groups of 5-6 people; each group will carry out observations on a different section of the farm. Ensure that the entire farm is covered by these groups by creating smaller groups or assigning larger sections. Provide each group with an observation sheet (on the next page) and create a large observation table (based on the sheet) with lines for each farm section on the flip chart.

► **STEP 2. Observations on the field:** Instruct groups to carry out observations on livestock in accordance with the form shown below. Make sure to note the following before the observations are made:

- Agree on specific signs to observe for diseases and parasites for goat and poultry; use for data collection purposes.
- Observe & record observed signs for healthy goat and chicken.
- Collect samples of ecto parasites that cannot be identified & seek guidance from veterinary services. If anyone one has a camera, please take photos.
- List names in local language for translation later if not found

► **STEP 3. Data processing:** After observations, the group should come together to record their information onto the flip chart.



► **STEP 4. Group presentation and discussion:** Select someone from each group to present findings at a plenary discussion as well as discuss recommendations for future actions. Ask a few questions to find out how group dynamics and leadership have evolved during the observation period. Note that:

- Although livestock farmers are free to criticize one another, this criticism needs to be constructive and restricted to the observations and the presentation itself.
- It is important that everyone should have a say, even if some of the presentations and discussions are be lengthy.

Sample Observation Sheet

Name of FFBS: _____ Village: _____ District: _____

Observation Number:	
Pen/Coop selected	
Goat/Chicken	
Number of Goats/Chicken	
Date:	
Livestock condition	
Weather: <i>Sunshine (clouded or clear sky)</i> <i>Temperature (hot, moderate, cool)</i>	
State of animals	
Diseases observed:	
Parasites and Insect pests observed:	
State of animals	
Diseases observed:	
Predators:	
Members attended (M, F)	
Recommended actions based on observations:	



Marketing Tools



Introducing Marketing Concepts'

SEASON	FFBS start-up
OBJECTIVE	To introduce the marketing of farmers' livestock and to come-up with a common marketing vision for the group. The idea is to set the scene for farmer engagement with different market actors.
TIMEFRAME	1-2 Hours
MATERIALS NEEDED	Flip Charts and Markers
IDEAL WORKSPACE	Enough space to form circles, both standing and sitting

Background

Most animal producers have the “*Gilged detibaameng*” - Kusaal (The animals should look after themselves) mentality. They need to realize the value of goats and poultry, their total worth and how much more they could contribute to their livelihoods if well managed as a business enterprise.

For a successful goat and poultry business, one must continuously access adequate knowledge and information to enable him/her identify opportunities in the market for products or services, develop new products and services to satisfy the identified needs, visualize a successful goats and poultry business and then commit resources to achieving the set goals. He/she needs to understand that starting a business has some risks.

The facilitator should read through the entire “Marketing” section of the FFBS toolkit and be well versed with the marketing concepts and ideas before introducing the subject to the group. He/she should prepare for any questions asked and be sure to know who to contact if he/she has questions that he/she cannot answer.

This is the basic process of introducing marketing to the groups. The facilitator should introduce the concepts and help producers understand that in order to successfully adopt a market focus, the group has to change its approach towards production and improve their own practices.



The focus of this session is not only to introduce marketing to the groups, but also gauge their interest and seriousness in adopting a different mentality and attitude regarding their production. By the end of this session, the producer group and all its members should have a clear understanding of and orientation to marketing, a group agreement to produce with the market in mind, and mindfulness of the change in production practices (housing, brooding, feeding, breeding and disease management) if they adopt a market orientation. This process should ensure that the group is committed and ready to change their production practices and adopt a market orientation for their work. It should be noted that market success depends on a number of factor including the individual's ability to harness the opportunities that come to them.

Steps to follow for the activity:

► **STEP 1.** Remind impact group members why Women Rear is different from other programs. This explanation includes the following ideas:

- Women Rear is an empowerment program that promotes opportunities for community/group and family empowerment; it is not a grants, gifts, or provisions program.
- Women Rear also aims to empower women to participate equitably in markets.

► **STEP 2.** Have a discussion about how much effort the producers will have to put into their production, their ability to work together and the fact that when producing for markets, commitment, hard work, and honesty are key for success. Ask them:

- Do they find these components necessary?
- Do they think that they can be successful in these efforts?
- Which ones are most challenging?
- Which ones do they feel confident doing?

► **STEP 3.** Ask the participants about their current marketing constraints. In group discussion, work towards providing solutions to these constraints.

Emphasize that most marketing challenges can be overcome if the farmers learn to produce with the market requirements and needs in mind.

► **STEP 4.** Using flip charts, ask the farmers to draw a map or picture of their current production and marketing practices. Typically they will show sourcing of stocks, housing, brooding, feeding, breeding, disease management as well as the marketing.

► **STEP 5.** After they have drawn the first map, the facilitator should ask participants to visualize what changes they would make if they were to be more successful in their production and marketing activities. They should make a new map to include these changes.

This market mapping process will help guide the farmer group on discovering changes they need to make to effectively achieve their vision.

► **STEP 6.** The facilitator should place the 2 maps side by side and discuss with the farmers some of the activities they could undertake to achieve their vision.

Ask the following questions:

- Where are we? Where do we want to be in 3-5 years?
- What changes do we make to our production and marketing practices to get to our 3-5 year vision?
- What activities should be done in the short, medium, and long term?
- What kind of resources would be needed to make some of these changes?
- What do you anticipate to be challenges when making these changes?



Selecting a Market Research Committee

SEASON	FFBS startup phase
OBJECTIVE	To ensure that the producer group has a small committee that is tasked to spearhead marketing activities for the group; to ensure that roles and responsibilities of this committee are understood and agreed upon by all the members of the group
TIMEFRAME	1 hour for discussion; 1 hour for selection and adoption of committee
MATERIALS NEEDED	Flipcharts and Markers

Background

In order to effectively plan for and implement marketing activities at the group level, the facilitator should work with the group to set up a marketing committee. This group should be comprised of a few group members whose responsibility is to spearhead all market related activities. The facilitator should introduce the idea and get members to understand the importance of these committees, provide guidelines for the election process of the committees, and then oversee the election/selection process of the committee. The roles and responsibilities of this committee should be outlined upfront and agreed upon by all members. This committee will be in more frequent contact with the facilitator outside of group sessions, so having a strong market research committee is very important.

Steps to follow for the activity

► **STEP 1. Introduction.** At the group meeting, introduce the need to have specific individuals in the group to spearhead and take charge of marketing activities. Clarify that this is not a new management structure but a selection process of people that should take charge of all the marketing activities. Make sure that all participants understand the importance of having a committee; encourage them to add their own thoughts and ideas to the discussion.

► **STEP 2. Creating the Committee.** Ask the group members to brainstorm on the number of people that should be part of the committee. Talk about both the size of the committee and their proposed roles and responsibilities. Always emphasize that the role of the committee is to represent their members and provide feedback to the rest of the group for joint decision-making. The numbers and composition will depend on the size of the group but should usually be between 3 - 5 individuals at most.

Discuss with the group the required criteria for market committee member as well as their roles and responsibilities. The points highlighted below can guide the discussion.

Questions to ask:

- Why do we need committees to get work done?
- How big should a committee be?
- What should be the attributes of a person elected to the marketing committee?
- How long should the committee serve?
- What should be the roles and responsibilities of the committee?
- How should the committee relate to the other committees including the leadership of the group? How should the committee be selected?

Possible Roles of the Market Committee - Some of the roles of this committee will include;

- Conducting market research,
- Negotiating with buyers,
- Identify market opportunities, and support members to plan for their production and marketing.

- The committee will help members estimate individual production and costs.
- They will also maintain market information and constant communication with potential buyers.

Possible Criteria for Membership - Some of the criteria for membership should focus on having members that show commitment, good communication, reading, writing, & mathematics. Not all members must possess these skills but the committee should have some members that exhibit these skills. Other potential good qualities to look out for these committee members include: being an active producer, experience in leadership role, knowledgeable, trustworthy, hardworking, business skills (track record in selling), networking ability (especially with traders).

► **STEP 3.** Based on the group's discussion, the group should determine a plan for selecting committee members. These selections should be made according to the ground standard. Once the committee is selected, be sure to plan your next meeting/communication with the committee.

Conclude by reminding the group that the marketing committee will lead all marketing initiatives from this point forward. It's the work of the committee to undertake market opportunity identification and negotiate with traders on sale of their group's products. The committee will follow up on production practices to ensure that farmers are producing the right quality and quantity of products, and will also ensure that the groups' production and business plans are implemented.

VERY IMPORTANT NOTE

Buyers or abattoirs do not just buy your goats or poultry. It is your responsibility (individually or as a producers' group) to remind them about the availability of your goats or poultry. This can be done through face-to-face meeting with your clients, advertising and constant communication with suppliers and buyers. Through persuasion and networking you build strong business relationships. Strong business relationships are built on trust, interdependence, fair decision making process, balanced power structure, shared goals, equitable returns, problem solving process, and commitment.

Market Planning Part 1: Production Estimation

SEASON	Breeding phase
OBJECTIVE	To enable producers to estimate average expected output for individual producers and groups in order to effectively target appropriate market outlets for marketing
TIMEFRAME	1 hour 30 minutes
MATERIALS NEEDED	Checklist, simple calculator, pen and paper, flip chart, markers

Background

When you are running any business venture it is very important for any business person to understand how much it costs to source or produce their products. The cost of the product (goat) will assist you calculate a good selling price for it.

Many people do not know the cost of their products and sometimes the selling price of their products is too low, so that they do not make money from their businesses. This is bad news!

If it costs you GHC 150 to raise your goat, it is no good selling that goat for GHC 120. You should try to sell it for more than the cost of raising it.

In order to prepare the producers for the marketing activities, the facilitator should support two key activities: The first step involves accurately estimating producers' costs of production, cash flow needs and output. This step is listed first because it is vitally important. Even though figuring costs and cash flow needs can be done at any time, it really is best to complete this step as early as possible.

By estimating production costs, cash flow requirements and output, a producer can decide what type of animal to produce and when it will have to be sold to meet payment schedules. These estimates, along with price forecasts, should be used to determine how the animal will be marketed. A producer who knows his or her past production costs and future price forecasts, can also determine when to retain female stock for breeding expansion or when to cull more heavily. Production cost estimates are critical in setting a series of target prices that should be watched for in the changing market.

This guide helps facilitate the first key activity, generating production estimation. A production estimation ensures that the groups have an idea of the total output from each of the individuals at the end of the season. This helps the group in 2 ways:

- 1) It ensures that the marketing committee will talk to traders/buyers and identify opportunities that are within their means. Traders are also more confident dealing with farmer groups that have a rough idea of what their productivity levels are. This activity will enable the group and the facilitator to find the right markets for their products.
- 2) Once every individual farmer's production estimate is determined, the marketing committee can use this to follow-up with farmers to ensure they are adopting the right practices that will get them to that level of productivity.

Steps to follow for the activity:

- **STEP 1.** Preparation of checklist: Before visiting farmers, work with the members of the marketing committee to generate a checklist that will be used to collect production estimation information. Make sure to agree on units of measurements for product (e.g. kilograms, years or months or weeks for age of animals, etc.)
- **STEP 2. Preparation of the Market Committee Members (MRCs):** In advance of the session, orient the MRCs to the production estimation checklist and the rest of this tool.
- **STEP 3.** Bringing the MRCs and producers together: The field facilitator (CARE staff or partner staff) brings the MRCs and producers together for the FFBS session. Instruct the MRCs to demonstrate the checklist concepts in mime/ acting form for the rest of the producer group. The group should ask questions in order to have a common understanding so that the information collected is consistent across the different groups.
- **STEP 4. Collecting checklist information for farmers:** The facilitator should instruct the MRCs to work with all the producers to collect the information based on the checklist; this information should be gathered on a producer-specific level.
- **STEP 5. Combining checklist information for group:** Come together as a group and collect all of the checklists. You should aggregate the individual-level checklist for each farmer in order to provide a total production estimate for the entire group. Make sure to keep this information as part of the general documentation of the group. The MRC can use it to follow-up production and support producers to ensure they are meeting their production estimates. Make sure the MRCs understand how to use the information gathered; they should utilize it to determine which traders to deal with and to remind farmers the volume of produce that is expected at the end of the season. The marketing committee should make arrangements to check in with farmers throughout the season to measure their progress towards production estimates.

Market Planning Part 2: Determining Profitability of the Different Products

SEASON	Breeding
OBJECTIVE	To enable the producers to list all the cost they incur in producing and marketing a product and calculate the material costs of production and marketing
TIMEFRAME	1.5hours

MATERIALS NEEDED

Flipchart paper, marker pens, and calculator

Background

This exercise guides the producers to conduct, a simple and participatory gross margin analysis in order to determine the level of profitability of each of the producers' chosen products.

Based on the cost of production, and prices offered, farmers will be able to tell the approximate level of profit for each of the products they are working on. This exercise can be repeated for individual farmers on their product. The prices offered for the final product will be considered based on existing market information, results of earlier undertaken market studies and or cross checking with farmers based on existing information.

Throughout the season, actual costs will be collected, so that after sales the actual costs and profitability of the selected product is determined.

PART. Calculating costs of production and marketing**Steps to follow for the activity**

- ▶ **STEP 1** Explain to the participants that they will be calculating the costs of producing and marketing a particular product (poultry and goats). Explain why they need to do this – to help them decide whether it is a good idea to produce this product and to also determine the level of profitability. Also understanding where the highest cost is to the business, farmers may begin to look at ways of minimizing costs thereby increasing profitability.
- ▶ **STEP 2.** Ask them to think of producing a standard amount of the product (age or weight).
- ▶ **STEP 3.** Ask them to list all the items they need to produce and market the product – these will include material costs. Prompt them for items needed to produce the products.

Example: Operations for computing production cost for goat and poultry

Operation	Units	Unit cost (Gh¢)	Total cost (Gh¢)
Feed Cost			
Salt (goat)			
Health Program			
• Deworming adult			
• Deworming Kids			
• Vaccination			
• Other Vet Costs			
Transport			
Labour			
Total Cost			
Capital Cost			
Breeding stock (does, bucks, hen, cocks selected for another season from the existing stock)			
Fencing			
Housing			
Supplies and equipment (ropes, feeders and drinkers, etc.)			
Stationaries (pens, record books, etc.)			

- **STEP 4.** For each of the activities (e.g stocks, housing, vaccination, feeding etc) ask the farmers to list the quantity needed, the average cost and have them multiply the quantity with the average cost to get the total cost of that item for the production season.
- **STEP 5.** For items that last beyond the calculating period (1 season or 1 year depending on the unit time chosen), the facilitator should try to get the actual cost in that period by dividing the cost of the item by the number of years. For instance if a pen/coop cost GH¢100.00 and last for 5 years, then the cost of the pen/coop to the business in the one year where you are doing the gross margin analysis will be Gh¢ 100.00 divided by the 5 years which is GH¢20.00 for the season of calculation.
- **STEP 6.** For labor calculation, the facilitator should ask the farmers how much it would cost, if they hired or were hired to carry out a specific activity, either on a daily or monthly basis depending on the activity. For instance to get the cost of cleaning the pen/coop, the facilitator would ask either how many days it takes to clean the pen/coop and how much they would pay someone to do it. Typically producers usually have either costs of carrying out an activity in its entirety based on experience and where they haven't done so the facilitator should guide them through a process of being able to come up with an acceptable figure.

PART B. Determining Income and profit.

Having listed all the potential activities involved in producing and bringing the product to the market the facilitator should now assist the producers to determine the level of income and profit. This will help demonstrate the level of profitability and key for producers to compare across different products they may be interested in.

Steps to follow for the activity

- **STEP 1.** Using the same unit of measure used to calculate the list and costs, the farmers are asked to estimate what would be the likely amount if they are to sell their products? The farmers will give different figures.
- **STEP 2.** In order to get a standard unit the facilitator can bring it down to per animal.

Example

Description	Number of animals	Weight (Kg)	Price/kg (GHC)	Total Amount (GHC)	Remarks
Market Kids	10	25	10	2,500	
Market Does					
Cull Bucks					

- **STEP 3.** Take the income and subtract the costs already determined earlier and the difference is the gross margin/ profitability from the enterprise. In many cases the levels of profit are usually low because of lot of costs have been factored in by the farmers. Usually when labor costs are taken out, the levels of profitability increase

Options for Producers to Increase Profitability

To improve the productivity and profitability of their enterprises, producers have a number of choices, some of which will include the following;

Reducing costs of production

This approach can increase profitability, through lowering costs or making efficiency gains. Once producers know their costs of production for a livestock from the cost benefit analysis, they can explore ways of reducing costs. This can be achieved by use of specific innovations to lower costs. Also most of the costs involved in production can be lessened where family labor is used.

Housing: Raising a poultry or goat pen in waterlogged or flood prone areas is to avail microbes a perpetual medium for growth. Animals raised in such dirty environment will be constantly in a state of health crises. Locally available material can be used as housing material to confine them in a secure shelter at night, to protect them from natural predators, while allowing them to roam freely around house compound during daytime.

Nutrition: Animals are properly fed are less likely to succumb to infections. Malnutrition predisposes them to diseases.

Vaccination: Vaccination provides animals the opportunity to acquire immunity keeping the animals in good state of health.

Collective sales: Producers can come together to strengthen their bargaining power and also target good market where the producer receives premium for quality products.

Saving: It costs money to borrow money for farming. Producers who save more to invest in their production system can reduce the amount they have to borrow and so reduce on their loan costs. The VSLA is a good first option for access to capital for investment in production. This is because of the low interest and good terms of payment.

Conducting a Market Survey

SEASON	Breeding/Reproduction
OBJECTIVE	Enable participants to be able to gather information about demand, new technologies, markets and other factors that affect their business.
TIMEFRAME	<p>This depends on the number of products and markets, and where the markets are; see below.</p> <p>Single product</p> <ul style="list-style-type: none">• Day 1. Afternoon: select a product and plan questions.• Day 2. Morning: visit market; afternoon: analyze information; evening: discussion. <p>Several products, several markets</p> <ul style="list-style-type: none">• Day 1. Decide which markets to visit, prepare a questionnaire or checklist.• Day 2. Visit markets to gather information.• Days 3-5. Analyze information.• Days 6-7. Present findings to group.
MATERIALS NEEDED	Survey questionnaire, large sheets of paper, colored marker pens, notepads, pens or pencils, transport to and from market, refreshments.

Background:

A market survey is an important way for farmers to gather information about the markets for their products. The information gathered will shape the business plan, help reduce risk and enable the producer to make better/ informed decisions. A simple market survey focuses on a single product in one market. A more complex survey may cover several products in several different markets.

There are a number of information gathering methods that can be used. These include desk research, Interviews and observation.

PART 1. Planning and Conducting Interviews

Steps to follow for the activity:

PREPARATION

- ▶ **STEP 1.** Work with the Market Research Committee to decide what types of information to collect. This will depend on the nature of the product and the market. Generally the market research will focus on a product and its buying conditions.
- ▶ **STEP 2.** Have the Market Research Committee decide which market(s) to visit and determine when you can visit. List the market sites to visit (village market, assembly market, town wholesale market, retail market, processing factory, shop), and the best dates and times to visit them.
- ▶ **STEP 3.** Have the Market Research Committee plan the number of interviews in each market. Plan to interview several traders or buyers individually so you can compare their answers. Pairs of team members can conduct interviews, with one person asking questions and the other taking notes.
- ▶ **STEP 4.** Have the Market Research Committee prepare a questionnaire or checklist, based on the types of information you want to collect.
- ▶ **STEP 5.** Help have the Market Research Committee finalize plans:
 - Prepare an introduction explaining why you are doing the survey.
 - Rehearse. Discuss the interview procedure with the marketing committee, and rehearse it with different farmers playing the roles of interviewer and interviewee.
 - Arrange interviews. If necessary, contact the people you want to interview beforehand to determine a suitable time.
 - Arrange transport. If the market is far away, you may also need to arrange for the team to stay overnight.

ACTIVITY

- ▶ **STEP 1.** The facilitator should visit the market with the team of farmers. Make contact with any market officials, to tell them what you are planning to do in the market. If the place is unfamiliar, walk through it to find out where your products are traded and who the team might interview.
- ▶ **STEP 2.** Conduct interviews. Approach the person you want to interview, introduce yourselves, and explain why you want to talk to him or her. Follow the interview plan you have worked out, and make sure you collect the information you need. Feel free to also explore interesting topics that you had not anticipated.
- ▶ **STEP 3.** At the end of the interview, thank the interviewee for their time and information. Make sure your notes are in order before going to interview the next person.
- ▶ **STEP 4.** Afterwards, collate the information you have collected so you can analyze it and present Questions to stimulate discussion:
 - What do we need to know about the product and how it is marketed? What do we know already? What information do we need to check?
 - How many people should we interview? What types of people traders, managers, transporters, processors, consumers...?
 - What is the best way to approach people we want to interview? Should we take notes during the interview, or immediately afterwards?
 - What sorts of information may be sensitive or difficult to get hold of? Can we find out this information from any other sources?
 - Some of the questions (e.g., about prices) may be sensitive, and interviewees may be reluctant to answer or give inaccurate responses. During an interview, start off with non-sensitive questions, then move on to the more difficult questions later. Ask about prices towards the end of your interview.
 - Be sure that the person you are interviewing has time (if not, arrange to come back at a better time). Do not take more than 15-20 minutes with each person.
 - Stop asking questions when the person is dealing with customers.
 - Always thank the person you have interviewed for their time at the end of the interview.
 - Adapt the interview guide or questionnaire (see interview guide) as necessary. The survey team can ask all of these questions for each product, or only the most important questions

PART II. Analyzing and reporting market information

Steps to follow for the activity:

- ▶ **STEP 1.** The facilitator should bring together the members of the Market Research Committee that conducted the market study plus perhaps a few other group members to help with the analysis.
- ▶ **STEP 2.** Discuss the market survey experience with the committee to determine findings and implications for the farmers. Ask the group:
 - What did they learn?
 - What did they find most interesting?
 - What was surprising?
 - How will what they learned impact them?
- ▶ **STEP 3.** Summarize the information using a table.
- ▶ **STEP 4.** Decide who will present the information to the larger group of farmers. It may be best to divide up the task of presentation among several members of the survey team.
- ▶ **STEP 5.** Call a meeting with all the members of the group. » **STEP 6.** Invite the team members to present their findings to the whole group.
- ▶ **STEP 6.** Facilitate a discussion of the findings to interpret the findings and explore their implications for the whole group.

QUESTIONS TO STIMULATE DISCUSSION

- What did the survey team members learn from the survey? What surprised them most? For each person, what was the single most useful piece of new information they learned?
- Of the various products and markets surveyed, which is the most promising? Which should the group explore further? Which are least promising?
- What would the group have to do to take advantage of the market opportunities they have identified?

Selecting Best Products and Market Outlets

SEASON	Adulging
OBJECTIVE	To ensure that the producer group is able to objectively select the right enterprise option and buyers to work with in pursuance of their business objective.
TIMEFRAME	2 hours
MATERIALS NEEDED	Flip chart papers, Markers

Background

When the Market Research Committee and the facilitator visit different market outlets, they prepare a report that is provided to the rest of the group members. The group analyzes the report and identifies possible relationships or changes to make, including buyers and alternative value chains. This exercise will allow producers to identify which products and market contacts they would like to engage with for production and marketing relationships. This activity also helps the producers agree on the criteria to set in selecting the best market outlets and products. This tool may also be used by producers on an individual basis to determine what animals to produce on their own. Ensure that each participant understands how to use the tool and apply it to his/her personal production.

Steps to follow for the activity:

► **STEP 1. *Setting up criteria for selection of products:*** Once the producers are brought together in a meeting, the group should refer back to the report made after the Market Research Committee visited different market outlets (see “Conducting Market Research” tool). The facilitator should then ask the farmer group to brainstorm the reasons they would want to choose one product over the other; they should then list all the reasons/criteria they would use to choose a product.

Some of the criteria could include:

- Initial investment required to start, price offered in the market, time it takes to get first income, demand and supply factors, and transport and production costs of product, profitability and production knowledge.

► **STEP 2.** After the list has been generated, the facilitator should work with the producers to prioritize the most important criteria and agree on how many criteria should be used in the selection. The facilitator should let the producers know that there are 3 critical criteria that all options should be subjected to:

- Market demand
- Ability to produce
- Level of profitability

However, the producer group may declare that there are additional critical criteria; these should all be listed out. There should not be more than 6 criteria.

► **STEP 3.** Ask the producers to rank each of these criteria.

► **STEP 4.** Final selection of products: On a large sheet of paper, the facilitator and group should list all the enterprise options and ask them to discuss whether they:

- Have a high market demand (based on information from market study)
- Are profitable based on the cost benefit analysis done earlier.
- Can be produced in the area by all farmers

Once these 3 basic criteria are met, then the other criteria that have been decided upon can be considered for the final selection. Using these criteria, the producers should decide on one final product to pursue. Remind the producers that they may also use this tool on an individual basis to determine what animal to rear on their own, and ensure that all participants understand the decision-making process before ending the session

6. Monitoring, Evaluation and Learning Tools



6.1 Participatory Performance Tracker (PPT) Tool: Self-Assessment

SEASON	Reproductive stage
OBJECTIVE	To track individual member adoption of improved husbandry practices and group performance as promoted through the project and develop action plan to address areas of concern.
USED TO	This exercise allows the individual farmers and groups to monitor their own progress against collectively set targets and to identify any problem areas. This also enables the Facilitator to easily understand how groups are performing. This exercise is conducted always in a group setting and includes farmers belonging to chicken or goats value chain.

TIMEFRAME	1 hour and 30 minutes
MATERIALS NEEDED	PPT tool: print-outs of the tool with pictorial version of each targeted practice, markers, string, tablets, smart phones.
IDEAL WORKSPACE:	A centrally located space within the community/village where all participants can reach easily and sit comfortably in a semicircular manner. This can be conducted in a room or in an open space for example, under a tree where participants can sit. Bringing all participants (members/farmers of a particular group) to this space to begin the group exercise is crucial.

Background

The Participatory Performance Tracker (PPT) is a participatory self-assessment tool that allows farmers belonging to a particular group to monitor their progress against collectively set targets and recommended practices. This exercise helps farmers of a producer group to discuss which practices they are adopting and the benefits they may be experiencing from such new adoptions. This also provides a platform for farmers to discuss any challenges that they may be facing in adopting certain practices. This participatory discussion creates an environment where farmers with lower adoption rates may be encouraged by their peers to try out the improved practices and together with their field officers can make plans to address challenges the farmers are facing.

The Formats: Individual Practice Tracking Sheet and Group Maturity Sheet

The PPT is comprised of two forms. The first is an **Individual Practice Tracking Sheet**, which captures the adoption of a series of improved husbandry practices by individual group members. The Individual Practice Tracking Sheet consists of performance areas and the individual performance criteria administered once in a year.

The second element of the PPT is a **Group Maturity Sheet (Group PPT)**. This supports group-level analysis to help groups assess how well they are working together as a group and to assess the group's readiness to take on new functions. Group PPT is administered once in a year.

The results of both PPT assessments can be used for internal course corrections, such as linkages to partners (private sector, government, etc.) to provide additional support in particular areas.

Part I. Administering the Individual Practice Tracking Sheet

The practices being monitored in each PPT are specific to a particular livestock and should be selected with the technical input of the team. PPT practices may include appropriate husbandry practices, market, gender and nutrition practices. Before starting the PPT process, make yourself familiar with the tool and the practices included in each of the sections. This will help you to initiate the discussion in a more organized manner.

STEP 1. Introduction and attendance: Start by noting down the names of the farmers present during the meeting on the PPT format. The farmers who are not present on the day of PPT administration will be marked as absent. It is important to start the PPT data collection with all farmers of the group assembled in the room/space. A farmer should not turn up in the middle of the meeting, as that would disrupt the process and that farmer's name would have already been marked as absent.

Make sure the farmers are seated in a circle or semi-circle so that it is easy for you to see which farmers raised their hands for a particular practice. Another advantage of having the farmers sit in a circle is that you can easily know the last person you asked the question to and record their responses. If you have farmers scattered across the room, it is harder to keep track of who you might have missed.

It is also important to clearly communicate to the farmers the amount of time it will take for the PPT meeting. This will hopefully ensure that group members do not leave midway through the PPT.

STEP 2. Individual Practice Tracking: Start the session by briefly explaining the purpose. Help farmers recall the practices they have learned over the period through different trainings provided by the project. This will refresh farmers' mind of those practices that you will be asking about during the PPT session. Start with Individual Practice Tracking Sheet.

Following the format, start by asking which of the farmers adopted a particular practice over the period. For example, ask "Who selected livestock breeds that are resistant to diseases?" Or "Whose livestock are housed in a well roofed pen?" When speaking with farmers, do not read out the questions from the form exactly as it is written. Rather, be sure you understand the question and then ask the group, using their local language and terms they understand. Repeating the question more than once may help farmers better understand.

Show an image/picture associated with the practice to the farmers as this enhances better understanding and recall of the practice. It would also be good to stand up and show each farmer the image/picture.

Request farmers who adopted the practice to raise their hands –and keep their hands raised-until you have recorded their responses in the tracking form. This is very important and must be followed to ensure accurate data collection. Record the answer next to the name of each farmer.

STEP 3. Trouble-shooting: The PPT is not simply a performance checklist; it is a tool for discussion and an opportunity to provide technical support in areas where farmers are struggling. While taking note of the responses, you should also provide advice and guidance on different farming practices as needed. In a case where half or more of the farmers in a group are not adopting a particular improved husbandry practice that Women Rear is promoting, it may be that they have not understood the practice – or there may be a structural challenge (i.e. lack of vaccines) that needs to be addressed. Discuss that practice briefly so that the farmers are reoriented to do so going forward. In cases some few farmers are not adopted a practice, ask them why, and help them understand the advantages of adopting that practice. This can be achieved by asking some of the farmers who did adopt the practice to share their experience and what advantages they have perceived adopting that improved practice. This would create peer support and may possibly motivate some farmers to adopt the practices that the project is promoting going forward.

Step 4: Scoring

At the end of the Individual Practice Tracking session, help the farmers group understand where they stand in their efforts to adopt improved husbandry practices. Looking at the number of practices adopted by the individual farmers give a score/grade to the group by using the following table:

Grade A: if group has adopted 76 -100% of all recommended practices

Grade B: if group has adopted 51 - 75%, of all recommended practices

Grade C: if group has adopted 26 - 50%of all recommended practices

Grade D: if group has adopted 0 - 25%, of all recommended practices

Discuss with the farmers how they can improve. Encourage farmers to learn from each other and adopt most/all of the improved practices promoted by the program. Help the group to set a target for themselves for next time they do this exercise, for example moving from grade "C" to "B". Emphasize to the farmers that this will be possible when individual farmers practice the promoted agriculture practices. Also, highlight the importance of adopting these practices.

Part 2. Administering the Group PPT

This tool is designed to help groups to assess their own performance as a group—how they govern, how well they access resources and markets, how inclusive they are. The Group PPT helps the groups to identify gaps and challenges and plan next steps toward "graduation" and group maturity. The objective of the Group PPT is to

encourage the group to rank how well they have performed in a given area (i.e. group governance) within the previous months.

STEP 1. Self-assessment. Sitting in the group (and this is the same group that you conducted the individual PPT explain to the farmers that after assessing their individual practice adoption rate, now they are going to self-assess how they are performing as a group, in certain areas. Group-level questions are framed in a statement mode for which there could be four levels (poor, average, good, excellent) of answers. Pick one indicator/statement and read it out to the group. Initiate a discussion around that statement to get group members'/farmers' view. Ask them to decide—collectively—on the answer that best fits their group.

It is important to get the consensus of the whole group before selecting a choice – as opposed to going by what just a handful of members believe. If the group is unsure or torn between two choices, read out all choices again, so that the group can decide effectively. If required ask the group to vote by raising their hands in support and/or against and give a score based on the majority vote (poor = 1; average = 2; good = 3; and excellent = 4). Discuss with the group *why* they think they are at the selected level for that indicator/statement and how they would improve from there. This would help group to reflect on their strengths and weaknesses and plan for addressing those. Try to involve everyone in the group (present during the meeting) and do not allow one or two persons dominate the discussion.

STEP 2. Group Maturity Score and Reflection: Facilitate a discussion among the group about the results of the PPT exercise, both **individual practices** and the **group maturity**. Capturing the results on the PPT sheet would help you to discuss with the group their strengths and the areas where they are struggling.

Allow the group to discuss and reflect on the reasons for low adoption rate and or low performance. Ask group members:

1. What practices are easy to adhere to?
2. What helps to facilitate/enable this?
3. What practices most of the farmers are struggling with? Why?
4. What prevents them from completing these practices?
5. What were the challenges adopting the particular improved practices?
6. What could the group do to address those challenges?
7. What supports the group need to overcome the identified challenges?
8. What does this teach the group moving forward?

STEP 3: Action planning. Plan how they would overcome the challenges and priorities course corrections for the next period. This would lead the group develop an action plan to address areas of concern. Congratulate the group for their successes and encourage for further improvement.

STEP 4. Close: Thank farmers for their time and close. As a good practice you should share the results of the PPT exercise with the group for them to keep record of the assessment. This can be done by sharing a copy of the PPT form/ sheet (with the results) with the group. Make sure to carry a copy of the PPT form/sheet for the group next time you visit them. This will help the group to keep records. If the group has created a flipchart or other hard-copy version with visual photographs, leave that flip-chart version with the group for their own record; remind them they will need to store the chart carefully, because they will use it again.

Sample individual PPT

Individual Participatory Performance Tracker

Value chain: Goat

						Year	Domain	Value chain: Goat	Individual Participatory Performance Tracker
						District Name			
						Community Name			
						Group Name			
						Group ID			
						Farmer Name			
						Farmer I D			
						Farmer Sex (M/F)			
						Group Leader (Y/N)			
						Selected breeds have good height and body weight	Breed Selection		
						Selected breeds are resistant to diseases			
						Selected Doe have good mothering abilities, well developed udder and good body conformation.			
						Selected Buck have well-developed scrotum and able to mate regularly			
						Breeds produces strong and fast growing offspring's			
						Goats/chicken housed in a well roofed pen/coop	Housing		
						Droppings/ litter removed from pen regularly (at least every three days)			
						Pens fumigated regularly (at least once every six months)			
						Pen surrounding is kept clean to prevent predators from attacking the animals			
						Pen/coop have enough ventilation			
						Supplimentary feed provided to goats regularly	Feeding		
						Feeding troughs cleaned regularly			
						Stored farm residues for animals feeding during dry season			
						Drinking water changed regularly (daily)			
						Animals dewormed every two weeks in the wet season and once a month in the dry season			
						Animals dipped regularly using acaricides to control ectoparasites	Routine Health Management		
						Animals vaccinated against PPR/Newcastle at least once a year			
						Goats hoof trimmed regularly to avoid injury			
						Men support cleaning household pen/coop			
						Women call for veterinary technicians to vaccinate their animals	Gender		
						Men provide supplementary feed to women livestock regularly			

Sample group PPT

Group #		Today's Date				
Number of Active Women		Number of Active Men			Total Number of Active Members	
Number of Women at Meeting		Number of Men at Meeting			Number of Members at Meeting	
Number of Women Group Leaders		Number of Men Group Leaders			Number of Dropouts Since Last Meeting	
PERFORMANCE AREA	1 / POOR	2 / AVERAGE		3 / GOOD	4 / EXCELLENT	SCORE
1. Group Rules and Policies	Group has no clear rules and/ or policies	Group has clear rules and policies. These are non-discriminatory against sub-impact groups.		Group can point to concrete examples when rules and policies have guided decisions.	Group regularly reviews rules and policies and can point to changes made based on member input and group learning.	
2. Group Cohesion & Leadership	Group is led by elites with little members' participation	Group elects its leaders on a regular basis		Group elects its leaders on a regular basis; Past leaders step down regularly upon completing their term; At least one group leader is a woman.	Group leadership is elected on a regular basis; Past leaders step down regularly upon completing their term; At least 2/3 of group leaders are women.	
3. Group Record Keeping	Group does not maintain any records	Group maintains some records by accuracy is low and records are only for some activities		Group maintains records all activities (production, sales, marketing, finance). Accuracy of records is generally good, records are available to members	Group maintains excellent records on all activities with very high accuracy and consistency of records. Records are available to all members.	
4. Group Access to and Use of Extension and veterinary Services	Group is not facilitating access to extension services	Group provides some linkages to extension services but quality and/or frequency is inadequate; Group members are not satisfied with level of access to service through the group		Group provides members with linkages to quality services on a regular basis; Group members are somewhat satisfied with service provider performance	Group members are fully satisfied with level of service provision and trust provider's inputs	
6. Group members' individual practice-adoption status	An average of less than 25% of all promoted practices have been adopted.	An average of less than 50% but more than 25% of all promoted practices have been adopted.		An average of less than 75% but more than 50% of all promoted practices have been adopted.	An average of more than 75% of all promoted practices have been adopted.	
7. Group Access to vaccines, improved breeds and other related services	The group has not made an effort to collectively procure inputs.	The group has identified an input dealer who is willing to sell inputs to the group collectively but members have not yet purchased inputs.		The group has an agreement with an input dealer and collectively purchased inputs once.	The group has purchased inputs collectively and have an on-going relationship with identified input dealers.	
8. Group Market Research	The group has no market research committee and has done no market research.	The group has a market research committee but they have not conducted any market research.		The group has a market research committee and has begun market research and sharing with group members on a limited basis	The group has an active market research committee and conducts regular market research and on-going sharing with group members.	

10. Access to Finance	Group members do not have adequate access to financial services; many members are not part of VSLA/ SHG/ S&C Group	Group members are mostly also members of VSLAs/ SHGs/ S&C group, and are able to access small loans, savings	Group members are able to access capital from VSL/ SHG/ S&C as well as linked with FFI for additional financial services	In addition to VSL/ SHG/ S&C; group and its members are able to link with other FFIs to access higher end financial products such as asset loans, leasing, warehouse receipt, insurance, etc.	
11. Group Gender Equity	There are no explicit bylaws or practices that ensure women can participate equally; Women have limited to no influence over decisions.	Group bylaws exist but are not clearly supportive of women's participation; Women have limited influence over decisions, not visible in the community	Group bylaws promote women's membership; Women have clear influence over group decisions, and visible in the community	Group bylaws promote women's membership; Women have equal influence with men over decisions, within the group and in the community	
12. Links with other groups	Group stands alone, and does not have any links with other collectives, for accessing inputs, market, finance, other govt services	Group has links with other groups for accessing inputs and sale of produce, but little else for other collective action	Group has links with many other collectives and are well represented in II tier marketing collectives, etc. but has low participation and influence	Group is linked with other groups and have a strong positive relationship, for accessing inputs, sale collectively, and link with other external agencies	

6.3 Lifeline: End of FFBS Cycle Reflection

SEASON	End of FFBS
OBJECTIVE	To identify the different challenges and achievements that group members feel they have experienced during the FFBS cycle.
USED TO	This exercise allows the participants to understand the practices that have been most beneficial or most difficult to adopt; how group/project participation has shaped household dynamics and participation in community spaces; and what unexpected changes the participants have experienced. It can be conducted as a group or individual exercise.
TIMEFRAME	1 hour and 30 minutes
MATERIALS NEEDED	Flip-chart paper, markers, colored paper, or string and available materials. Use a digital camera to capture the drawings so that they can be revisited the following season.
IDEAL WORKSPACE	Enough space both for drawing on flip-chart or on the ground.

Background

The lifeline is a participatory tool that allows individuals or groups to reflect over a given period on the achievements and challenges faced. This is an open-ended exploration that helps bring out unanticipated changes and challenges that may not otherwise come up in monitoring or discussions. It allows you to explore how participants are using (new) resources to cope with challenges, and to identify areas where the project could address some of them.

Choose the timeline period you are going to focus on (one year, or the FFBS Cycle). Ask the respondents to draw a timeline of his/her/their life in that period, and mark on it the highlights and the low points or challenges—these may not necessarily be project-specific. Choose one symbol to mark the highlights and achievements, and a different symbol to mark the difficult points or challenges.

Have some open-ended questions ready to probe around their work in husbandry practices, involvement in Women Rear, work in the house, and the relationship with their spouse or family members (if applicable). For challenges, ask about resources or skills that enabled (or would enable) the participant to cope with the issue. For successes, ask about what brought them about and how it has changed their life.

This exercise can also be conducted over a lifetime; in probing, you can use it to explore gender-specific obstacles faced by men and women of different groups.

Steps to follow for the activity

STEP 1. Preparation: Choose a timeline period for this activity (one year, or FFBS Cycle). You will be asking the participants to draw a timeline of his/her/their life over the timeline period (i.e. 12 months or FFBS Cycle), marking on it the highlights and the low points of their work in good husbandry practices, involvement in Women Rear, work in the house, and the relationship with their spouse (if applicable).

6.3 Lifeline: End of Season Reflection

After the participants draw their timeline, you will initiate a discussion around what they have illustrated.

STEP 2. Introduction to participants: Remind the participants that, “In everyone’s life, there are high points and low points, successes and disappointments. You have been part of the Women Rear project for [amount of time]. In addition to your livestock activities, you’ve probably seen some changes in your personal life, in your family life, in your work, and in your relationships with your groups.”

1. Ask participants to close their eyes for a minute, and think back on some of the big changes (ups and downs) of the [time] since they’ve been part of the program.
2. Ask participants to open their eyes. Tell them that what you’d like to do now is go over the history of this last year, and record those high points and low points. Tell them that you will all draw symbols of these events on a timeline.

3. **STEP 3. Draw the Lifeline:** Ask the participants to draw a line representing the duration of the project last year on an individual piece of paper, or if you choose to draw one timeline for the whole group, on one sheet of paper. They should mark the start of the project/season/year at one end of the chart, and the finish at the other.

STEP 4. Brainstorm Events: To help participants, you may want to first brainstorm the highlights and challenges before you plot them on the timeline. If you are creating one timeline for the whole group, discuss each issue to come to agreement on when they happened and which are the most important to plot on the timeline.

STEP 5. Plot Events: The participants should then mark down the occurrence of the high points and low points on their timeline. In order to best facilitate the interpretation of the timelines, choose one symbol to mark the highlights and achievements, and a different symbol to mark the difficult points or challenges.

Start with the **most exciting/important** moments and the **most challenging/difficult** moments, and plot those on the timeline first.

Fill in the other points in order of significance. As they plot each point on the timeline, discuss the questions below.

STEP 6. Probe the Lifeline:

1. To start with, tell me about some of the **happiest and proudest moments** of this year/season since you've been part of the program.
 1. Why were they important? Who did you share those moments with?
 2. How did you feel in these moments? Did you have any other feelings (besides happiness) at the same time? Why?
 3. How did other people look at you or think about you in those times?
 4. What led up to this moment?
 5. Did your life change in any way after this moment?
2. Tell me about some of the most **difficult times/challenges** in the past year since you've been part of the program.
 1. What were some of the biggest challenges you have faced in this past year, since you've been part of the program?

What caused these challenges? What put you in that difficult position?
 2. How did you cope with difficulties? Who helped you through those times? How?
 3. Did any Women Rear program activities or partners help you cope?
 4. What would have made it easier to cope during these times?
 5. How did your life change because of these difficult moments?

6.3 Lifeline: End of Season Reflection

STEP 7. Summary and Reflection: After plotting the events, help the participants to look back at the overall timeline, and follow up with some broad reflection questions.

1. Summary:

1. Looking back on the past year, what are your thoughts about this timeline?
2. How would you characterize the biggest changes you experienced while you were part of this program?

Probe around:

3. Skills, capacity, confidence
4. Family and household relationships
5. Group relationships
6. Mobility, community participation
7. Economic changes and improvements
8. Negative changes

2. Concerns:

1. Looking forward in the next year, what are you most concerned or worried about, regarding your involvement in this project and your crops?
2. Why is this a concern? What is your plan to address this issue? How can the group, family, spouse, program, and community support?

3.Hopes:

3. Looking forward to the next year, what is one change that you would like to see for yourself, your group, your family in the next year? Why is this important to you?
4. How do you think you can make this change happen? How can the group, program, spouse, community help?

STEP 8. Close: Thanks participants and close. If possible, photograph, label, and document the lifeline, but leave the original with the participant(s). Record to return to the following year.