Farmer Field and Business School

TOOLKIT

LIVESTOCK






Contents

Acknowledgments

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Introduction

Livestock plays a key role in global food systems, supporting food, nutrition, and income security of nearly 1.3 billion people. Animal source foods obtained from livestock products such as milk and eggs contain multiple nutrients, and their consumption has potential to significantly improve nutrition[1]. Livestock is also central in building economies and livelihoods in both high and low- and middle-income countries (LMICs)[2]. It supports livelihoods of millions of rural populations[3], and has a significant potential to provide a sustainable pathway out of poverty[4]. However, resource poor livestock keepers are consistently constrained by low production, limited access to inputs, livestock markets, animal health and extension services. Women also play a key role in the day-to-day livestock management. Despite their key role, women are constrained by unequal access to inputs (such as vaccines, feeds); markets, information; extension and vet services due to the biased gender roles and the limiting social cultural norms and practices[5],[6]. Women also have low decision-making power around consumption and sale of livestock products as well as use of income from the sale[7],[8]. Therefore, training of farmers in livestock husbandry skills in ways that is appropriate to the context, socio-cultural backgrounds, standards and developments in the sector, and the socio-cultural backgrounds is important to improvement of productivity and promoting equal participation.

Our work at CARE places gender justice at the center and this toolkit is aligned to CARE's Gender Equality Framework to ensure that women and their households are able to improve their livestock productivity, through the adoption of sustainable climate smart livestock husbandry practices, equitable and inclusive access to productive assets and inputs, as well as adding value to livestock products and access to high value markets.

The Farmer Field and Business School Approach

The Farmer Field and Business School (FFBS), an approach originally developed under CARE's Pathways to Empowerment program, focuses on improving rural, small-scale women farmers' productivity and profitability by empowering women to more fully engage in equitable agriculture and livestock production systems, using an integrated, gender-transformative, market-based and nutrition sensitive extension approach. The Scaling Up FFBS Globally program, funded by the Sall Family Foundation, now influences over twenty global programs spanning over 30 countries, and aims to reach 25 million producers by 2027.

Building on FAO's traditional Farmer Field School (FFS) approach, FFBS is a hands-on, learning-by-doing approach through which groups of farmers meet regularly during the course of the cropping or livestock production cycle to learn about new agricultural techniques and technologies and to experiment these treatments on group-managed demonstration farms, plots, pastureland, etc. FFBS participants are typically groups made up of 25-30 farmers drawn from diverse collectives including VSLAs, producer groups, marketing groups and other common interest groups that coalesce around the production and marketing of a particular enterprise. FFBS sessions are led by a trained facilitator who works with a

1 Zhang Z, Goldsmith PD, Winter-Nelson A. (2016). *The Importance of Animal Source Foods for Nutrient Sufficiency in the Developing World: The Zambia Scenario*. Food and Nutrition Bulletin. Retrieved from https://journals.sagepub.com/doi/10.1177/0379572116647823#:~:text=Animal%20source%20foods%20are%20not,foods%20of%20plant%20origin%20alone on August 31, 2023.

2 Livestock Data for Decisions (2023). *Economy*. Retrieved from https://www.livestockdata.org/themes/economy#:~:text=In%20High%2Dincome%20countries%2C%20evidence,of%20agricultural%20GDP%20(source) on August 31, 2023.

3 FAO (2020). FAO is committed to ensure the systematic consideration of rangelands and pastoralists in its programmes. Retrieved from https://www.fao.org/pastoralist-knowledge-hub/news/detail/en/c/1330121/ on August 31, 2023

4 FAO (2023). FAO's role in animal production. Retrieved from https://www.fao.org/animal-production/en/ on August 31, 2023

5 WB (2021). Moving Towards Sustainability: The Livestock Sector and the World Bank. Retrieved from https://www.worldbank.org/en/topic/agriculture/brief/moving-towards-sustainability-the-livestock-sector-and-the-world-bank on August 31, 2023

6 FAO (2013). *Understanding and integrating gender issues into livestock projects and programmes: a checklist for practitioners*. Retrieved from https://www.fao.org/3/i3216e/i3216e.pdf on August 31, 2023

7 FAO (2011). *The state of Food and Agriculture: Women in Agriculture closing the gender gap for development*. Retrieved from https://www.fao.org/3/i2050e/i2050e03.pdf on August 31, 2023

8 FAO (2013). *Understanding and integrating gender issues into livestock projects and programmes: a checklist for practitioners*. Retrieved from https://www.fao.org/3/i3216e/i3216e.pdf on August 31, 2023

How Pathways participants visualized the importance of integration of the FFBS components
(updated based on feedback after implementation in 28 projects).

group of community-based trainers, or CBTs (variously called farmer-to-farmer trainers, facilitators, paraprofessionals, junior experts, and community volunteers).

FFBS is distinct due to its gender transformative approach and integrated curriculum. The FFBS curriculum showcases sustainable, regenerative, and climate-resilient livestock husbandry practices that can increase production, promote food safety, and mitigate emerging global issues around livestock production such as food loss and waste, and climate risks. Moreover, the FFBS curriculum builds capacity and essential skills around market engagement including entrepreneurship and certification, gender equality and empowerment issues, nutrition practices, and participatory performance monitoring. Moreover, the curriculum builds small-scale producers' capacity to hold livestock extension advisory service providers accountable through a participatory Community Score Card process followed by advocacy for improved access and quality of services. The introductory chapter on facilitation skills illustrates the importance of the participatory process and is designed to build the skills of field officers and CBTs to lead adult learning sessions.

The integrated FFBS approach is based on the evidence from previous projects' theories of change including Pathways to Empowerment[9], a women in agriculture program implemented in 6 countries, and A Win-Win for Gender, Agriculture and Nutrition: Testing a Gender-Transformative Approach from Asia in Africa[10], and supporting program data from 27 projects in 17 countries, which illustrate that the integration of these key technical components is essential to transform the lives and livelihoods of the women small-scale producers.

Equally important, the FFBS training cycle follows the agriculture seasonal and livestock production cycle, ensuring that learning activities are timed to be applicable to farmers in real-time—whether it be constructing a livestock house pre-season, or a gender dialogue around workload sharing during the labor-intensive production period. Timing sessions according to the production cycle and agriculture seasonal calendar is crucial for maximizing learning, and it also respects the time and schedules of women whose primary occupation is farming.

9 Tango (2016). *CARE Pathways Final Evaluation: Global Report.* Retrieved from https://www.careevaluations.org/wp-content/uploads/evaluations/pathways_endline_global_report.pdf On August 24, 2023.
10 AGC (2021). *Impact Evaluation Report: A Win-Win for Gender, Agriculture and Nutrition Testing a Gender-Transformative Approach from Asia in Africa.* Retrieved from https://www.careevaluations.org/wp-content/uploads/Win-Win-Impact-Evaluation.pdf On August 24, 2023.

Scaling Up FFBS Globally

With proven success of the approach, CARE is scaling FFBS through a six-year Scaling Up FFBS Globally program funded by the Sall Family Foundation. The program, still in its first year of implementation, influences over twenty global programs spanning over 30 countries, and will upscale FFBS to improve the lives of 25 million poor people (women small-scale producers and their families) over six years (2022-2027). Upscaling FFBS presents a unique and exciting opportunity to achieve catalytic impact for women small-scale producers around the globe. These impacts will be compounded to reach nearly 100 million additional people, including consumers being able to buy better food from the farmers and communities at large benefiting from a stronger local economy.

CARE is scaling FFBS through four pathways that adapt to the country and context:

- **Expanding the FFBS approach** to 18 new countries selected based on a combination of factors, including levels of food insecurity, climate hotspots, team readiness and possibilities to leverage funding.
- **Deepening all FFBS**, new and old, to ensure the approach is more climate-responsive and better linked with local markets. We will target new users, such as pastoralist and coastal communities, youth, refugees, and internally displaced people. Additionally, one-time matching grants will be provided as start-up capital for farmers' groups that have completed training.
- **Engaging farmers with global markets** through a certification model with accreditation bodies to help women farmers be more productive, support FFBS growth and create a self-sufficient system.
- **Promoting the adoption of FFBS by governments** by working at national and global levels to influence governments, multi-lateral agencies, academic institutions, and private sector companies to provide equitable livelihoods and improve nutrition for small-scale farmers, especially women, through the FFBS approach.

This FFBS Livestock Toolkit was developed as part of the Scaling UP FFBS project, integrating refined versions of the core modules (Facilitation, Collectives, Gender, Marketing, Nutrition, Monitoring, Evaluation & Learning, and Service Systems Strengthening & Social Accountability).

A participatory approach to teaching and learning

The tools in this toolkit were developed primarily for those who work directly with farmers engaged through the FFBS and their collectives in rural communities (government extension workers, CBTs, farmer-to-farmer trainers, facilitators, paraprofessionals, junior experts, community volunteers) and should be utilized as an adaptable curriculum for the FFBS approach. Other extension service providers, and private and public institutions including research and academic institutions can also use this toolkit. The tools require literacy but can be used for master training to CBTs or groups whose literacy is limited. The curriculum is based on adult learning principles that offer practical lessons through participatory approaches. Farmers can then translate this learning and adopt it into their own fields and lives. Academic institutions can adapt it into their curriculum to educate the next generation of the agriculture sector workforce, as well.

All of the tools in this guide are designed to be participatory, with the facilitator and participants teaching and learning from each other through dialogue and knowledge-sharing. Some participants may not be literate or confident in their reading and writing skills, and people also get the most out of learning when they are having fun. As such, most of the activities in this toolkit rely on processes such as dialogue, storytelling, role playing, drawing, and games. Sessions are not meant to be lectures or tests – laughter and games create energy and can help maximize learning.

Facilitators should have experience and build up practice in facilitating participatory learning and teaching processes. The facilitation chapter at the beginning is an essential starting point for facilitators working with this curriculum. However, refresher training, mentorship and feedback to new facilitators is essential, especially in the first season.

How to use this toolkit

The FFBS toolkit is not intended to be applied sequentially, cover-to-cover. It is organized by the key technical components (facilitation, collectives, gender, livestock husbandry, marketing, nutrition, participatory performance monitoring, community score card and advocacy), all of which should be addressed in a given livestock production cycle. However, these tools represent a menu of options. Facilitators should choose tools for each part of the season/production cycle that best complement each other and are most relevant for each community's needs.

Developing the FFBS calendar together with community groups is the first step in using the toolkit and helpingfarmers plan ahead for the livestock production season. Since farmers' primary occupation is farming, the sequence of the tools FFBS should be synchronized with the agricultural year/livestock production cycle, to maximize production and incomes and also to ensure that farmers' schedules and workloads are respected throughout the year.

In the initial orientation with field officers (and ideally community groups), facilitators should map out the timeline of the livestock production cycle, from pre-production to marketing. Facilitators should use the Seasonal Calendar tool in the livestock husbandry tools to map out the timeline of the livestock production season, from pre-production to marketing. Following the seasonal calendar, the participants should map out when each training topic needs to take place. To help guide the process, each tool in this toolkit includes information on the time of year when it will likely be most effective. However, teams may alter the order as needed. If the crop/livestock isn't identified at the planning stage, a generic FFBS calendar should be developed and updated once the crop/livestock seasonal calendar is developed.

The livestock husbandry and marketing tools are designed to be used during a specific session of the production cycle and in a particular sequence. While sequence may be less critical for the gender and nutrition tools, it is important to consider when each session might be most relevant. For instance, a dialogue on workload-sharing might be applicable in the labor-intensive pre-production and production period, while a cooking demonstration might be possible only in the production and marketing period, when livestock products are available. Community dialogues and collective actions activities such as disease control and vaccinations can also be clustered into periods when there are disease outbreaks. Production of livestock products can be planned such that marketing coincides with other festivities and events in the community.

Planning the FFBS calendar together with the facilitators and participants is an important part of the process. It helps teams space out activities so that producers are not overloaded, and it enables farmers to plan to ensure timely production and marketing practices. (A sample FFBS calendar for livestock is included on the next page.)

Facilitation sessions

The FFBS training to the field facilitators should also include training on facilitation skills. The first chapter in this toolkit includes guidelines for a five-session training and practice session on facilitation, which explains how the participatory tools are designed, builds skills in asking critical reflection questions, provides guidance on the need to lead community-owned change process after facilitating each FFBS tool, and gives guidelines. The short warm-up exercises in this chapter are useful for practicing facilitation skills but can also be used as short reflections throughout the season.

Learning and adaptation

Participatory monitoring and evaluation are key parts of the FFBS cycle. The M&E chapter describes participatory tools that are used at designated times of the year. These tools are important for farmers themselves to assess and build their good practices, and they are designed to help field agents /facilitators recognize and respond in a timely manner to the needs identified in the field. These tools are best suggestions for a holistic agriculture intervention, based on experience in previous projects. They are not tailored to a specific context. As teams become familiar with the approach and tools, we encourage them to adapt, revise, or add tools relevant to their program—and to share their lessons widely.

Sample FFBS Calendar - Livestock

Facilitation	Collectives	Gender	Livestock husbandry	Marketing	Nutrition	Monitoring Evaluation & Learning	Service System Strengthening and Social Accountability	
							Community Score Card	Advocacy
PRE-PRODUCTION								
1.1 Facilitating Adult Learning **1.2** Qualities and Tools of a Good Facilitator **1.3** Unpacking the Exercises **1.4** Giving and Receiving Feedback **1.5** Support a Community-Owned Change Process	**2.1** Understanding Farmer Collectives in FFBS	**3.1** Introducing Partner to the Program **3.2** Case Study: Veterinary services **3.7** Daily Clock **3.8** Harmony in the Home **3.15** Envisioning Empowerment: Vision Drawings **3.16** Gender-Based Violence: What Is It and How to Prevent It **3.17** Women's Economic Empowerment vs. GBV	**4.1** Components of the FFBS **4.2.** Participatory identification and prioritization of production and marketing challenges **4.3.** Developing comparative experiments **4.4.** Developing seasonal Activity Calendar for livestock **4.5.** Selecting model farm for the FFBS **4.6.** Housing	**5.1** Introducing Marketing Concepts **5.2** Selecting a Market Research Committee **5.4.** Gendered Value-Chain Analysis	**6.1** & **6.2** Understanding Undernutrition **6.3** Food Groups & Nutrition	**4.1.4** Evaluating a livestock Farm Developing the PPT	**8.1.1** Planning Matrix **8.1.2** Mapping of Agriculture Extension Services **8.1.3** Introductory and Buy in Meetings and actors **8.1.4** Resource Tracking Matrix **8.1.11** Creating a Master Plan for Community Roll Out on CSC Tools	**9.2.1** What is Advocacy? **9.2.2** Defining and Engaging in Advocacy **9.2.3** Identify Problems, Root Causes, and Find Solutions **9.2.4** Define Your Goal
REPRODUCTION / BREEDING								
		3.4 Workload-Sharing **3.10** Act Like a Man, Behave Like a Lady **3.11** Learning to Listen **3.12** Persons and Things	**4.7.** Breeding **4.8.** How to care for New borns **4.9.** Feeding breeding animals and new borns **4.11.** Disease control and Farm Biosecurity **4.23.4** Agriculture Risk Management – Livestock Insurance	**5.5.** Understanding competition **5.6.** Concepts of Entrepreneurship **5.7.** Working with a group to generate business ideas **5.8.** Designing a business plan	**6.5** Planning a Home Garden		**8.1.5** Issue and Indicator Validation and Prioritization of indicators **8.1.6** Scoring	**9.2.5** Identify Who Can Make the Change **9.2.6** Identify the Advocacy Asks and Core Messages
PRODUCTION								
		3.3 Case Study: Nutrition Decisions **3.9** Household Decision-Making **3.21** Safe Space for Women's Productive Engagement	**4.9.** Feeding breeding animals and new borns **4.10** Feed conservation and Formulation **4.11.** Disease control and Farm Biosecurity **4.23.1** Proper animal manure management **4.23.2** Management of grazeland **4.23.3** Use and protection of Water sources for livestock	**5.9.** Market planning part 1. Production Estimation **5.10.** Market planning part 2. Determining profitability of different products	**6.4** Healthy plate **6.6** Nutritious Meal Cooking Demonstration	**7.1** Developing the PPT **7.2** Gender Dialogue Monitoring	**8.1.7** Consolidating Community Score Card **8.1.8** Interface Meeting **8.1.9** Joint Action Planning	**9.2.7** Advocacy Tactics to Consider **9.2.8** Lobbying as an Advocacy Tactic **9.2.9** Mobilization as an Advocacy Tactic **9.2.10** Media Engagement as an Advocacy Tactic
MARKETING								
		3.5 Income Control **3.6** Role-model Men **3.13** Cash-flow Tree **3.18** A Conversation About Conflict **3.14** Fishbowl Session **3.19** Conflict Resolution **3.20** Cross the Line		**5.11** Selecting best products and market outlets **5.12** Marketing as a Group **5.13** Roadmap to certify farms, producer groups and processing units	**6.7** Breastfeeding & Workload Challenge **6.8.** Nutritional importance of animal source Foods			
POST-HARVEST HANDLING OF LIVESTOCK PRODUCTS								
			4.12. Post harvest loss reduction in Meat **4.13.** Post harvest loss reduction in Eggs **4.14.** Post harvest loss reduction in Milk **4.15.** Adding and creating value in Agriculture and Livestock products **4.16.** Introducing Food safety concepts **4.17.** Assessing food safety risks in animal feed (Aflatoxin) **4.18.** Antimicrobial Resistance in livestock production **4.19..** Storage and maintenance of livestock products **4.20** food safety practices to manage water for livestock production and handling equipment **4.21** Dealing with animals, Wildlife, livestock and working animals and pets **4.22** Establishing a food traceability system	**5.6** Selecting best products and market outlets Marketing as a Group		**7.1** Developing the PPT **7.3** Lifeline **7.4** Focus Group **7.5** Outcome Mapping **7.6** Personal Transformation Tracker Tool		





1. Facilitation Tools

1.1 Facilitating Adult Learning

SEASON	All; to be used in each session to refresh facilitation skills
OBJECTIVE	To build practical skills and help FFBS facilitators feel informed and confident about their role and ability to facilitate a participatory learning session
MATERIALS NEEDED	Petrol Pump Education Handout

Background

This session allows participants to identify the key skills of a facilitator and to distinguish between a top-down teacher/trainer and a facilitator of a participatory adult-learning process.

Handouts: Picture 1 – Petrol pump education

Steps to follow for the activity

▸ STEP 1. **What we learn informally – buzz groups** (5 minutes)

In this session we are going to do various activities to look at the ways adults learn. Some of things we learn as adults, we learn without going school, college, or a training course. Some of you probably learnt as child, some as an adult.

(Give some examples, such as sewing/building/riding a bike, raising children and chickens/ making, mending and repairing/ organizing weddings and parties/ any income-generating activities).

BUZZ: Ask each person to turn to a partner, and come up with 5–10 things they learned outside of school, as an adult.

They only need a few minutes. In plenary, ask participants to call out some of the skills they have learned.

▸ STEP 2. **What helps and hinders adult learning?**

- Write the following task on the flip chart:
- How did you learn as an adult?
- What helped you to learn?
- What hindered your learning?

Ask 3–5 people to share the stories of some of the things they learned as adults (from **Step 1**). Use the three questions to guide the discussion.

On flip-chart, collect a list of the factors that *helped you learn* (such as watching someone else) or *factors that hindered* (fearing that people would laugh at you).

▶ STEP 3. Provide input on how adults learn best

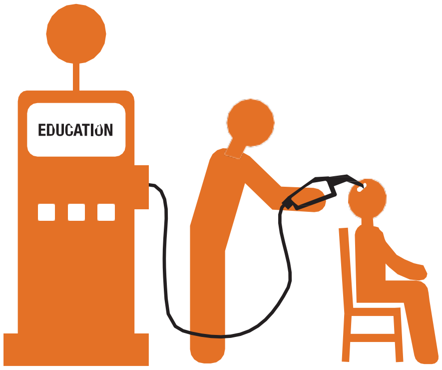
ADULTS LEARN BEST WHEN...	
When they have chosen to learn something voluntarily	People have a right to know what is being taught, and how, and to have their motivation appreciated and increased.
From their peers, in sharing experience	Adults have a wide experience and have learnt a lot from life. We should encourage the sharing of experience. Let them sit in a circle so they can see each other's faces.
When they are involved and actively participating	Minimize the use of lecturing and presentations by the facilitator and, wherever possible, get learners to do things that will lead them to the learning goals.
When the training is relevant to their real lives/jobs	It's vital for people to know *why* they're learning something. The context of the training must be close to people's lives and jobs, and must be clear how it can be applied practically.
When their dignity is respected	Adults have a strong sense of personal dignity, and must never be humiliated or laughed at in front of others.

- Lead a discussion: What do these ideas teach us about our work in the community – what we should do and not do as facilitators?

▶ STEP 4. The petrol pump model

Distribute or project the picture of the "petrol pump" model of education.

- What is happening in the picture? What type of learning is it?
- How does the teacher view the pupil?
- Is it an effective learning method? Why or why not?
- Have you experienced this type of learning before?



Tip-sheet: Differences between a facilitator and a top-down trainer

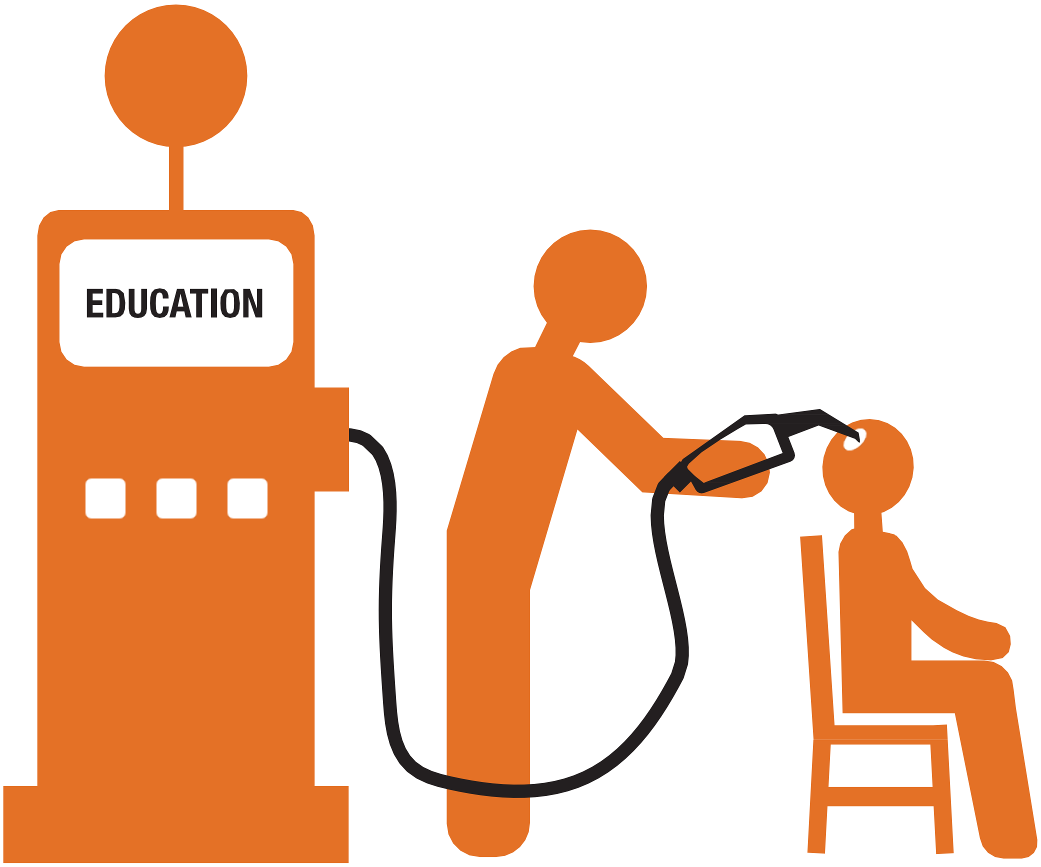
Point out: In the "petrol pump" model, the student is viewed as an empty head, and the trainer's job is to fill it up with knowledge. An educator or trainer is seen as an expert who brings extensive knowledge of the subject to participants, and gives information in a top-down manner.

Facilitators, in contrast, engage in participatory learning approaches, in which the facilitator and participants are learning from each other and sharing ideas together. Facilitators recognize that participants come to the room with their own valuable knowledge and experience, and help manage group discussions around the session's learning objectives.

Refer to the tip-sheet below, as a reminder of some of the key differences between a trainer and a facilitator. Have participants read in pairs or small groups. Participants can add to the list.

TOP-DOWN TRAINER	FACILITATOR
Has the answers, gives knowledge to the students or trainees	Values the experience and knowledge of the participants; Poses problems and sets up a process in which the participants search for answers
Is the expert, knows best	Helps people to become responsible for their own learning; demonstrates ideas
Presents new information from the front of the group	Uses practical, participatory methods, e.g. group discussion and activities in which all members of the group participate
Information flows in just one direction, from teacher to students	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Brings extensive knowledge of the subject	Draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Is concerned with students understanding the right answer	Is concerned with the discussion; encourages and values different views
Has a formal relationship with the students, based on their status as a teacher	Is considered as an equal, and has relationships based on trust, respect and a desire to serve
Directs the learning	Allows learning to be self-directed

Handout: Petrol Pump Education



1.2 Qualities and Tools of a Good Facilitator

SEASON	Pre-production; to be used in each session to refresh facilitation skills
OBJECTIVE	To build practical skills and help FFBS facilitators feel informed and confident about their role and ability to facilitate a participatory learning session
MATERIALS NEEDED	Handouts: Moderator-led discussion; Managing Group dynamics; Common concerns for new facilitators A balloon, volleyball, or inflatable beach-ball. If you don't have a ball, you can construct one with crumpled-up paper and masking tape.

Background

In this session, participants will be able to clarify the roles, skills, and techniques of a good participatory facilitator. They discuss some of the challenges of facilitating group discussions and how to manage difficult scenarios. They also discuss some of the various participatory tools that can be used to guide an effective learning session.

Steps to follow for the activity

STEP 1. Role-play: Good and bad facilitator qualities

Show participants the Petrol Pump picture from last session. Ask if people have experienced a training session similar to that in the picture.

1. Ask for volunteers to do a quick **role-play** of a **bad** facilitator
   Discuss: What qualities did you notice in the facilitator? What did he/she do poorly?
2. Ask for volunteers to do a **role-play** of a **good** facilitator
   Discuss: What qualities did you observe in the facilitator? What did she/he do well?

Capture the qualities of a good and bad facilitator on a flip-chart. Discuss the qualities, referring to the box below, as needed.

A good facilitator....

Encourages everyone to participate. It is one of your main jobs to get all participants to both speak and listen throughout the session. Learn to identify when people want to speak, but may be too shy to say something unless called upon, and encourage everyone to share their experiences.

Promotes active listening for all participants. Both you and the group of participants should practice active listening at all times. A good listener:

- Shows sincere interest
- Gives their full attention
- Maintains eye contact (where appropriate)
- Avoids interruptions
- Repeats back what they think has been said (paraphrase)
- Respects moments of silence
- Is honest if they don't have the answer or don't know what to say
- Indicates that they are paying attention through words and body language

Sticks to the objectives of the session. Groups have a tendency to wander from the original objectives, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention. You can say, "That's an interesting issue, but perhaps we should get back to the original discussion."

Is flexible with the group. Sometimes important issues will arise and take much more time than you planned. You may run over time or have to alter your agenda to discuss them; check with your group to see what would be appropriate. Be prepared to recommend an alternate activity and drop some agenda items, if necessary.

Hands over the "stick". When your group participants look to you as an expert, it can be more comfortable to lecture about your ideas than encourage dialogue, which is less effective than helping them to learn for themselves. When you can "hand over the stick" —do less talking than the participants— participants learn from each other and by themselves. They are more likely to remember and apply the lessons in their own lives.

STEP 2. Moderating an interactive group discussion

Hand out the picture below (Handout 1A.2) and have a quick discussion:

Moderator dominated Discussion

Interactive Group Discussion

1. Describe what is happening in the pictures: What is the role of the facilitator in each?
2. Which is the best situation for a learning session? Why?
3. What are some of the advantages and challenges in each scenario?
4. What do you observe about the participants?
5. As a facilitator, how might you encourage equal participation of all?

Quick action: Have the group form a close circle. Blow up a balloon or a ball and explain to the participants that the objective of the game is to keep the balloon in the air for as long as possible without dropping or breaking it. Start the action and set the timer, until the balloon is dropped. (Repeat 2–3 times if need be.)

Discuss: How is the game related to facilitating a participatory discussion?

Key points: A well-facilitated group discussion is like a game of playing with a balloon or beach-ball, in which everyone is trying to keep the ball or balloon up in the air. The facilitator's job is not to hand the balloon to each person, but to start the game, explain the objectives, and help make sure that the ball/balloon stays in the air and that no one is hurt or aggressive.

The facilitator launches questions or activities, and then the participants themselves take the conversation from there. For this game to work, no single participant should dominate the balloon/conversation; all have to be participating actively – exchanging ideas among themselves.

STEP 3. Dealing with difficult participants

Ask: Who has facilitated a focus group discussion before? What are some of the challenges and difficult scenarios you've encountered with facilitating?

Collect a list of some of the challenging situations and personalities, such as:

- Participants start to leave
- One person dominates
- Participants argue
- People are going off topic
- Language barriers, group doesn't understand

Discuss: How might you handle some of these situations? What can a good facilitator do to manage a group well?

ROLE-PLAY: SABOTAGE!

Ask one volunteer *to facilitate* a discussion on any topic; ask for others to play the group members.

Secretly (without the volunteer's knowledge) ask for several participants to play these "saboteur" roles:

- The quiet participant
- The dominant participant
- The self-appointed expert
- The rambling participant
- The deferent participants (who agree with whatever the dominator says)

Discuss:

- What was the role of each participant? Have you encountered such types before?
- How did it feel to manage this group? (to the facilitator)
- What did the facilitator do well to handle the participants?
- What other strategies could a facilitator try?

(Refer to the handout "Managing Group Dynamics" for further guidance on how to handle difficult situations)

STEP 4. Beyond brainstorming: Tools for facilitating adult learning sessions

Explain: Adults can learn even when you are not lecturing or giving information. Facilitated group discussions are one common tool for participatory workshops – but it's not the only one. There are many ways to keep a workshop lively and to facilitate discussion and learning. Here are some common tools that you can use in designing a workshop.

Ask: What are some of the different exercises you've used in participatory training sessions? Collect a list, suggesting some of these below, if need be.

Participatory tools:

- Demonstrating a technique
- Plenary discussion
- Creating a group statue
- Drawing a picture
- Reading a case study
- Doing a role-play
- Playing a game
- Brainstorm – Quickly surfacing ideas from the group
- "Buzz" group – Turning to your neighbor for a quick discussion

Discuss each tool:

- What are each of these tools good for?
- When are they most useful?
- When might they be less appropriate?
- Which are most challenging to you – why?

Key points: Using a combination of methods keeps the session interesting helps you manage time and make sure that all participants have a forum in which they feel comfortable participating. It's best to alternate plenary, full-group exercises with more intimate small-group or buzz-group activities, so that participants can dig deeper into concepts and learn effectively from each other.

Handout: Moderator-led vs. interactive group discussions

(Discussion 1.)

(Discussion 2.)

Handout: Managing Group Dynamics – Common Participant Personalities[1]

One of the most challenging tasks of the facilitator is to manage different personalities of participants in the group, to ensure that everyone is given a chance to contribute to the discussion. Most group discussions will have at least one quiet participant, one dominant participant, a rambling participant, and a self-appointed expert. Some strategies for managing these common personalities are below.

1. Quiet Participants: Some participants will remain silent during the discussion or provide only short responses to the discussion issues. Quiet participants can be easily overlooked by a moderator; however, their opinions are equally important. It may take some effort for a moderator to draw out the views of quiet participants.

> **Strategy:** Use gentle probing, open body language and eye contact to welcome their contributions. A moderator may also encourage a quiet participant by reinforcing the value of their views by saying, for example, 'Miriam, we also value your views: do you have an opinion about this issue?'

2. Dominant Participants: Dominant group members monopolize the discussion by being the first to respond to issues or by taking more time than others to contribute their views. The challenge for a moderator is to allow the dominant person to make their point, but not to allow them dominate the discussion and restrain the contribution of others.

> **Strategy:** An effective strategy to manage a dominant participant is for the moderator to use body language to signal reduced interest once they have made their point, by reducing eye contact or turning a shoulder towards them. If these strategies fail then a moderator can give verbal cues to redirect the discussion to allow others to contribute to the discussion. For example, 'Thank you for your opinion, John.' (Then turn to the rest of the group). 'Does anyone else have a different opinion?'

3. Self-Appointed Expert Participants: Some participants may state that they are *experts* on the discussion topic, proclaim more knowledge than others on the issues and offer their opinions as facts. Although these participants are seldom true experts, they can quickly create a hierarchy within the group and intimate other members making them feel that their contributions are less valued.

> **Strategy:** The moderator should disempower the self-appointed expert by stressing that everyone in the group is an expert and that this is why they have been invited to participate.

4. Rambling Participants: Often feel comfortable in the group environment and will monopolize the discussion time by giving overly long accounts of their experiences, which are often of marginal relevancy.

> **Strategy:** The Moderator should manage a rambling participant by avoiding eye contact, redirecting the discussion, or by interrupting them to enable others to also contribute to allow everyone in the discussion to contribute.

The 'Deference' Effect: This occurs when participants say what they think a moderator wants to hear rather than voicing their own opinion about an issue. If participants all tend to agree on an issue or the discussion lacks diversity of opinions, or only expresses positive views, it is possible that participants are being influenced by the deference effect.

> **Strategy:** Some strategies for avoiding this are for the moderator to stress that individual opinions are valued, to encourage both positive and negative views, and for the moderator to refrain from sharing their own viewpoint so that participants are not aware of the moderator's stance on the issues.

1 Reproduced from OMNI's Toolkit for Conducting Focus Group Discussions, available at http://www2.omni.org/docs/FocusGroupToolkit.pdf.

Handout: Common Concerns for New Facilitators

Here are some common frustrations that facilitators may face, and some suggested responses. Use these as a starting point for discussing your own challenges and solutions.

CHALLENGES	SUGGESTIONS
I am giving people very good information but they are not doing what I tell them to do! Why is that?	• Remember, your role is not to give people orders but to help them make good decisions • Ask people what is preventing them from taking action and help them identify ways to address those issues • Use more participatory methods instead of lecturing • Get community leaders involved
How will people know what to do if I do not tell them?	• People are much more likely to change their behavior if it is their own choice. A facilitator's job is NOT to tell people what to do • You do have an important role to play in helping guide people in the right direction, giving them accurate information, and helping them to see an issue from a different angle • Very often, members in the group will already have solutions. Encourage participants to support and encourage each other
Sometimes I am the one doing all the talking. How can I get other people to talk as well?	• Try participatory activities, where you don't do all the talking (brainstorm, role-play, values-clarification) • Ask open-ended questions • Break a large group into smaller groups, and let discussion happen among the smaller groups
How do I know if people are practicing what they say they are? What if they are only saying what I want to hear?	• Probe for specific examples, challenges, and successes • Share your own experiences to create an atmosphere of honesty and trust; talk about a behavior change that you are trying to make, including your struggles with it • Reassure people that behavior change takes time and encourage small actions • Ask other group members to share their successes and concerns
What if I hear about something negative or harmful?	• Do not put individuals on the spot; if participants are not comfortable discussing an issue in group, try to pull aside a smaller group to understand the situation • Inform your team members and manager
What if I don't know the answer to a question?	• Be honest; tell people you don't know but you will find out • Refer people to another source of information
Sometimes, people disrupt the meetings because they don't agree with what I'm saying. What can I do?	• Invite the person(s) to speak with you after the meeting • Offer to organize a separate meeting to discuss individual concerns • If one person or small group dominates, think about sub-dividing your group (men/women, small groups, or even pairs) • Use a "talking stick," so that only the person holding the stick can speak their mind; pass the stick around the group

1.3 Unpacking the Exercises

SEASON	Pre-production; to be used in each session to refresh facilitation skills
OBJECTIVE	To build practical skills and help FFBS facilitators feel informed and confident about their role and ability to facilitate a participatory learning session
MATERIALS NEEDED	Warm-Up Tools

Background

How to Facilitate the Tools in this Guide – Unpacking an Exercise

Each of the dialogues and tools in this toolkit are designed around a participatory process, based on an understanding of adult learning principles. In this session, the participants will learn the different stages of “unpacking” a game or exercise to learn from it. We talk about how to prepare for a smooth learning session.

Steps to follow for the activity

▶ STEP 1. **Preparing to facilitate**

A big part of facilitating a session is being prepared for it. Ask participants to brainstorm some of the key preparations they need to make in order to ensure an effective learning session. Cover some of these key points.

Preparations:

- **Prepare the space:** Make sure the sitting/standing arrangement is comfortable for all to participate, especially if you will be dividing participants into groups. Also ensure that you have all materials that you will need during the session.
- **Understand the session:** Read the guidelines all the way through. Be sure you can answer, in your own words, “What is the objective of the session?”, “What are the key messages or skills that participants should take away from the session?”
- **Prepare your questions:** You should also think of some key questions that you will use to start off the dialogue. Consider probing questions that you can use to start, and for the reflection, generalization, and application stages.
- **Do introductions:** At each meeting with a group, introduce yourself and allow all participants to introduce themselves. If you’ve met with the group before, ask them to briefly summarize the lessons that they learned last time, and how they’ve tried to apply it in their daily life.
- **Explain the objectives and timeframe:** Before each session, always give the participants an idea of what the topic of the session is, and be clear about how long it will take.

▶ STEP 2. **The stages of unpacking an exercise**

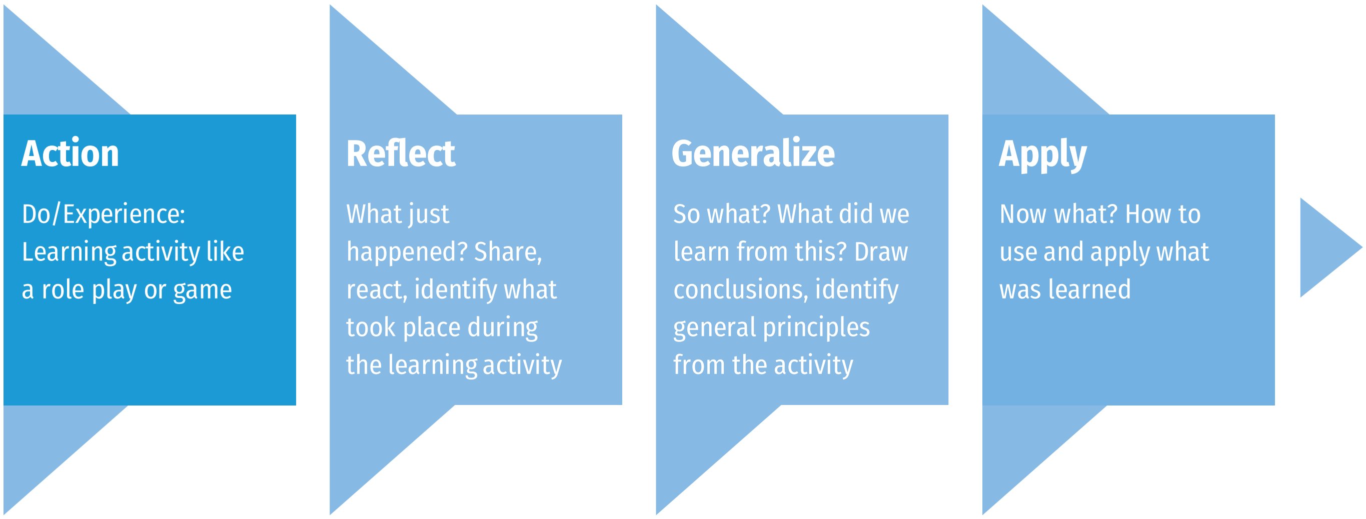
Read through the information in this chapter. Present the “Action ▶ Reflect ▶ Generalize ▶ Apply” diagram (see following page) on a flip-chart. Explain what each step of the process means to the participants.

In the last session, we discussed some tools (brainstorms, games, discussions) that can be used as learning tools. Even simple activities can lead to rich and important discussions. The key role of the facilitator is to help participants “unpack” the activity –or find the meaning and relevance of the activity to their own lives.

Each of the tools in this toolkit start with an action or activity, and the facilitator's role is to help participants "unpack" the lessons through dialogue and discussion. The process of unpacking usually follows three basic questions:

- **What just happened? (What?) = action and experience**
- **What does it mean? (So what?) = reflection and generalization**
- **What will we do about it? (Now what?) = planning and application**

Always apply this process—whether you are leading a hands-on planting session, a cooking demonstration, a market visit, or facilitating a gender dialogue. The process of facilitating successful adult learning has been broken down into several key steps. Following these steps will help you prepare for and successfully facilitate a session.



The steps for unpacking an exercise are:

1. Start the action: In this step, you will put the learning process in motion for the group participants. This action could be a role-play, livestock feed conservation demonstration, a visit to a market, or a group drawing; the action will be whatever activity is listed in the session's tool(s). You should give clear instructions (including the timeframe), then step back and let participants do the action.

2. Reflect on the action (What happened?): Many of the key learning lessons will come from what happened in the activity. After the initial action, bring the group back together. Using language specific to your actions, ask participants to recollect the activity using the questions:

- What did we just do?
- What did you see?
- What did others see?
- What did you feel when we ________ ?

Remember that there are as many perspectives as there are people in the group – it's important to hear as many perspectives as possible. Continue to draw observations from different people in the group, even if it means asking the same question many times. Be sure to take note of the feelings and observations, so that you can you can refer back to them later in the discussion.

3. Generalize the lessons (What does it mean?): After reflection, help participants draw conclusions and identify general principles of the activity. They should apply what they have seen or done in the action to their own life and the life in their community. Ask:

- Does this happen in real life?
- How does this activity relate to your own life?
- What scenario is more common in this community?
- How do you usually respond when this situation is happening?
- Does everyone respond the same way?
- Why do you think people respond/act/do things this way?

4. Apply the lessons (What will we do about it?): In this final stage, you should help participants problem-solve to find realistic and simple starting points to change the behaviors, address problems, and try new practices that were discussed in the generalization stage.

Probe the group to develop very specific, small actions rather than vague, sweeping promises. For example, rather than "From now on, my husband and I will share all work equally," probe for, "This week, I will ask my spouse to fetch water in the morning, so that I have more time and energy for weeding." This can be done with the following questions:

- What should be done about ______?
- What will *you* do about _______?
- What support would you need to ______?

If a problem seems beyond the group's control, identify what support they would need or what key players would need to be involved to start making a change or addressing a problem. Identify areas where the project could provide support.

Summarize and Conclude: Before the group leaves, summarize the main messages and themes from the day's session. Refer back to the learning tool's table to see if you've met the learning objectives. Also summarize any specific actions participants have committed to, and give information about the next follow-up meeting, if applicable.

▶ STEP 3. Identifying the stages of the unpacking process

Divide group into pairs or small groups. Have each select and read through one of the warm-up exercises in this chapter for example, River Code, Trust Walk, Telephone Game, Race for the Resources. (Beginning on page 26)

In pairs/groups, discuss the objectives, materials needed, and how the exercise works.

In pairs/groups, identify the different steps of the learning process, as they are described in the tool guide:

1. **Action** – What happened?
2. **Reflection** – What does it mean? (So what?)
3. **Generalization** – How does this activity relate to real life?
4. **Application** – What will we do about it? (Now what?)

Discuss. Coming back into plenary, discuss the way each pair identified the stages of unpacking the exercise. Are they similar? Different? Make sure everyone understands what the four steps of the exercise are.

▶ STEP 4. **Facilitation practice.** Using the chosen warm-up exercise, have each small group/pair play the facilitator, leading the rest of the group through one of the warm-up exercises.

As a group, discuss how the exercise went. Ask the facilitator:

- How did it feel to facilitate the exercise?

- What felt easy? Challenging?
- Did anything about the facilitation process surprise you?
- Is there anything you feel you would like more practice with?

Ask the participants:

- How did it feel to be a participant in this exercise?
- What did the facilitator do well?
- What could be improved?

Discuss the "unpacking" stages:

What was the **action**? How did it go? Was the facilitator well prepared?
What questions did the facilitator ask to get participants to **reflect (what?)**
What questions did the facilitator ask to get participants to **generalize (how this applies to their lives)?**
What questions did the facilitator ask to get participants to **apply the lessons (now what?)**

Repeat with a new facilitator and different roles, ensuring all participants have a chance to practice.

1.4 Giving and Receiving Feedback

SEASON	All; to be used for each session
OBJECTIVE	To build practical skills and help FFBS facilitators feel confident about their role and ability to facilitate.
MATERIALS NEEDED	Livestock Case Study (Tools 1-6 from Gender tools for livestock); Facilitator Feedback form

Background

Facilitation is a skill that requires practice and constructive feedback from mentors and peers. In this session, participants practice facilitating a session, self-evaluating their progress, and giving and receiving useful feedback.

Steps to follow for the activity

▶ STEP 1. **Discussion on feedback and self-evaluation**

Ask: What does "giving feedback" mean to you? What does "self-evaluation" mean?
Why are each important?
Is it easier to give feedback or to receive feedback from others?
What are the challenges and advantages with self-evaluation?
What are the skills needed for giving honest, helpful feedback to your peers?

▶ STEP 2. **Explaining the facilitator feedback form**

Explain: Evaluation and reflection are critical in building your skills and for improving the tools and learning experience. As you gain experience in facilitation, you should take time to evaluate yourself as well as have others evaluate you periodically.

Self-evaluation: As soon as possible after the session, use the FFBS feedback form to self-evaluate and reflect on what just happened. The self-evaluation form helps you reflect on the *process* of the dialogue (how you followed the steps outlined above), as well as the *skills* you displayed in facilitating (the good facilitation tips).

Peer and mentoring feedback: The feedback form can also be used for your colleagues or supervisors to provide you constructive feedback on what went well and what areas might be improved.

Group feedback: You may also want to give participants a chance to evaluate you. This will enable you to understand how your perceptions of your facilitation match participants' experiences. Give participants time at the end of the session to fill out their own evaluation form and reflect on things you did well and things they feel could be improved upon.

Go through the feedback form and clarify any questions. Notice that the checklist includes the stages of "unpacking" the exercise. It also covers good preparation steps and the skills of a good facilitator.

▶ STEP 3. **Facilitation Practice: Livestock Case Study**

Divide into several groups. Assign each group one of the scenarios from the "Livestock Case Study" group in the Gender Chapter of this tool-guide. (Other exercises may be used, as well.) Explain that each group will facilitate one of the exercises to the rest of the group.

If you have a large enough group, assign **3–4 designated evaluators**, who will use the Facilitator Feedback Form to give constructive feedback to the facilitators.

Allow all teams 20-minutes to read and prepare their exercise. Then start the facilitation practice.

▶ STEP 4. **Feedback and discussion**

After the exercise, allow "evaluators" 5 minutes to fill out their feedback forms, then have the evaluators verbally give feedback to the facilitating group. Ask the evaluators to explain everyone to explain any "partly cloudy" or "stormy" ratings they give.

Give feedback on the stages of the exercise:

What was the **action**? How did it go? Was the group well prepared?
What questions did the facilitator/s ask to get participants to **reflect (what?)**
What questions did the facilitator/s ask to get participants to **generalize (how this applies to their life)?**
What questions did the facilitator/s ask to get participants to **apply the lessons (now what?)**

As a group, discuss how it felt to reflect and give feedback. Ask:

- How does it feel to give and receive feedback?
- What are the best ways to constructively give feedback?

Continue the practice until each group has had a chance to facilitate and practice giving feedback. As a final reflection, discuss how the team will continue creating opportunities for practice and evaluation:

- What is your team's strategy for observing and giving feedback?
- How will you include mentoring and supportive supervision in your FFBS approach?

Note that basic data on each gender dialogue should be collected each session, to track information about what topics have been addressed and to which groups. This is a good opportunity for facilitators to reflect on how sessions went and what concerns participants have.

1.5 Support a Community-Owned Change Process

SEASON	All; to be used for each session
OBJECTIVE	To build practical skills of FFBS facilitators to support communities develop and implement action. To help facilitators promote community-led change process
MATERIALS NEEDED	Action planning template

Background

Facilitation of FFBS should be driven by a goal of helping communities adopt sustainable agricultural and livestock husbandry practices (agricultural and livestock husbandry modules), improve household and community nutrition (nutrition modules), start engaging with input and output market actors marketing modules), transform discriminatory gender and social norms (gender modules), and take lesson and improve on their status (M&E modules). This will be possible if facilitators are intentional in helping community members go beyond mere reflection on a topic/an FFBS module to plan for action following the reflection process and implement the action plan with support from community stakeholders and the project. This is a key step in facilitation of all FFBS modules. We will provide an example of leading an action planning and implementation process for the gender modules adapting the Social Analysis and Action process.

Steps to follow for the activity

▶ STEP 1. Facilitation skills required for Critical Reflection Dialogue and Action Process

Ask facilitators the key skills needed to facilitate the gender modules through the SAA process and facilitate discussion.

Explain: Strong facilitation skills are critical for the success of SAA. Effective SAA facilitators have the confidence, skills & tools to effectively lead reflection & dialogue about sensitive subjects like gender & power.

Skilled SAA facilitators:

- Build trust.
- Create welcoming spaces.
- Use tools to explore sensitive issues and enable communities to question harmful norms.

Roles of SAA Facilitators:

Create welcoming and respectful spaces for critical reflection and dialogue.

Respectfully question and challenge norms & social rules

Encourage envisioning of new alternatives to harmful norms & practices

Enable practical learning instead of transmitting or teaching information.

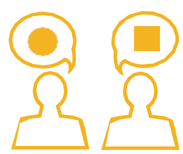
Core Facilitation skills:

- Use **open ended questions** to generate dialogue.
- **Invite everyone** to speak up – Encourage quieter people to contribute. ”
- **Do not criticize** or discourage an opinion – no one is wrong.
- **Do not interrupt.**
- Encourage **interaction and exchange** amongst participants – hold back from providing answers

Creating welcoming, inclusive, and respectful spaces

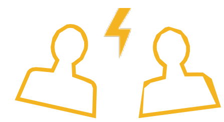
Building trust with colleagues and the community

Encourage interaction and exchange amongst participants



Respectfully managing different points of view

Avoid using messages but instead use probing skills to prompt critical thinking



Managing conflict and tension over sensitive issues and deeply held beliefs

Active listening, inviting everyone to speak up, not interrupting

Withholding judgment and not discouraging opinions

Summarizing dialogue and emphasizing key points

▶ STEP 2. Exercise: probing as a key facilitation technique

- Ask partisipants to sit in pair groups
- Ask each participant to take turn and ask any question that they would like to ask; as they get the first response, ask them to continue probing uising the below questions
  - o *Can you tell me more about that?*
  - o *Can you tell me what happened next?*
  - o *Why do you think that happened?*
  - o *Who is affected when that happens?*

- Once they are done with the probing exercise ask volunteers to share their experience; ask them the following questions:
    - What was the added value of probing?
    - How would probing help facilitating sensitive issues?

Explain: it is important that facilitators:

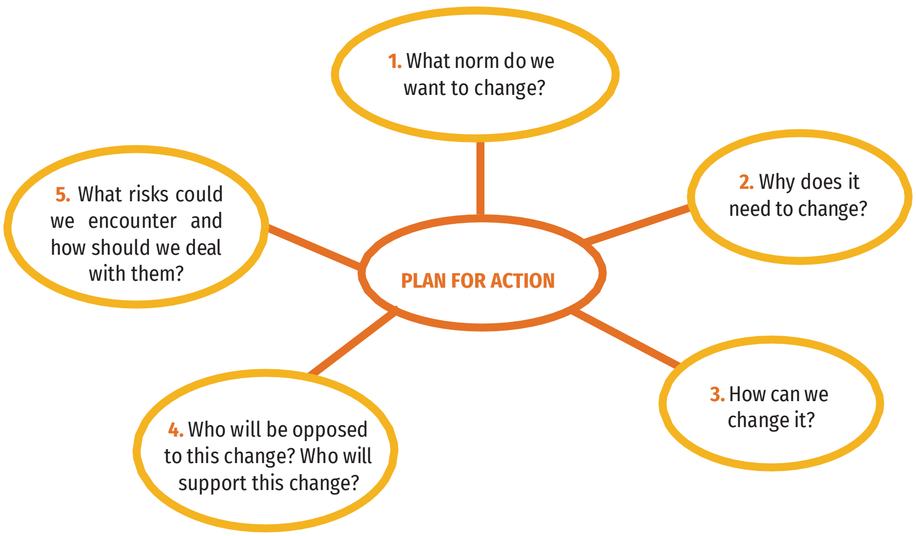
- Create trust and respectful spaces, applies core facilitation skills *and...*
- Knows techniques to **manage challenging situations** and **keep the conversation moving** when...
    - Participants disagree with each other, divergent opinions.
    - Tension or conflict arises over entrenched beliefs.
- **Respectfully keeps asking *why*** – probing questions.

STEP 3. Support Action planning Process

After facilitators lead a critical reflection and dialogue session using for example a gender or nutrition module, or any other, participants should be asked to sit down and reflect on the way forward through an action planning process.

- Planning for action is a vital step in turning motivation for change into individual and collective action for sustainable transformation,
- Community owned identification and prioritization of practical actions to challenge gender, social, and power norms.
- Multiple issues may have been addressed during SAA dialogue; after these dialogues occur, participants can choose how they want to take action.

Facilitators should facilitate discussion by following the below steps to help communities start the action planning process:



1. Priorities:
Keep the dialogue focused on the key issues participants want to tackle with SAA.

2. Entry points
- Which stakeholders should be approached? Who from the community will lead the process?
- Where will the planned activities occur? This includes the geographic location as well as the physical location within communities (i.e. in a household, at a health center, during a community-level meeting, etc.)

3. Actions
- What will be the guiding strategy – advocacy and campaign or livelihood generation etc., or mix of several actions?

4. Logistics:
Who will implement and when?
- Will the intervention be immediate, short-term, or long-term?
- Is capacity building and support needed?
- Who will mobilize resources and how?
- What risks are involved as it challenges social norms and values?

Facilitators can help capture key actions using the below template:

Gender norm to be tackled	Actions to take	By whom?	Timeline	Support Required

Explain: the facilitator should take note of the support required by communities and help them get connected to the support providers. It is highly recommended that projects consider supporting community-led change process by allocating budget as part of their plan to fund innovations.

STEP 4. Experience Action Planning Process

- After a gender session is facilitated, sit down with the team and lead an action planning process following Step #3.

▶ STEP 5. **Adapt action planning to other modules beyond the gender modules.**

Explain: after you lead a session on each FFBS module, sit down with the team and reflect using action-oriented questions. While it is recommended that you engage with the team in an action planning process discussed above, the process is intensive and requires time hence we would focus it on the gender modules as it is mandator for a transformative change around gender norms. Accordingly, the minimum requirement to other modules is reflection using action-oriented questions to help community members take assignments back home and to their communities.

- After a session on one particular FFBS module, sit down with community members and remind them that the closing activity for this module will be reflection on your commitments to take individual and collective actions.
- Ask the below action-oriented question:
    - What is the one new thing that you learned today about the topic under discussion?
    - What if the behavior or practice that you will consider changing as an individual as a result of this learning?
    - What are some of the collective actions that you will take as groups?
    - What support do you need and from whom?
    - How do you ensure that you implement your individual /collective plan?

Note to facilitator:

It's important to have the community own the action plan and monitor its implementation after undertaking the action planning dialogue above. This could be done by for example setting up an action planning committee/working group comprising of both male and female community leaders, male champions and FFBS group representatives. This committee is responsible for monitoring and providing support for the implementation of the plan. They also play a critical role in preventing backlash from other community members and or between spouses.

Handout: FFBS Facilitation Feedback Form

Facilitator Name:________________________ **Date:** ________________ **Name of tool used:** ____________________________________

1. Assess your performance as a facilitator for this session in the following areas using the following scale (circle one picture for each question):

- Sunny: "I did this without any challenges or problems"
- Partly Cloudy: "I did this, or I am improving, but there are still some challenges that I am able to improve next time"
- Stormy: "I did not do this/I need additional help or support on this facilitation practice."

STEPS	SUNNY	PARTLY CLOUDY	STORMY	COMMENTS (IF "PARTLY CLOUDY" OR "STORMY," EXPLAIN):
Preparation: I read the instructions carefully and prepared questions for reflection and generalization before the session				
Preparation: I prepared an appropriate space for this session and had all necessary materials available for use				
Introduction: I started with a review of the previous session and actions the group members have taken (if applicable)				
Action: I explained the purpose of the exercise and gave clear instructions to participants				
Reflection: I asked multiple participants to recollect the activity (What did we just do? What did you see? How did you feel?)				
Generalization: I asked questions that helped participants draw conclusions and identify general principles of the activity (How does this apply to daily life? What do you think about it?)				
Application: I asked participants to develop specific follow-up actions for their households/ communities (What next? What now?)				
Summarization: I effectively paraphrased the participants' discussion and summarized key action points for the group				
Participation: I did more listening and asking than teaching (ideas came from participants)				
Participation: I effectively encouraged all participants to actively engage and participate in discussion				
Management: I reached the objectives of the session (the participants identified and discussed the key messages)				
Management: I effectively managed conflict and debate that arose during this session				

2. What will you do differently next time to improve your session facilitation?

Warm-up Tools

1W.1 River Code

SEASON	Pre-production
OBJECTIVE	To inform the community that the role of the “facilitator” is to empower the community and assist in guiding them to where they would like to go
TIMEFRAME	1–2 hours
MATERIALS NEEDED	Two pieces of rope or sticks 3 stones, pieces of paper or circles drawn in the ground
IDEAL WORKSPACE	Enough space for forming circles, both standing and sitting

Background

The role of a good facilitator in a program is to serve as an initial guide that will help empower a group in order for the group to transition into guiding themselves in the future. Understanding the concept of this role is key for successful project participation.

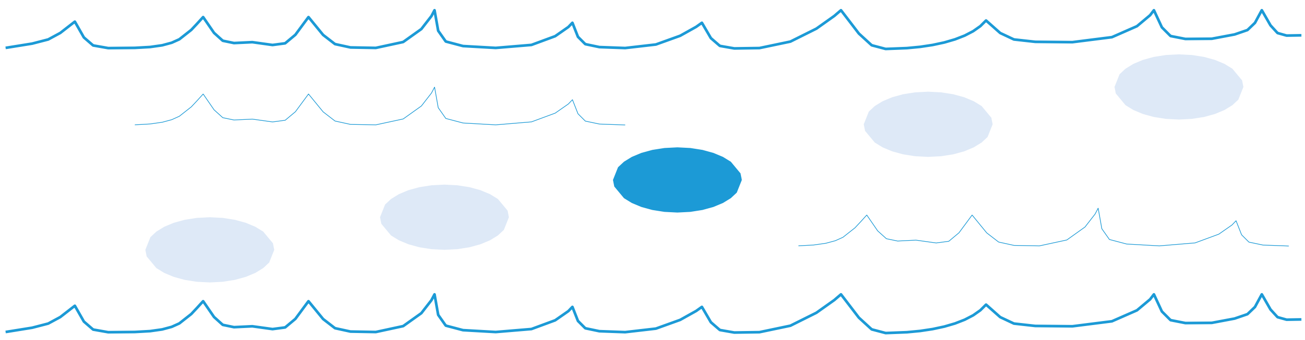
The purpose of this exercise is to highlight the idea of community empowerment and to clarify that the facilitator will help the community develop new options, rather than act as a supplier of goods and services. This approach also helps show the value of participatory approaches and to start a process of considering where we are today, where we would like to be, and how we might get to our goal. This idea of comparing where we are today to where we want to go is a theme that will be revisited in many of the exercises and will be used by the group to develop more systematic plans.

Steps to follow for the activity

▶ **STEP 1.** Before the session, take 3 participants aside and give them instructions for a three-act “role play”. One will play the facilitator, one will be the assisted person to cross the river, and one will be the guided person. Their roles are listed in steps 2–7.

▶ **STEP 2.** Lay 2 pieces of rope or branches to represent the banks of a river, put some paper, stones or draw large circles on the ground to represent stepping stones, by which to cross the river (see figure below).

Where we want to get



Where we are now

▶ **STEP 3.** Ask the actors to do the play in mime for the rest of the group. Tell the audience that the rope or sticks are the riverbanks and that the 2 people are trying to cross the river. Tell them that the actors want to find something better on the other side of the river.

▶ **STEP 4.** In the first act, 2 people attempt to cross the river. One person, representing a service provider, tries to carry the other person across the river on his / her back. They really struggle. The one carrying the person gets too tired to continue and leaves the person being carried stranded in the middle of the river and returns back to the original side of the river. The person being carried receives no more help.

▶ **STEP 5.** In the second act, the river crossing task is repeated with the same person, representing the service provider, leading another person. In this second act, the leading person does not carry the other but holds their hand and shows him/her, very clearly, where the next stone is positioned. The 2 people take some time to cross the river but by showing the second person where the next stone is located the 2 people manage to cross. Upon reaching the other side of the river they celebrate.

▶ **STEP 6.** The person who showed the way then waves goodbye and leaves the play. The person who was shown the way returns back to the original side of the river.

▶ **STEP 7.** In the third act, the person who was successfully shown how to cross the river takes one of the members of the audience and shows them again how to cross the river. Not holding their hand but by leading them to the edge and then showing them where to step. The role play ends when the 2 people have crossed for the last time.

▶ **STEP 8.** Reassemble the entire group

▶ **STEP 9.** Lead a discussion with the following questions:

- What did you see during this exercise? What were the problems?
- Why do these problems happen? How has this happened in your life or community?
- How can we do things differently to make sure people succeed on their own?

Possible points for the discussion:

The key element to the story is that the river is the challenge.

- In the project context, this is the work that has to be done to improve the social, health, nutritional and gender statuses.
- The first side of the riverbank is where we are now, today.
- The other side of the river is where we would like to be.
- The members must cross the river in order to achieve their goal.

The play involves 3 characters, 2 are livestock keepers and one person is the facilitator.

In the first case the facilitator brings everything to the livestock keepers.

- In reality, this represents a service provider supplying the community with free Vet services, feeds, breeding, credit, transport and traders.
- However, after a time the service provider gets too tired to continue.
- When this happens the livestock keeper is left stranded because s/he did not know how to get to other side, s/he was being carried and when support was withdrawn s/he was unable to continue the same pathway.

In the second instance the service provider empowers the livestock keeper by guiding them through the river and very clearly shows the stepping stones that the livestock keeper needs to use, to get to the other side.

- This time the livestock keeper is slower to cross but gets there by working with the service provider.
- At this point the service provider leaves. However, the livestock keeper has learnt how to cross the river s/he can now return to where s/he was and most importantly, help others to cross the river.

After the play, lead a discussion about:

- What the play represented
- Who did what
- How this relates to our ideas on enterprise skills, learning and community empowerment

Emphasize the merits of learning by doing compared with other types of solutions that can lead to dependency.

1W.2 Race for the Resources

SEASON	All
OBJECTIVE	To illustrate the meanings of equity and equality; to practice identifying gender discrimination and identifying core issues being addressed through the project
TIMEFRAME	1 hour
MATERIALS NEEDED	Blindfold/scarf, rope or material for tying hands & feet, 1 bag of candy; Flipchart
IDEAL WORKSPACE	Enough space for participants to move

Background

In most communities, not everyone has the same or equal access to different resources. This can make it more difficult for those with limited access to do things like farm or have a business. Women in particular are often the ones that have limited or no access to many of the resources needed in agriculture and business. This exercise will help demonstrate how limited access can make tasks more difficult.

Steps to follow for the activity

▶ STEP 1. **"Impair" most of the participants** by blindfolding them, tying their hands or feet, or giving them a heavy bag to carry. At least one participant should remain unimpaired.

▶ STEP 2. **Establish a starting line and have participants stand behind it.** Lay out the "resources" (for example, candy) a moderate distance away from the starting line. Tell participants that when you tell them to start, they may race to the resources and may collect as many as they can. There are no other rules.

▶ STEP 3. **Tell the participants to "go" or "start."** Allow them to race and collect all of the "resource" until it is gone.

▶ STEP 4. **Reassemble the entire group.** Lead a discussion, asking participants:

- What did we do? Were the rules the same for everyone?
- Was the game fair? Was the outcome equal for everyone?
- How would we change the rules to make it more fair?

Ask the participants how this activity reflects gender equality in their communities.

- What are some of the impediments that women carry in livestock rearing and business? (Collect ideas – discrimination in Veterinary/breeding services access, extension service access, money, tools)
- Some of the impediments are invisible. Think of some of the gender ideas that we referred to this morning. How can these ideas/beliefs be impediments to women's success?

Output: List some of the discriminations that women face throughout the production cycle. How do these negatively affect food security? Other outcomes?

Input: Draw a women's empowerment framework on the flipchart.

- List under each point of the triangle the **changes** that we want to see in each domain
- Identify the core themes of the project's dialogues
- Point out that through dialogues on these different topics, we'll try to change the rules of the game

Ask: How have we been addressing these issues to date? What has worked well? What has been hard?

Summarize. In the project, we are working at empowerment from these three dimensions and trying to create opportunities to encourage behavior change, help people see clearly what the impediments are and how they hamper both women and men.

1W.3 Trust Walk

SEASON	All
OBJECTIVE	To demonstrate and experience the value of working together and taking responsibility for each other; to discuss how men and women can best work together in group sessions
TIMEFRAME	20 Minutes
MATERIALS NEEDED	Blindfold
IDEAL WORKSPACE	Enough space – if possible, take it outside! Mixed sex groups may not be comfortable stepping up and guiding a member of their opposite sex

Background

While the concepts that are used to define and build trust may be acknowledged, trust needs to be demonstrated and experienced by all members of the group in order to realize the positive impact trust has on group dynamics and progress towards shared goals. By trusting other group members with the straightforward task of walking in a line, group members will learn to trust each other with simple tasks before sharing more sensitive information and responsibilities.

Steps to follow for the activity

▶ STEP 1. **Ask all participants to stand up in two lines, facing each other.** Invite a volunteer to come forward and walk slowly in a straight line across the meeting space. Put the blindfold on him/her and spin him/her around several times. Ask her/him to walk across the space again, in a straight line. Request that the rest of the group keep completely silent, giving no encouragement or guidance at all. They should also not touch him/her.

▶ STEP 2. **When the blindfolded person reaches the other side, take off the blindfold and ask her/him to compare how close s/he is to where s/he intended to be.** Ask:

- How did it feel to walk blindly?

▶ STEP 3. **Replace the blindfold and repeat the exercise.** This time, encourage the other participants to give her/him verbal encouragement and guidance. They still should not touch the volunteer. At the end, ask the volunteer again to compare where s/he wanted to go with where s/he reached.

▶ STEP 4. **Replace the blindfold and repeat the process.** Ask participants to use both their voices and their hands to guide the blindfolded person. Repeat the process with other volunteers.

▶ **STEP 5. Discuss what happened**, using the following questions:

- How did it feel to walk the floor blindfolded, without assistance?
- How did it feel to be supported and guided by others?
- In what way did the blindfold help with listening?
- How does this exercise show the importance of trust and mutual support in life? Can you give an example from your own life or community?
- What are some ways you can better trust and support your family and community members?

▶ **STEP 6. Conclude by pointing out the importance of trust, mutual support and cooperation in everyday life, within groups and within the household.**

1W.4 Pass the Message

SEASON	All
OBJECTIVE	To illustrate the importance of active listening and how information can get distorted This is a quick warm-up to emphasize active listening and communication skills.
USED TO	It can be used to talk about gossip and misinformation, or the importance of accurate record-keeping within a group. It can be used as a warm-up before an exercise with a lot of listening.
TIMEFRAME	15 minutes
MATERIALS NEEDED	None
IDEAL WORKSPACE	Enough space for a group to form a complete circle

Objectives

This warm-up can be used to discuss gossip and misinformation, the importance of record-keeping, or it can be used as a warm-up before an exercise with a lot of listening.

Note: If the message is too long, the exercise will be too difficult. Choose a phrase that contains several ideas, but shorten if the example given is too long.

Steps to follow for the activity

▶ STEP 1. **Have participants sit or stand in a circle.**

▶ STEP 2. **Explain that you will whisper a message to the person next to you; that person will pass it to the following person – and all around the circle.** Each person must pass on what he or she heard, even if it makes no sense. You can only hear the message once!

▶ STEP 3. **Lean over and whisper a long message that gives three or four pieces of information**, such as:

> *"This project helps women farmers to produce for the market. Groups are learning improved livestock management practices, nutrition lessons, and market information. In this way, people can produce more healthy animal products, eat more nutritious foods, generate more income, and conserve the environment and natural resources while producing livestock for future generations."*

▶ STEP 4. **Let the message go around the circle.** Expect confusion as participants fail to make sense of what they hear.

Ask the last person to say aloud what he or she heard.

- What was the last message?
- What was the original message? What happened to the message along the way?
- Why did it get shorter/change along the way?

- Was the final message accurate?
- What were the challenges to passing the message accurately?

▶ **STEP 5. Review the activity.** Point out that messages and information become distorted as they are passed on. It takes active listening to pass information accurately.

▶ **STEP 6. Key points:**

- Sometimes we are distracted or in a rush or if the information seems too complicated, we don't listen carefully
- Communication is a two-way process; it's important to be able to ask questions as well as listen to others
- When we give information to others, we never know how they are going to interpret it. If we want to communicate well, we have to check back with our listeners and see that we are understanding the same way.
- Word-of-mouth can create misinformation or lead to disagreement within a group. Keeping accurate written records helps a group make better decisions and minimize misunderstanding.

1W.5 How Many Eyes? Valuing other Viewpoints

OBJECTIVE	To practice viewing from another person's standpoint before making a judgment. This warm-up can be used at the beginning of a dialogue or debate, to remind participants of the importance of respecting others' views and seeing from others' perspectives.
TIMEFRAME	1 hour
MATERIALS NEEDED	None

Steps to follow for the activity

▶ STEP 1. **Form a circle.** Have one participant stand in the middle, facing the same way through all the questions and answers that are going to follow.

▶ STEP 2. **Explain to the participants that you are going to ask some questions.** Ask everyone at all times to answer according to what they can *actually see (and NOT what they know is there).*

▶ STEP 3. **Describe what you see.**

- Ask someone standing *in front of* the person in the middle, "How many eyes has s/he got?"
- Ask someone standing *behind* the person, "How many eyes has s/he got?"
- Ask the people standing *directly to either side* of the person "How many eyes has s/he got?"

Continue asking different people about the arms, nose, eyebrows, bracelets, feet, etc.

▶ STEP 4. **Briefly discuss the different answers: Who was right?**

All the answers are 'right'! Point out that depending on where we stand, we see different things.

- Ask the participants: How can we get a full picture?

Answers may be: comparing our information, asking everyone, asking the person to turn around.

- Ask one participant to walk all the way around the person in the middle describing him or her.

▶ STEP 5. **Discuss:**

- How does our point of view (perspective) on a situation affect our understanding of it?
- How does this exercise relate to our everyday experiences?
- What can we learn from this exercise?

▶ STEP 6. **Summarize the key points:**

- In any situation, different people view things differently.
- Our point of view is shaped by our upbringing, life experiences, our previous knowledge.
- We often make assumptions about what we think we see and about how things are, but these are not a complete picture.
- When we put ourselves in others' places (and see their point of view), we can have a better understanding of a situation or problem, which helps us make better decisions.

2. Collectives Tools

21 Understanding Farmer Collectives in FFBS

SEASON	Pre-production
OBJECTIVE	To provide an overview of the farmer collectives connected to FFBS. Understand the importance of mapping and profiling of collectives; the steps for mapping and profiling, and criteria for selecting the collectives for engagement into the FFBS curriculum and visioning process with collectives
TIME REQUIRED	4 hours
MATERIALS REQUIRED	Flip charts, marker pens, pens, facilitation cards

Lesson 1: Overview of Farmer Collectives in FFBS

Background

Agricultural collectives are an important platform for small-scale producers and farmers, their households, and communities to democratically organize around common goals for prosperity and well-being. Collectives play a significant role in building social cohesion and strengthening individual and collective agency; advancing access to and control over resources; changing harmful and discriminatory gender and social norms; engaging governance structures to change laws; advocating for policy and practices that uphold women's and youth economic, social and political rights; and driving socio-economic development by providing structures for actors to collectively advance their common interests.

Steps to follow for the activity

▶ **STEP 1. Introduction.** Ask participants the following question and facilitate discussion.

- What are farmer collectives/farmer organisations?

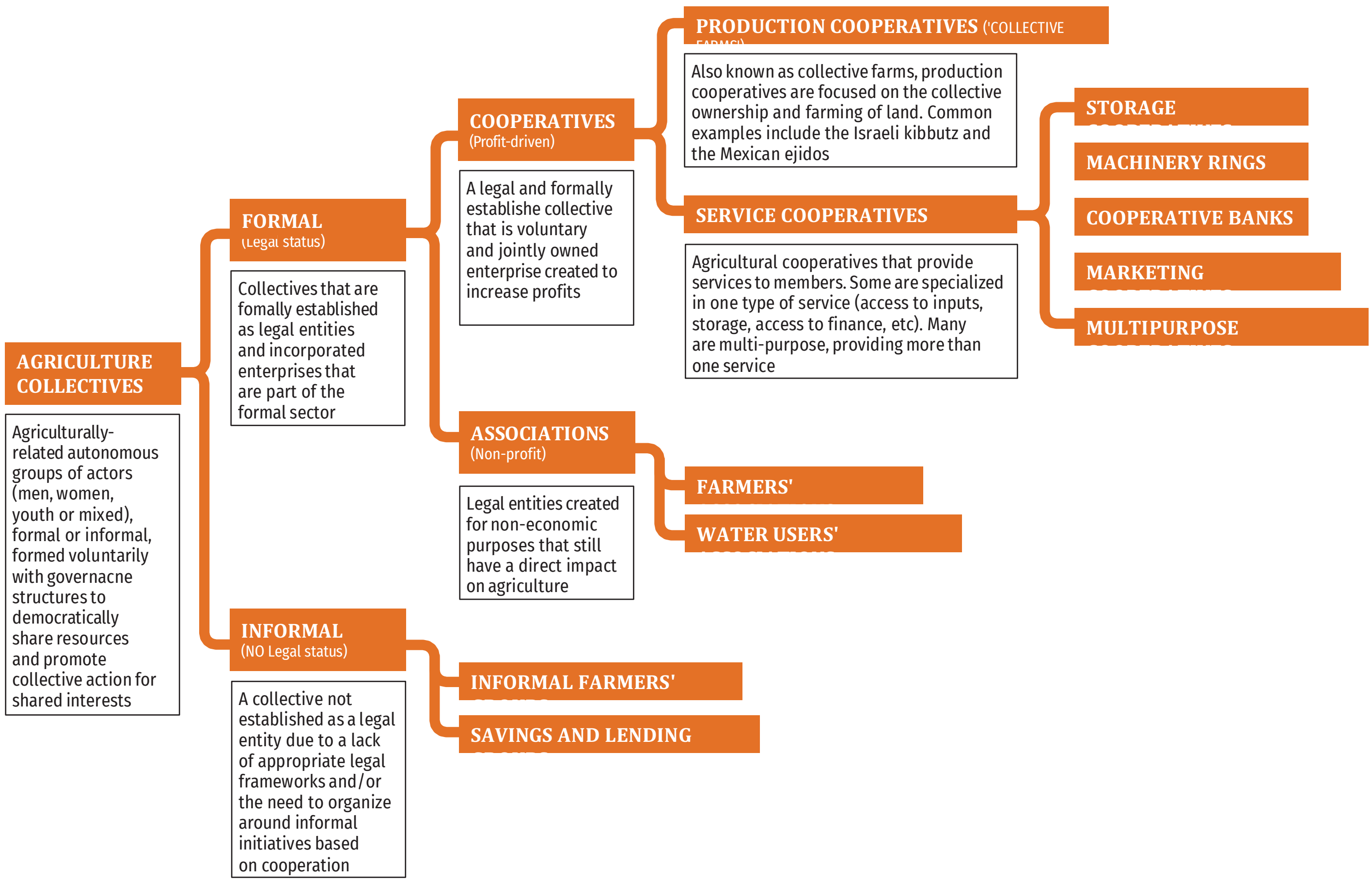
▶ **STEP 2. Read out the below definition.**

Farmer Collectives/Organisations are formal and/or informal entities formed by primary producers, viz. farmers, livestock producers, beekeepers, milk producers, fishermen, weavers, rural artisans, craftsmen to ensure better income for the member-producers through an organization of their own. Small-scale producers do not have the volume individually (both inputs and produce) to get the benefit of economies of scale. Besides, *in agricultural marketing, there is a long chain of intermediaries who very often work non-transparently leading to the situation where the producer receives only a small part of the value that the ultimate consumer pays. These collectives are formed by a group of producers for either farm or non-farm activities. Some may be registered and legal entity, but many are informal.*

▶ **STEP 3. Types of farmer collectives in FFBS.** Ask participants to share the types of collectives that they know including respective characteristics.

▶ **STEP 4. Describe types of collectives using the description and diagram below.**

There are many forms of collectives/cooperatives (formal and informal) that with the aim of reducing inequality through resource sharing and economic inclusion, creating social capital, sustaining Indigenous socio-cultural values and practices, promoting natural resources management, creating sustainable and agro-ecological food systems, and enabling participation of women and youth in decision-making spaces. As an approach, FFBS builds on such existing groups/collectives, both formal or informal, that already have established social capital and governance mechanisms. These include VSLAs, Producer groups, self-help groups, producer/market association, and farmer cooperatives, as shown in the diagram below:



Village Savings and Loans Associations	Savings groups are self-managed groups of 15 to 25 people who meet regularly to save their money in a safe space, access small loans, and obtain emergency insurance. These routinely support each other to set up small businesses, negotiate fair prices in the marketplace, advocate for gender equality in their communities. https://www.care.org/our-work/education-and-work/microsavings/
Producer Groups	Producer groups are usually 25-30 small scale producers focusing on a particular investment choice or value chain. https://agrilinks.org/post/producer-organization-roles-agricultural-extension-and-advisory-services
Self Help Groups	Self Help Groups are groups of 10 to 20 women or men who want to improve their living conditions by setting up their own savings and loan fund. Beyond their function as savings and credit groups, SHGs offer poor women a platform for building solidarity. They allow women to come together and act on issues related to their own lives including health, nutrition, governance and gender justice. https://www.ncbi.nlm.nih.gov/books/NBK310972/ https://www.undp.org/syria/stories/self-help-groups-model-promoting-self-reliance https://byjus.com/free-ias-prep/self-help-group/#:~:text=Self%20Help%20Groups%20%2DWhat%20are,%2Dgoverned%20and%20peer%2Dcontrolled.
Producer Marketing Groups	These are clusters of 4–5 producer groups, with the aim of collective engagement with the market through aggregation, negotiation and collective transaction. https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620761/cs-producer-groups-commodity-clusters-tajikistan-170519-en.pdf;jsessionid=E797C0D3F3C12423C50744C536501F8A?sequence=1
Farmer/Producer Associations	These are legal (registered) farmer organizations for collective action to boost farmer productivity and bargaining power, farm management skills, household welfare and livelihoods, and rural development. These can have hundreds to thousands of members. http://www.ciesin.org/decentralization/English/Issues/farmerorg.html https://www.ifad.org/en/farmer-organizations
Farmer Cooperatives	An agricultural cooperative, also known as a farmers' co-op, is a cooperative in which farmers pool their resources in certain areas of activity. Agricultural cooperatives play a key role in linking farmers to markets, providing a collective platform for negotiating with buyers, offering aggregating, marketing and processing services, providing distribution channels for primary products, and delivering training, business planning and capacity building services. https://en.wikipedia.org/wiki/Agricultural_cooperative https://eos.com/blog/agricultural-cooperatives/
Community Water Committees	These local committees are volunteers who ensure the continued functionality of water services in a community. They usually have some level of training on fund / fee management, minor repairs, and contracting a technician for major repairs. The water committee often is a liaison between the community and the local government regarding water. Some committees may also work on environmental protection or conservation for integrated water resources management.

Key requirements in Farmer Collectives

The members or producers hold a stake or are shareholders in the organization, which fundamentally deals with business activities related to the primary produce/product, working for the benefit of the member/producers. The "profit" or part of the profit is shared amongst the members/producers or sometimes reinvested into the growth and expansion plans for the groups. The collectives should fundamentally meet the following key principles:

- Formed, owned and governed by the members
- It is critical to situate the collective activities right in the community where producers come from
- Must be participatory in character, with leadership spread widely across members to ensure equity in decision-making (women, men, youth etc)
- Must have Profit-oriented or social enterprise goals.
- Gender equality must be central to collectives' success, and steps should be taken to promote women's and youth leadership and participation.
- Aim for aggregation for economy of scale!

▶ STEP 5. **Discussions.** During this session, participants should work in small groups to discuss their understanding of the farmer collectives, the common types that exist in their areas, any unique characteristics/differences and how they could be engaged and targeted for the FFBS curriculum. This should lead to discussion and recommendations on the potential of FFBS farmer collectives in the area.

Questions to ask:

- What are the common collectives this area?
- What types of collectives are there and how different are they from each other?
- Do we know how they are composed in terms of membership, and how they are organized?
- Do we know what their priorities are in terms of economic activities or value chains?
- What is/are the collectives you would recommend for FFBS implementation and why?

Learning sessions: Each session should begin with a 5–10-minute recap of the previous lesson and actions the participants have based on that they learnt.

Lesson 2: Informal Farmer Collectives/ Organisations

Steps to follow for the activity

▶ STEP 1. **Ask participants to define informal farmer collectives with their respective characteristics.**

▶ STEP 2. **Provide the following definition:**

These are farmer collectives that are not yet established as a legal entity, due to lack of appropriate legal frameworks and/or the need to organize around informal initiatives based on cooperation and collective interest.

Many VSLAs, SHG and informal producer groups are informal collectives. As an approach, FFBS builds on such existing groups/collectives, both formal or informal, that already have established social capital and governance mechanisms. Foundationally, these VSLAs, SHG and producer groups are the primary entry points for FFBS foundational modules which include gender, nutrition, food loss and waste, CSA/climate adaptation, financial literacy.

▶ STEP 3. **Mapping existing Informal farmer collectives.** Describe the purpose of mapping to participants:

To build a clearer picture of existing farmer collectives in the target areas, which in turn helps the identification and selection of collectives to engage with the FFBS curriculum activities, a mapping exercise is critical. This would help understand how many existing potential collectives are in the targeted project site, their formation and operational history, specializations, potential to integrate FFBS modules and tools including livestock husbandry, gender, nutrition, and potential for form/transition to specialized groups such as producer groups or producer market groups and potential to introduce other FFBS tools and modules. Some of the information can be collected from agencies that work with collectives, information directly from collectives (to understand the current situation and capacity needs); and information from agencies/projects involved in the enabling environment of collectives/farmer organisations.

▶ STEP 4. **Ask participants to sit in a group of 5–7 individuals** (if possible, let those supporting the same project sit in one group) **and draw a mapping matrix on a flip chart to start the mapping exercise.**

This mapping exercise is important for projects working with different collectives. A single project could be working with a VSLA and a care group for example. It is important to identify the potential informal collective platform for FFBS implementation. In an event that several collectives are part of a single project, it is important to integrate relevant FFBS modules and set the foundation to help farmers join specialized groups formed/to be formed based on the value chains that we will support through the initiative/project

		VSLA	SHG	PG	PMG	Other
Simple Mapping Matrix for informal FC	Indicate the collectives in your respective project					
	Membership (women/men/youth/mixed group)					
	Main activities					
	Sources of capital/funding/finances					
	Potential to integrate FFBS modules/tools					
	Potential to transition/evolve into specialized groups					
	Affiliation/ network or sources of support					
	Any group formed around group members' investment choice or Value Chain					

▶ STEP 5. **Ask group representatives to share findings from the mapping exercise.** Help participants make the decision on the collective/collectives that they will use as an entry point for FFBS implementation. Facilitate discussions based on the following questions:

- Which collective/collectives will serve as entry point/s for FFBS implementation and why?
- Is your plan to form a new informal collective for FFBS Implementation? If yes, do you plan to start working with collectives formed around group members' investment choice or value chain? Or do you plan to start with collectives formed based on self-selection including for saving and loans?

▶ STEP 6. **Inform participants that FFBS implementation is possible with already established collectives, or newly formed ones or both at the same time.** In an event that we start implementation with collectives that are not formed around group members' investment choice or value chain, it is important to remember the need to forming new informal specialized collectives to enable implementation of the FFBS modules on sustainable agricultural and marketing practices tailored to specific value chains

▶ STEP 7. **Establishing new informal farmer collectives.** Indicate to participants that this next session is about forming new informal farmer collectives in the absence of existing collectives formed around group members' investment choice of value chain.

Once specific investment /value chains/economic activity choices are made by the members, it sometimes necessitates formation of alternative groups (e.g., producer groups) around particular investment choices/value chains. These collectives are trained in more FFBS technical modules including livestock husbandry, collective marketing etc., and are supported to develop their business plans seeking to generate net profit for the members. Access to finance is still fundamental, as such, these groups are formed from existing VSLA group members who would still continue their saving and loan activities in VSLA groups, or if they are not coming from VSLAs and depending on the need, the PG could integrate the saving and loan approach or they should be introduced to other potential agricultural financing options. Perhaps, farmers will require links to financial service providers and grant mechanisms to grow their business.

▶ STEP 8. **Ask participants the following question and summarize their answers** using the information in the table below.

- What are some of the factors that facilitate the formation of new collectives, or transition/expand mandate of existing collectives (PG, PMGs)?

Factors to consider when forming new informal collectives	• Types of small-scale producers in the target area, volume of production, socioeconomic status, marketing arrangement • Sufficient demand in the existing market to absorb the additional production without significantly affecting the prices. • Willingness of producers to invest and adopt new technologies, if identified, to increase productivity or quality of produce • Support from Government Departments, NGOs, specialist support agencies and private companies for enterprise development • Incentives for members (also disincentives) for joining the collective, or join existing formal collectives or form new formal collectives post FFBS graduation

Supporting Informal Farmer Collectives for formalization or Linkages

Once informal collectives go through the FFBS curriculum, and apply the practices for at least two seasons, most are ready for graduation, including possibility of formalization/registration, formation into associations or linkages to formal collectives. The FFBS Curriculum is meant to strengthen not only technical capabilities of the members of the collectives, but also their governance, systems, visioning, and preparation for sustainability, which includes linkages to selected well-established and strategic formal entities, such as collectives, associations towards certification for linkages to global markets (see marketing section tools).

Steps to follow for the activity

▶ STEP 1. **Assess the readiness of the collective. Inform participants that they will do a mock group maturity exercise using the tool below.**

It is importance to assess the groups level of maturity in terms of governance, economic activity/marketing progress, and financial status etc., to ensure their readiness for the next level for either formalization, legal registration, or appropriate connections with the formal collectives and support services. The tool below can be adapted and used for simple assessment of the group's readiness.

Divide Participants into groups of 5-7 people. Ask them to think about a farmers' collective that they worked with in the past. Participants can agree to focus on one collective that one of the group members indicates. The group member should describe the selected collective to the group members so that they have some information that they can use to do the group maturity exercise.

▶ STEP 2. **Ask each group to use the tool below and rate the collective:**

1–3 RATING GRID	Assessing the collective's maturity levels on a scale of 1 to 3 1 = The Collective has done nothing in this area 2 = The Collective has evolved considerably in this area but still needs improvement 3 = The Collective has evolved well in this area and needs no improvement

Group's Contact Details:

Name:

Location:

membership:

main activity:

AREAS OF ASSESSMENT	**RATING**		
	1	**2**	**3**
Section I – Governance			
1. Group has a constitution which has been valid for 2 years and more and more than half of the members participated in its development.			
2. Group members know the constitution and adhere to the constitution and can cite situations where the constitution was put to use.			
3. Group has active leadership with positions of chair secretary and treasurer elected in the last two years.			
4. Leadership demonstrates their effectiveness through holding regular meetings as scheduled, resolving conflicts and running group activities.			
5. Group is transparent in all its dealings and members can cite examples where transparency was observed.			
6. Members know group finances and contribute to financial decisions.			
7. The constitution allows women to participate in all group activities.			
8. Women actively participate in decision making			
Section II – Marketing/Economic Activities			
1. Group has engaged in collective actions to access agriculture inputs at least a minimum of two agriculture cycles.			
2. Group has leadership that facilitates access to better markets and services and can cite markets and other deals that they have benefited from.			
3. Group has established channels to access market information			
4. Group has consistently been bulking produce (at least two years) and has established temporary warehousing arrangements			
5. Group level committee (PMG) has acquired negotiation skills and have used them to have successful trade deals.			
6. Collective produce selling			
7. Group leadership has effectively been providing feedback on marketing activities to its members and implements group recommendations.			
8. Group has been able to network with other likeminded groups and trading organization and companies			

AREAS OF ASSESSMENT	RATING		
	1	2	3
Section III – Finance 1. Group has clear mechanisms of generating funds for running of group activities. 2. Keep records. 3. Group has consistently been contributing money towards the FFBS fund. 4. Group has over 75% of its members contributing money towards the FFBS fund as per agreed amount and intervals. 5. Group has demonstrated the capability to grow the FFBS funds and has records to show the changes being made over the last two years. 6. Group has taken steps to ensure the safety of the funds and has no record of fraud or theft in the last two years. 7. Group has used funds in profitable ventures (buying off produce, investing in other businesses/ IGAs) and relevant logistical costs (communication, hiring, land etc) to enhance agriculture and marketing activities 8. Women equally lead in financial decision making			
Total: **Good Governance** **Marketing** **Finance**			
Recommendation:			

STEP 3. **Let participants know that the aim of the exercise was to let them experiment with the group maturity assessment tool** and there is no need for presentation of findings. Facilitate discussion using the below questions:

- Why do we need to help informal collectives transition to formal collectives or help interested members join formal collectives?
- What do we need to do to help ensure a smooth transition?

Summarize the discussion using the points below.

To prepare the collectives for formalization or linkages to formal collectives, some key activities should as much as possible be considered:

- Training and capacity building of members on running the collectives (visioning, good governance, sustainability, networking, social capital, finance management, registration requirements etc.)
- Formalizing management structure and registration arrangements for the collective
- Support the preparation of business plan.
- Facilitate linkages to existing cooperatives, Associations and Certification opportunities (if needed)

Lesson 3: Formal Farmer Collectives/ Organisations

Steps to follow for the activity

▶ STEP 1. **Describe formal collectives to participants.**

These are collectives that are formally established as legal entities and incorporated enterprises that are part of the formal sector, such as **Cooperatives and Associations** etc. (see table in Lesson 1).

Agricultural/livestock cooperatives seamlessly combine economic, commercial, social and environmental functions that are key to building increasingly sustainable food systems and responding to the current consumer demand for more and better food, together with good production practices. Cooperatives enhance "the market power of small producers", by focusing on collective ownership and farming of land, and providing services to members including access to inputs, services, storage, access to finance etc. Most are multifunctional, providing more than one service.

Farmer Associations, (usually non-profit), to service an economic function through promotion of collective action for farmers, including collective aggregation/input purchase, marketing, governance, bargaining both for market and policy related issues affecting small-scale producers. These may include dairy, poultry, pig farmers associations, water user's associations etc.

In FFBS, for greater aggregation, consolidation and economies of scale, informal collectives when mature are clustered into producer market groups/associations or linked to farmer cooperatives. These present stronger platforms for negotiation with market actors, better access to agri-financing, marketing and processing services, as well as providing distribution channels for primary agricultural products and services. To understand these opportunities, mapping and profiling of these formal collectives becomes vital.

▶ STEP 2. **Mapping and Profiling of Formal Farmer Collectives/ Organisations.**

Ask participants: What is mapping and why it is needed?

Mapping exercise helps to build a clearer picture of existing formal farmer collectives in the target areas, which in turn helps the identification and selection of collectives to engage with the FFBS curriculum activities.

Ask participants: what is profiling and why it is needed?

Profiling helps to assess the selected collectives, to understand deeper their strengths to build on, weaknesses that need to be addressed to effectively link to services and market opportunities. This may consist of qualitative description; SWOT analysis; and sometimes quantitative analysis based on need or farmer collective's category.

▶ STEP 3. **Ask participants**: Why is mapping of formal collectives Important? And summarize session using the points below:

- To understand history, capacity, opportunity, and services required
- Number of FO/collectives in the areas
- To increase knowledge of existing collectives, how they are being formed.
- To determine the collective's situation in selected areas. Do they already exist in specific value chains? Are there any existing "generic" or "farmers' union organizations"? What are the main commodities grown in the area?
- To identify the strengths and weaknesses of existing Collectives/FOs, in particular: (i) their comparative advantage in specific activities/economic services; (ii) their institutional capacity to provide services to their members.
- To select collectives/FOs for the FFBS or economic activity engagement.

The key information collected during the mapping/profiling of collectives include:

- Geographical structuring. How are farmers organized at the local, regional and national levels? Are there any apex collectives/FOs? Chambers of agriculture?
- SWOT analysis of Collectives/FOs.

- Review of the main commodities grown by Collectives/FOs farmers members.
- Classification of Collectives/FOs in terms of the economic services they provide for members.
- Profiling tools and indicators can also be used to monitor and evaluate other Collectives FO activities – for example capacity-building activities.

Detailed mapping may also generate information such as:

- level of maturity of Collectives/FOs, which can also be used as the basis for an M&E system and a capacity-building plan.
- Name, contact, history (date created, initiated by whom).
- Type/level of organization, geographical coverage.
- Membership (number, type, ratio women: men), existence of legal status, institutional functioning (structure, internal bodies, decision-making processes).
- Objective/mission and range of services provided (economic, social, trade union/political).
- Partnerships, relationships with other stakeholders (local authorities, public services, service

Part 1: Mapping Tool/Matrix: A participatory Identification and Mapping of Farmer Collectives

▶ STEP 1. **Group Exercise.** put participants in a group of 5–7 individuals for a mock mapping and profiling exercise on formal collectives. This is a mock exercise aimed at introducing the mapping and profiling tool as such exercise would require going beyond a classroom session.

▶ STEP 2. **Ask the participants (in groups) to use the table below and list different types of formal farmers collectives they know in their area.**

▶ STEP 3. **Conduct mapping of the different collectives that exist in the target area.** List the unique characteristics of the farmer collectives as in the table below.

▶ STEP 4. **Discuss with the participants what they observe and think on the collectives.**

▶ STEP 5. **From this discussion the facilitator should ask about the key questions to generate the profile of the Collectives**

Example of Mapping Matrix

		PMG	Association	Cooperative	WUA	etc
PART 1	Contact Details					
	Legal status					
	Membership					
	Main activities					
	Sources of funding					
PART 2	Governance					
	Planning/communication					
	Admin and Finance Mgt					
	Membership participation					
	Economic Services					
	Partnerships					

Part 1 focuses on basic and general information (e.g., contact details, context and date of creation, legal status, membership, main activities, and sources of funding).

Part 2 focuses on specific and detailed information particularly relating to: (i) governance, planning and communication; (ii) administrative and financial management; (iii) membership participation; (iv) economic services; (v) representation and partnerships. **See example below.**

Part 2: Mapping/Profiling Tool: Detailed Information for the Collectives

▶ STEP 1. **Using the rating Grid, complete the questions below and average the ratings to establish the maturity of the farmer Collective.**

1–4 RATING GRID	Assessing the collective's maturity levels on a scale of 1 to 4 1 = The Collective has done nothing in this area 2 = The Collective has started operating in this area 3 = The Collective has evolved considerably in this area but still needs improvement 4 = The Collective has evolved well in this area and needs no improvement

AREA OF DETAILED MAPPING	RATING			
	1	2	3	4
Section I. Governance, planning and communication. a. General assembly b. Board (term of office, participation of women) c. Good governance (separation of board and management, transparency, accountability, responsiveness) d. Communication e. Planning				
Section II. Administrative and financial management and human resources management a. Availability of official/legal/administrative documents b. Availability of management and planning documents c. Financial management and annual audit d. Efficiency and risk management e. Monitoring and evaluation f. Human resources management				

AREA OF DETAILED MAPPING	RATING			
	1	2	3	4
Section III. Membership participation a. Gender and youth issues b. Member satisfaction c. Transactions with the Collective and investments in the Collective d. Transactions versus dividends e. Decision-making				
Section IV. Economic services provided by the Collective/environmental/external factors for Collective's service provision. a. Position of the Collective in its sector/value chain b. Input and equipment supply c. Training/Capacity-building d. Collecting, bulking, marketing of products (identifying new clients, signing contracts, conducting market studies, promoting products) e-Storage facilities f. Processing/packaging facilities g. Market information system (MIS) h. Facilitating access to credit/insurance				
Section V. Representation and partnerships a. Leadership b. Advocacy c. Partnerships with public services d. Partnerships with private sector e. Partnerships with donors and technical agencies/NGOs				
Maturity level (average of the above ratings)				

Part 3: Criteria for selecting formal Collectives for Linkages

▶ STEP 1. **Summarize the session by discussing the selection criteria below for formal collectives.**

The criteria to be considered for the selection of formal farmer collectives to work with in FFBS activities (see box below for a non-exhaustive list) can vary depending on different elements and factors such as the context, purpose and the area a project operates in.

Key Criteria	Description
Governance, democratic functioning, transparency	• Respect for internal democracy, transparent accounting, members aware of the collectives' activities, farmers paying their contributions and dues etc.
Targeting/Membership/Gender equality	• Equal access for women and youth, specific responsibilities assigned to women. Provides opportunities for disadvantaged producers/members
Good organizational development	• All members are aware of medium-term project activities, quality of balance sheet presented to general assembly, including self-evaluation of activities and sources of income, indication of debts, and well-prepared minutes of meetings. • Effective participation of women in decision-making process • Diversification of activities • Good use of resources and funds.
Inclusiveness	• Collectives open to new membership and/or willing to provide services to non-members, including other vulnerable groups/members
Efficiency and effectiveness of the economic services	• Efficiency and effectiveness of the economic services provided by Collectives (bulking functions, input provision, training)
Sustainability potential	• Good use of resources and funds, management of internal funds, • diversification of activities, membership, business approach, etc. • Financial position and cash balance • Profitability and long-term financial sustainability

▶ STEP 2. **Discussions.** During this session, participants should discuss in plenary the most important criteria for forming and/or selecting formal collectives for linking FFBS graduates.

Lesson 4: Visioning Journey of Collectives[1]

SEASON	Pre-Production
OBJECTIVE	To introduce the Vision Journey tool as a basic planning process for changing gender inequalities and improving livelihoods framework in which people develop a vision for change with SMART 'milestones', analyze opportunities and constraints, commit to actions and track progress over time
TIMEFRAME	2hrs
MATERIALS NEEDED	Flipchart and marker, Notebook diaries with colored pens
IDEAL WORKSPACE	There should be enough space for men and women members of the collective to work separately on their vision journeys before they are brought together for a discussion and development a shared vision journey for the collectives (if this is facilitated with a mixed-sex collective)

Background

The "Visioning" method provides a good opportunity for the participants to envision and draw their dreams. It is always important to start from having faith in the possibilities of progress and change and to start to develop the habit of visioning, planning, and assessing our progress. But it is important for this first journey to start with something concrete and realistic so you can learn how to plan and progress. And start to have confidence that things can change and feel good about your journey. These should be beautiful dreams that inspire you.

As an integrated, gender-transformative, market-based, and nutrition-sensitive extension approach, the Farmer Field and Business School will expose you and your collective to learning and sharing on key issues in agriculture and food systems. These issues include sustainable agricultural and livestock practices, inclusive markets, gender equality, and good nutrition. The Visioning Journey tool will help the collective envision the dream for the FFBS engagement that should be concrete and inspires the group so that they learn how to plan and progress. The visioning tool sets realistic targets with tracked actions and milestones.

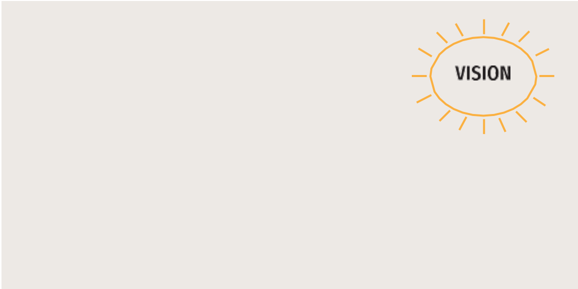
Note: If done with mixed-sex collectives, the facilitator should allow women and men of the collective to work on their respective vision journeys and bring them together for a discussion to agree on a shared vision journey for the collective.

1 Adapted from: Oxfam Novib Et al. (2014). GENDER ACTION LEARNING SYSTEM PRACTICAL GUIDE FOR TRANSFORMING GENDER AND UNEQUAL POWER RELATIONS IN VALUE CHAINS. Retrieved from https://www.oxfamnovib.nl/Redactie/Downloads/English/publications/150115_Practical%20guide%20GALS%20summary%20Phase%201-2%20lr.pdf and Mayoux Linda (2014). GALS CATALYST PHASE 1. Retrieved from https://www.galsatscale.net/_documents/GALSCatalyst2VisionJourney.pdf

Steps to follow for the activity

▶ STEP 1. **First circle – future**

Draw a large circle at the top right-hand corner of your page. This represents the future of their collective. It is a large circle at the top because it is like a sun with rays to show brighter future and you are reaching for the sky. It is the vision which will inspire you to pick your collective up and continue to move forward if the collective falls and stumbles on the rocks along the road.

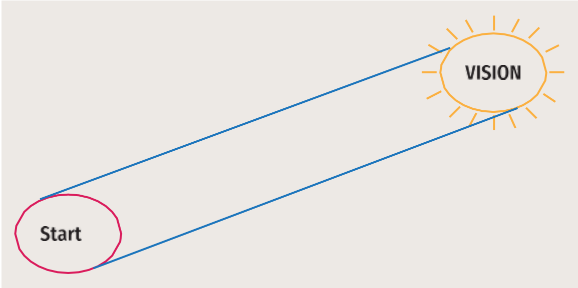


Inside the sun, the farmers should write their vision and dreams. The vision that the collective will set should take the key FFBS components into account:

- Sustainable Agricultural and Livestock practices
- Inclusive Markets
- Gender Equality and
- Good nutrition

▶ STEP 2. **Second circle – present and drafting the road.**

Draw a second large circle at the bottom left-hand corner of the flipchart. This represents the present situation. Draw two straight lines to link both circles. This represents the collective's road from the present (bottom) to the future (top). The road is straight and upwards, because this is how one hope the collective will reach up to the vision.

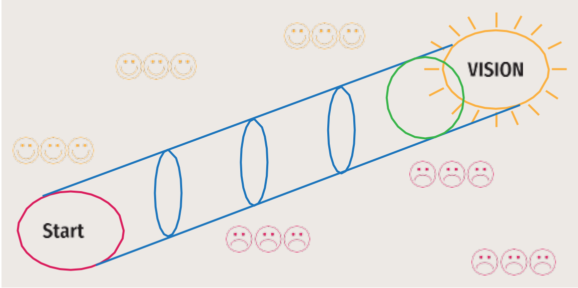


In the bottom circle draw how the collective's current starting situation is for the different things in your vision. What do you have as a collective? Resources? Capacities etc

▶ STEP 3. **Opportunities and constraints**

On either side outside the road, you will draw:

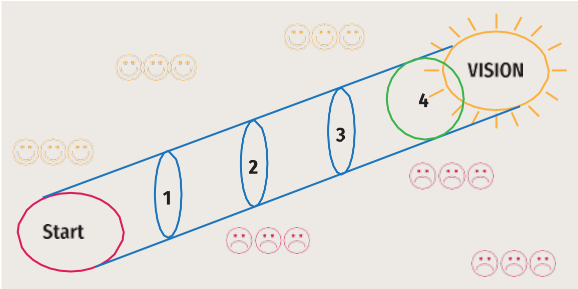
- at least 10 opportunities along the top part of the road – the things which will help the collective up if it fall down. The more opportunities you can think of, the easier it will be to advance.
- at least constraints go under the road because these are the things which can drag the collective down. It is important to foresee and avoid them if possible.



The opportunities and constraints that are most under the collective's control should be near to the road. Theopportunities/ constraints which the collective cannot control go furthest from the road.

STEP 4. Target and milestones

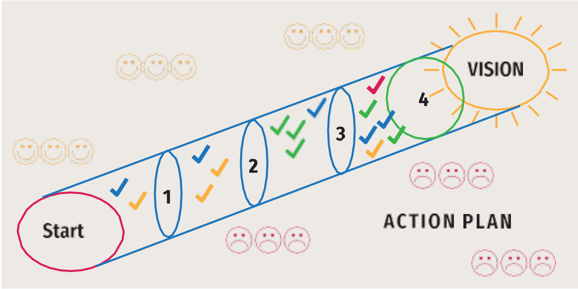
Every journey starts with small steps. The collective's vision is a long-term dream. Now they need to plan how realistically, move towards their future vision, given the opportunities and challenges/constraints, Draw a circle next to the vision where you will fill in how far you think the collective can get in 1 year for the different elements in the vision. Then put 3 circles at equal distance along the road as milestones for each 3 months. Leave enough space in between – that is where you will put the actions.



STEP 5. SMART milestones and action plan

Now you are ready to fill in the collective's milestones – in each circle you put in how far the collective need to get each time.

Then between each milestone you put in the actions needed to move from one to the next – revising the milestones and target if necessary. You will then track the collective's progress over time, and adjust the drawing as needed to get as far as the collective can towards the vision.



Action: The vision journey is a living document that should be reflected upon and updated. The facilitator should organize a quarterly vision journey review session and sit down with collectives and lead discussions based on the following questions:

- How are you progressing with your collective's vision journey?
- Which issues have you managed to resolve, and which challenges are remaining, and what are you planning to address them in the next three months?
- Which gender issues are emerging? Which things could you further emphasize based on what people are already saying? Which gender issues are being omitted? eg women's ownership of assets in the vision. How do you think you could introduce that discussion in the coming months based on what people are saying?

3. Gender Tools

A. Introduction to Social Analysis & Action[1]

Social Analysis and Action is the implementation approach for the FFBS gender dialogues. The gender dialogues should follow the SAA process. Participants should be oriented on SAA and understand its processes before they engage in the critical reflection, dialogue and action process using the gender tools. Facilitator can use the following content and present the approach to participants.

i. What is SAA?

SAA is a facilitated process through which individuals and communities explore and challenge the social and gender norms, beliefs and practices that shape their lives and are at the root of the development problems that CARE seeks to address. Initiated in 2004, SAA has been applied in more than 20 countries to CARE projects addressing diverse development and social justice issues, supporting CARE's global commitment to gender equality and women's voice.

As a constantly evolving change process, the core elements driving SAA are:

1.

Reflect to create understanding of how norms related to gender and sexuality influence health, women's economic empowerment, food security, nutrition, and GBV.

2.

Challenge norms by taking concrete steps to address health, food and nutrition security, economic empowerment and other social issues through a reflection-action cycle, supporting changes in individual attitudes and social norms, leading to greater gender equality in households, communities, and society.

3.

Explore by envisioning alternatives based on a realization of the negative effects norms have on well-being and development outcomes, and moving towards alternative ways of thinking and behaving.

4.

Learn how gender, social, and power norms shape perceptions/expectations of others and ourselves and influence decisions and behaviors.

1 CARE. (2018). *Social Analysis and Action Global Implementation Manual*. Pp. 2–14.

ii. Why SAA?

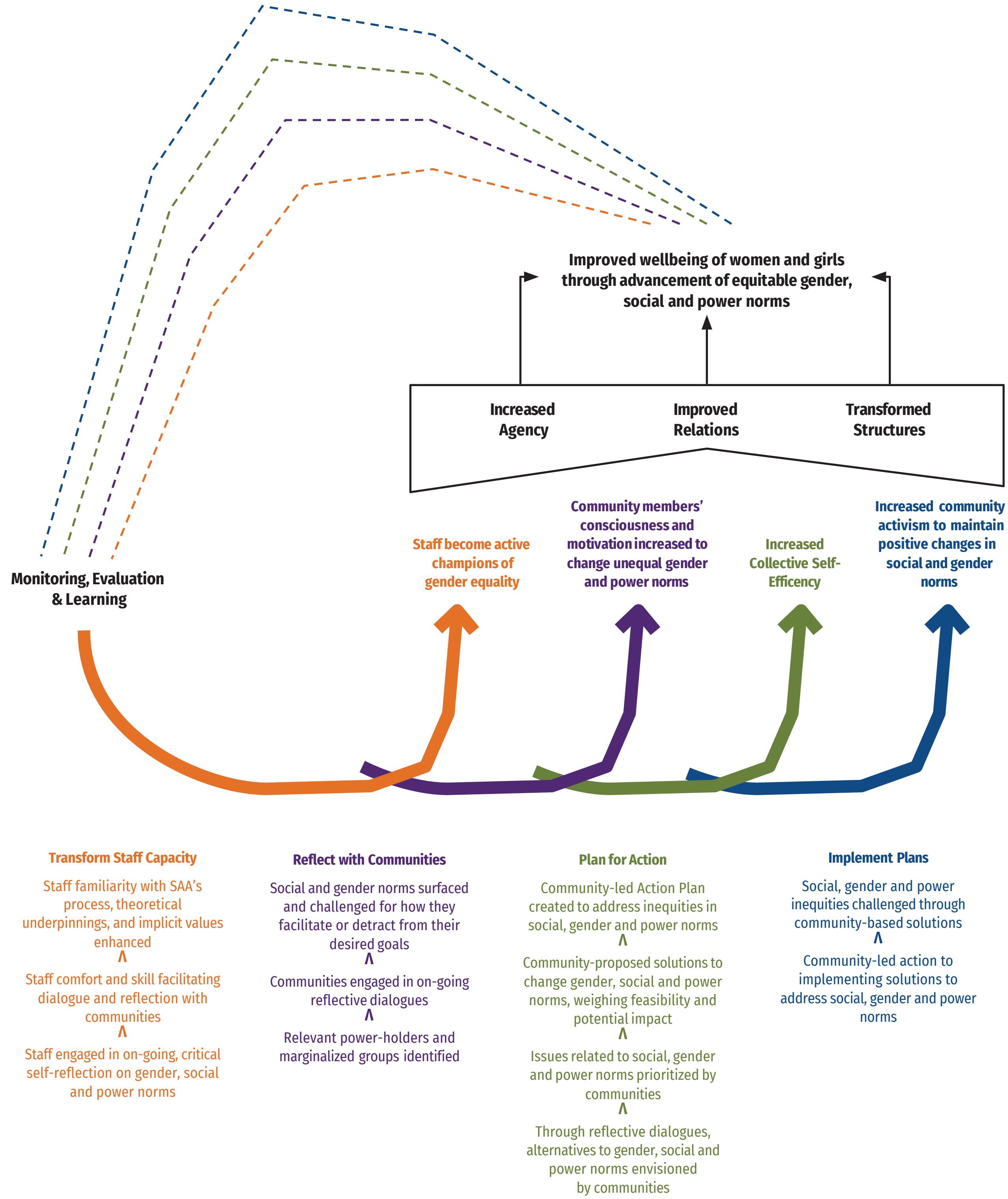
The key principles of SAA that differentiate the model from other community-based reflection and change methodologies are as follows:

Gender transformation	Sexual Reproductive Health as a cross-cutting issue	Personal transformation among implementers	Community-led action
SAA challenges harmful gender roles and relationships that negatively impact development outcomes and wellbeing. It can enable women, men, girls, and boys to collectively envision alternatives and take action for a gender equitable household and society, transforming the underlying, broadly-held norms that perpetuate gender inequality.	Freedom to exercise our sexual and reproductive rights is an important part of gender equality. Sexual and reproductive rights enable a person to choose if, when, and with whom to have sex; if, when, and who to marry; and if, when, and how many children to have. While these issues are usually addressed within SRHR programming, SAA recognizes that Sexual Reproductive Health heavily influences crosscutting gender, social, and power norms and is thus relevant to all sectors.	Through staff transformation, SAA implementers also participate in critical self-reflection and dialogue to examine their own behavior and values to understand how these influence their work and lives. Staff members' own reflective practice also supports capacity building for facilitating dialogue on sensitive issues to ensure that they do not reinforce gender stereotypes and power inequities.	In SAA, community members lead their own actions to challenge and change inequitable norms. While other approaches also identify development issues, not all approaches address underlying causes. By enabling communities' own identification and action to challenge root causes, SAA facilitates sustainable change in individuals and communities, creating an enabling environment for gender equity and women's empowerment.

iii. Theory of Change for SAA

The SAA theory of change (TOC) demonstrates the process, relationships, and components necessary to achieve the long-term goal of SAA: *empowerment of vulnerable communities through the advancement of equitable gender, social, and power norms*. The gender-transformative change that SAA aims to facilitate can be examined across three key domains that are the basis of the SAA TOC as well as CARE's Gender Equality Framework, represented in the below figure as the model's intermediate outcomes.

1. **Agency**: individual or collective capacities (knowledge and skills), attitudes, critical reflection, assets, actions, and access to services;
2. **Relations**: the expectations, cooperative, or negotiation dynamics between people in the home, market, community, groups and organizations;
3. **Structures**: informal and formal institutional rules and practices (norms, recognition and status).



Using the Gender Equality Framework as a basis for the TOC, we must understand that all steps in the SAA process contribute towards increasing agency, strengthening relations, and transforming structures to achieve improved wellbeing across sectors. Similarly, agency, relations, and structures are not enhanced unless all four immediate outcomes are achieved, thus stressing the interdependency of the steps in the SAA process as detailed below.

Staff transformation is the foundational step of SAA that should be initiated before the other SAA steps; however, it is also a continuous process that occurs throughout implementation. Through ongoing, critical self-reflection on gender, social, and power norms, staff members increase their own understanding, comfort with the topics, and their skills for facilitating dialogue on gender and social norms. This regular reflective practice results in staff members increased familiarity with SAA's process, theoretical underpinnings, and the model's implicit values of gender equality and women's empowerment. Increased individual capacity of staff opens spaces to act within programs and their personal lives, enabling **them to become active champions of gender equality**.

While **reflecting with communities** must commence after staff transformation has begun, it is similarly a continuous process throughout program implementation. This can be understood through the immediate outcome associated with this step: **individuals' and communities' consciousness and motivation increased to change unequal gender, social, and power norms**. Increasing understanding and critical reflection is not possible in one session or day, instead it should be a continuous process of growing capacity, awareness, and motivation for individuals and groups. Before choosing which modules/tools to use to address gender, social, and power norms during reflective dialogues, teams must first identify the most relevant norms by engaging community groups who are most negatively impacted by these norms. Then program teams identify power holders that hold and influence these norms by conducting gender and power analysis (See **Section 5** for details). Through reflective dialogues with target groups and power holders, social and gender norms are surfaced and then critically assessed for how they contribute to or undermine shared goals and desires.

This critical reflection by community members is crucial for turning motivation for change into community-led action as these dialogues also offer the opportunity to envision alternatives to the current state of affairs. In the **plan for action** step, community members must first prioritize the issues they wish to address and then propose solutions to those prioritized concerns. CARE's role in guiding the planning process enhances the capacity of community members to weigh the feasibility and potential impact of the proposed solutions. The planning and decision making at a group level is a community-led process. This joint planning process is a reflection of relationships fostered through dialogue, further increasing both individual and **collective efficacy**. When communities **implement plans**, social, gender, and power inequities are challenged through **increased community activism to adopt and maintain positive changes**.

Finally, these on-going processes provide opportunity for **monitoring, evaluation, and learning**, including programs' understanding of SAA's contribution to the enabling environment (i.e. gender equitable norms) but also programs' ability to learn from and adapt to the sources of strength and opportunity already existing in communities.

iv. Do No Harm and SAA

The principle of "do no harm" means that those undertaking research, projects, or providing services, should not cause harm – intentionally or unintentionally. This includes harm caused by individual development actors, processes and projects that are implemented in communities by CARE, partners, and peer organizations. "Harm" can mean a range of things, including physical, emotional, or sexual violence, denial of basic human rights (i.e. access to education, political participation), social exclusion or stigmatization, and damaging local resources.

Harmful effects are often unforeseen and unintended: well-meaning individuals or organizations can easily make mistakes. Harm can be avoided through careful consideration of the complexity and sensitivities around the gender, social, and power norms that SAA addresses. This understanding of both the context and the impact of SAA on individuals and communities is the practice of "do no harm."

The following is a checklist of minimum standards for ensuring that programs using SAA do no harm. If CARE and partners cannot ensure that the following steps are fulfilled throughout implementation, the use of SAA should be reconsidered:

Transform staff capacity

- Ensure program staff have a strong understanding of perceptions and attitudes about gender, social, and power norms in the local context – including forms and prevalence of GBV, even if this is outside the programs' explicit goals and objectives. This can be achieved by conducting a gender and power analysis at the start of the intervention (see **Section 5** for further guidance).

Reflect with communities

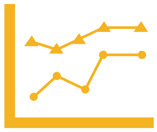
- Before facilitating critical reflective dialogue with communities, complete a gender and power analysis and use the findings to tailor tools/modules and processes to the context.
- Facilitate reflective dialogues using non-judgmental, locally appropriate language.
- During SAA discussions, participants often choose to share personal stories or experiences. Facilitators should remind participants that sharing personal information is voluntary and that this type of information should be kept confidential. However, as confidentiality cannot be guaranteed, no one is obligated to participate. Participants *must* be given the 'right to pass'; to skip any question or activity that they are not comfortable with.
- It is likely that GBV will be discussed by participants during the course of reflective dialogues. If a participant discloses an incident, facilitators should be ready to listen and provide a referral to services for the survivor where available.

Plan for action

- It is important to plan for potential risks, including action to be taken if faced with strong opposition, or if children at risk of harm are identified. An awareness of the political situation, degree of press freedom, and government approach to human rights is important. Any potential risks to the facilitator and the team should also be discussed at this stage.
- Understand how ready the community is to change gender, social, and power norms addressed through SAA, and adapt the use of SAA accordingly.
- During planning, start with 'less sensitive' gender norms (such as household division of labor) before attempting to address 'more sensitive' gender norms (such as violence against women).

Implement plans

- Ensure that change is locally led, particularly when groups take action to challenge harmful norms. Change initiated through SAA must be based on local knowledge and visible local leadership.
- Where possible, facilitators should help groups identify stakeholders and allies to support their actions.
- If groups choose actions that might cause harm – to either SAA participants themselves or other community members – facilitators should alert project managers and work with the SAA group participants to identify appropriate actions to mitigate risk. For instance, if SAA participants choose to exclude married adolescent girls from the program's activities to dissuade parents from marrying their daughters early, this will result in married adolescents' exclusion and possible stigmatization. CARE staff and facilitators can work with SAA groups to celebrate appropriate age of marriage while not excluding those who either cannot or are not ready to adopt the positive behavior.



Evaluate

- SAA implementers – including field-level facilitators and coordinators – should monitor how SAA groups' dialogues and actions are developing, providing guidance to SAA participants if there is a potential for harm.
- All programs employing SAA should monitor and evaluate changes related to GBV. CARE's guidance for GBV Monitoring and Mitigation with non-GBV Focused Sectoral Programs should be referenced for monitoring and evaluation tools, processes, guidance, and ethical and safety considerations.

B. Steps in the SAA process

The core elements of SAA discussed in **Section 2** form the outer layer of the SAA process cycle, while the five steps below form the inner circle of the SAA process cycle. The last step, evaluate, is discussed in **Section 5** of this manual.

i. Transform Staff Capacity

Beliefs, attitudes, and values of staff are shaped by the societies they live in – just like the people in the communities where development programs operate. As seen in the TOC, SAA begins by transforming the capacity of program staff members. This continues throughout the process cycle. It usually begins with the staffs' own capacity transformation, which is a continuous process. This process usually begins with training-of-trainers for SAA with program staff.

In SAA, staff transformation has two core elements:

Self-reflection

Development workers unconsciously hold biases and beliefs they've learned through their own socialization processes. Self-reflection encourages them to become aware of and address these so that they do not reinforce or perpetuate these stereotypes while facilitating the SAA process.

Building skills to facilitate critical reflection and dialogue (CRD)

Staff members' own reflective practice helps increase their confidence and comfort talking about and facilitating discussions about gender, power relations and other social norms that are usually taboo. CRD enables individuals and communities to question and, challenge restrictive norms, envision alternatives, and act together to shift norms.

The purpose of transforming the capacity of the CARE staff is three-fold:

1.

Strengthen capacity at individual level to reflect on one's own biases and beliefs that influence work, enhance comfort with talking about sensitive issues, and build comfort with new perspectives and ideas.

2.

Build staff, partner, and organizational capacity to facilitate the SAA process, use SAA tools, and critically analyze issues for SAA implementation.

3.

Continuously strengthen the SAA process to explore new themes that arise from community dialogues, refine approaches, and adapt tools.

Because SAA aims to challenge deeply held and accepted gender norms and stereotypes, implementing SAA requires core communication and facilitation skills to lead communities through CRD on sensitive social topics. Key SAA facilitation skills include:

Creating welcoming, inclusive, and respectful spaces

Building trust with colleagues and the community

Encourage interaction and exchange amongst participants

Respectfully managing different points of view

Avoid using messages but instead use probing skills to prompt critical thinking

Managing conflict and tension over sensitive issues and deeply held beliefs

Active listening, inviting everyone to speak up, not interrupting

Withholding judgment and not discouraging opinions

Summarizing dialogue and emphasizing key points

ii. Reflect with Community

Reflect with community, the second step of SAA, is a continuous process of exploring the underlying causes of gender, social, and power norms. SAA uses participatory tools to facilitate CRD to surface the root causes of development challenges related to gender and social norms. While the specific issues will differ across contexts, they should all be linked to gender, social, **and power** norms

Reflecting with community involves three phases:

Explore:

A gender and power analysis engages communities in identifying the gender, social and power issues that negatively impact development outcomes. Discussions should take place in a safe space and facilitators should not be judgmental of community members' thoughts, beliefs, and practices.

Challenge:

Through discussing and exploring the identified norms, community members recognize that some values, customs, beliefs, and behaviors negatively affect their wellbeing and development. SAA facilitators guide participants through this sensitive process, asking probing questions to enable community members to reflect upon who is affected by inequitable norms, how they are affected, and what negative consequences this has for individual and community wellbeing.

Motivation for positive change:

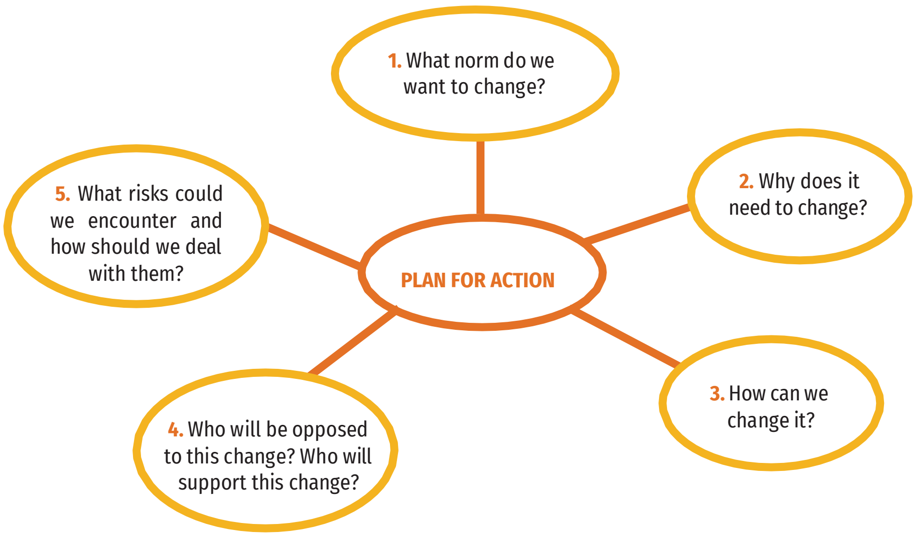
Through recognizing how gender, social, and power norms can negatively affect development and wellbeing participants begin to envision positive alternatives.

iii. Plan for Action

Planning for action is a vital step in turning motivation for change into individual and collective action for sustainable transformation, centering around communities' own identification and prioritization of practical actions to challenge gender, social, and power norms. Multiple issues may have been addressed during SAA dialogues, such as women's workload, decision-making power within the household, and unequal distribution of food among family members. After these dialogues occur, participants can choose if and how they want to take action on one of these issues.

SAA facilitators help communities move through the planning process by understanding whether actions will influence change, who will participate in the actions, and the barriers to implementing actions and the changes communities seek. For instance, SAA participants may identify speaking to the religious leader about the issue of women's workload and how this affects their ability to breastfeed. The facilitator then facilitates a discussion with participants to decide if this alone will make a change in their community, if they need to do additional actions to create the change they seek, and if there are potential risks involved with their chosen actions. The planning process also builds capacity of the community for collective action and prepares them for implementing their plans.

Steps to facilitate plan for action



Broadly, planning for action involves the five steps in the web diagram. In a truly participatory action planning process everyone is heard, especially vulnerable and excluded groups and individuals. Some important points for facilitators of this step of SAA are listed below.

Key discussion points when facilitating community dialogue during the planning for action step

1. Priorities:

Keep the dialogue focused on the key issues participants want to tackle with SAA.

2. Entry points

- Which stakeholders should be approached? Who from the community will lead the process?
- Where will the planned activities occur? This includes the geographic location as well as the physical location within communities (i.e. in a household, at a health center, during a community-level meeting, etc.)

3. Actions

- What will be the guiding strategy – advocacy and campaign or livelihood generation etc., or mix of several actions?

4. Logistics:

Who will implement and when?

- Will the intervention be immediate, short-term, or long-term?
- Is capacity building and support needed?
- Who will mobilize resources and how?
- What risks are involved as it challenges social norms and values?

iv. Implement Plans

The fourth step of SAA is implement plans, which includes both individual behavior changes and community led social change through collective action. Implementing plans developed by communities is very sector and project-specific as plans are implemented within other programming interventions. It is important that implementation of action plans is flexible to ensure that they are responding to changes in the context that occur during implementation.

The implementation process follows the Do No Harm Framework to ensure that unintended negative impacts are prevented and mitigated as sensitive gender norms are challenged. Involvement of other stakeholders and implementation of a series of activities may bring about change in the gender, social, and power norms, as these norms are deep rooted in the culture of the community.

3.1 Introducing Your Partner to the Program[1]

SEASON	Pre-production
OBJECTIVE	To introduce spouses to the program and be sure that they understand the program 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 program.
TIMEFRAME	45 minutes
MATERIALS NEEDED	Quiz questions on the program
IDEAL WORKSPACE	Enough space to form circles, both standing and sitting

Background

A mutual understanding of the purpose of incorporating gender dialogues in FFBS training, 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 FFBS training and livestock rearing activities 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 Livestock FFBS 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.

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 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 for as long as you like."

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 (e.g. 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?

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.

- How does this relate to real life? What things make you feel comfortable discussing with a group?
- What can we do in our project groups to make each other feel comfortable?

Allow several volunteers to experiment for a total of 10 minutes.

End by pointing out that 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 ensure the safety of the circle.

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

- What do you do in your Livestock group?
- How often do groups meet?
- What is the purpose?
- How long will the project last?
- What are the benefits of the project to members and their households?
- What are the responsibilities of group members?
- What will members learn?

After explaining the basic program, ask:

- What is the role of men (partner) in your livestock rearing activities? How will they be expected to participate?

Collect ideas from participants and enforce the key points for a total of 15 minutes.

- Explain that Livestock FFBS participants will learn improved livestock husbandry practices, such as housing, feeds and feeding strategies, breeding, pest and disease control, milk hygiene and livestock products handling, and marketing techniques.
- They will be learning budgeting, marketing and bargaining skills that may also be useful to both women and men and to the whole family.
- They will be learning about nutrition information (for livestock and human beings) that both fathers and mothers need to make good decisions. Spouses are encouraged to attend all these sessions.
- In addition to livestock, nutrition, and marketing skills, women will create a safe circle for men and women to discuss problems and solutions, 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, knowledge, and information.

▶ STEP 4. **Supporting each other.** Separate the groups into men and women. Explain that women who are engaged in farming and business have many competing responsibilities at home. To grow their business and agriculture 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 20 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 and that they should come prepared to do a recap of the previous lesson.

3.2. Livestock Group Case Study #1: Veterinary Services[2]

SEASON	Livestock case study discussions should be started during the pre-production and continued at breeding, production and marketing seasons as appropriate.
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	*1 hour (x 5 sessions)* 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 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 must juggle between household and farm work; they often get late access to vaccines; they may get less information for marketing. In addition, women's role in livestock production cannot be ignored. They are best placed to notice mastitis in an animal when milking because of their proximity to the animal. They too are at risk of contracting transferable diseases from animal to humans and thus the veterinary doctors should pay attention to women and target them for training on animal health. 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 Fumbisi, 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."*

2 Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).

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 (Non-Governmental Organizations) organized the women into groups for training- a VSLA (Village Savings and Loan Association) 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 more 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 #1: ATIPORKA'S STORY

Atiporka went to the livestock training and learned about new breeds and the benefits of using improved livestock breeding. 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 an improved sheep breed he needed for himself and forgot the name of the improved goat breed Atiporka requested, 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 and 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.

3.3 Livestock Group Case Study #2: Nutritional Decision Making[3]

SEASON	Livestock case study discussions should be started during the pre-production and continued at breeding, production, and marketing seasons as appropriate;
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	*1 hour (x 5 sessions)* 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 especially in the livestock market which is male dominated. 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).** 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 Fumbisi, 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."*

3 Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994

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 for them. The Livestock and Veterinary Department and some NGOs organized the women into groups for training including a VSLA group and a mother-to-mother support group.*
>
> *Among other skills, 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'S STORY

Safia was excited about the nutrition lessons. She learned that eggs, milk, cowpea, 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 onion. So, instead of growing cowpea, Safia started a vegetable garden 2 miles 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.

3.4 Livestock Group Case Study #3: Workload Sharing[4]

SEASON	Livestock case study discussions should be started during the pre-production and continued at breeding, production and marketing seasons as appropriate.
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	*1 hour (x 5 sessions)* 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 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 must 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.

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 Fumbisi, 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."*

4 Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).

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 more effort than the old way of letting the goats feed freely in the forest. She brought the baby with her when she went to collect supplementary feed, but she worried about the children she left at 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 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 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.

3.5 Livestock Group Case Study #4: Income Control[5]

SEASON	Marketing
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	*1 hour (x 5 sessions)* 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 especially in livestock market which is male dominated. 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)**. 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 Fumbisi, 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*

5 Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).

different support to them. The Livestock and Veterinary Department and some NGOs organized the women into VSLA groups for training- a VSLA (Village Savings and Loan Association) 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 on the farm. They learned about nutrition, the importance of milk and eggs, how to grow a nutritious garden, and the importance of 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 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 for 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?

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.

3.6 Livestock Group Case Study #5: Role-model Men[6]

SEASON	This case study can be introduced at any season during the livestock training
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	*1 hour (x 5 sessions)* 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 especially in livestock market which is male dominated. 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).** 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 Fumbisi, leaving women to do most of the farming and livestock rearing activities like digging, 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 forest while grazing.*
>
> *Many of the children went hungry at the end of the season as there were few 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 (Non-Governmental*

6 Adapted from: *The Oxfam Gender Training Manual* (Oxfam UK and Ireland, 1994).

Organizations) organized the women into groups for training- a VSLA group and a mother- mother support group. The 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 on the farm. They learned about nutrition, the importance of milk and eggs, how to grow a nutritious garden using water leftover from handwashing or dishwashing, and the importance of eating a diverse diet (especially adolescent girls and pregnant mothers). 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.".

They learned about how to set a good price for the crop 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 is 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.

3.7 Daily Clock[7]

SEASON	Production
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

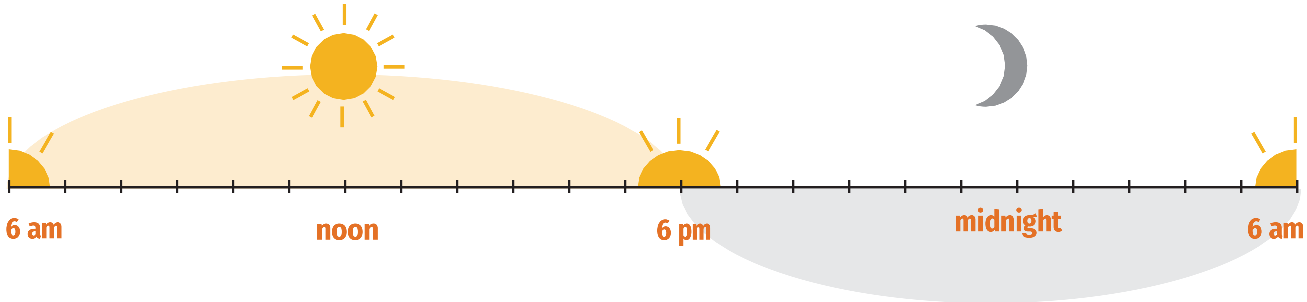
▶ STEP 1. **Introductions.** Explain that in this exercise, we are going to talk about all the tasks that men and women do to keeping the household running.

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.
- On a flip-chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.

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.



- Have participants draw or write all the tasks that they do throughout a typical from waking to bed. If they wake up at night (i.e. to breastfeed), include those tasks as well. Include leisure and rest time as well as 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 fairer?
- 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* can 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.

3.8 Harmony in the Home Role-Play

SEASON	This case study can be introduced at any stage during livestock rearing
OBJECTIVE	To illustrate the possibility of changing gender roles, and to demonstrate a positive scenario of cooperation and sharing household work
TIMEFRAME	30 minutes
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: *This exercise 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 like 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?

3.9 Household Decision-Making Pile-Sort[8]

SEASON	Vegetative Stage
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 makes 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. **Introduce the exercise.** In every household, there are many decisions that need to be made to maintain the family well-being and future plans. 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 be made to keep the family fed, and maintain the family well-being, and plan for the future.

▸ STEP 2. **Brainstorm.** 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

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

in farm equipment, deciding when a child should marry, deciding what to sell an animal, deciding whether to start a business activity...)

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

STEP 3. Organize. On a piece of flipchart or on the ground, create pockets or categories labelled:

- A woman alone
- A man alone
- A woman and man together (joint decision making)

STEP 4. Discuss. 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 category.)*

- 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. Then, ask:

- 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. Then, ask:

- Who was involved?
- How did you finally reach an agreement?
- Did you feel you had equal say in the decision? Why/why not?

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 you take this week to practice this?

▶ **STEP 8. Record the goals**. Have the group leader record goals to follow up in the next meeting.

3.10 Act Like a Man, Behave Like a Lady[9]

SEASON	This case study can be introduced at any season during livestock rearing
OBJECTIVE	To identity 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	45 minutes–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. **Identify stories of gender norms.** 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. **Categorize behaviors.** 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 chart below for examples). Write these on the sheet.

▶ STEP 3. **Discuss the behaviors.** 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?

9 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. 72.

- Can any of these messages can be potentially harmful? Why? (Place a star next to each message identified as harmful 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?

Chart Example:

ACT LIKE A MAN	BEHAVE LIKE A LADY
Be the breadwinner	Be passive and quiet
Do not cry	Be the caretaker and homemaker
Don't ask for help	Don't complain
Use violence to resolve conflicts	Be seen, not heard
Stay in control and do not back down	Follow men's lead
Drink alcohol	Be smart, but not too smart
Smoke	Produce children
Make decisions for others	Get married

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

- 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.

3.11 Learning to Listen[10]

SEASON	This case study can be introduced at any season during livestock rearing
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	30–45 minutes
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. **Repeat the scenario.** After a few minutes the process stops. 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 978-984-33-1706.

STEP 3. Discuss the scenarios. 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. Reflect. 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. Say, "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.
- Listening 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.

3.12 Persons and Things[11]

SEASON	This case study can be introduced at any season during livestock rearing
OBJECTIVE	To illustrate the existence of power in relationships and its impact on individualsand relationships
TIMEFRAME	1 hour 15 minutes to 1 hour 30 minutes
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 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."

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

STEP 3. Read the following directions to the group:

- **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 things 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. Carry out roles. Give the group five minutes for the "people" and "things" to carry out their designated roles.

STEP 6. Change roles. 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. Start a discussion. 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?

3.13 Household Decision-making: Cash-flow Tree

SEASON	This case study can be introduced at any season during livestock rearing
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 to 1 hour 30 minutes
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 made 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. **Introduce the activity.** 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. **Have groups draw their own tree.** 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. Identifying decision-makers. 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? Do women get enough cash-flow to purchase things they need for their menstruation and inner wear?
- 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. Discuss the different trees. 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?

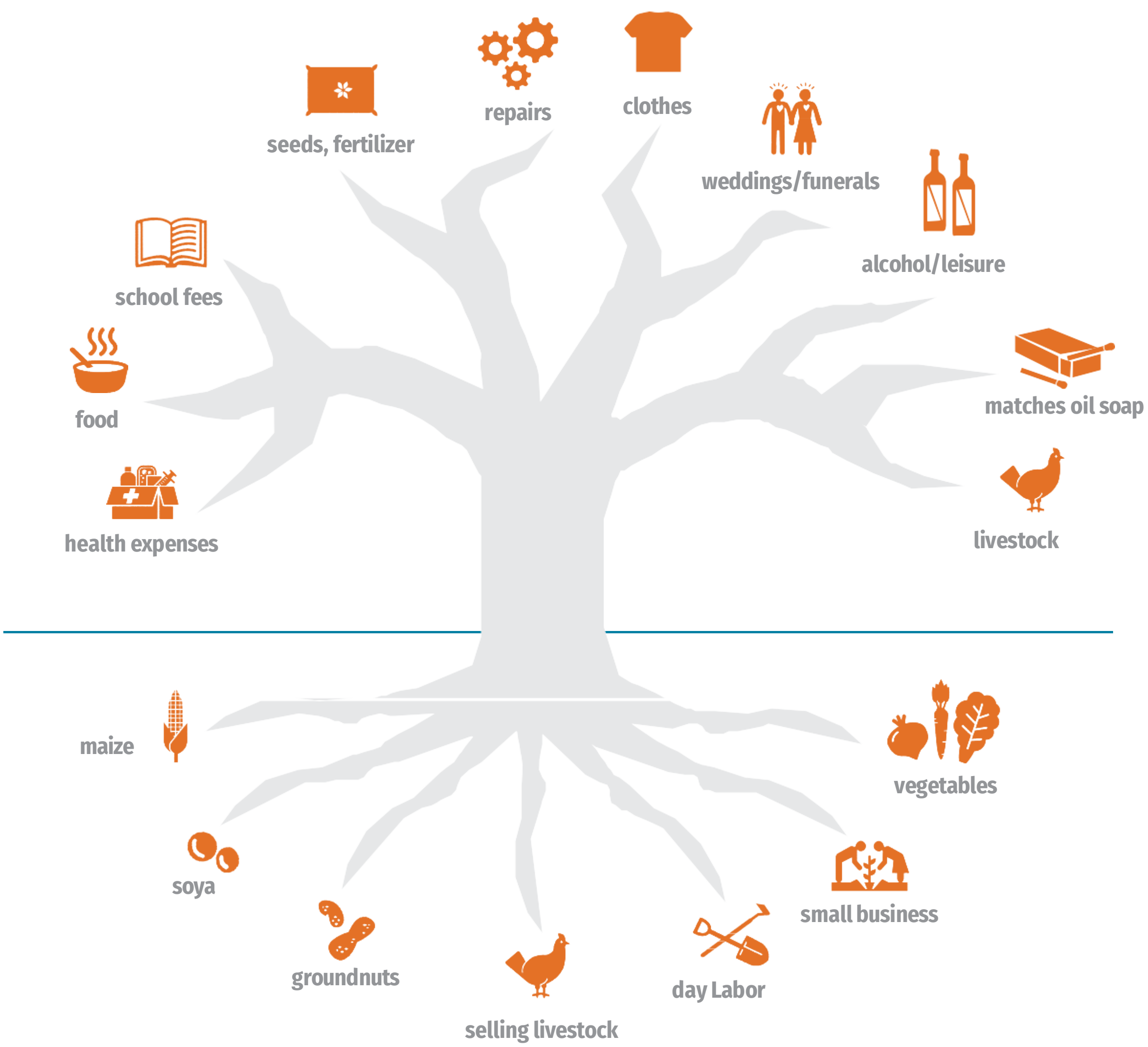
STEP 7. Show how important women are in the household. End by emphasizing the importance of women's contributions to the household financial well-being and the importance of jointly assessing the priorities.

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 crops; 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.
- 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

3.14 Fishbowl Session with Men and Women[12]

SEASON	This case study can be introduced at any season during livestock rearing
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* <u>*any*</u> *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 have you 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 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**.

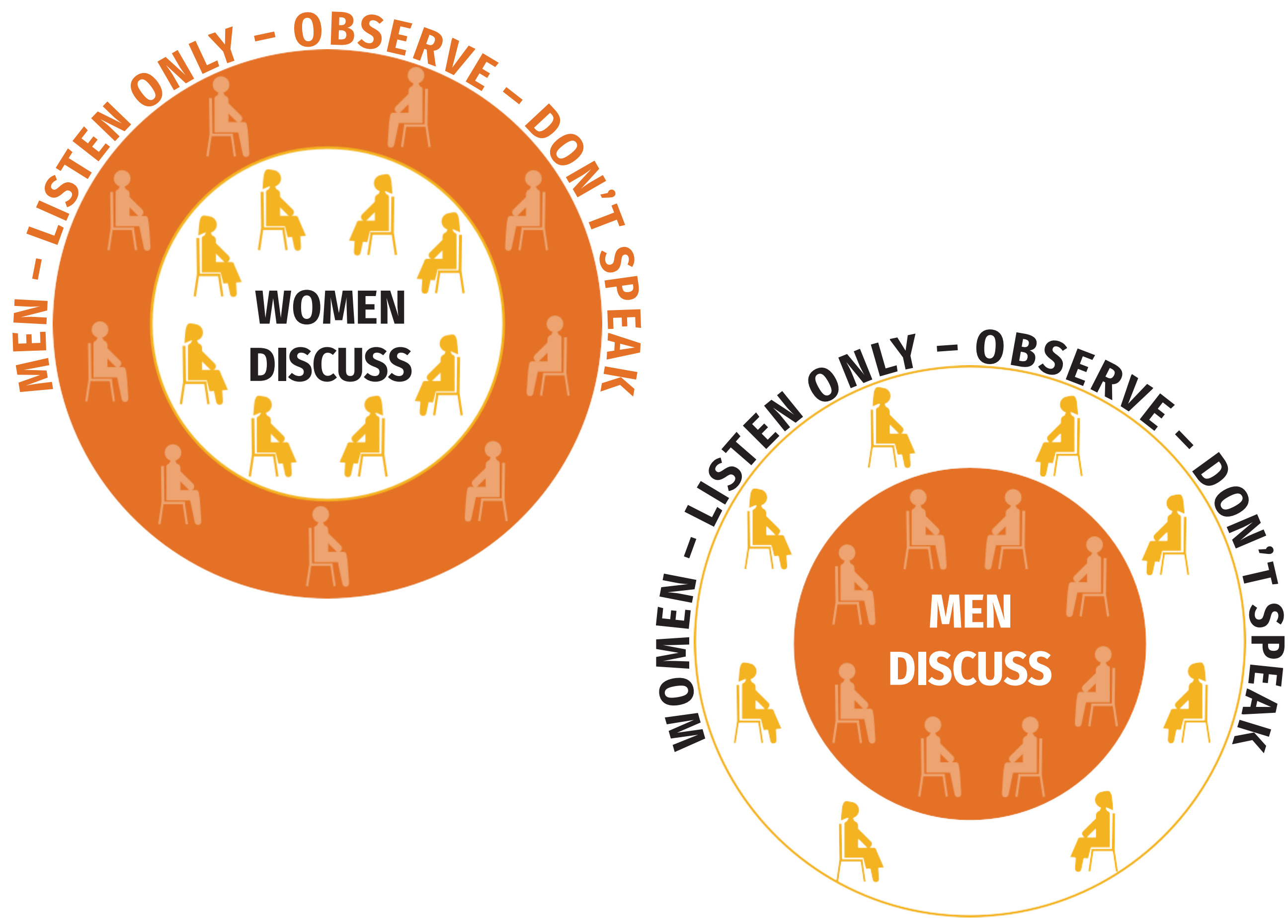
12 Adapted from: Pawlak, Peter, Henny Slegh, and Gary Barker. (2012). *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment*. CARE International in Rwanda and Promundo. Pp. 47–49

STEP 3.2. Discussion for Men:

- What have you learned from the 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?



3.15 Envisioning Empowerment: Vision Drawings

SEASON	Pre-production
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 exercise 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 future life goals 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 like?
- 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

▶ **STEP 3. Visualize the future.** 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.

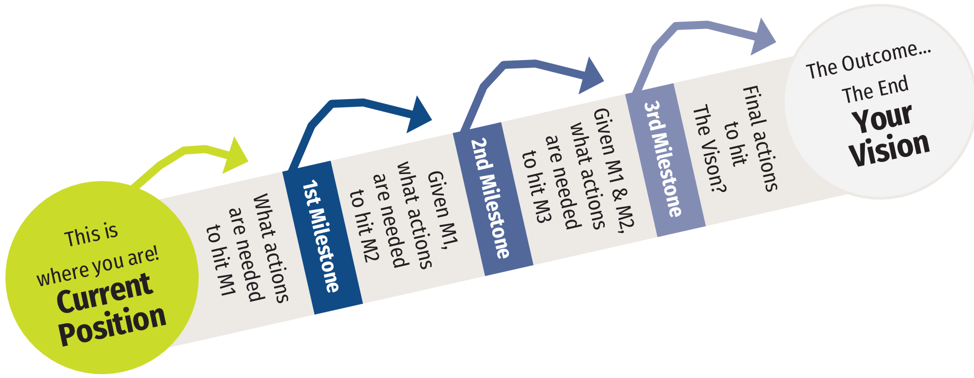
▶ **STEP 4. Lead a discussion on the aspirations**, around the following questions:

- 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

Identify the **Opportunities** that the project needs, to take advantage of, derived from the challenges/gaps that women/youths/Agribiz/SMEs need to address to realize the vision. . .



Document your **Challenges** that you project/ initiative needs to overcome given the Opportunities available to realize your Vision. . .

Linda Mayoux and IFAD, (2020), Gender Action Learning System Implementation Toolkit

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.

3.16 Gender-Based Violence: What It Is and How to Prevent It[1]

SEASON	Pre-Production
OBJECTIVE	To help participants relate GBV with power abuse To show how men's power over women could result in violence against women
TIMEFRAME	1 hour and 30 minutes
PARTICIPANTS	Mixed group
METHOD/TOOL	Value Clarification
MATERIALS NEEDED	Flipchart, idea cards, markers
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

The term gender based violence (GBV) refers to violence that is directed towards another person, in which his/her gender is a factor. As we know, violence is related to power. When one has power, he/she can abuse this power and become violent. In general, men are assumed to have power over women, and that is one of the reasons that conflict between partners often turns into violence against women. Violence can harm the psychological, economic, sexual and physical well being of a person.

In this module, we reflect on one form of interpersonal violence: acts of violence that occur between family members, in particular, by men's use of violence against female partners, spouses or wives. One of the most common forms of interpersonal violence is gender-based violence (GBV). Similarly, GBV occurs when a woman beats a man (this is less common due to the position of women in society). In our session, we focus on men and the different ways men can abuse power and become violent against women – wives/partners, female colleagues, daughters, etc.

Warming up questions

The facilitator can start this module with the following warming up questions.

- What are the common types of gender-based violence observe in the community?
- Which sex is most vulnerable against this violence? What are the major causes?
- Does GBV have consequences for food security and better nutrition of a HH?
- Are there any measures/penalties the community is enforcing to correct the person/s who commit such violence?
- What ideas can you suggest that will terminate such violence?
- Who is responsible in handling GBV? Why?

1 Adapted From: CARE Ethiopia. (2014).*Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual.* Pp. 37–38

Activity Steps

▶ **STEP 1. Define.** On a chart, the facilitator writes the four types of violence discussed above and asks the following question: Who can give examples of GBV between partners: psychological, economic, sexual, physical?

The facilitator then allows discussion on examples and then continues with the following questions:

- When is an act perceived as violent?
- What ideas, beliefs, and perceptions in society may fuel violence? (E.g., men have to beat women.)
- How can a nonviolent relationship contribute to increased profits from VSLA/VESA involvement, food security and better nutrition?

▶ **STEP 2. Value clarification**. Read the following statements and ask them to agree or disagree and ask why? Let them give reasons why they chose to agree or disagree.

Statements

- A husband who has sex with his wife against her will is using his natural power, therefore this cannot be called sexual violence.
- Sexual violence does not happen between partners.
- A woman who does not ask her husband for permission to go to the VSLA group does not respect her husband, and the husband can force her to stay in the house for a week.
- Psychological violence cannot be considered a serious offence because it does not hurt.
- A husband, who spends all his money in the bar, without permission from his wife, is committing a form of economic violence.
- A woman who talks in public in the presence of her husband is a bad woman and should be called a "bad wife" or a "witch."
- A husband who allows his wife to spend the VSLA savings on her own needs must have been "poisoned" by her; he is not a normal husband.
- A husband who beats his wife when she disappoints him is showing his love for her. This is not physical violence.

▶ **STEP 3. Discuss.** Ask the following questions

- Ask the groups to discuss how they can stop GBV (in the four types of violence) and prevent themselves and their neighbors from experiencing GBV.
- Let the participants make a plan of action for educating other families in their village about GBV, and to support community members in their effort to prevent men from committing violence.
- Give the following homework for male participants: Each participant should ask his wife/partner how she perceives the way he deals with his role as "the boss" or the most powerful member of the household and what she would like to change or to do differently. (Note: only ask and listen. No debate.)
- Summarize the discussion based on the responses from the groups and the information provided at the beginning of the session.

3.17 Women's Economic Empowerment VS GBV[2]

SEASON	Pre-Production
OBJECTIVE	To identify immediate, underlying and root causes of GBV against women To unpack reasons for why women's economic empowerment decreases the risk of GBV against women To unpack reasons for why women's economic empowerment increases the risk of GBV against women
TIMEFRAME	2 hours
PARTICIPANTS	Mixed group
METHOD/TOOL	"Vote with Your Feet" and "But why"[3]
MATERIALS NEEDED	Large sheets of flipchart paper, markers or pens
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Different school of thoughts/theories present different evidence for showing the correlation between women's economic empowerment and GBV. While WEE increases GBV against women according to some it decreases it for others. Through two SAA tools – "Vote with Your Feet" and "But Why", participants will be able to explore the diversity of opinions, and be provided with an opportunity to reflect on their own attitudes around commonly held beliefs. Also, the "But Why" tool will help participants to go to the root of both perspectives and identify the gender/social norm that needs to be challenged for GBV to stop.

Note to the Facilitator

Of the many theories, family stress and dependence theories are for the argument that women's economic empowerment will decrease their risk to GBV. According to family stress theory, stress caused by unemployment and lack of income contributes to Intimate Partner Violence hence economic contributions from women should decrease the likelihood of Intimate Partner Violence. Dependence theory asserts that by empowering women economically, their negotiation and bargaining power will be increased which help ensure safer relationship or quit it all together. On the other hand, according to resource theory, violence can be used as method of maintaining power and control over resources hence women's increased control over financial resources will result in increase in violence as an attempt by men to maintain control over women. In support of this assertion, relative resource theory states that if men perceive WEE as a threat to their status; in other words, if it tries to shake the status quo, violence will increase[4].

2 CARE Ethiopia (2028). Social Analysis and Action (SAA) in Food and Nutrition Security Programming. A manual for addressing gender and social norm barriers to promote gender transformative changes in Food and Nutrition Security (FNS) Programming.
3 Adapted from: CARE. (2018). Social Analysis and Action Global Implementation Manual. Pp. 26 & 39
4 Mejia. et al. , (2014). *Perspectives on Gender-Based Violence and Women's Economic Empowerment in Sub-Saharan Africa: Challenges and Opportunities.* Retrieved from https://www.measureevaluation.org/resources/publications/sr-14-111.html on July 2, 2018.

Activity Steps

Part I: Vote with Your Feet

▶ STEP 1. **Explain the purpose of the tool to the participants:**

- This is a group learning exercise, where everyone in the group gets to have their opinion on the statements and reflect on their own attitudes around commonly held beliefs. The objective is to understand the diversity of opinions and give everyone an opportunity to reflect on their own attitudes around commonly held beliefs.
- It is important that we show each other respect and refrain from judging, interrupting or ridiculing others.
- Our values and attitudes are not "right" or "wrong". They are simply the lens through which we view our world.

▶ STEP 2. **Post/lay two cards with "agree" and "disagree."** 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 – written or drawn for non-literate participants. If working with non-literate groups, decide together on symbols that depict the feeling of "agree" and "disagree".

▶ STEP 3. **Read the following statements one after the other.** Ask participants to reflect quietly (without discussing with one another) on their own attitude or opinion about a statement, and then move to the card that represents their opinion (agree/disagree).

Statements

- Women's risk of violence decreases if their male partners are employed
- Social expectation of masculinity makes men feel ashamed from not being able to provide for their wives or family and expose them to perpetuate VAW
- Men are less likely to be perpetuators of violence if they are highly educated
- Exposure to child abuse increases risk of GBV perpetration by men
- Low-socio economic status decreases risk of GBV perpetration by men
- Alcohol and drug use increases risk of GBV perpetration by both men and women
- Societal norms that support the use of violence as a method to discipline or control women increases risk of GBV perpetration by men
- Ideologies that man must prove their masculinity by being the sole providers increases risk of GBV perpetration
- Weak legal sanctions for GBV impact on the risk of Violence
- Conservative cultural contexts that limit women's status and opportunities outside of marriage decreases domestic violence
- Domestic violence increases if women arrive at higher economic status then their husbands
- Domestic violence decreases if women have education levels equal with or higher than their partners

▶ STEP 4. Once all participants have moved, **ask them to discuss with those near them why they have chosen that group** if they feel comfortable. (An activity after participants took side one each and every value statement)

▶ STEP 5. **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 6.** 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.

- 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.
- Ask participants if they have any question or clarifications about the points raised during the discussion.

▶ **STEP 7. Use the following reflection questions for a closing discussion:**

- Did you learn anything new from this discussion? Any surprises? Did this discussion change anyone's understanding of the beliefs and norms? What are the advantages of discussing, challenging or changing our beliefs, attitudes or behaviors?
- What are the disadvantages, consequences, or sanctions?
- How could people be helped to challenge the beliefs we discussed and change their behaviors?

▶ **STEP 8.** To sum up, **thank participants for their contributions, and summarize with the following key points**:

- 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 of prevalent gender, social, and power norms.
- 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.
- 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.

Part II: "But Why"?

▶ **STEP 1. Introduce the exercise to the participants** by explaining its purpose which is to analyze underlying causes of GBV against women and its correlation with WEE in view of developing strategies to challenge them

▶ **STEP 2. Divide the group** in smaller groups of five-six participants.

▶ **STEP 3. Each sub-group is given one of the following two social norm for analysis** by the facilitator,

i. Women's Economic Empowerment Decreases risk of GBV against women
ii. Women's Economic Empowerment Increases risk of GBV against women

▶ **STEP 4. Each group draws a circle in the middle of a sheet of flipchart paper 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 been 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 groups interconnected?
- Who are 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. Further discussion. It is highly likely that participants start to think about why women's economic empowerment is a reason for both increase and decrease in Gender Based Violence against women. This should lead them into deeper reflection about major factors that contributes to GBV against women beyond economic factors. In that case have further discussions on the following topics

- What non-economic factors are major contributors for GBV against women?
- What should interventions focus on? Who should do what?

STEP 9. Sharing beyond the group. 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.

3.18 A Conversation about Conflict[5]

SEASON	Production and Marketing
OBJECTIVE	To explore thoughts and experiences participants have as it relates to conflict To inspire productive ways of conflict resolution for harmony
TIMEFRAME	2 hours
PARTICIPANTS	Mixed group – May be easier to discuss topic separated into women groups and men groups and then discuss findings as plenary.
METHOD/TOOL	Conversation
MATERIALS NEEDED	Flipchart of Conflict Approach Chart, markers
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Different people can have different views regarding something they care about. Failure to understand this and absence of empathy lead people into a conflict. This module will help participants learn from their past/present conflict experiences and see if they dealt with them effectively focusing on the issue than the person.

Activity Steps

▶ STEP 1. **Introduce conflit.** The Facilitator introduces the session to the participants. “We all deal and often struggle with conflicts. (The Facilitator should give relevant cultural/community specific examples of conflicts.) We encounter many different kinds of conflict every day without necessarily connecting them and seeing some of the patterns and lessons to be learned. This activity is an opportunity to explore conflict in our life, our beliefs about it, how it looks, how it impacts us, how we deal with it and what our options are.”

▶ STEP 2. **Define conflict.** First, the word ‘conflict’ means many different things for different people. During this activity we will be exploring its meaning. It is what ‘conflict’ means to you. Yet for the purpose of this exercise, we can say that ‘conflict is a disagreement about something that you care about.’ I will be asking 5 questions related to family and you should answer as it applies to your own situation. There is no right or wrong answer. For each question, you should choose 0, 1, 2, 3, 4 or 5; with 0 meaning “almost always NO” and 5 means ‘almost always YES’. (The Facilitator should decide to use 0–5 or other appropriate symbols.)

When each question is read, each participant should choose their own answer (from 0 to 5) and record it on the ground in front of them or in their mind. (The Facilitator should provide each participant time to answer each question.)

5 Adapted from: A Conversation about Conflict, A Facilitator’s Guide, Search for Common Ground, 2003. As cited in Access Africa. (2013). *Village Savings and Loan Associations (VS&LAs): Programme Guide-Field Operations Manual with Integrated Gender.* Pp. 129–131.

Questions:

1) Is it easy for you to raise an issue or disagree?
2) When in conflict, can you share your feelings, especially anger?
3) Do you deal with the 'real' issue and find a resolution? (The Facilitator should give an example here to explain what is meant by 'real' issue. If a husband does not help washing up and a conflict is started – Is it the superficial reason of washing up or is it a deeper issue, such as respect in the relationship?)
4) Is everyone's voice heard and respected?
5) What would it take to create a safe or comfortable space for conflicts and differences?

▶ STEP 3. **Discuss in small group.** Ask participants to now pair up with a neighbor and discuss their findings. Reassure participants that they don't need to share anything they are not comfortable talking about. Tell them they will have 10 minutes to share. At 5 minutes, tell them they are half-way through.

▶ STEP 4. **Debrief group.** Debrief the entire group by asking:

- What came up in your discussion?
- What insights or patterns did you see?
- What similarities or differences did you see?
- What did you answer for Question 5?

▶ STEP 5. **Personalize conflict.** Let's now move to discuss the concept of conflict and the role it plays in our lives. Ask the group: What does the word conflict mean to you? What role does conflict play in your life? How often do you experience conflict?

▶ STEP 6. **Facilitate the discussion with additional questions:**

- Why do we have conflicts?
- Is it possible not to have conflict?
- Do you consider conflict to be normal?
- Do you believe we have more or less conflict than say, 5 years ago?
- What do you think of this idea: "Conflict is a natural part of life, it is everywhere and is a part of every relationship"?

▶ STEP 7. **Is conflict good or bad?** Let's discuss now if we think conflicts are good or bad. Shut your eyes and try to think of one of your first experiences of conflict. After two minutes as them to turn to their neighbor and discuss the conflict. Discuss for 5 minutes using these questions:

- What happened in this conflict?
- What lessons did you learn from this experience?
- What beliefs about conflict did you develop?

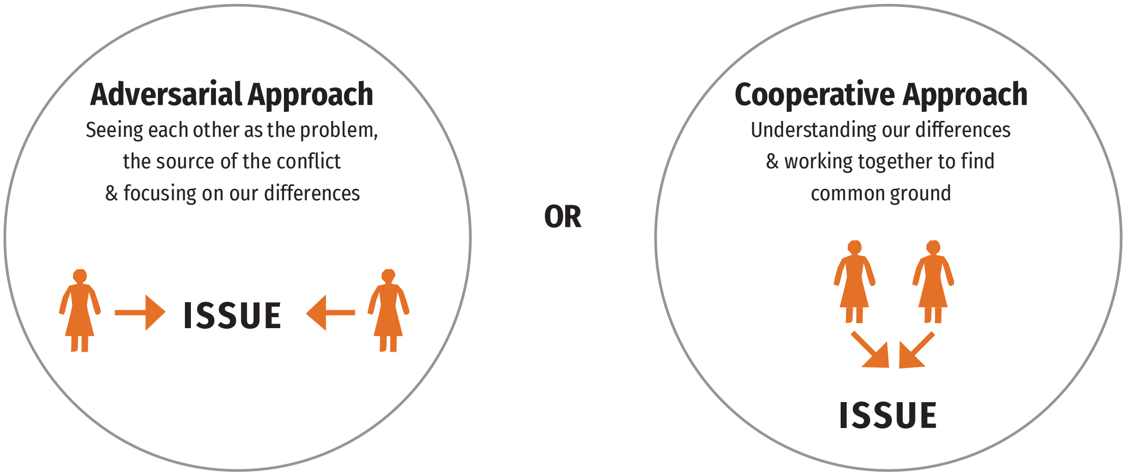
▶ STEP 8. **Debrief as the whole group.** Use these questions:

- How did these experiences influence the way you perceive or react to conflict today?
- Are there conflicts that can be easily resolved?
- Did any of the earlier conflicts have a positive outcome?
- What makes a conflict have positive or negative consequences?
- What do you think of this idea: Conflict is neither positive nor negative? It is the way we deal with the situation that will turn it into something destructive or an opportunity for growth.

▶ STEP 9. **Handling conflict.** Let's now discuss how we handle conflict. What is your usual response to conflict? What are your immediate or automatic emotions, attitudes, beliefs and behaviors?

▶ STEP 10. Dealing with conflict. There are two different ways to deal with a conflict – you can either focus on winning, convincing, overcoming the person you're in conflict with OR you can engage that person as a partner and work together on the problem you have.

Conflict Approach Chart



Discuss: Review the chart and discuss the two approaches. Provide an example:

If only my husband or wife was more understanding or less selfish, etc. Or you can focus on: How can we have a relationship that works for the both of us? This second question frames the situation differently.

▶ STEP 11. Ask them to discuss as large group or in pair. Use questions-

- How did each of you deal with the problem and each other?
- Which model/approach were you the closest to?
- How did the conflict affect your relationship?
- Did you get to the real issue and resolve it?

NOTE: Depending on the level of the participants, may decide to present them with scenarios that relate to the chart and two approaches and then ask questions about the scenarios.

▶ STEP 12. Conflict as a choice. What do you think of this idea: "Conflict is a choice, although this is not the easy answer to all problems, there is always a choice"

▶ STEP 13. Making conflict work. Let's discuss how do we make conflicts work for us? Ask the group: When we're in conflict do we really think about the options we have in the way we react? How confident are you in your ability to deal with conflict?

▶ STEP 14. Discuss as large group or in pairs:

- Think back to the conflict you recalled earlier, what tools and skills did you use to deal with this conflict?
- What have you found useful in dealing with conflicts?
- What skills, processes and qualities do we need to deal with conflict and all the emotions that go with it?
- What do you think of this idea: *Dealing with conflict can be learned and practiced?*

STEP 15. Disscuss. Let's now discuss what we are willing to do. Remember the questions at the beginning. How would you feel if you could answer YES to all those questions? How would you describe that feeling?

STEP 16. Discuss as large group:

- What would it take for that to happen, answering YES to all those questions?
- What would become possible in our families and our communities if we were able to?
- Do you see a connection between the way we deal with our personal conflicts and other, larger conflicts?
- What do you think of this idea: We each make a difference. There is a connection between the way we deal with our everyday conflicts and the larger ones. Change takes place one person at a time until it becomes the norm.

STEP 17. Conclude by asking: How useful have you found this conversation? What do you leave with?

3.19 Conflict Resolution[6]

SEASON	Marketing
OBJECTIVE	To consider situations which provoke conflict at the household level. To discuss what happens and why, and how one can avoid or resolve such conflict.
TIMEFRAME	1 hour
PARTICIPANTS	Mixed, Yet the role plays should be discussed in gender separate groups and then findings discussed in plenary
METHOD/TOOL	Role Play
MATERIALS NEEDED	Props, markers, flipchart paper
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This module will help participants understand different scenarios that could lead to violence. Through role plays, participants will demonstrate how different scenarios lead to conflict and what better ways of dealing with such scenarios could lead to conflict resolution.

Activity Steps

Role Play Scenarios: These should be adjusted to the context and culture of the community being trained.

- Food – The husband arrives home and the food is not ready because the wife is late back from a VSLA/VESA meeting;
- Mobility – A woman goes out to visit other women and her husband comes home to find her absent;
- VSLA loan – the woman's loan has been used to buy a seed or other agricultural inputs for her husband. Repayment time arrives and she has to get the money from him.

▶ STEP 1. **Facilitator discusses with participants that conflict is present when two or more parties perceive that their interests are incompatible, express hostile attitudes or pursue their interests through actions that damage the other parties.** Interests can differ over:

- Access to and distribution of resources (e.g. Territory, money, energy sources, food);
- Control of power and participation in political decision-making;
- Identity (cultural, social and political communities); and
- Status, particularly those embodied in systems of government, religion, or ideology'

6 Adapted from: Access Africa. (2013). *Village Savings and Loan Associations (VS&LAs): Programme Guide-Field Operations Manual with Integrated Gender*. Pp. 132.

STEP 2. Introduce the Role-Play scenarios to the participants.

STEP 3. Split participants into smaller groups. (Make sure they are not mixed. If although the VSLA/VESA has 2 or 3 men then have to ask which women would be willing to work with them in a group.)

STEP 4. Assign the role-plays to the number of groups you have.

STEP 5. The groups discuss the role-play scenario. Then they work on the role-play they are assigned.

STEP 6. Each group presents the role play to the larger group.

STEP 7. Either after each role-play the larger group discusses the role-play and discusses what can happen as a result of such a scenario as well as strategies to work through the conflict.

Note to the Facilitator: The facilitator can also discuss if violence is a result of these conflicts or if it is raised by participants. Discuss how such conflicts can lead to violence against women and strategies to avoid or address violence.

3.20 Cross the Line[7]

SEASON	Marketing
OBJECTIVE	To provide participants the experience of trying to negotiate
TIMEFRAME	20 minutes
PARTICIPANTS	Mixed
METHOD/TOOL	Role Play
MATERIALS NEEDED	Rope, tape or something to make a line on ground
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

This module will engage participants in negotiations. Participants will be able to learn techniques and strategies to win someone over. The role play is about developing negotiation skills.

Activity Steps

▶ STEP 1. **Divide your group into two teams.**

▶ STEP 2. **Each team picks a team leader.**

▶ STEP 3. **Place the teams on opposite sides of the meeting/training space and run a piece of rope, tape or mark a line in ground down the middle of the meeting space.** Players cannot move to the other team's side. The leaders stand across from each other during this game.

▶ STEP 4. **Each team tries to negotiate with the leader of the other team to make him move to their side.** They can debate, cajole and even bribe the leader into changing sides. All bribes must be honored by the team for them to successfully win the game. The other team tries to negotiate with the other leader.

▶ STEP 5. **Discuss outcomes of activity.** Who won and why? Was it easy to negotiate with the leader? Which strategies worked? Which ones didn't? Why?

7 http://www.ehow.com/list_6754703_negotiation-skill-games.html#ixzz2Ue5tSSjm. As cited in Access Africa. (2013). *Village Savings and Loan Associations (VS&LAs): Programme Guide-Field Operations Manual with Integrated Gender.* Pp. 133.

3.21 Safe space for women's productive engagement[8]

SEASON	Production
OBJECTIVE	To understand types and forms of violence happening in the community To unpack the impact of violence on women's productive engagement To realize the impact of violence against women on men
TIMEFRAME	1 Hour
PARTICIPANTS	Work with women and men in separate groups to allow for greatest participation. General observations can be shared in larger group setting. Alternatively can host this session twice – once with women and another time with men.
METHOD/TOOL	Village Mapping9
MATERIALS NEEDED	Flipchart, idea cards, markers, tape or stones. Use symbols to represent different ideas instead of words. Have group develop the symbol.
VENUE	VESA/VSLA Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Violence Against Women (VAW) limits women's productive engagement. Understanding the types and forms of violence within a community will help women take precaution, men realize its impact and community members find solution to prevent and respond to such acts. The village mapping tool will help participants name the types and forms of violence at every spot which is the very first step of planning to eliminate it and promote safe space for women's productive engagement. Participants will also realize the impact of playing the role of a perpetuator; in this case men, given the result of violence isn't to the advantage of perpetuators as well given there are consequences; both personal and legal.

Activity Steps

▶ STEP 1. **Ask the group to draw a map of their village considering women's movement in their productive engagement.** From home to the market – where do they stop by? If group has done a mapping exercise before, ask them to use it as a reminder to draw the map for their village.

▶ STEP 2. **Use the map to discuss where different types and forms of violence occur, to whom and by whom?**

8 CARE Ethiopia (2028). Social Analysis and Action (SAA) in Food and Nutrition Security Programming. A manual for addressing gender and social norm barriers to promote gender transformative changes in Food and Nutrition Security (FNS) Programming

9 Access Africa. (2013). *Village Savings and Loan Associations (VS&LAs): Programme Guide-Field Operations Manual with Integrated Gender*. Pp. 163.

STEP 3. List the different forms of violence that arise and categorize it per types of violence as sexual, emotional, physical, etc.

STEP 4. For each form under each type of violence, ask participants:

- When is violence tolerated or not tolerated? Why?
- Who tolerates violence? Why?

STEP 5. Ask question to probe into the role or value of using violence and perception of violence with the community. The questions may include:

- What is the role or value of using violence to men (power, pain, pleasure)? To women?
- When is it acceptable to talk about certain types of violence and when is it not?
- Where are the silences and where are the bragging points?
- For men who don't use violence, what are the factors supporting and consequences related to that behavior?

STEP 6. Ask participants to take a look at the village map and let them respond to the following "where" "what" and "how" questions. In each one of the spots marked as places where violence occurs:-

- What types and forms of violence against women are there for that specific spot?
    - How does it limit women's right to movement and productive engagement?
    - How can it affect women's group engagement? (Ability to save, build savings, start or grow a business, etc.)
- How does violence against women affect men? (This question should go beyond the discussion about men being husbands, father and brothers. The facilitator should encourage people to talk about those men who abuse women and how it affects them too.)
- What can be done to change attitudes and behaviors around violence against women?
- How can we transform spots marked with violence in our map to make our village a safe space for women? The facilitator should encourage participants to mention practical steps as installing lights, more water points, and active community based mechanisms for GBV prevention and response, etc.

3.22 Women's representation and decision making in formal and informal institutions[1]

OBJECTIVE	To explore the extent of women's participation and representation in formal community institutions. To examine the obstacles and barriers that hinder women's progression into leadership and decision-making positions. To assess societal perceptions and attitudes regarding women's capacity for leadership and decision-making roles.
TIMEFRAME	2.5 hours
PARTICIPANTS	Mixed group
METHOD/TOOL	Storytelling and value clarification
MATERIALS NEEDED	Flip chart and marker
VENUE	Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction:

Women's empowerment is needed for a woman to realize her full human rights: the combined effect of changes to her own aspirations and capabilities, the environments that influence or dictate her choices, and the interactions she engages in each day.

Formal and informal spaces may include village committees, government administration, village savings and loans groups, in addition to other public groups and forums. The ability to participate meaningfully in public spaces and claim one's rights goes beyond token representation and quotas for under-represented groups within a forum or association. Meaningful participation involves environments where individuals may actively contribute to decisions, where their ideas are heard and considered, and where they can take part in leadership or decision-making.

Women in CARE's intervention areas are less empowered, and with the cultural setting and social attitudes towards women, are not able to fully exercise their rights. Women are not allowed to speak in public, such as in meetings or in any other community gathering. Women are given less value and respect for participating in public engagements than in their engagement in household matters. As a result, women also are discouraged to assume leadership and decision-making roles.

In recognition of these challenges and the urgent need for change, this module is designed to engage participants in an exploration of the utmost importance of women's participation and voices within both formal and informal institutions. By delving into the complexities of women's empowerment, this module seeks to shed light on the integral role it plays in advancing gender equality, human rights, and societal progress. Through interactive discussions, activities, and critical

1 Adapted From: CARE Ethiopia. (2014).*Social Analysis and Action (SAA) for Food Security Programs Facilitation Manual*. Pp. 17-19

reflections, we aim to empower individuals to champion the cause of women's representation and decision-making, fostering a more equitable and inclusive world.

Activity Steps:

STEP 1. Brainstorming

Introduce the topic and objective of the session. Ask participants to brainstorm on the relevance of the topic to their context. Ask participant to brainstorm their perceptions towards women speaking in public and representation in leadership in the kebeles/woreda (District).

STEP 2. Story telling

Tell participants the story of Abebech and her husband (please use context appropriate name).

The Story of Abebech and her husband

Abebech and Ato Mola are a married couple blessed with four children. They often attend community meetings together. However, something troubling lingers in the background of their interactions. Abebech, whether she has valuable opinions or not, seldom speaks during these gatherings. One fateful day, as they both attended a kebele meeting, Abebech finally summoned the courage to raise her hand, eager to share what she believed to be important for their community. To her dismay, the chairman denied her the opportunity to speak, leaving her heartbroken.

On their way back home, Ato Mola erupted with anger directed at his wife. He expressed his deep disappointment and embarrassment at Abebech's audacity to raise her hand in front of the other meeting participants. He questioned her, "Why do you insist on speaking in public? What important contributions could you possibly have to demand the floor in front of all these people? Do you intend to disgrace me in front of everyone? You are well aware that women are not meant to speak in public." Finally, he decreed that Abebech would no longer accompany him to any meetings in the future.

Moderator may summarise the learnings after all have contributed as follows: This story sheds light on the pervasive gender inequalities that continue to silence women in public spaces and deny them the opportunity to have their voices heard. It serves as a reminder of the challenges many women face when trying to engage in community matters, highlighting the urgent need for change and gender equality in all spheres of life.

Let participants re-tell the story in their own words to check they understood the story.

STEP 3. Discussion Points

Pose the following questions for participants to discuss:

- Does Abebech's story relate to your situation?
- Do you know anyone who has similar story to Abebech and her husband?
- How does Abebech's experience reflect broader gender inequalities or stereotypes in our society?
- What strategies or initiatives can communities and organizations implement to encourage and support women like Abebech to have a voice and participate actively in public spaces and decision-making?
- In your opinion, how can we challenge and change cultural norms and beliefs that perpetuate the idea that women should not speak in public or be active participants in community matters?

- What role should men, like Abebech's husband, play in promoting gender equality and supporting women's participation and leadership in various aspects of life, including public forums and meetings?
- How can we create safe spaces for women to voice their opinions, share their concerns, and actively contribute to community development without fear of backlash or discrimination?

STEP 4. Value Clarification

Tag the following value statements on different corners of the space/place of the room

- Women are fragile and emotional hence unfit to be leaders
- Women don't have knowledge to represent their HH or community in formal and informal associations
- Men are natural leaders because they are rational beings
- All women are better at communicating with their children over communicating their ideas to the public

Read the statement out loud. Ask participants to stand with the statement that they think best suits their beliefs and attitudes towards women and men. Ask participants the reason why they choose their stand/statement.

Pose the following questions to ignite the discussion:

- Do women speak in public? If yes, give some examples.
- Do you feel comfortable being represented by a woman?
- Is it acceptable for women to speak in public? Do you think their ideas are respected?
- Do women safely move from one place to another by themselves? E.g. to market, health post, kebele or other places?

STEP 5. Wrap up the session

Take the group through an analysis of why women do not feel at ease speaking in public and try to find out cultural and attitudinal perception on the issue of speaking in public. Highlight how this is due to their exclusion from the public space and major community concerns are taken care of only by men. Meanwhile, women are not accustomed to how to engage with formal institutions in their vicinity. It is inevitable that women need to be empowered to meaningfully participate in community discussions and decision-making.

Furthermore, our discussion has shed light on the deep-rooted gender inequalities that often prevent women from feeling at ease when speaking in public. We have explored the cultural and attitudinal perceptions surrounding this issue and discovered that women's reluctance to speak in public spaces is closely linked to their historical exclusion from such spaces. In many communities, major community concerns have traditionally been addressed primarily by men, while women have been left on the sidelines. Moreover, women may lack the knowledge and experience necessary to engage effectively with formal institutions in their vicinity, further limiting their participation.

As we reflect on these insights, it becomes clear that empowering women to actively and meaningfully participate in community discussions and decision-making is not just a matter of individual empowerment; it is an essential step toward achieving true gender equality. It is crucial for communities and organizations to work together to break down the barriers that hinder women from having a voice in public matters. By providing opportunities for education, mentorship, and creating inclusive spaces where women's perspectives are valued, we can foster an environment where women can confidently speak up, contribute to community development, and have a lasting impact on the decisions that affect their lives. It is through collective efforts that we can move closer to a more equitable and inclusive society where every voice is heard and valued.

3.23 Leader, Roles, and Characteristics of a Leader[2]

OBJECTIVE	To define the concept of leadership.To recognize the attributes of an effective leader. To comprehend the various roles of a leader. To identify and develop personal leadership qualities. To understand the importance of voicing opinions and rights. To exhibit confidence measures and provide support to group members.
TIMEFRAME	2 hours
PARTICIPANTS	Mixed group
METHOD/TOOL	Group work
MATERIALS NEEDED	Flipchart, markers/chalk, A4 papers, tape, and picture of active and non-active leaders
VENUE	Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Introduction

Leadership is a dynamic and essential aspect of human interaction and societal advancement. It surpasses individual actions, resonating through organizations, communities, and societies. In today's ever-changing world, grasping the principles of effective leadership is of paramount importance. As we commence our exploration of leadership, we will delve into six core aspects that encapsulate this empowering concept.

- First, we will define leadership's essence, emphasizing that it's not just a title but a powerful force for change and inspiration. This foundational understanding sets the stage for our exploration of leadership's transformative potential for women.
- Next, we will uncover the qualities that distinguish effective leaders, making it clear that leadership is not reserved for a select few but can be developed and practiced by anyone willing to embrace its principles.
- Furthermore, we will examine the multifaceted roles leaders assume within teams, organizations, and communities. We'll explore how these roles contribute to achieving collective goals and aspirations.
- Moreover, our journey into leadership involves recognizing personal leadership qualities and nurturing them. We'll highlight the importance of self-awareness as a leader.
- Additionally, we'll emphasize the significance of voicing opinions and advocating for rights within the context of leadership. Leadership thrives on diverse perspectives and the willingness to champion justice and equity.
- Lastly, we'll delve into the vital role confidence plays in leadership, understanding that it empowers leaders and enables them to provide unwavering support to their team members.

2 Adapted from: *CARE International in Lao PDR (2018). Facilitator's Guide _ Leadership Training for Women Groups 1.* Retrieved from Combined_Women-Leadership_Facilitators-Guide_English_2018_CARE-Laos.pdf on August 31st , 2023

As we embark on this enlightening expedition into leadership, remember that it's not just a destination but a continuous journey of growth and evolution. Together, we'll uncover its intricacies and discover how each of us can become a catalyst for positive change and progress.

Session 1: What is a leader?

▶ **STEP 1.** Ask participants to think of an effective leader or a person they know, this person can be a leader in their village or in community such as head of village, village elder, LWU, head of group, young active leader, etc;

▶ **STEP 2.** Divide participants into groups (3 to 4 people per group) to draw a picture of the effective leader on a flipchart and discuss about these questions:

1. What is her/his job?
2. Why he/she is an effective person/leader?
3. What did they do differently from other leaders you know to make them stand out?

- When finished group work, post the picture of leaders on the wall and each group select one representative to present their work, take turn to another group;
- During each group presenting their leader, facilitator takes note of their answers of above three questions beside the picture they drew;
- Wrap up:
    - Facilitator goes picture by picture and compares the different points of an effective leader from each group, as well as and the reason why she/he is an effective leader. Highlight the similar and different points (if any);
    - Explain to participants that each good leader doesn't need to be the same (as you see from the picture) because they are different, work with different people, live in difference community but the important thing is a leader should be the person who cares about others and does their job well.
    - The Facilitator should check if the picture of the effective leaders are mostly those of men or most of them are women or equally between women and men. Facilitators discusses with participants, about the chief of their village, are they men or women? if most of the village chiefs are men, facilitator asks participants to think of why most of the leaders shown here/at the village are men? Can women be leaders? If yes or no, why? Can women be effective leaders?
- Facilitator summarizes participants' responses and highlights that women and men have the same right to be leaders, though in reality, , men are more often leaders because of cultural believe/practices and social norms in their community. Men have more advantages and more chances to be elected as leaders because they have more opportunities compared to women such as opportunity to access education, information. Women can be leaders as men and can be good and effective leader as well. Women and girls should have equal opportunity in all stages and all levels as men and boys;

▶ **STEP 3.** Facilitator presents the definition of the leader

Leader: The leader is a person who leads or commands a group, organization, or country. In a group setting, a leader brings the group members together and facilitates to set a clear goal/vision for the group, motivates group members; guide group members through the work process and build morale/encourage towards achieving the group decisions.

Effective leadership - this is a collective effort in which everyone is involed, it takes setting direction, creating alignment, and building commitment (DAC).

Session 2 – What are leader's roles?

▶ **STEP 1.** Ask participants to work in the same group to discuss what roles leaders have? Or what does someone do as a leader?

- Participants can write the answers on flipchart (for the group who can write) and select their group representative to present the results in a big group;
- For participants who cannot write, remember what has been discussed in the small group and share results of their discussion in big group. Facilitator note the roles they presented on flipchart hanging on the wall;
- Wrap up – facilitator grouping the similar roles presented and present participants the general roles of the leaders, as follows:

  Leader roles:

  - Call and gather women's group members to join meetings or training.
  - Organize and facilitate the meeting of group members.
  - Facilitate information sharing, decision making process to reach a consensus.
  - Facilitate developing of group work plan, lead to implement it and share results.
  - Represent the women's group with village authority, other and outsiders.
  - Help group members to improve their knowledge and skills.

Session 3: What are the characteristics of an effective leader?

▶ **STEP 1.** Review participants' effective leadership characteristics

- Facilitator explains to participants that each of them will come in front of the room and tell other participants about themselves (if participants are too shy to come in front of everyone they can stand where they are and speak to the room);
- Give 10 minutes to participants to think about these questions.
  1. What are some of your characteristics that could make you an effective leader? Think of your characteristics that are appreciated by other people.
  2. Did you hear anything from group members or other villagers' opinions about your leadership, if yes, what did they say? (Good and weak points)?

▶ **STEP 2.** Give participants 2 minutes each to present their answers loudly and clear voice; do the same with all participants.

- During participants' presentation, facilitator takes notes on flipchart hung on the wall of their answers.
- Wrap up – facilitator summarizes answers for each question and presents the characteristics of an effective leader, as follows:

Characteristics	Description of the Characteristic
Self-confidence	Believing in yourself that you can do it, able to speak out and can negotiate with others
Express own voice	Have your own voice, as well as other group members, knows that you and all group members have the right to share opinion, able to be critical on issues and raise questions
Motivate others	Able to bring people together to translate group idea to accomplish some tasks, play an active social role in the community.
Self-control	Handling/managing our feelings well and dealing with negative emotions effectively.
Social-awareness	Being sensitive to other people's feelings and understanding their point of view; respecting many different points of view.

Characteristics	Description of the Characteristic
Social skills	Our ability to relate to and understand others of their needs and points of view, as well as communicate effectively
Ask participants to add more characteristics	

- Highlight that each person have their own characteristics within themselves and that might differ from other people's

Session 4: Build effective leadership characteristics

▶ **STEP 1.** Build self – confidence: ask 2 or 3 volunteers to come up and speak in front of everyone to tell a small story (for example, the last time they went to the market or join the meeting).

▶ **STEP 2.** Do the same with some other participants and then discuss with participants these questions:

1. How did you feel by standing and speaking in front of everyone?
2. Why did you feel like that? If you feel shy/fear/nervous/un-confidence.
3. How can you/we overcome these? what can you do to improve your confidence?

▶ **STEP 3.** Show pictures to participants of a woman standing and talking to other people and a picture of a woman sitting apart and being very shy. Ask participants what each of the 2 women can achieve.

- Remind participants that practicing speaking in front of others can help to overcome shyness/fear/nervousness/lack of-confidence.
- Facilitator share key points for self-development, as follow:

Self-development: - learning new things and building new skills

- Keep practicing your good performance/action in your family, in the group and in community.
- Open mind to learn new knowledge, skills and apply new lesson learnt into everyday life practice
- Learn from making mistakes made by yourself and others and do not let it happen again
- Accept feedback from other group members, villagers and be willing to make the change.
- Care about yourself for example look after your health, wearing clothes that makes you feel comfortable and confident

▶ **STEP 4.** Build confidence on how to express your own voice: ask participants to share their experiences in the past by using these questions:

1. What issue or topic that you feel you cannot say in the presence of people in your family?
2. Why do you feel like that? What are the reasons?
3. What will you do to make yourself to be able to say what you want?

Facilitators take note on flipchart of each issue follow up above questions.

- Wrap up – facilitator summarizes the issues the participants cannot speak about and review the reasons why they cannot speak about them. Explain to participants that they have the right to raise all the issues they want without fear.

STEP 5. Build confidence to motivate others: ask participants to think of a person they know who helped them to do something good and they were happy with the result.

- Select few participants to present to everyone how that person motivated them and what they did to motivate them.

STEP 6. When each participant finished presenting, facilitator ask participant these questions:

1. What can you do to copy from that person?
2. Why would you do that?
3. How will you motivate other people in your family, and in the group?

Wrap up – facilitator summarizes their answers and explain the importance for a leader to try to motivate others act as a motivator.

3.24 Skills of an Effective Leader[3]

OBJECTIVE	To acknowledge/realize the skills needed for a good leader To understand how to improve their skills to be the good leader; such as communication, facilitation, team building, modeling and making a plan.
TIMEFRAME	2 hours
PARTICIPANTS	Mixed group
METHOD/TOOL	Reading story, group work, game, presentation and role-play
MATERIALS NEEDED	Flipchart, markers/chalk
VENUE	Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

Session 1- Skills for leadership

▶ **STEP 1.** Breakdown participants into groups (3-4 people per group); facilitators read the story of Ms. Phetsaman (please use context appropriate name).

A Short Story: Phetsaman's journey towards the leadership

Phetsaman is the village head of Khounsai village, Dak Cheung District, Sekong Province. She is a member of Women Income and Nutrition Group (WING) that CARE works with. She was a village Lao women union for years and then she was elected as a village head because of her, confidence and ability to motivate people to improve the situation.

As a leader she attended many meetings, as well as activities organized by the village and CARE's project. When she joins the meetings and the activities she learns a lot from these events to improve her skills and share with group members.

She gathers group members regularly and facilitates group meetings to share information, asks group members to share their issues or problems, make decision on what actions to take, prepares work plan with the group, divides responsibility among group members and reports the work progress.

As a leader she needs to listen to group members, she asks questions and help to reach a consensus between group members to decide what actions need to be taken and to make a plan.

"As a village chief, I have lots of responsibilities. I coordinate meetings, facilitate and solve the conflict, identify poor family or orphans and recommend for support. I provide coaching to women in the village once in every two months. During the meeting, all women need to speak, and we focus in creating equal opportunities especially in education to both girls and boys."

3 Adapted from: *CARE International in Lao PDR (2018). Facilitator's Guide _ Leadership Training for Women Groups 1*. Retrieved from Combined_Women-Leadership_Facilitators-Guide_English_2018_CARE-Laos.pdf on August 31st , 2023

She needs also to motivate groups' members to work as teams. She also needs to show the right example to the groups' members by her own actions so that members are motivated to act like her.

For village future improvements, Phetsaman realizes that her village needs help and support. She taught and coached other group members and active people in the village to be leaders and supports other villagers based on their needs. She also supports women to improve their knowledge and skills so that they can be leaders one day in the future. Phetsaman's dream is to be a head of village cluster in the future. Below is her message linked to her tasks as a village leader.

STEP 2. After reading, lead discussion based on the below questions:

1. Why Phetsaman was elected as the head of village?
2. How did she facilitate the group meeting?
3. How did she communicate with group members?
4. What did she do in terms of decision-making?
5. What did she do for group formation?

- Group select their representative to present the outcome of their discussion.
- Wrap up – facilitator summarize participants' answers and present the areas that leader needs to have skills to fulfill leaders' roles

Effective Leadership skills

1. Effective Communication
2. Facilitation decision making to reach consensus
3. Team building
4. Modeling or image building
5. Making a plan

Session 2: Build skills for leadership

STEP 1. Build communication skills: assign 5 participants to do role-play to facilitate a group member meeting (as organized by themselves in their village). The topic of the meeting is to decide with the group about group rule/policy (meeting topic can be different from this based on how participants can identify by themselves or facilitator can help);

- One participant act as a leader and four others acts as group members, the remaining participants act as observers.
- Remind remaining participants that, you all will observe each person action such as simple language, listening and pay attention to the speaker, asking question about the situation rule, etc;

STEP 2. Ask the role-players and observers to respond to these questions in front of the big group/ in plenary:

- Actor as a leader: how did you feel to act as a leader? What was the most difficult things for you to gather people and lead the meeting?
- Actors as group members: what did you get from this meeting? If no one ask question, why?
- Actor as observers: from this activity, what did you see from both leader and group members performance/action/voice/listening/asking question/ body movement?
    - o Wrap up - facilitator summarizes answers from participant and present key communication skills below

Communication

- Be clear on what you want to communicate
- Speak clearly and loud voice
- Ask clear and open questions such as why? how? What? etc
- Listen carefully to participants
- Share relevant information that will benefit others
- Act and show your confidence
- look at people to get their attention
- Open for everyone to ask question and response

STEP 3. Facilitation on decision making to reach consensus

- Divide participant in to 2 to 3 groups and play game moving a rock and an egg by a spoon.
- Groups select a person to move a rock for the first round and an egg later by not touching it by hand while moving and by closing eyes, the all group members help to move that person at the same time without dropping the rock and egg from spoon.
- Assign a person in the group be a leader who facilitate the group to make decision on how to move the rock and egg to the goal without providing instructions, only provide material and let participants make decision their own.
- When all groups finish - facilitator ask each group to share in big group how did they decide to move the rock and the egg and what different approach they used between moving a rock and an egg.
    - Wrap up – facilitator summarizes the result of their approach on decision making processes. Share with participants the relation between game playing and the real situation where they have to make decisions in the group such as moving egg. Making decisions on hard work or important work is similar to carrying an egg and making sure that it will not fall down but it is opposite compare to the decision making of moving a rock. Then facilitator present the technique or skills below;

Facilitation skills for group decision making:

- Know well of the purpose of what you must discuss or to do and what topic
- Ask group member their opinions to have diverse options
- Discuss the advantages and disadvantages of each option
- Select together the option that everyone thinks is the best

STEP 4. Team/group building

Ask participants to think of game moving rock and egg they played and answer these questions:

1. For group leader: please share with us of how did you discuss with team to play this game?
2. For person who carry the rock and egg: will you be able to move the rock and egg to the goal without getting help from others?
3. For group members: What did you learn from playing this game in term of helping and support each other?
    - Wrap up – facilitator summarize about unity; make other people see the same goal and make it happen.
    - Remind participants that this can be used to build your group to be strong and support each other and then present the below technique to participants

Skills for team/group building:

- Share the purpose of the group with everyone and make sure that they understand it well
- Build relationship among the group such as visit and meeting individual/group members regularly, fairly sharing information that is useful for them ,
- Show members that they can trust you and that you are willing to help and give advise;
- Learn and value about the needs and understand the feeling of the group members
- Influencing – bring group members together and clearly share responsibilities

STEP 5. Modeling

Brainstorming with participant about two leaders (these pictures are the same picture used in the part of build self-confidence),

- One who is an active and shows the characteristics of a good leader such as confidence, etc;
- Another one is not an active leader, very shy, never shares information, etc.

1. Ask participants of which leader can be a good model for you? Why?
2. How will you be the good model for other?
    - o Wrap up – facilitator summarize and present be low a good modeling

Role modeling:

- Act and demonstrate, be active and show good example such as, have a strong voice, be brave to speak out, ask questions and show active body movement
- Care about others and share information you have
- Help other without hoping to receive benefit from them
- Open and listen to everyone who need help and support
- Act in positive way and show positive attitude to individual and to the group
- Have a high responsibility such as doing all your tasks, completing work on time, following group request and plan,
- Be Honest – do what you say and promise,

STEP 6. Making a plan

Show the group of Ms. Phetsaman picture, as below and ask these question

1. What do you see in the picture?
2. Why does she do that?
3. What benefit will she get by doing that?
4. Did you do the same as her with your family? If yes, please share, if no, how will you start to make a plan for yourself and group?
    - o Wrap up –facilitator summarize and present skills to make a plan as below, including present an example of table of work plan below

Example: Table of work plan					
No.	Activity	Method/how	Time	Responsible Person(s)	Expectation (outcome)

Making a plan:

- Facilitate group members by asking what they want to do and to achieve by when
- Once completed agree on a group work plan with group member
- Present the work plan to the group for understanding and agreeing
- Divide responsibility with group members to implement the plan
- Closely follow up and implement the plan with group members
- Record of work done and share the progress of plan implementation and results with group members

3.25 Exploring one's own understanding and experience related to Leadership and Gender Justice Work[4]

OBJECTIVE	To help participants to build an understanding of the contextual issues that surround WL To promote the understanding that each person is a leader in their own right and that leadership is not limited to formal leadership. To be able to explore the strengths, challenges and opportunities that exist for individuals to practice transformative leadership.
TIMEFRAME	1 hour
PARTICIPANTS	Mixed group
METHOD/TOOL	Marker, flip chart
MATERIALS NEEDED	Speed dating
VENUE	Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

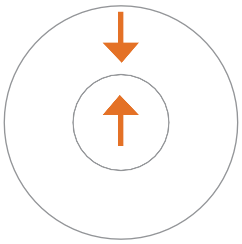
STEP 1. Leadership can be defined in a broad range of contexts- political, economic, social, community, family/household leadership etc. The Leader that I admire/find inspirational/that I want to be like! Ask participants to think about a leader, role model that they have admired, liked, and think what this leader represents. Draw or represent this information on piece of paper provided. Share your drawings and explain Why this is a leader and what you like about them!

What are those qualities you admire about them!

STEP 2. Ask participants to number off as 1 and 2. The 1's take their chairs and form a circle in the center of the room facing out; the 2's form a circle around them facing in so that everyone is sitting across from someone else at comfortable conversational distance. See Figure 1.

- In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There is normally time for 3 or 4 rounds.
- After each question, call for highlights of the conversation to be shared aloud for the whole group.
- Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.
- As a group discuss what taking on leadership roles can do for self-confidence, how taking on a leadership role can change community group/dynamics, and what the value of doing

Figure 1



4 Adapted from: CARE International in Uganda (2018). *PepsiCo Women Leadership Training.*

so might be. Further discuss strategies for how one might take on a leadership role and manage those who are uncomfortable with a woman taking on a leadership role. Finally, discuss what the group thinks will happen if women chose NOT to take on leadership roles in their communities.

Questions for discussion:

- From your personal experiences (your home, with peers, circle of friends, work/community engagements) share an experience in which you took on leadership and how it made you feel?
- What do you consider as important qualities for leadership?
- What do you consider as important values a leader should hold?
- When would you consider one to be a good leader/ strong or admired leader?
- What are you going to do to, change in order to become that leader that is good, admired?
- As a leader, share a challenging experience in which you contributed to bring about transformation. What made it successful?
- Reflecting on your work in the communities, share how your work enables women and girls to become leaders.

Key Learning Points

- Recognize that leadership is about influencing others towards a specific goal - that we are all leaders. We must recognize that there are challenges in leadership taking on but that there are also opportunities, and we should encourage/acknowledge each other roles. There are challenges and we need joint efforts to work at all the different levels of the unifying framework to ensure that transformative change happens. Acknowledge the need for all to be involved in leadership.
- Leaders create a compelling and shared vision for the future, providing a sense of purpose and inspiration.

There are different types of leaders:

1) Autocratic leaders make decisions without consulting their teams.
2) Democratic leaders allow teams provide input before making a decision,
3) Laissez-faire leaders don’t interfere; they allow the team to make many of the decisions.
4) Transactional leaders assume that work is done only because it is rewarded

3.26 Leadership challenges and solutions[5]

OBJECTIVE	To explore challenges to women Leadership To propose solutions to address these challenges To share experiences and stories of challenges in leadership and possible solutions To understand what it means to be an effective leader.
TIMEFRAME	1 hour
PARTICIPANTS	Mixed group
METHOD/TOOL	Marker, flip chart, Various items that can be used as Obstacles
MATERIALS NEEDED	Discussion and game
VENUE	Meeting Place
NOTE	Start the session with reflection from participants on their action plans following the previous session!

▶ **STEP 1.** Ask 4 Women volunteers to share what their experiences of Leadership have been- what positions they hold, how they came to take on the leadership position, what are the challenges they have faced as leaders, what can those they lead have done to enable them to have a better leadership journey.

▶ **STEP 2.** After the women share their stories, ask participants to discuss challenges women face as leaders in the, VSLA, Producer group, Political leadership and as leaders in their families/homes (social arenas)

▶ **STEP 3.** How can Women deal with these problems themselves but also be supported to overcome these challenges.

▶ **STEP 4.** Tell participants that they will be playing a game called -Guiding/Leading the “blind”. Ask the participants to pair up. Ask one person from each pair to be the “blind person”. The other person will be the one guiding him/her.

▶ **STEP 5.** Explain that the role of the “blind person” is to keep their eyes closed and follow the instructions of the person who guides. The role of the guiding person is to keep their eyes open and protect the other from collisions. The goal of the exercise is to move through the obstacle course (Prepare an obstacle course with chairs or other objects. It does not need to be too difficult)

▶ **STEP 6.** Tell participants that talking is not allowed. The guiding persons will communicate to the guided ones with the following touch signals:

a. Touch on the middle of the back means walk
b. Subsequent touches on the middle of the back mean walk faster
c. Touch on right shoulder means turn right
d. Touch on left shoulder means turn left
e. Touch both shoulders at the same time means stop.

5 Adapted from: CARE International in Uganda (2018). *PepsiCo Women Leadership Training.*

Please note that guided persons should be touched gently.

1. Make sure everyone understands their roles, and the signals. Then start the exercise.
2. After all pairs have made it through the obstacles, stop the exercise and have each pair switch roles. The guided persons are now guiding and vice versa.
3. When all pairs made it through the course, all participants mix up in the group again.
4. Conclude with a short discussion in the plenary.

Questions for discussion:

- How did it feel to be the one guiding? How did it feel being guided?
- What were some of the challenges of guiding? What were some of the challenges of being guided?
- What did you enjoy most about each role and which one did you prefer – please explain?
- What did this exercise teach you about leadership? What does it mean to be an effective leader?
- What do you believe is the role of those following leadership?

Key Learning Points

- Both roles have their particular challenges and responsibilities.
- There needs to be an effective communication between the leaders and those following leadership.
- As a leader you need to have the context in mind, be foresighted, scan the horizon for opportunities, obstacles and act in an anticipatory way. You need to communicate the objective of your actions.

Additional Materials and Tools to Gender in FFBS

Social Analysis and Action in Food and Nutrition Security Programming

Social Analysis and Action (SAA) is one of CARE's models for supporting gender and social norm barriers transformation. It is a community-led social change process through which individuals and communities explore and challenge social norms, beliefs and practices around gender that shape their lives. SAA uses participatory tools – some developed by CARE and some borrowed from others – to achieve the long-term goal of empowering vulnerable communities through the advancement of equitable gender, social and power norms.

The manual has modules that detail how to integrate Social Analysis and Action into Food and Nutrition Security covering gender in Production, Access to and Control over income, Gender in Leadership and Women as Farmers and Value for their Triple Roles etc. The Gender dialogues are tailored to the agricultural seasonal calendar which shows the relevance of seeing seasonal activities with a gender lens. These seasonal activities touch upon the different domains of change in agriculture as production and productivity, marketing, access to finance etc.[13] The SAA in FNS manual has covered 9 gender domains in FNS which include; agricultural production, access to and decision-making power over productive resources, control over use of income, leadership in the community, time use, GBV and HTP Prevention and Support, Family Planning, Women as farmers, and gender for introductory session.

Gender Action Learning System (GALS)

GALS is a community-led empowerment methodology applying the principles of social and gender justice, inclusion and mutual respect. GALS promotes participatory and analytical skills at all levels as a means of visioning, planning and implementing change as individuals, households, communities and organizations.

GALs specifically focuses on developing new visions for relationships between women and men as equal human beings and implementing changes in gender inequalities in resources and power. GALS promotes gender tools that can be used along the FFBS tools to reinforce gender tool 4.15 i.e. the journey to the empowerment vision and the gender balance.

13 CARE (2018): Social Analysis and Action (SAA) in Food and Nutrition Security Programming

4. Livestock Husbandry Tools

Introduction

Livestock supports farmers and communities providing food, nutrition, and income. Livestock is also an important asset and main source of livelihood for over 200 million pastoral communities and has a significant potential to provide a sustainable pathway out of poverty particularly for people living in Asia and Sub-Saharan Africa. Through CARE's integrated FFBS approach, livestock keepers can increase food production, produce safe foods, increase food security, and improve nutrition, increase climate resilience, expand market opportunities and improve incomes, protect and enhance natural resources, and protect biodiversity.

The tools discussed in this module provide livestock keepers with new technical information and knowledge, while building on traditional and existing knowledge and skills. They can also assist with farmers identifying problems and innovative solutions. Critically, the tools are designed to be adapted to address gender-based inequities in the way practices are introduced or discussed, shared, promoted, and adopted. Additionally, the tools can be scaled for various livestock production systems and livestock species and should be adapted to local context.

Prior to leading sessions, it is recommended that facilitators become familiar with the livestock tools, in advance and make the necessary preparations for the practical activities. While the livestock husbandry technical tools could be used as stand-alone tools for increasing knowledge and skills, **results will be stronger when followed in order of** the developmental stages/production cycle of the livestock species.

The tools are divided into 5 sections, with multiple lessons and practical activities per topic.

Section 1: Components of the Livestock FFBS program and planning: is divided into three subsections (lessons).

Lesson 1: provides an overview of how to plan and facilitate a livestock FFBS. It is critical that the facilitator reads and understands this section prior to starting livestock FFBS activities. **Lesson 2:** provides practical steps of how FFBS participants can prioritize their production and marketing gaps in a participatory manner and use the information to set priority activities and timelines for the FFBS. This will help determine the set of activities and skills which the farmers wish to learn through the FFBS which will then be used to develop a seasonal activity calendar for the FFBS.

Lesson 3: provides practical steps of developing comparative experiments for the FFBS to address the identified production constraints in the previous lesson. **Lesson 4:** Provides practical steps for selecting livestock demonstration farm/unit, animals. **Lesson 5:** provides practical steps of developing livestock seasonal calendar for livestock activities and introduces participants to the next set of modules, contained in this toolkit, basics of improved livestock management and why they are important. This will help the participants to begin to understand how some of their management practices contribute to the production challenges and why they need to continue participating in the FFBS to acquire the knowledge and skills to address these challenges.

Section 2: Improved Livestock husbandry practices: contains 6 technical topics with practical activities on the general improved livestock management practices carried out during the development stages/production cycle of any livestock species. These are **housing; feeds and feeding; breeds and breeding; rearing new borns; and disease control and farm biosecurity;.** The modules contain different management practices applied to the different livestock species, but it is important to adopt these practices further as need to suit the type of livestock enterprise and local context before training begins.

Section 3: Food safety in livestock production: This module introduces the basic concepts of food safety. It contains practical technical information and activities for identifying food safety risks at production, livestock product handling and marketing and possible risk mitigation options available for the livestock producers including information on Aflatoxin in animal feeds and antimicrobial resistance

Section 4: Other special topics around emerging global livestock issues: This module contains brief special topics with information on emerging issues in livestock production that are of global importance such as; Animal Manure management; Management of browse/grazeland; Use and protection of water sources for livestock and Agriculture risk management – Livestock Insurance. Farmers need to know these so they can take necessary measures to mitigate any risks. The topics should be incorporated into the training calendar at any point during the training, depending on the context, farmer needs and project objectives. Subject matter specialists can be invited to FFBS sessions to facilitate these discussions including action planning where possible.

Section 5: Evaluation, Learning and Celebration: both modules here must be conducted to achieve strong results. "Evaluation of the livestock farm performance and farmer adoption of improved management practices must happen regularly throughout the cycle. Equally important is "Farmer Field Days," that provide an opportunity to share learnings and highlight successes!

References: Finally, this section offers additional resources and links that may be useful such as training manuals to training manuals for further reference.

Section 1: Tools for planning livestock FFBS program during pre-production

4.1. Components of the Livestock FFBS program and planning

SEASON	Pre-production
OBJECTIVE	To provide an overview of how to plan and facilitate a livestock FFBS
TIME REQUIRED	30 minutes
MATERIALS REQUIRED	Flip charts, manilla paper, marker pens, pens, facilitation cards

Program and planning of seasonal activities: A seasonal activity calendar should be prepared in advance for FFBS sessions to guide the facilitator through the season's livestock husbandry activities. The program is prepared based on information obtained from a participatory farmer knowledge and skill gaps assessment. It shows the timeline of livestock husbandry activities corresponding to the cropping season, (and considering likely or anticipated adjustments in that cropping season due to seasonal variability and change), as well as the developmental/production stage of the selected animal species, in addition to the other activities planned. This calendar will also serve as the basis for planning around the other collective activities such as livestock vaccinations, dipping/spraying, input purchases, and marketing. (See a sample guiding questions for seasonal calendar development for Livestock)

Weekly or bi-weekly meetings: The FFBS activities are based on crucial weekly or bi-weekly meetings depending on the timing of husbandry management practices. Every fortnight, farmers exchange knowledge and learn something new about livestock management, constraints, and ways to deal with these constraints. During these bi-weekly meetings, other topics on gender, nutrition, marketing, and the drivers of change in production systems such as climate variability, or environmental degradation and the need to adapt to these are discussed.

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 training session, farmers will make observations around the farm agro-ecosystem and the livestock using the observation sheet below. These observations are then presented and discussed with the larger group under the guidance of the facilitator, with technical support from the government technical officer or project staff and recommendations on what needs to be done to improve made, which treatment/feeds need to be given etc.

To standardize observations, use a customized observation form.

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.

Comparative Experiments: During FFBS meetings farmers need to conduct simple comparative experiments to compare the effect of different management practices on production and productivity of their livestock under the guidance of the facilitator, with technical support from the government technical officer or project staff. For example, comparative experiments can be on the impact of using different feeds and feeding strategies on livestock weight gain, meat, milk, and eggs production.

Demonstration unit for livestock FFBS: The site selected should be central and accessible to all FFBS members and equipped/suitable for learning. Participants should be willing to provide the necessary materials needed for learning.

Learning sessions: Livestock FFBS cycle will mostly run throughout the production cycle of a particular livestock enterprise to ensure participants learn all aspects from pre-production all the way marketing livestock products. Learning methodology is by facilitation and not teaching using different adult learning techniques such as practical demonstrations, case-studies of real-life experiences, brainstorming, group discussions, presentations, visual aids, facilitation cards, role-plays etc. During the learning sessions, participants (in small groups) will brainstorm on the issues, make observations, discuss, present their observations and reflect in a plenary, analyze, then make decisions and recommendations for action which can then be implemented as a group or collectively with continuous monitoring and learning.

Field days and exchange visits: it is important that livestock FFBS participants organize field days in collaboration with community leaders, government staff and other stakeholders to give an opportunity for other non-FFBS participants to also learn. It is also important for the FFBS program organizers to facilitate exchange visits for the FFBS participants to enable them also to learn new and innovative practices and techniques which they could also test and adopt in their Livestock FFBS.

Graduation: At the end of the FFBS learning cycle, the program managers can organize a graduation ceremony for participants in collaboration with the government to motivate the participants and encourage other community members to participate in future FFBS activities.

Other topics: According to budget availability, farmer needs and context, a specialists/ scientists may be invited to the FFBS at different points throughout the season to discuss or present a special topic on agriculture, environment, or climate change, anti-microbial resistance, Food safety, Manure management, grazeland/pasture management, use and protection of water sources etc.

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	Practical session activities (seasonal activity calendar development, problem identification, livestock house construction, cleaning, disinfection, checking for ecto parasites, cleaning of feeding and water troughs, proper water trough construction with disposal/drain system for excess water, provision of daily feed, local feed formulation, identifying sick animals, selecting breeding stock, managing pregnant and lactating animals, hygienic milk handling practices, how to rear young ones, routine management practices, market survey, collective marketing)
	Observe the behavior of the animals (using observation form)
	Discussions and recording of observations by work group

HOUR	ACTIVITIES
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	Special topic such as gender, nutrition, marketing climate change, environmental degradation and the need to adapt to these etc
15 minutes	Evaluation of the day's activities Planning of future meeting(s) Closure

Sample Observation Sheet

Name of FFBS/Group:	
Date:	
Type of animal	
Weather: *Sunshine (clouded or clear sky)* *Temperature (hot, moderate, cool)*	
Observations of the farm (housing, hygiene, water, feeds, feed storage and quality, husbandry practices):	
Status of animals (hair, eyes, nose, movement, temperament, body condition, legs, urine, dung, body score)	
Diseases observed:	
Parasites and Insect pests observed:	
Predators:	
Production levels; weight, production records, reproductive performance, yields	
Recommended actions based on observations: what needs to be done, which treatment	

4.2. Participatory identification and prioritization of production and marketing challenges using pairwise ranking[1]

SEASON	Pre-production
OBJECTIVE	To determine the production and marketing gaps and needs of livestock farmers and use the information to establish priority activities and seasonal calendar for the FFBS
TIME FRAME	1 hour
MATERIALS REQUIRED	Flip charts, manilla paper, marker pens, pens, facilitation cards, stones/sticks

Background

Livestock keepers face many challenges in livestock rearing and marketing, some of which are more pressing than others. Therefore, it is important to give a chance to the farmers to brainstorm and discuss some of these challenges then agree on the most pressing challenges and actions that they need to take to address them since all the challenges cannot be addressed at ones with the limited time and resources. This session provides an opportunity for the FFBS participants to prioritize their production and marketing gaps in a participatory manner and use the information to set priority activities and timelines for the FFBS. The facilitator should use the information from this session to prepare a work plan that will fit within life and production cycle of the livestock species reared and within the structure of weekly/biweekly farmer workgroup meetings. Participants should agree when to slot in other special topics such as agriculture, environment, or climate change, anti-microbial resistance, Food safety, Manure management, grazeland/pasture management, use and protection of water sources etc.

Steps to follow for this activity

▶ **STEP 1.** Ask the participants to list their livestock production problems.

▶ **STEP 2.** Conduct pairwise comparison of these problems listed using the following steps;

- **a.** Draw the table below on manilla paper/flipchart.
- **b.** Write the problems listed in step 1 above on the top row and 1st column of the table.
- **c.** Block out cells as shown in the diagram below to avoid duplication.
- **d.** Then ask the participants to compare each problem on the top row with each of the other problem in the column and vote which challenge is more important of each pair. (They can vote by raising their hands or using stones, sticks etc.)
- **e.** The facilitator then records the more important problem in the appropriate place in matrix and do the same for all the rows.

1 Adopted from FAO FFS for Poultry Producers (https://www.fao.org/3/cc0254en/cc0254en.pdf)

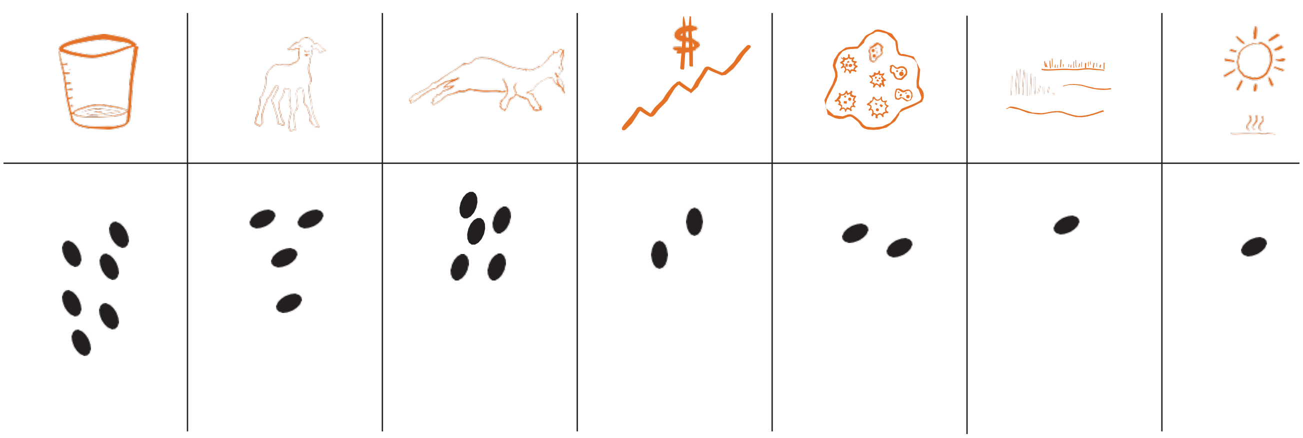
▶ **STEP 3.** Sum up the number of times the group thought each of the problems was more important. The most important problem will have the highest score. From this pairwise ranking exercise below, top three problems are low production, high mortalities, and lack of water.

Example. Pairwise ranking

Symbol	Problems
P	Low production
W	Weak animals
M	High mortalities
PM	Market prices
D	Diseases
PB	Lack of pasture and browse
H	Heat stress

	P	W	M	PM	D	PB	H	Score	Rank
P		P	P	P	P	P	P	6	1
W			M	W	W	W	W	4	3
M				M	M	M	M	5	2
PM					PM	PB	PM	2	4
D						D	D	2	4
PB							H	1	5
H								1	5

Where FFBS participants cannot read and write, facilitator can draw the key challenges on a flipchart and facilitate a session where participants will do ranking using stones for the different problems as shown in the diagram below. The problem with the highest number of stones is ranked as the priority.



4.3 Developing comparative experiments for livestock FFBS

SEASON	Pre-production
OBJECTIVE	To provide skills to participants on how to set up simple experiments to enhance their observational and experimental skills and enable them adopt best practices/ new technologies that will help address their production problems.
TIME REQUIRED	1 hour
MATERIALS REQUIRED	Flip charts, manilla paper, marker pens, pens,

Background

Livestock keepers face many constraints in livestock rearing and marketing, which affect production and productivity of their livestock enterprises. Therefore, it is important to give a chance to the farmers to brainstorm and discuss some of these constraints then come up with possible solutions and the improved production parameters they aim to achieve at the end of the FFBS. To achieve this, FFBS participants need to conduct simple experiments to compare on their current practices' vs new technologies, under the guidance of the facilitator, with technical support from the government technical officer or project staff after which they will learn and make an informed choice of the best management practices to adopt. Such experiments enhance farmers observational, analytical and problem-solving skills. Comparative experiments can be on the impact of using different feeds and feeding strategies on livestock weight gain, meat, milk, and eggs production. Comparing the efficacy of different types of acaricides on tick control, comparing vaccinated and non-vaccinated animals and disease incidence/ mortality rates etc. Comparison groups could be villages not participating in FFBS. In such instances, the FFBS participants should agree on certain rules like the animals used for experiment should not be sold until the experiment is complete and lessons drawn, how inputs for experiment will be sourced, and what happens to the animals post-training. Animals for experiments should be randomly selected from the flock/herd and tagged for ease of follow-up. These experiments should be simple and affordable to the farmers and the treatments should be something that can be easily accessed and adopted by the farmers after learning. At the end of such experiments, farmers should not only assess the cost benefits of the practices but other factors as well such as labor needs, access to the inputs/technologies, affordability etc and use the information to make more sustainable and scalable informed choice.

In this activity, the facilitator will assist farmers to estimate their current livestock enterprise production problems, usual solutions they apply and propose possible solutions/activities for the FFBS that will help them address these problems and achieve the desirable performance. (Refer to FAO FFS manual for Poultry producers for further guidance).

Steps to follow for this activity

▶ **STEP 1.** Draw the table below on manilla paper/flipchart.

▶ **STEP 2.** List the priority problems identified in activity 4.2 above.

▶ **STEP 3.** Discuss with the participants what they think is causing these problems, their usual solutions, and write on the table

▶ **STEP 4.** Ask the participants to propose further, possible solutions to these problems

▶ **STEP 5.** From this discussion the facilitator should then be able to identify the topics for FFBS learning and prioritize activities for simple comparative experiments. Depending on time and resources available, FFBS activities should be based on the top 3-4 priority challenges.

▶ **STEP 6.** As a group define and agree on the objectives of the experiment which should be in line with the priority problem(s) identified in activity 4.2 above

▶ **STEP 7.** List the 3-5 possible options to be tested in the comparative experiments. (See table below for guidance) and collect and record baseline data on current status e.g. weight, production, disease incidence, mortality rates etc. which will be used to compare whether the practices in the comparative experiment have an impact or not.

▶ **STEP 8.** Once this is done, use the information for the next activities (developing a seasonal activity calendar for the FFBS and selection of a suitable demo site/model farm, animals, and materials required, plan to acquire the materials and responsibilities.

▶ **STEP 9.** Obtain the materials and set up the comparative experiments, with farmers making observations at every meeting using the observation sheet and tracking performance of the animals.

▶ **STEP 10.** At the end of the production cycle/experiment, participants are then given the opportunity to discuss the performance and decide whether to adopt the new skills and practices learnt or not. See example 2 of an option assessment format for guidance.

Facilitator should read and understand all the livestock husbandry tools and activities in each husbandry tool for more information on the different options of comparative experiments available to address these problems and select suitable ones with the participants.

Example 1 of Problems, possible causes and possible solutions to address the problems in a livestock farm.

Problem	Possible cause	Usual solutions (FFBS Participants to complete)	Possible options to be tested in a comparative experiment	Materials required	When to begin and end (Participants to complete)	Who is responsible for follow up
Low production (Animals to grow slowly, weigh less, look weak and emaciated, have poor body condition scores, produce less	Poor feeding practices Not using feed supplements Overstocking and underfeeding		Comparing current feeding practices vs feed supplementation and track production performance such as weight gain, milk/eggs production etc Then link participants to good quality agro-input dealer Maintain proper stocking density and feed properly	Local feeds, feed supplements, animals		FFBS participants
	Use of poor-quality feeds Lack of		Comparing feeding animals with current feeds vs feeds from different companies	Feeds from different companies and what farmer uses		FFBS participants
	Heat stress		Comparing current housing and management vs introduction of shading trees/cooling systems in farms for heat stress	Cooling system, tree seeds		

Problem	Possible cause	Usual solutions (FFBS Participants to complete)	Possible options to be tested in a comparative experiment	Materials required	When to begin and end (Participants to complete)	Who is responsible for follow up
Low production (Animals to grow slowly, weigh less, look weak and emaciated, have poor body condition scores, produce less	Overbreeding the same related animals - inbreeding		Comparing current vs different improved breeding practices Use success rates of different AI services			
	Feeding less, poor quality fodder		Set up an activity on growing of fodder/pasture, harvesting, baling, and storing. Improved soil, water and pasture management, increased use of silvopasture.	Farm, improved fodder seeds and inputs, baling equipment		
High mortalities	lack of vaccination,		Develop a vaccination calendar and follow it	Vaccines, animal health service provider Service fee		
	lack of routine deworming		Develop a deworming calendar and follow it Comparing different dewormers	Dewormers animal health service provider Service fee		
	lack of spraying or poor acaricide quality		Develop a dipping/spraying calendar and follow it Comparing efficacy of different acaricides			
	poor hygiene practices		Compare current practices vs setting up proper bio-security system in the farm, e.g. foot bath, fumigation, routine cleaning, quarantine, separation of sick and healthy animals			
High mortalities in new borns	Poor management of new borns		Compare current practice vs proper management of newborns (heating housing, creep feeding, weaning, use of milk replacers etc)			
Low income from livestock enterprise	High production costs		Compare current breeds/feeding vs use to better feeds, improved breeds with high feed conversation efficiencies. Collective input purchase and marketing Not selling off live animals at the right time			
	High post-harvest losses		Compare current vs adoption of proper post-harvest handling practices Processing/value addition			
	Lack of market		Collective input purchase and marketing			

Example 2. Format for assessing best management options from a comparative experiment.

Example: Options Assessment Format					
Problem: Low Milk Production					
Indicators Solutions	Sustainability	Productivity	Time factor	Equitability	Cost
SOLUTION 1 Adequate feeds					
SOLUTION 2 Pure breeds of cows					
SOLUTION 3 Proper Management					

4.4 Developing seasonal calendar for livestock enterprise

SEASON	Pre-production
OBJECTIVE	To plan for seasonal activities for livestock while taking into consideration, seasonal extreme weather trends, feed and water scarcity periods, cropping calendar, peak market demand for livestock products, disease outbreaks, breeding season etc.
TIME FRAME	1 hour
MATERIALS REQUIRED	Flip charts, manilla paper, marker pens, pens, facilitation cards, stones/sticks

Background

A seasonal calendar is a graphic that lists the production cycle of a livestock species with corresponding livestock husbandry activities at each stage of production in addition to the other activities planned. This calendar will also serve as the basis for planning around the other collective activities such as livestock vaccinations, dipping/spraying, input purchases, and marketing and help guide activities. (See a sample guiding questions for seasonal calendar development for Livestock FFBS and minimum FFBS cycle for different livestock species adopted from FAO Livestock FFS guidance document).

Steps to follow for this activity.

▶ **STEP 1.** Draw a table in which the months of the year are indicated along the top of the sheet and the

Seasonal/regular events around livestock and crop production including extreme weather conditions and market demands are listed down the left-hand side (see example below).

▶ **STEP 2.** Use the sample guiding questions below to ask group volunteers to speak about their monthly seasonal activities for livestock species identified by the participants. On the diagram, record the monthly activities/events for the selected livestock enterprise underneath the corresponding month.

▶ **STEP 3.** With the information collected, lead discussions about some key issues around the seasons and livestock production activities that give further insights into the farming system. Some examples are: seasonal needs for and availability of labor and FFBS participants; incidence of disease outbreaks, seasonality of rainfall and drought; festivities and peak market demand for livestock products; crop harvesting season and availability of crop residues as livestock feeds,

▶ **STEP 4.** Try to draw attention to and explain the FFBS approach to possible solutions for these constraints as explained in example 2 in the previous activity. Stress the importance of future observations in the comparative experiments demo farms and the farmers' own fields.

Some guiding questions to facilitate discussions for developing a seasonal calendar for livestock and corresponding livestock[2]. (Please note that this calendar should be flexible to allow for adjustments depending on the seasonal weather trends, cropping seasonal activities etc).

2 Adopted from FAO FFS for Poultry producers.

Example seasonal Calendar for poultry meat (local chicken)

(This calendar should be adopted to the production cycle of any livestock enterprise and activities should be flexible to allow adjustments as need arises)

Seasonal/Regular events	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Peak production (collective marketing)			xx	xx		xx						
High market prices for livestock products (collective marketing activities)					xx			xx				
Festivities/high demand for livestock products (target collective marketing activities at this time)					xx	xx						xx
Land preparation (fodder planting activities can be planned at this time)			xx									
Sowing (fodder planting)				xx								
Weeding (fodder planting)					xx		xx					
Harvesting of grain crops (Feeds and feeding training. Crop residues and broken grains can be fed to livestock during this time as well as fodder conservation and storage activities)									xx	xx		
Income shortages in the families	xx	xx	xx	xx	xx	xx						
Rainy season (rainfall patterns are unpredictable due to climatic changes and therefore this seasonal calendar of activities should be flexible to enable adjustments) fodder planting and proper housing training				xx	xx	xx	xx	xx	xx			
Breeding season – breeding training											xx	xx
Lambing, calving, kidding, farrowing (managing new borns training)			xx	xx								
Natural Hazards												
High mortalities/Disease outbreaks (Disease management training - plan for vaccinations, deworming, spraying activities)				xx	xx			xx	xx			
Many newborn deaths (managing new borns training)				xx	xx		xx	xx	xx			
Feed scarcity (plan for feed supplementation, rotational grazing/destocking/offtake activities)	xx	xx	xx									xx
Strong winds/storms (proper housing training)						xx	xx					
Drought (Feed conservation training, livestock insurance)	xx	xx	xx									
Water scarcity (Proper use of water for livestock training)												
Early or late onset of rains			xx		xx							
Floods												
Extreme heat	xx	xx	xx									

Some guiding questions for seasonal calendar development

- In which months do most newborns die in the community? - Plan for activities in the raising newborns tool around this time
- When is livestock feed most available in the year? - Plan for feed conservation and supplementation activities in the Feeds and feeding strategies tool around this time
- When is livestock feed most scarce in the year? - Plan for feed conservation and supplementation activities in the Feeds and feeding strategies tool around this time
- Which are the busiest months in this community? -plan less FFBS training activities during this time?
- When are women most busy? - Adjust FFBS activities to when women are less busy to encourage women participation
- When are men most busy? - Adjust FFBS activities that require men participation accordingly
- When do people mostly consume livestock products such as milk, eggs, meat? Sell at this time.
- When do people sell most of their animals? -not the best time to engage in collective marketing if prices are low?
- When are chicken livestock prices high in the market? - Best time to engage in collective marketing activities
- When are livestock prices low in the market? - Not the best time to sell
- When is the onset of the rainy season, for how long does it rain and what is the intensity (discuss previous and last season to compare trends and project how this season is likely to look like. Also consult weather information from meteorological departments or use CARE's Climate Vulnerability and Capacity Analysis tool?- Plan for fodder planting, animal shelter renovation, rainwater harvesting, shelter from floods, diseases prevention and adjust livestock FFBS activities accordingly to give farmers time to plant.
- When is the dry season? Compare the previous and last season to see trends and project how this season is likely to look like. Also consult weather information from meteorological departments or use CARE's Climate Vulnerability and Capacity Analysis tool - Plan supplementary feeding activities, rotational grazing plans execution, livestock insurance.
- When do you harvest (mostly grains as they are used as chicken feeds as well)? - Plan demonstrations on use of crop residues, feed supplementation in the feeds and feeding strategies tool.
- When are you likely to get cheap materials like timber and labor to construct a livestock house/shelter? - plan for construction of animal housing?

Example seasonal Calendar for poultry meat (local chicken)

(This calendar should be adopted to the production cycle of any livestock species and activities should be flexible to allow adjustments as need arises)

Poultry meat (local chicken)	Jul	Aug	Sept	Oct	Nov	Dec	Jan
Week 1-4: Chicken coop construction							
Week 5-12: Breeding, Hatching & raising chicks **0-4 weeks old**							
Week 13-33: Raising growers (**5-20 weeks old**) and marketing							
Week 34 onwards: (Raising young adults (breeding stock & laying hens (**21 weeks old onwards**) and marketing							
All seasons: Vaccinations and disease control							
All seasons: Feeding							

Minimum duration for livestock enterprise FFBS cycle – Adopted from FAO FFS from small-scale Livestock producers[3]

Livestock Enterprise	Minimum FFBS training cycle (Months)
Dairy	12
Fodder production and Management	12
Poultry Eggs	8
Poultry meat	6
Sheep and Goat Fattening	6
Cattle Fattening	12
Selective breeding for cattle	Over 10 years
Selective breeding for sheep and goats	Over 36 months
Selective breeding for poultry	24 months
Bee keeping	12 months

3 https://resources.peopleinneed.net/documents/357-fao-2018-farmer-field-schools-for-small-scale-livestock-producers.pdf

4.5 Selecting model farm and animals for FFBS activity

SEASON	Pre-production
OBJECTIVE	To select a model farm/animal for FFBS activities and comparative experiments
TIME REQUIRED	45 minutes
MATERIALS REQUIRED	Flip charts, and marker pens

Background

FFBS is a farmer school without walls. The model farm/pastureland and animals are the learning tools and farmers learn by seeing and doing. Livestock FFBS participants need to select a livestock farm/ pastureland where FFBS learning will take place. Participants can donate or hire a model livestock farm/ranch of an FFBS member, an animal, fodder farm, rangeland etc., depending on the context, learning objectives and topics and use it as the school throughout the livestock FFBS cycle.

Steps to follow for the Activity.

▶ **STEP 1.** Facilitator should ask the participants to agree on the study objects/tools (could be pastureland, animals, model farm) based on their livestock enterprise and key problems they want to address in the FFBS.

▶ **STEP 2.** As a group, take the participants through some of the criteria for choosing livestock FFBS demo farm. The selected farm should:

- Have the study subjects/tools identified above
- Be centrally situated in the community in which the participants live.
- Be accessible and safe
- Have management problems common to the area to allow for participatory learning.
- Have appropriate facilities and resources for the livestock enterprise to allow for learning such as housing, footbath, feeders, and waterers etc.
- If privately owned, host farmer should be willing to release the farm to the FFBS by agreeing to apply all management/cultural practices learnt without restriction and to all the requirements and requests made by the FFBS; written contracts with farm owners may be helpful in some cases (see below).
- The host farmer should be present most of the time, reliable, friendly, and accommodating.
- It is recommended that the host farm should have proper biosecurity measures in place such as foot bath, toilet and hand washing facility, to avoid disease spread to and from the farm during trainings.
- Have at least a plot for setting up a kitchen garden.

▶ **STEP 3.** Based on the understanding of the key criteria (above) discussed during the training, help guide the assembled farmers' group through a selection of appropriate demo farms.

▶ **STEP 4.** If desired, the farm owner and the community should sign a mutually binding contract outlining the terms and conditions of their agreement. Use the contract sample below.

Example of a Contract with demo farm Owner and FFBS

Contract between (please print names):

____

Farm owner Relevant authority e.g. farmer organization

In relation to the Farmer Field and Business School (FFBS) that will take place in the village of XXX, the above mentioned parties agree to the following terms:

1. The farm owner agrees to let the Farmer Field and School use his _______ farm [specify livestock species e.g., poultry farm] for the implementation of the FFBS.
2. The farm owner agrees to allow the FFBS participants to carry out all practices as necessary for learning objectives. FFBS participants will be allowed to make observations on the farm and on animals selected.
3. The farm owner agrees to respect all requests from the FFBS related to activities on their demo farm.
4. The FFBS participants should be willing to provide the necessary materials needed for learning.
5. The farm owner agrees that he/she will not seek compensation from the FFBS _________ (project, farmer organization) even if he/she suffers loss in production due to vagaries of weather and other abiotic stresses.
6. The length of this contract will be _________ months, from __________ to ____________, ______ (year).
7. This contract can be ended without notification under the following circumstances:
   a. Failure by either party to respect their obligations as set out in this contract
   b. Failure to limit FFBS activities to the area/crops mentioned in this contract

Signatures: Model farm owner, FFBS team leader, community representatives & authorities.

Model farm Owner ____
Date: ____

FFBS Team Leader ____
Date: ____

Community Representative _______________________________________
Date: ____

Authority ____
Date: ____

Introducing improved livestock management practices.

Livestock play an important role in the livelihoods of most rural families in developing countries. They contribute to household food security, nutrition, and incomes as well as act as assets. However, farmers face a myriad of challenges including low productivity, lack of skills on improved management practices, lack of access to inputs and markets and the impacts of climate change and biodiversity loss. This session will help farmers understand how some of their management practices contribute to the production challenges they face and what they need to do to improve production.

What are the basics of improved livestock management?

- Selection of appropriate breeds and breeding stock management
- Proper housing and hygiene of animal house
- Adequate pasture, browse, shelter and water.
- Good nutrition and feeding practices.
- Adherence to routine management practices
- Disease prevention (vaccination and deworming) and treatment and overall livestock health.
- Taking good care of the newborns
- Production planning and marketing

Housing: animals housed in well-ventilated areas will reduce mortalities due to disease spread caused by overcrowding and loss due to predation, theft, bad weather. A clean and dry floor is also important as it helps reduce infections from foot rot. The house should also be on properly drained ground with a good drainage system to prevent dampness and possible flooding risks.

Good nutrition and feeding practices: Effective feeding and supplementations will prevent malnutrition, which often reduces productivity and increases vulnerability to diseases and increases milk, meat, and eggs production.

Selection of appropriate breeds and breeding stock: suitable for the farmers' production systems and environment will ensure high productivity and cut down on other production costs such as treatment and the animals will be resistant to diseases.

Routine management practices: such as routine cleaning and disinfection of animal housing, cleaning of feeding and watering equipment will help prevent disease and parasites and possible deaths hence increasing production and reducing costs of treatment.

Taking good care of newborns: for example, in traditional chicken production systems, over 50% of chicks die or are lost to predators in the first 3 weeks of their lives, and this reduces production[4].

Disease prevention: Vaccinate, deworm, spray, feed your animals properly and observe good hygiene and farm biosecurity to prevent disease. Once the animal is sick, it is important to contact the local Vet and or the Community animal health worker and give the right treatment and dosage to prevent deaths.

Production planning and marketing: with improved management, production will increase. Therefore, it's important for the farmer to know when and where to sell their animals as they will start facing challenges of housing, diseases, feeding and even caring for the increased flock/herd size. The marketing tools have lessons on simple gross margin analysis and record keeping for farmers to learn from.

4 https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0233691

4.6 Livestock Housing

SEASON	Pre-production and during production
OBJECTIVE	To improve the knowledge of project participants on the importance of housing animals properly, how an improved animal should look like and how one should maintain a livestock house. This lesson will also enable participants to brainstorm and discuss how they can construct animal housing affordably, using locally available materials.
TIME REQUIRED	2 hours
MATERIALS REQUIRED	A model farm with a proper livestock 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:

The design of a livestock house depends on several factors such as intended use, farmers financial capacity, available local materials, environmental conditions etc., Livestock should be housed to protect them from rain, sun and wind, theft, and predators. Each adult animal should be allowed enough floor space to enable them to express their normal behavior and prevent overcrowding which contributes to the quick spread of disease.

All animals are entitled to Five freedoms and the following 5 animal welfare principles should be considered when designing a livestock house;

1. Freedom from hunger and thirst,
2. Freedom from pain, injury, and disease,
3. Freedom from discomfort,
4. Freedom from fear and distress
5. Freedom to express normal behavior.

NOTE: Livestock are NOT to be kept in the same house where humans sleep. This is because reports indicate that animals and humans sharing the same room/air has been shown to keep children/babies from growing strong and healthy (stunting).

Activities in this tool are general to all livestock species. Facilitator should go through this section prior to training, refer to the FFS manuals and other training materials (in the reference section or any other source) that provide information/ guidance about housing specific livestock species, and make necessary preparations.

Steps to follow for the Activity.

STEP 1. The facilitator should ask participants why they keep animals in a house?

- To make management easier
- To reduce mortalities of young and mature animals
- To reduce predation/theft
- Protect the animal from rain, sun, wind.
- Enhance biosecurity by helping to exclude diseased animals, especially during disease outbreak seasons.
- Make it easy to catch and inspect the animals for signs of illness or injury, or to vaccinate them against diseases.
- Make it easy to care for the lactating goats/hatching and brooding birds.
- To save their energy that would have otherwise been wasted when moving around for production.

STEP 2. Ask participants what are some of the challenges in their livestock production that result of poor housing?

- Increased mortalities due to disease spread caused by overcrowding, dampness, extreme heat etc
- Loss due to predation, theft, bad weather.
- Injuries due to sharp objects

STEP 3. Ask participants, how a good livestock house should look like? What can they observe on the model farm?

- Spacious
- Well ventilated
- Rain proof
- Free from direct wind and direct sunlight
- Free from sharp objects that might injure the animals.
- Pest and predator proof
- In a secure location free from thieves
- Floor should be easy to clean.
- On well-draining ground
- Near reliable water source as plenty of water is needed for livestock especially large animals.
- Have separate compartments for young, breeding, nursing, and sick animals.
- Have feed and watering troughs in the livestock house.
- Have a proper mechanism for disposing of the animals' waste material.
- Near water and fodder.

STEP 4. Ask participants to share with the group how their own livestock house look like?

STEP 5. Ask participants how often they clean their animal house and how do they do it? Guide the discussion using the following points;

Animal housing must be always kept clean. Regular cleaning of animal houses helps to prevent and control diseases, especially external parasites such as fleas, ticks, flies, mites, vermin, and predators such as rats and snakes. The following practices should be adopted:

- Remove dung, droppings, and litter regularly or, if the house is portable, move it to a fresh area.
- Change animal bedding (such as straw) as often as possible to keep the animals clean, dry and comfortable.
- Remove feed and fodder left over from the house every day to reduce flies and contamination.
- Fumigate regularly with smoke or use proper concentration of insecticide/pesticide to control parasites and microorganisms.
- Clear the grass and bush around the animal house to keep snakes, rats, and other predators away.
- Do not overcrowd the house.
- Empty a house where sick animals have been; clean it or even burn it and build a new one.

- Place wood ash or lime on the floor and walls to repel external parasites.
- Spray area around the cattle house to control ticks.
- Keep the floor of the house dry at all times to avoid contamination and foot rot for hooved animals.

▶ **STEP 6.** 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. This can be followed by a practical demo session on how to construct or properly clean a livestock house based on lessons learnt depending on group objectives and resource availability.

Post-training monitoring checklist: At the beginning of this topic, farmers should list some of the challenges they face with poor animal housing, then track the changes they observe with these challenges after training and adoption of improved animal housing and cleaning practices. Monitoring indicators for this could be; proper housing which is clean, well ventilated, dry, proper draining, leak proof, damp proof, clean feed and water troughs; decreased diarrhea in the flock due to clean housing, reduced mortalities from cold and dampness, reduced tick infestation, reduced mortality rates of young, clean, strong and healthy animals etc.

Housing requirements for different livestock species

Facilitator should refer to information and table below on the housing requirements for different livestock species and chose the relevant information for the FFBS.

Poultry: chicken like perching at night and therefore chicken coop should have some perches. They also love scratching the ground for insects and ants therefore place a run around the chicken coop (which can be made of wiremesh or any other suitable material for the chicken to roam around freely while they are protected from predators. Place laying nests in dark corners of the poultry house for layers.

Cattle: these are big animals with big horns, and they also like to lie down while ruminating. Therefore, cattle housing should have enough space for the animals to lie down, turn and stand without hurting each other; Dairy cows are usually fed in the house therefore the housing should be spacious enough to allow the animal to feed without disturbance. Cows also produce a lot of urine therefore the floor of cattle housing should be slopy to allow the urine to easily drain away into a disposal pit and keep the cattle house dry.

Basic floor space requirement for different farm animals

(Adopted from Heifer International Animal Well-being standards)

Livestock species	Space requirement per animal (Length*width) in Feet	In meters
Cattle	6 x 4	1.8 x 1.2
Water Buffalo	7 x 5	2.1 x 1.5
Pigs	5 x 4	1.5 x 1.2
Sheep and goat	3 x 2	0.9 x 0.6
Horse	6 x 6	1.8 x 1.8
Rabbits	2 x 2	0.6 x 0.6
Poultry/chicken	1 x 1	0.3 x 0.3

Pigs: Pigs prefer to stay in separate cubicles for sleeping, feeding, dunging, and exploring, they love rubbing themselves against the walls and they get cold easily. Therefore, it is important to make separate areas when constructing a pig house, the walls of a pig house should be stable, with no sharp objects and not too rough to cause injuries and bruising to the pigs when they are rubbing themselves and the house should be spacious, warm and well-ventilated by providing straw or installing heating and cooling systems.

Goats: Goats are browsers, and they prefer to feed while on upright position. They also like climbing therefore it is important to raise the goat house and make provisions for hanging forage for the goats to feed on during the day.

4.7 Breeding

SEASON	Reproduction
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 goats, sheep, cattle, and buffalo.
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip Charts and Markers/pens, good quality and healthy breeding stock, pictures/ cards with different livestock breeds for the FFBS livestock enterprise.
WORKSPACE	Enough space for all participants

Background

Reproduction is important in livestock rearing. Without it the livestock rearing business won't be profitable as animals will only provide the products we need, such as milk, and eggs, after reproduction. 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 can produce offspring that have these desired traits and qualities. This will enable them to meet their production goals such as increased eggs, meat and milk production, increased incomes from sale, Insurance/economic security, etc.

Information in this tool is general for all livestock species. Facilitator should go through this section prior to training, refer to the FFS manuals and other training materials (in the reference section or any other source) that provide information/ guidance about breeding specific livestock species, and make necessary preparations.

Steps to follow for the Activity.

STEP 1. Breed selection:

a. Divide participants into small groups of 4-5 and ask each group to list some of the breeds they know for the FFBS livestock enterprise.
b. Then ask each group to discuss and share the differences between these breeds (both positive and negative) then come back and present their findings to a plenary for further discussion.
c. Ask the participants to rank the breeds listed using a certain set of criteria such as high production, resistance to disease, resistance to drought, high feed conversation rate, highly prolific, locally available and affordable, easy to manage, etc then discuss the results of this ranking exercise with the participants.
d. Based on these discussions, participants can then make informed choice of which breeds to use for their livestock enterprises and plans can be made with the local government extension/project staff to facilitate farmers acquire the desired breeds to improve their production

▸ STEP 2. **Setting breeding objectives and selecting good breeding stock:**

a. Divide participants into small groups of 4-5 and ask each group to brainstorm on why they keep livestock then come back and present their findings to a plenary for further discussion. Use the pointers below and additional breeding information specific to the FFBS livestock enterprise to facilitate the reflections.

Insurance/Economic security, Meat, Eggs for sale and family nutrition, Milk, Skin

b. Then ask the participants to write down what their breeding objectives would be, present in a plenary then discuss and reflect on the differences and similarities.
c. Again, in small groups of 4-5 ask participants to describe how they would select a good male and female animal based on the FFBS livestock enterprise of choice for breeding. What would their selection criteria be like? They should then come back and present their findings to a plenary for further discussion.
d. Facilitator should then lead the group in reflecting the difference and similarities in the selection criteria identified by the groups. Use the pointers below and additional breeding information specific to the FFBS livestock enterprise to facilitate the reflections.

A good breeding stock should be; *Healthy, Active, Alert, From a good, highly prolific mother, Fast growing, Highly productive, Good body condition, No deformities, High libido, Strong feet and legs, Well developed testicles for male animals, Well developed teats for female animals*

Production goal	Desirable traits
Income through sale of live animal	Fast growing, Gains weight fast, high production rates, good physical appearance, no deformities, good mothering 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
Milk	High milk production, good teats,
Skin	desirable skin color and texture (glossy),

Note. It is important to castrate and sell male animals in the herd with undesirable traits that are not used for breeding to avoid passing those undesirable traits to the offspring. Please refer to the *FAO's Sheep Farmer Field School Facilitator's guide*[5] for practical activity on castration if this activity is relevant to your FFBS livestock enterprise.

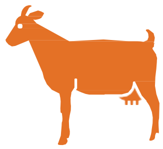
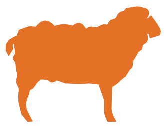
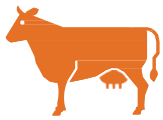
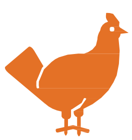
▸ STEP 3. **Developing a breeding plan**:

a. Facilitator should ask the participants to describe the normal breeding calendar and timeline in their local area (from mating, pregnancy all the way to delivery of new borns) for the FFBS livestock enterprise they have chosen and what informs this calendar.
b. Facilitator should facilitate a group reflection on the breeding calendar shared and ask participants when they think is the best time to produce new borns (e.g., when feeds are available, weather is not so cold, in anticipation for best market prices and high demand etc) and work backwards with the group to agree on the best time to start breeding considering the gestation period.

   Facilitators should refer to the table below for livestock species specific information to facilitate these discussions.

5 https://www.fao.org/3/cb7424en/cb7424en.pdf

Reproduction cycle and best time to breed for different farm animals

Animal species	Duration of Estrus cycle (Days)	Best time to breed	Gestation period in days
Goats 	Every 21 days except during pregnancy	Within 12- 36 hours after onset of estrus	150
Sheep 	Every 16-17 days except during pregnancy	Within 12- 18 hours after onset of estrus	150
Cattle 	Every 21 days except during pregnancy	Within 6- 24 hours after onset of estrus	281
Pigs 	Every 18-21 days except during pregnancy	Within 12-36 hours after onset of estrus	114
Buffalo 	Every 21 days except during pregnancy	Within 24-48 hours after onset of estrus	281 - 334
Chicken 			21

c. Facilitator should then ask participants to reflect on the information shared so far then work in their small groups of 4-5 to develop breeding plans for their selected livestock species taking into consideration the following parameters;
   - Suitable breed types
   - Best time to mate
   - Best time to deliver new borns
   - Feeding and management requirement and plan for the breeding plan

d. Ask the small groups to present their breeding plans in the plenary for discussion.

Farmers should note that choice of exotic breeds/hybrids is not always successful and could sometimes lead to heavy production losses for the farmer due to mortalities. Exotic breeds require high level of management, high quality feeds, frequent treatment to avoid infections, well-constructed houses, great farmer knowledge and skills for them to maintain their production potential. It is therefore important for the farmer to consider these factors when choosing the right breeds to use. Farmers should select breeds that are easily adaptable to their local context.

▶ **STEP 4. Managing breeding stock/pregnant animals:** Breeding stock needs to be given proper care to ensure they are able to carry their pregnancy to term and give birth to strong and healthy young ones that will grow and improve productivity of the farm.

a. Ask participants in their small groups to discuss how they manage their breeding animals and present in the plenary. Facilitator should use the following pointers to reflect on the presentations by the groups. Also refer to notes on the feeds and feeding tools on how to feed male and female breeding stock.
    - Provided with adequate amounts of nutritious foods and water prior to breeding.
    - Housed properly in a clean, safe place.
    - Regularly checked for any signs of sickness and treated for any disease.
    - Checked for signs of heat.
    - Mated at the right age and time.
    - Checked for pregnancy.
    - Observed keenly and provided adequate feeds during pregnancy.
    - Prepared well for parturition.
    - Keep breeding records kept for ease of reference and follow-up and to prevent in-breeding.

b. Facilitator should then conclude this session by sharing the following important tips for successful breeding
    - Success of breeding is guided by selection of good breeds and 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 the 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 animals, 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 when young male offsprings are about to reach breeding age.
    - Maintain appropriate male to female breeding ratio in you flock/herd (for example 1:20 for goats and 1:10-15 for chicken).
    - Consult a veterinarian/CAHW if you face any breeding challenges with your animal.

Reference materials

1. FAO Sheep Farmer Field School. Facilitator's Guide. 2022

2. Cattle breeds and breeding: https://www.infonet-biovision.org/AnimalHealth/Cattle-breeds

3. Pig breeding and management: https://www.zimagrihub.org.zw/sites/default/files/documents/Pig%20Breeding%20Training%20Manual%20ZAGP%20VALUE.pdf

4. Piggery production manual: https://www.afrii.org/wp-content/uploads/2016/11/FINAL-PIGGERY-MANUAL-SENT-RF.pdf

5. Dairy goats breeds and breeding: https://www.kalro.org/kcsap/docs/DAIRY%20GOAT%20BREEDS%20AND%20BREEDING.pdf

6. Meat sheep breeds and advantages: https://www.agrifarming.in/meat-sheep-breeds-list-and-advantages

4.8 How to care for Newborn animals

SEASON	Breeding
OBJECTIVE	To enhance the knowledge and skills of project participants to increase survival rates of newborns and improve productivity
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip Charts and Markers/pens, a farm with animals that are about to deliver, items for use during delivery in animals such as warm water, iodine, surgical blade, antiseptic, rubber gloves, clean cloth, milk bottle and nipple, colostrum milk replacer, projector, and laptop to watch videos on kidding, lambing, farrowing, calving if possible
WORKSPACE	Enough space in the model farm 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. Practical activity on giving birth of new borns should only be carried out if the FFBS livestock enterprise is relevant for this purpose.

Information in this tool is general for all livestock species. Facilitator should go through this section prior to training, refer to the FFS manuals and other training materials (in the reference section or any other source) that provide information/ guidance about rearing new borns for specific livestock species, and make necessary preparations.

Steps to follow for the Activity

Conduct practical sessions on the farm on giving birth to new borns depending on the livestock enterprise for the FFBS participants. Involve an expert Veterinarian or CAHW for this activity. Participants should observe the following and discuss. Facilitator can also check for any suitable practical videos online on this topic and use it to facilitate the training if context allows.

▶ **STEP 1.** Before you go out to observe the pregnant animal that is about to give birth and as you wait to start seeing signs of delivery, ask the participants to share the preparations they usually make prior to delivery of their animals. Facilitator should use the pointers below to reflect on the responses from the participants and elicit further discussions.

- *Ensure your calendar is open and you are available in your farm.*
- *Assemble all the supplies required (warm water, clean towel, iodine solution/disinfectant, surgical blade/scissors)*
- *Prepare a clean warm place for the pregnant animal.*
- *Colostrum supplement (incase the mother dies, and you need to use it)*
- *Milk bottle with a nipple*

▶ **STEP 2.** Go out and observe an animal that is already showing signs of delivery and ask the participants to share ask participants to share what they are observing from the animal's behavior prior to giving birth. The facilitator should take note and use the pointers below to reflect on the responses from the participants.

Signs of labor

- *Female becomes restless.*
- *Isolates herself from the herd.*
- *Raises her tail.*
- *Mucus discharge from the vulva*
- *Swollen mammary glands*
- *Sometimes milk comes out of the udder*
- *Breathing rate increases*
- *Abdominal contractions*

▶ **STEP 3.** Ask participants to share what are the signs than indicate that an animal is having difficulties' in giving birth and what they normally do in such cases

- *The animal takes long before delivery after labor signs have been observed*
- *The water bag or newborn feet appears then there is no progress of giving birth*
- *When you observe that the newborn is not in the right position, e.g. only one leg or the hind legs can be seen*

What they should do when an animal shows signs of difficulties

- *Contact your local Veterinarian/CAHW immediately.*

▶ **STEP 4.** Ask participants to observe how the farmer/local Veterinarian is handling the newborn immediately after birth, take note and discuss.

- Cut the umbilical cord with a surgical blade or scissors and disinfect with iodine solution or disinfectant.
- Check the nostrils to make sure the newborn is breathing and wipe away any mucous
- Move the newborn to a clean warm place.
- Wipe the mucous from the body.
- Ensure the newborn suckles colostrum from its mother.
- Take weight of the newborn, ID it and record important information like animal ID, date of birth, weight at birth, mother's ID etc

▶ **STEP 5.** After the practical observation and learning session reflect on the responses and ask participants to share whay new knowledge they have learnt from this activity and reflect on these.

▶ **STEP 6.** Facilitator should then conduct a discussion with the participants to brainstorm on each of the questions below on the general causes of mortalities of newborn post birth, and how to reduce these. They should use the pointers under each section to reflect on the response and facilitate further discussions by the group.

a. What is your current survival/mortality rate of newborns?
b. What do you think is causing the deaths?
    - Poor management e.g., keeping them in a wet, cold or hot place.
    - Starvation
    - Lack of water
    - Injuries
    - Over crowding
    - Predators
    - Accidents like falling in water for chicks.
    - Contaminated bedding
    - Disease

c. What do you do to address these problems?

Problem	Possible cause	What to do
Diarrhea	Unclean feeding equipment, irregular feeding	Stop the feed for a while. Instead, give the animal a solution of 1/2 teaspoon of salt with 6 teaspoons of glucose (or sugar) in 3/4 litre of water three times a day for the first day to stop the diarrhea as you observe then continue with regular feeding at regular times. Consult your local Veterinarian/CAHW
High mortalities in the flock/herd	Disease outbreak, and lack of vaccination, dipping, spraying etc	Isolate sick birds, follow the vaccination/dipping/spraying schedule, consult your local vet, don't mix newly introduced animals with the flock/herd. Isolate and quarantine them first as they can introduce disease in the farm.
Rough coat	Malnourished. Lack of nutrients and minerals in the diet, Worm infestation	Provide mineral salts and multivitamins, deworm, consult your local Veterinarian/CAHW
Swollen leg joints, animal cannot walk properly	Animal not getting enough exercise, lack of nutrients and minerals in the diet	Provide enough milk, mineral salts, and multivitamins, consult local Vet
Weak and lying down most of the time	Animal not getting enough feed e.g., milk	Provide enough feed, consult your local Vet
Newborn growing slowly	Parasite infection, poor hygiene, overcrowding, animal not feeding properly, inbreeding	Deworm, provide enough feeds, clean the animal house regularly, provide enough space to avoid overcrowding, keep proper breeding records, select good breeding stock
Injuries, accidents, and deaths	Sharp objects in the house, large feeding, and water troughs that chicks might fall into and drown/get contaminated with feeds	Remove all sharp objects in the house and environment, Use appropriate feeding and watering equipment, regular checks

Also Refer to feeds and feeding tool for more information on how to feed newborns.

General tips to reduce newborn mortality.

- Ensure they suckles immediately after birth.
- Confine them with their mother in a clean, warm, dry, and well-ventilated house.
- Protect them from diseases through vaccination, multivitamins, and clean environment.
- Give them a recommended amount of milk every day. This can be from their mothers or by using milk replacers.
- Wean them after 3 months by gradually introducing roughage by the 2^{nd} week and other feed supplements by the 4^{th} week.
- Deworm them at weaning and then subsequently before the start of the rainy season.
- Place orphaned kids under foster care of other animals or feed them milk/ milk replacers using a bottle.
- Protect them from predators.
- Protect them from injuries and falls through proper housing.
- Some newborns like chicks do drown in drinking water. Therefore, it is important to use appropriate watering equipment.
- Protect them from extreme temperatures.
- Avoid overcrowding in one place, especially for chicks.
- Protect your farm from infections and disease by applying biosecurity measures. We will learn more about diseases and routine health management topic.
- Strictly adhere to the vaccination schedules for the chicks.
- Don't feed them on moldy feeds.
- Regularly have them checked by the local vet.

4.9 Livestock feeds and feeding strategies

SEASON	Pre-production, Breeding, and Production as appropriate
OBJECTIVE	To enhance the knowledge of project participants on the different types of feeds for livestock and feeding strategies to enhance production and productivity
TIME REQUIRED	1 hour
MATERIALS REQUIRED	Depends on livestock enterprise and proposed FFBS activities. Materials could include: Flip Charts, Markers/pens, facilitator cards/pictorials, containers, samples of locally available livestock feed resources, samples of different commercial feeds,
WORKSPACE	Model farm with enough space for all participants

Background

Animals need feed to be alive, to grow, be healthy, reproduce, and produce products such as milk, meat, eggs, hides and skin. Good feeding and plenty of clean water are important to help your animals stay healthy. Healthy animals fetch better prices at the market, so they can increase household income. Healthy animals are also more productive and have better chances of giving birth to healthy young ones. Therefore, ensuring that your animals have good nutrition benefits the animals, as well as the whole household. Animal feed must be balanced comprising of **proteins** (for growth, weight gain, milk, and meat production); **carbohydrates** (to provide energy to move around, and keep all body functions working, and produce milk, meat, and eggs); **Vitamins** (regulate biological processes in the body and provide nutrients needed for milk production); **minerals** (to help in body building, regulate growth and reproduction and provide nutrients needed for milk and egg production) and **Water** (to support the biological processes and form major ingredients of milk and egg production).

Feed composition will depend on the type of animal, their age and stage of production. For example, young animals will need more proteins than older animals, milking animals will need feeds with higher protein, and cattle and goats will need feeds with more crude fiber than chicken and pigs.

Note: Activities and information in this tool are general for all livestock species. Facilitator should go through this section prior to training, refer to the FFS manuals and other training materials (in the reference section or any other source) that provide information/guidance about feeding livestock species, and make necessary preparations.

Steps to follow for the Activity.

▶ **STEP 1.** Participants should visit a model farm, randomly select animals from the herd and evaluate them for any signs of malnourishment then discuss their observations. The facilitator should ask participants the following questions to stimulate discussions and use the points below to guide the discussion.

How do you know that your animal is malnourished

- *loss of appetite*
- *become dull*
- *some will have diarrhea*
- *panting*

- *weak*
- *loss of weight*
- *become sick easily*
- *Reduced production e.g., milk.*

Example of a malnourished chicken

Malnourished chicken will have ruffled feathers, hanging wings, drop in egg production, start cannibalizing each other (pecking feathers and wounds of other birds), or become sick easily.

▶ **STEP 2.** Ask participants to discuss what they do when they notice that their animal is malnourished?

▶ **STEP 3.** Ask participants what are some of the local feeds that you use to feed your animals? Facilitator should prepare cards with all the five feed categories and ask participants to place the feed type they have brought in the right category then facilitate reflections using the pointers below to ensure participants understand the sources of all the five feed categories.

- **Energy:** Fodder such as **Cereals** (maize, corn, sorghum, and millet leaves/stovers, grains, straws,); **Grasses and, hay** (Elephant grass, Bracharia, Sudan grass, Boma rhodes); **Legumes** (cowpea, Lucerne, Stylo, Alfalfa, Vetch); **Fodder trees** (Glyricidia, Sesbania, Mucuna, Calliandra, Subabul); molasses
- **Proteins:** concentrates, insects (termites, crickets, black soldier fly), soya bean, cowpea, green pasture, sweet potato vines, groundnut leaves/straw, Moringa, Calliandra, Acacia, Sesbania, Mulberry leaves and pods, Leucaena, concentrates, etc. However, 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.
- **Vitamins and minerals:** vegetables such as cabbage leaves and green forage, and mineral salt like bone meal, fish meal, blood meal, shells, and seeds.
- **Concentrates:** Maize germ meal, cotton seed cake, and dairy meal, etc.
- **Water:** provide drinking water from clean sources as often as possible.

▶ **STEP 4.** Ask participants whether these feeds (in all the five categories) are available throughout the year, and where they source them? Further prompt questions and discussions around

- Prompt for what times of the year livestock feed is in abundance and when it is scarce?
- What they do when feed is in abundance and when it is scarce?

▶ **STEP 5.** Ask participants how they feed their animals? How many times a day do you feed them and how much do they eat? Prompt for feeding by age, sex, stage of reproduction/production including water provision. Use the following talking points to reflect on the responses and facilitate discussion;

Feeding newborns: Newborn animals require feeds rich in proteins and minerals because they are growing fast and developing organs, muscles, and bones. Immediately after birth and for the first 3 months until they are weaned, ensure the young animal gets adequate amount of feed. After 3 months it is important to **wean** off these animals on nutritious feeds to ensure good health and performance later in their life. Weaning is done by gradually introducing roughage of other feed supplements, such as pellets.

Creep feeding: This is also important to supplement diets of young animals who are still nursing with solid foods to gradually prepare their digestive system for weaning, to make up for the milk shortfall and give more nutrients for their rapid growth. Creep feeds should contain 22% protein and should be fed to the animals 2-3 months after birth. The amounts fed to animals depend on the species. Different feed supplements purchased or locally formulated can be used to creep feed chicks, lambs, kids, calves, piglets etc.

Feeding young stock: Apart from provision of nutritious feeds and clean water, young growing animals require additional minerals and nutrients to aid in their growth, weight gain, and in preparing them for reproduction. Provide supplements (like mineral salt licks, multivitamins, growers mash) with the required minerals for animals at this stage.

Flush feeding female breeding stock: provide good quality, extra feeds and mineral supplements to female animals 2-3 weeks before breeding to make the animal strong to increase chances of conception and delivery of young ones. This will in turn increase production. Farmers should not flush feed for extended time as this will increase their production costs and reduce profits.

Feeding male breeding stock: Male animals used for breeding should be given more feeds and mineral supplements a few months before they start mating to make them strong, active, and ready for breeding. The feeds should not aim to make the animals fat as this will hinder their performance.

Steaming up: provide good quality feeds/ concentrate rich in proteins to pregnant animals (pigs, sheep, cows, goats) 2- 4 weeks before giving birth to provide extra nutrients to the animal and growing foetus and to enhance production. Amounts fed depend on the livestock species: e.g., sheep and goats should be given extra 250-350g of feed per animal per day in the last month of pregnancy. Laying hens need feeds rich in vitamins and minerals (especially calcium) to aid in egg formation. Add enough greens, crushed shells, and vitamins to the drinking water of laying hens, if possible.

Feeding nursing animals: nursing animals should be given extra feeds, supplements and concentrates rich in proteins and energy, and a lot of fresh drinking water to maintain production. The amount of feed given depends on animal species and stage of nursing. For example, it is recommended that a lactating cow should consume dry matter that is 3% its body weight every day to maintain milk production. For example, if a cow weighs 600kg, then it should be fed 18kg of feed per day.

Feeding sheep and pigs for fattening: male lambs for fattening should be provided with concentrates (such as maize, wheat, rice bran, seed cakes) or feeds containing forages (such as pastures, hay, sorghum, and millet straws), crop residues (such as cow pea, beans, groundnut, coffee husks, sweet potato vines, sugarcane tops), milling by-products from grains (such as maize, sorghum, rice, wheat, peas, barley), or agro-industrial by products and minerals supplements (such as mineral blocks).

(Refer to the relevant animal species training manual for guidance on feeds and feeding).

General tips for feeding animals.

- Provide clean, fresh, and nutritious feeds from different sources every day.
- Always ensure clean water is always available for animals.
- Remove old food from the previous day and clean feeding /water troughs daily before adding new feed.
- If you can, chop the roughages, like grasses, and mix with other feed sources and feed the animals at intervals to reduce waste.
- Provide the right and adequate amounts of feeds to animals depending on their age, sex, reproduction, and production status.
- Besides scavenging and grazing, provide supplementary feeds such grains, concentrates, minerals and vitamins to animals to enhance production and productivity.
- Wet dusty feeds and concentrates a little before feeding it to animals to avoid wastage.
- Conserve excess feeds for use during periods of scarcity
- Ensure the feed store is properly aerated and slightly elevated above the ground (about 30 cm) to prevent dampness and spoilage.

- Protect the feed store from pests, such as rats.
- Moldy, discolored, and contaminated feeds should not be fed to animals. This is a sign of spoilage and lower quality.
- Feeds is the greatest expense in commercial livestock farming. Therefore, ensure feeds are bought from reputable companies.
- Read labels and instructions in commercial feeds and always check for expiry dates. Do not feed animals expired feed.
- It's cost effective to use local feed ingredients for local livestock production systems. Only purchase ingredients that are not available locally in the community, like minerals and vitamins and protein sources.

▶ **STEP 5.** At the end of this discussion, facilitator should ask participants to identify any nutritional gaps (based on the feeds they use and how they feed their animals) and come up with an action plan to fill the gaps to improve their animal production. The action plan can the inform design of a comparative experiment on different feed types and feeding practices.

4.10 Feed conservation and formulation options for different livestock enterprises

SEASON	Pre-production and production
OBJECTIVE	To enhance FFBS participants knowledge and practical skills on animal feed conservation and formulation
TIME REQUIRED	45 minutes per practical activity
MATERIALS REQUIRED	Depends on livestock enterprise and proposed FFBS activities. Materials could include: Flip Charts, Markers/pens, local feed ingredients, improved fodder seeds, demo plot for fodder production, etc
WORKSPACE	Model farm with enough space for all participants

Background

Local feed conservation and formulation is important in livestock enterprises to increase production, reduce cost of production by ensuring livestock feed is available all year round. This session has 7 different practical activities for different livestock enterprises.

Steps to follow for the Activity

Facilitator should read and understand all the activities in this section prior to FFBS and select most appropriate activity for the FFBS livestock enterprise.

He/she should also ask participants to select the most relevant practical activity to do based on their livestock enterprise, needs and production goals.

Facilitator should then 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 then feed to the animals and observe changes in production, growth, weight gain and general animal performance.

Activity 1: How to mix a simple feed ration for chicks (0-6 weeks old) from local materials to increase their survival and growth rates.[6]

Ingredient	Quantity
Crushed sorghum/millet grain or maize	1 kg tin
Wheat bran, sorghum bran or millet bran	1 kg 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

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

Activity 2: Rice straw treatment to increase nutritive value of the low protein roughage as local feeds for goats

▶ **STEP 1.** Dig a pit to about 0.6m and 2m X 3m.

▶ **STEP 2.** 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.

▶ **STEP 4.** Mix two-milo tins of Urea with 34-size bucket of water.

▶ **STEP 5.** Sprinkle the mixture on the rice straw and turn it continuously until it is uniformly mixed.

▶ **STEP 6.** Compress the straw to remove air from the dried straw.

▶ **STEP 7.** Cover the pit with thick polythene to make it airtight.

▶ **STEP 8.** Allow the mixture in the pit for three weeks.

▶ **STEP 9.** Remove the mixture after three weeks and dry it under shade for 24 hours.

▶ **STEP 10.** Sprinkle salt on the mixture and give it 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 acacia, mulberry, Sesbania, calliandra, Leucaena then feeds it to the animal.

Activity 4: How to mix a simple supplementary ration for goats[7]

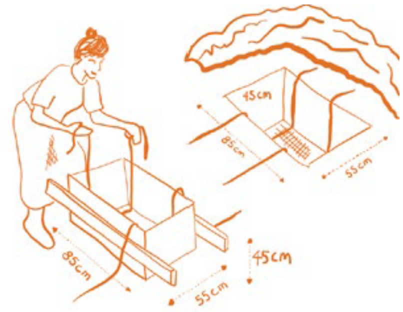
A source of energy (e.g. Maize bran (Madeya) or rice bran)	6.9 kg
A higher protein feed e.g., Dried Leucaena leaves or soya meal	3.0 kg
Kitchen salt	0.1 kg
Total	10 kg
Feed 0.75 - 1.0 kg of this ration per adult goat per day.	

7 Adopted from Training notes for community animal health workers manual for Malawi.

Activity 5: Hay making for dairy animals

▶ **STEP 1.** Cut forage before it's fully mature to maximize nutritive value and chop into small pieces.

▶ **STEP 2.** Dry the forage in the sun for 2-3 days raking it regularly to ensure all the forage dries well.



▶ **STEP 3.** Make a hay box measure 40x50x75 cm.

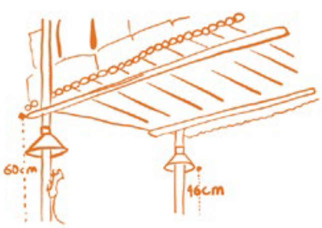
▶ **STEP 4.** Tie sisal ropes on the box

▶ **STEP 5.** Put the dried hay in the box and press it down by jumping on it.

▶ **STEP 6.** Ones the box is full, tie it securely with the rope.

▶ **STEP 7.** Remove the bale and stack.

▶ **STEP 8.** Store in a cool dry place, making sure to control rats and other rodents in your hay store

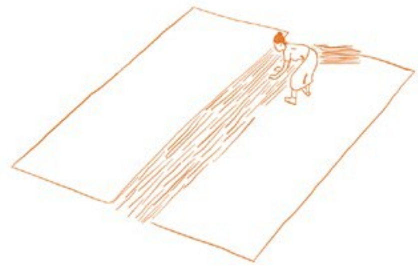


▶ **STEP 9.** Feed cattle the hay in small amounts to avoid wastage.

Activity 6: Silage making for dairy animals

Silage is a type of animal feed made from fermented green matter such as grass, sorghum, maize, banana stem, sugarcane tops etc., stored, and fed to cattle, sheep, goats, and other ruminants. Below are the steps of making silage.

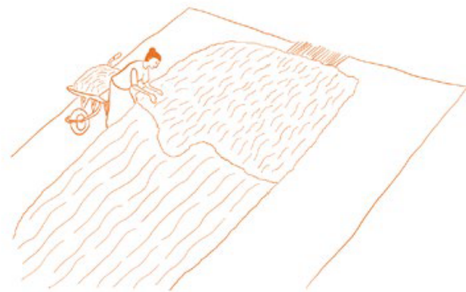
▶ **STEP 1.** Harvest and chop forage when still green and at flowering stage.



▶ **STEP 2.** Dry the forage.

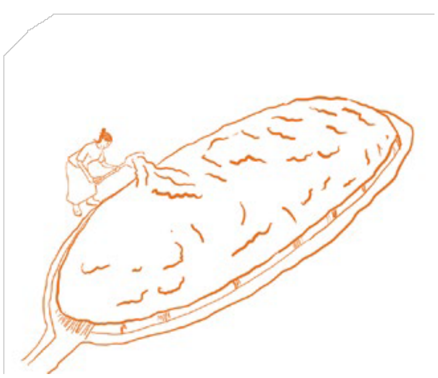
▶ **STEP 3.** Fill it in a polythene sheet, bucket, or silo and compact.

▶ **STEP 4.** Dilute molasses using water and sprinkle evenly over the chopped and dried forage.



▶ **STEP 5.** Seal the bucket, silo or polytene sheet and store for about 2 months.

▶ **STEP 6.** Check the silage quality before feeding it to livestock. Do not feed animals silage that has rotted, is smelling, has molds, and soil particles.



▶ **STEP 7.** Feed small amounts to livestock and cover the remaining silage properly between feedings. You can add concentrates and molasses to taste and improve nutrient value.

Activity 7: Seven 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 are 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 termites[8]

Post training monitoring checklist: At the beginning of this topic, farmers should list some of their challenges with their current feeding practices then track the changes they observe on animal appearance, production, weight gain, delivery rates, conception rates etc. after adopting improved feeding practices. Post training monitoring should also check fodder planting, feed supplementation, feeding strategies such as chopping fodder, steaming up, flush feeding, creep feeding chicks and piglets, use of feed from various sources, feed conservation such as hay, silage, Feed store that is aerated and above ground, use of good quality feed that is not moldy with bad smell etc.

Reference manuals for more information on feeds and feeding practices for different livestock species

1. FAO FFS for poultry producers FAO, 2022.
2. Keeping Village Poultry. Network for small poultry Development, 2004.
3. Indigenous chicken farming training manual. Technoserve and KALRO.
4. Family poultry Training course.
5. Raise Your Own Flock Hatching Hope Global
6. Sheep Fattening manual for livestock farmers and extension workers in Ethiopia. ICARDA, 2021.
7. Sheep Farmer Field Schools. FAO, 2022.
8. Farmer Field School for Small-scale livestock producers. FAO, 2018.
9. Dairy Cattle Feeding and Nutrition management. SNV, 2017.
10. Farmers Dairy Goat production handbook. Farm Africa, 2003.
11. Rearing Dairy Goats. CTA, 2007
12. Goat Keeping. Useful management practices for small holders. CTA, 2015.
13. Fodder production manual for extension staff. ILRI, 2020.
14. Farmer Training Manual on Improved Fodder Production and Conservation Practices. IFAD, 2019.
15. Climate smart Agricultural Technologies, Innovations and management practices for Pasture and Fodder Value chains. KALRO, 2020.
16. Agroforestry training manual for extension staff and lead farmers. USAID, 2015.
17. Agroforestry guide for Field Practitioners. ICRAF, 2013.
18. Smallholder Dairy Farmer Training manual. ILRI, 2016

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

4.11 Disease Control and Farm Biosecurity Practices

SEASON	Throughout all the production cycle
OBJECTIVE	To enhance the knowledge of project participants to know the types of diseases in animals, causes of diseases, different ways in which disease can spread among livestock, how to identify healthy and sick animals, and the basic disease prevention methods
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip Charts and Markers/pens, facilitation cards/pictorials with different symptoms of disease of animals
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 in better health of the people. This section helps project participants to know that disease prevention and control is important for the success of a livestock farming enterprise and important for human health. Disease prevention can be achieved through good sanitation and hygiene (biosecurity) of the farm, vaccination, deworming and proper feeding. The facilitator can invite an animal health person (Veterinarian or CAHW) to facilitate this session.

Information in this tool is general for all livestock species. Facilitator should go through this section prior to training, refer to the FFS manuals and other training materials (in the reference section or any other source) that provide information/guidance about diseases and disease management practices for specific livestock species, and make necessary preparations.

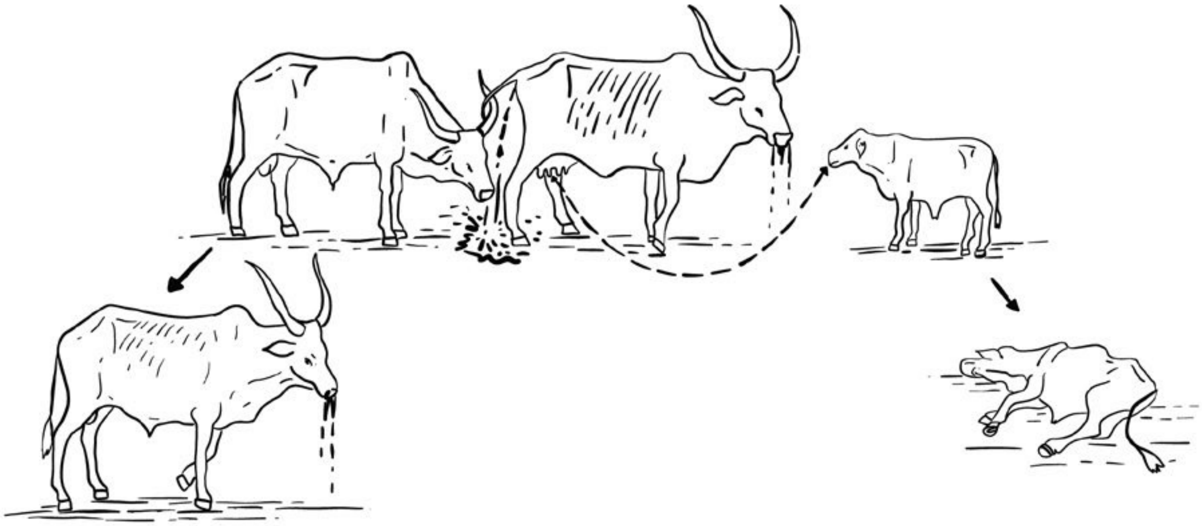
Steps for this activity

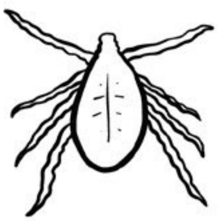
STEP 1. Divide participants into small groups of 4-5 and ask each group to do the following; list the different livestock diseases in the community that they know of, describe the symptoms of each disease, what they think causes the disease, which times of the year when it occurs, and develop a seasonal calendar by month for the diseases listed then present in a plenary. Facilitator should use facilitation cards/pictures, facilitators technical knowledge and or any other relevant technical information on livestock diseases and disease symptoms to reflect on the presentation.

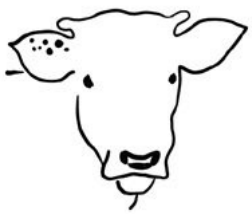
Common causes of livestock diseases

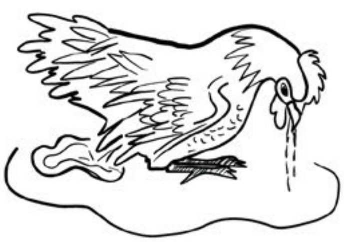
- Poor animal feeding (malnutrition)
- Germs and pathogens such as bacteria, viruses, fungi, and protozoa
- Injuries causing wounds.
- Poisons/toxic plants, chemicals/plastic ingestion
- Parasites such as ticks, worms etc

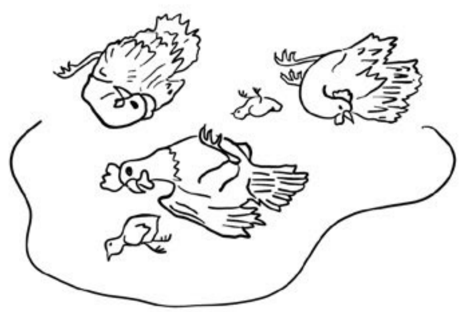
Signs of Disease in Animals

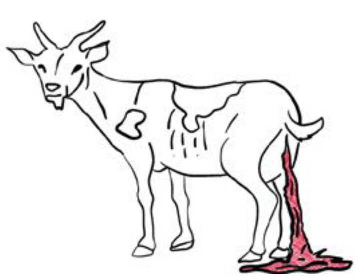












▶ **STEP 2.** Ask participants to rank these diseases in order of severity (mortality rates/number of animals that die), and how frequent it occurs in the community then discuss the results of this ranking exercise.

▶ **STEP 3.** Ask participants in their small groups of 4-5, to pick one disease from the top 3-5 diseases, discuss how they prevent and control the disease, and the challenges they face with disease management then present in a plenary.

▶ **STEP 4.** There are different disease prevention and control measures that is applicable to different livestock diseases. Facilitator should refer to the relevant technical training content to facilitate a reflection session from the plenary presentations. They can also use the following general disease prevention guidelines as pointers for reflection.

- Regular observations of animals for any abnormalities and to detect possibility of disease using the following pointers;

Where/what to look	Signs of good health	Signs of disease
General condition	Good body condition	Emaciated
Behavior	Alert and hold their heads up	Dummy, restless, lonely, Hyper excitement, nervousness, and violent kicking
Movement (gait)	Regular and steady steps, move easily with others in a group	Shuffling and stumbling Remain behind the group
eyes	Bright and alert, No discharge	Lacrimation (discharge) Color; red, pink, brown or white
Nose	Clean and dry. No discharge	Discharge from the nose, bleeding from nose.
Mouth	Clean and chewing properly	Saliva dripping, lesions on the lips, chewing slowly or incomplete, mouth bleeding.
Ears	Erect, move in the direction of sound	Dropped, not responding to sound
Mucus membrane	Pink/red mucus membrane, showing blood vessels clearly	White/pearl, yellow, very dark red, or red.
Hair coat	Smooth and shiny	Rough or raised
Appetite and ruminating	Eating and drinking normally. Ruminating	Not eating and drinking normally Not ruminating, loss of appetite.
Respiration	Smooth and regular at rest, movement and hot weather increase the rate of breathing	Increase and irregular breathing
Urine	Clear in color, no sign of pain during urinating	Cloudy or red, pain during urinating
Feces	Firm	Very soft (diarrhea)
Teeth	Healthy teeth	Injury of the teeth
Udder and milk	smooth and clean, good milk production	blood, or matter in the milk, swelling of udder, sign of pain and heat when the udder is touched.
Body temperature	Normal	High

- There are many diseases of livestock that can be prevented through vaccinations. Therefore, seek vaccination services from you CAHWs or local Veterinary Doctor.
- Both external and internal parasites (such as ticks and worms) can cause huge economic loss, but they can be controlled with minimum investment through regular spraying and deworming (every 3 months especially at the beginning of the rainy season).
- Hygiene, cleaning and disinfecting, bush clearing.

- Free access to clean and fresh drinking water.
- Proper feeding and animal nutrition.
- Supplementation of mineral mixture and vitamins can minimize chances of some deficiency diseases.
- Avoid using too much supplements as it might predispose animals to certain diseases and it won't be cost effective.
- Protection against predators, parasites, and adverse weather conditions.
- A comfortable environment without unrest and stress.
- Separation of sick animals from the healthy cows
- Always purchase healthy animals from reliable source
- Maintain proper stock density, avoid overcrowding.
- Disposal of dead animals by burying them
- Manure is the main source of infection in the farm. Disease causing agents may be contained in the dung, urine, nasal and mouth discharge. Therefore, proper disposal of manure at a distant place and production of compost reduces the chances of infection.
- Rotation on pasture to disrupt the cycles of disease-causing agents.
- Rabies, Brucellosis, and Anthrax are very dangerous communicable diseases, which can affect human beings from cattle. Report incidences of such diseases immediately to your local Veterinary authorities.

▶ **STEP 5.** Ask participants to discuss in their small groups of 4-5, what they think they could do differently to prevent and manage disease in their farms based on the lessons learnt and present in a plenary. This should form part of the groups disease control action plan?

Example of a vaccination calendar for goats

Months	Vaccine	Adult Goat	Kids (above 6 months)	Remark
March	Haemorrhagic Septicaemia	5 ml S/c	2.5 ml S/c	Repeat annually
May	Entero toxaemia	5 ml S/c	2.5 ml S/c	
May	F.M.D.	5 ml S/c	5 ml S/c	
July	Black Quarter	5 ml S/c	2.5 ml S/c	
August	F.M.D.	5 ml S/c	0.5 ml S/c	Repeat at 6 month interval
September	Enterotoxaemia	5 ml S/c	2.5 ml S/c	

Monitoring training activity: At the beginning of this topic, farmers should identify some of the common diseases affecting their livestock mortality rates and production rates then track the changes in mortality and production they observe after adopting routine health management practices.

Section 3: Post Harvest loss, Value Addition and Food Safety tools to be used during production, post-harvest and marketing seasons

4.12 Post -harvest loss reduction in meat

SEASON	Post harvest/Marketing
OBJECTIVE	To increase knowledge, awareness and skills of meat producers, handlers, and marketers on how to reduce post-harvest losses for meat
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip chart, marker pens
WORKSPACE	There should be enough space for both standing and sitting. If it is possible deliver this session at the aggregation point or processing facility for meat.

Background

Demand and consumption of meat and other livestock products continues to increase particularly in developing countries because of increased population growth, urbanization, and per capita incomes. It is projected that production will also continue to grow to meet this growing demand. Meat is produced from a wide range of livestock species including chicken, ducks, goats, sheep, cattle, pigs etc. Post-harvest losses in meat occurs throughout all stages of production, processing, during transportation and consumption and an error at any of these stages negatively impacts on the final product, producer food, and nutrition security and incomes. It is therefore important that meat producers are made aware of the possible losses in their meat production enterprise and equipped with skills to reduce these losses so they can benefit more from their production and marketing activities. This session will describe how the losses occur and what farmers, meat handlers, traders and retailers need to do to minimize these losses.

Facilitator Notes

It is recommended for facilitators to read and understand this session and make all the necessary preparations prior to facilitating the training. They could also invite meat safety specialist to facilitate this topic.

It is also important to know the farmers' experience, type of livestock, livestock management and handling practice they are applying, and problems they have been facing around this topic.

The facilitator can divide the group into several groups to promote participation and /or work with different products.

Steps to follow for the activity

▶ STEP 1. **Sources of post-harvest loss in meat.** Ask participants to share their thoughts on the possible causes/sources of post-harvest losses in meat. Facilitator should use the pointers below to reflect on the responses:

- The animals themselves
- Germs
- Poor management, feeds and feeding of animals
- Workers' health and hygiene (Food safety)
- Unclean, contaminated slaughter, processing, and handling equipment and tools
- Unclean/ contaminated processing and handling environment
- Diseases that lead to carcass condemnation during meat inspection
- Bruises and injuries on the animal and carcass leading to loss of quality and incomes. Consumers won't buy bruised animals/meat. The bruises also cause stress to the animals hence affecting quality of meat.
- Stress for the animal. Animals have emotions too, feel pain and get stressed. Shouting, forceful moving, long trekking causes them stress. Stressed, excited/agitated animals are difficult to handle and can run away and even bruise themselves in the process which leads to loss of quality. Stress affects quality of meat as it reduces the production of certain chemicals in the animal muscles (lactic acid) which makes the meat tender and tasteful. The lactic acid also reduces growth of harmful bacterial which causes spoilage, bad smell, change in color, and rancid taste in meat. This in turn reduces spoilage and subsequent losses of producer food, and nutrition security and incomes as well as protecting the producers and consumers from falling sick and spending more money on medication.
- Trekking animals which make them tired, stressed and lose weight.
- Contamination with stomach contents during slaughter and processing which lead to spoilage
- Use of blunt knife during bleeding which can lead to blood clots and subsequent spoilage of the carcass. Carcass with blood will be condemned during meat inspection

▶ STEP 2. **How to prevent postharvest losses in meat.** Ask participants to share the ways they prevent post-harvest losses in meat. Facilitator should use the pointers below to reflect on the responses:

Transportation

- It is important to use appropriate transportation means to carry animals from farm to markets/processing facilities. Inappropriate means of transport may lead to bruising, stress and even deaths which in turn affects quality, quantity, incomes, food and nutrition security.
- Avoid over loading/overcrowding them during transportation.
- Only trek hoofed animals where there is no proper road or rail transport.
- If you must trek, plan the journey ahead of time, avoid trekking animals during hot weather and provide enough rest and water to animals during and after trekking before sale/slaughter.
- Transport birds in cages which can be stacked and easily cleaned after use.

Lairaging – this is assembling all animals together at the same point after transportation to allow them recover from the transportation stress rest just before slaughter.

- Provide the animals with enough feeds and water if they're to be kept for long in the lairage.
- Provide feed one day before slaughter to reduce risk of contamination of meat from gut contents.
- Ensure the lairage is not crowded as this can cause fights and bruises to the animals and poses risks of spread of infectious disease
- Should have enough space for animal to lie down and move freely
- Should not have sharp objects that can bruises/injure the animals
- Should be well ventilated
- Have well-draining floor

- Separate aggressive animals from the rest to avoid risks of bruising, injuries
- Regularly inspect the animals in the lairage for any sicknesses and injuries and address them immediately.

Stunning -This is a process used in commercial meat processing to make an animal unconscious prior to slaughter to reduce the struggling and pain an animal goes through during slaughter.

It is important to note some religions like muslim and jews don't agree with this process therefore farmers need to be aware of their client/consumer preferences to avoid losing income from making no sales.

Bleeding - use a sharp clean knife. A blunt knife will prolong the animals suffering and cause clotting of blood which will promote growth of microorganisms that will cause spoilage in the meat. Wash the knife in hot water after slaughter.

Evisceration - (this is the process of removing internal organs such as the stomach). it should also be done carefully to avoid puncturing and spilling the contents of the stomach as this will cause spoilage in the carcass.

Offal from animals (such as liver, lungs, intestines, and kidneys are always considered as byproducts. They should be hygienically handled either by washing properly with clean water and storing by color before selling/consumption or properly disposed (when not used for consumption)

Wash carcass properly with clean water after slaughter to remove soil, dirt, blood clots and other contaminants.

Meat processors/handlers' personal hygiene- they should wear personal protective gear (like gloves, light colored protective clothing to be able to see any stains and clean properly); wash their hands with clean water and soap and dry them properly before and after processing/handling meat; sick people should not engage in meat processing; avoid touching eyes, ears, nose as they contain many germs; cover any open cuts/wounds on the skin when handling/processing meat.

▶ STEP 3. **Meat preservation**. Fresh meat is highly perishable. It will spoil quickly when exposed to high temperatures or for more than one day. Facilitator should ask participants to describe some of the methods that they use to preserve their meat, then use the following pointers to reflect on the responses:

a. Salting: This is the process of adding salt to the meat to preserve it.
    - salt absorbs water in the meat, inhibiting growth of microorganisms.
    - Before salting, cut the meat into thin slices to allow the salt to penetrate inside the meat well.
    - Ensure you use clean salt and apply in sufficient amounts. Too much salt will make the meat too salty, and nutrients will be lost.
    - Also use clean water
    - You will get best results if you dry the meat after salting.
b. Drying: Farmers from different countries use different traditional methods to dry and preserve their meat such as; Kilishi in Nigeria, Odka in Somalia, Quanta in Ethiopia, Biltong in South African and Pastirma in Armenia, Turkey, and Egypt.
    - Meat is dried to preserve the shelf life
    - Dried meat will not spoil quickly.
    - Dried meat is easy to transport and store.
    - Meat should be cut into thin slices before drying.
    - It's better to dry meat with no fat because fatty meat will spoil quickly.
    - Some communities add spices (like salt and pepper) to the meat before drying
c. Smoking: this is the process of passing meat over smoke from wood fire to remove the water and dry it. The meat will absorb the smoke, and this will inhibit growth of microorganisms. Different methods are used to smoke meat.
    i. Cold smoking: meat is smoked at temperatures 30^0c or below which doesn't get cook the meat. Cold-smoked meat will spoil quickly and must be handled hygienically.
    ii. Hot smoking: High temperatures up to 100°C are used and this cooks the meat
d. Cooling and freezing -this is the process of keeping meat under low temperatures in a refrigerator, freezer or cold room. Low temperatures slow down activity of microorganisms thereby reducing rate of spoilage and preserve

the quality of the meat. This method keeps meat fresh for longer period. It is however expensive to buy the refrigerators, freezers and might not be possible to use in certain locations where there is no electricity or solar power to run the cooling/freezing equipment.

▶ **STEP 4. Action planning:** Select the meat handling and preservation method that best suits the farmers objectives and local context. Ask participants in small groups of 4-5 to discuss their key take aways from this lesson and what they will do differently based on the lessons to reduce post-harvest losses in their meat production enterprise then present in a plenary for everyone to learn from each other.

Additional Reference for further information

https://gtn-learning.org/sites/default/files/library/2018-10/GTN_PHH_Manual-05-10-2017.pdf

http://cpf.comcec.org/wp-content/uploads/2018/02/2016-IDNAGRIC-216.pdf

4.13 Post -harvest loss reduction in eggs

SEASON	Post harvest/Marketing
OBJECTIVE	To increase knowledge, awareness and skills of egg producers, handlers, and marketers on how to reduce post-harvest losses
TIME REQUIRED	1 hours
MATERIALS REQUIRED	Flip chart, marker pens, facilitation card
WORKSPACE	There should be enough space for both standing and sitting. If it is possible deliver this session at the farm, aggregation, or marketing point.

Background

Global production, demand and consumption eggs continues to increase. On average one person consumes 161 eggs per year[9]. It is projected that egg production will also continue to grow to meet this growing demand. Eggs is rich in nutrients and provides an affordable source of nutritious food in many communities. Eggs also provide a source of income mostly for women in rural areas in developing countries. Despite these benefits, egg producers experience post-harvest losses during their egg production and marketing activities leading to food, and nutrition security and loss of incomes. It is therefore important that egg producers are made aware of the causes of post-harvest losses in their egg production enterprise and equipped with skills to reduce these losses so they can benefit more from their production and marketing activities. This session will describe how the losses occur and what farmers, should do to minimize these losses.

Facilitator Notes

It is recommended for facilitators read and understand this session and make all the necessary preparations prior to facilitating the training. They could also invite food safety specialist to facilitate this topic where possible.

The facilitator can divide the group into several groups to promote participation and /or work with different products.

Steps to follow for the activity.

▶ STEP 1. **Sources of post-harvest loss in eggs.** Ask participants to share their thoughts on the possible causes/sources of post-harvest losses in eggs. Facilitator should use the pointers below to reflect on the responses:

- Breakage
- Rotten eggs
- Improper handling
- Poor means of transportation and storage
- Contamination with chicken droppings, feathers, and dirt. Chicken droppings contain microorganisms such as salmonella which causes serious illness in human beings when ingested
- Predators such as snakes, cats
- Thieves
- Poor management of laying hens e.g. not providing enough laying nests, not placing nests in appropriate places (hens like to lay in dark corners), not putting soft litter such as sawdust in the laying nests

9 Global Egg Production Continues to Grow - International Egg Commission

STEP 2. Managing post -harvest losses in egg production: Facilitator should ask participants to describe how they reduce post-harvest losses of their eggs. Then use the following pointers to reflect on the discussions;

- Wash eggs properly with warm water to remove the dirt/droppings then dry them before storing. You can use a brush to remove the dirt. This will also minimize risk of transferring disease-causing germs (such as Salmonella) from the eggs to humans.
- Collect eggs twice a day to minimize risk of breakage and contamination.
- When storing, place the egg with the pointed end facing down and blunt end facing up. This will allow the egg yolk to stay at the centre and remain fresh for longer period.
- Inspect and sort eggs after collection and before storing. Remove all cracked and disformed eggs
- Do not store eggs for longer period (more than five weeks) as this may increase the risks of contamination.
- Properly dispose of used egg trays/cartons and use new ones all the time. Egg trays/cartons keep contaminants.
- Avoid storing eggs near strong smelling produce such as onions, fish as the eggs will absorb this smell and become undesirable to consumers.
- Provide enough laying nests for the hens (1 nest for 5 hens) to minimize laying on the floor is this might cause egg breakage.
- Properly manage the laying hens
- Place the nests in the correct places (darker areas of the chicken coop)
- Place litter in the laying nests and change it regularly to prevent breakage and soiling
- Place perches away from the laying nests
- Ensure general hygiene and cleanliness in the farm
- Ensure general hygiene and cleanliness in the farm (clean nests, feeders, waterers, housing etc)
- Keep the farm safe and secure, free from predators, snakes, human thieves etc

STEP 3. Nutritional benefit of eggs and Egg cooking methods:

Facilitator should ask the participants what they know about eggs and its nutritional benefits, then use this drawing to reflect on the responses.

Nutritional benefits of eggs

Eggs contain a lot of nutrients, and it is important that egg producers also consume some eggs at home so they can get the nutrients needed for healthy growth.

Egg cooking methods: Ask participants in small groups of 4-5 to discuss and share the different ways they cook their eggs so they can learn from each other and enhance egg consumption. If resources and time allows, participants can do practical demonstrations on the different ways of cooking eggs and eat together.

▶ STEP 4. **Action planning:** Selecting the egg post-harvest management practices that farmers can easily adopt in their farm to minimise losses. Ask participants in small groups of 4-5 to discuss then present in a plenary, their key take aways from this lesson and what they will do differently based on the lessons to reduce post-harvest losses in their egg production enterprise.

4.14 Post -harvest loss reduction in milk

SEASON	Production: Lactation/milking season
OBJECTIVE	To enhance the knowledge and skills of dairy animal keepers on hygienic milk production and handling practices to reduce post-harvest losses from milk spoilage and protect health of consumers
TIME REQUIRED	2 hours
MATERIALS REQUIRED	Flip Charts and Markers/pens, facilitation cards/illustrations, milk testing reagents/equipment
WORKSPACE	Farm with milking animals and Enough space for all participants

Background

Milk is an important source of food and income for livestock keepers and their families. It is an excellent source of proteins, vitamins, and minerals such as calcium, potassium and Vitamin D needed for bone formation. Children, pregnant and lactating women, elderly, and sick people all need milk in their diets. Milk is, however, also a source of disease-causing pathogens and contaminants which have caused a major public health concern in recent years. Raw milk can carry disease-causing pathogens, such as E.coli and Brucella, which can pose serious health risks to you, your family and other consumers. Milk is also highly perishable and is easily contaminated if not handled properly. This will result in spoilage and loss of taste which translates to loss of income for the farmer. Farmers should therefore adopt proper and hygienic milk handling practices in their farms to reduce spoilage, income loss and protect health of their families and other consumers. Where possible, this session should be conducted in a farm with milking animals during milking time so farmers can practically make observations, brainstorm on them and learn together.

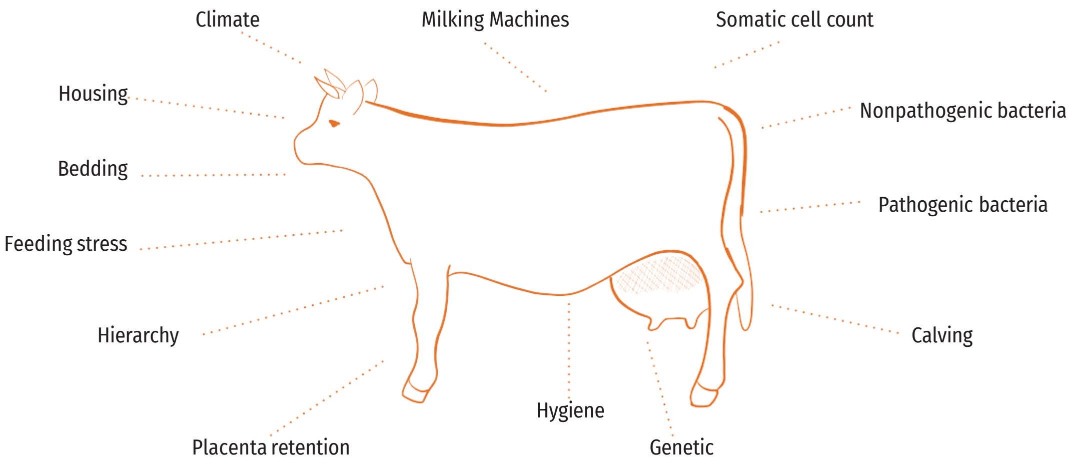
Monitoring training activity: At the beginning of this topic, farmers should identify some of the common challenges they are facing with their milk handling practices, and volume of milk that gets rejected/spoilt say on a weekly basis, then track the changes in, for example, reduction in milk spoilages/rejections and income loss resulting from adoption of hygienic milk handling practices.

▶ **STEP 1.** Facilitator should divide into small groups of 4-5 and ask them to brainstorm on each of the questions above then come back and present their findings to a plenary for further discussion. Use the pointers below to reflect on the responses for each question

- Do you experience milk spoilages in your farm?
- Why is it important to produce clean milk
    - Prevent spoilage.
    - Prevent contamination with foreign particles and disease-causing organisms.
    - Increase farmer incomes and profits.
    - Enhance consumer satisfaction.
    - Reduce rejections from the milk collection centre, cooperative/processor.
    - Prevent illnesses arising from consumption of spoilt/contaminated milk

- How do you know that your milk is bad?
  - When it loses its normal color white color and changes to creamy yellow, brownish, or red.
  - When it smells rotten, rancid or like any foreign material like garlic.
  - When it loses its normal watery consistency and becomes thicker, mucus-like.
  - What it has a sharp taste due to presence of acid
  - When it has foreign bodies/solids

STEP 2. Causes and sources of contamination. Ask participants to observe a milking dairy animal and the farm and pinpoint what they think are the sources of milk contamination on the farm (risks). Facilitators should use the pointers and illustrations below to reflect on the responses, expounding how these contribute to milk contamination.



- Health of the animal (mastitis will lead to milk spoilage)
- Milking sick and healthy animals together
- Pre-milking practices e.g., not stripping foremilk to test for mastitis.
- Infected udder with mastitis
- unclean animal's body and udder soiled with dung, mud, grass.
- Unclean milking environment
- Poor hygiene of the milker (dirty overall, long nails, unclean hands, with infectious disease)
- Dirty milk handling equipment and utensils
- Poor milk storage practices (in hot, unclean places)
- Treatment of the cow e.g., use of antibiotics and not observing withdrawal periods.
- Undesirable practices such as adding water or other substances to milk.
- Feeds with strong pungent smell,
- Poorly stored feeds/expired feeds with traces of aflatoxin.
- Unprotected/unclean water source.

STEP 3. Ask participants to discuss what they know about mastitis and its causes and use the pointers below to reflect on the responses.

Mastitis is a disease affecting dairy animals. It's caused when bacteria enter the udder, causing it to swell, become hot and painful. Mastitis reduces milk production and milk quality which results in income and food losses for the farmer.

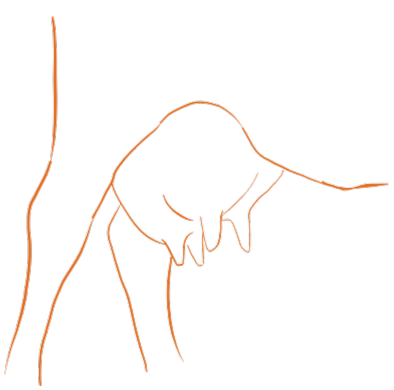
Causes of mastitis

- Weak unhealthy cows
- Unclean environment
- Unclean milking utensils
- Poor personal hygiene for milkers
- Udder injuries
- Incomplete milking, not removing all the milk.
- Over crowding
- Pulling the teats instead of squeezing during milking
- Contaminated Feed

STEP 4. How do you test the quality of your milk? This activity should be conducted practically (if test materials are available) or the Facilitator can use the illustrations and pointers below to reflect on the responses.

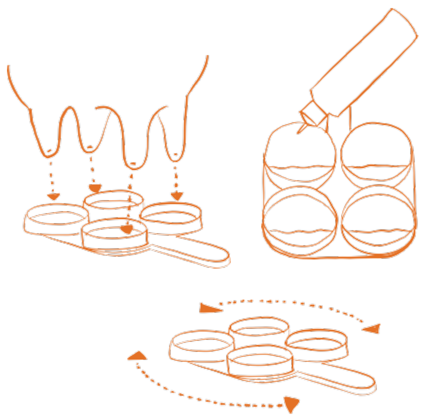
Several methods are used to test if a cow has mastitis. The following three methods can be used. Participants should practically do any of the tests feasible.

1. **Physical examination of the udder** - Examine the udder for physical signs of inflammation or cuts in the teats by gently touching it.
2. **Use of a strip cup** – strip milk from each teat into a strip cup and observe the milk for any abnormalities such as lumps, flakes.
3. **California Mastitis Test (CMT)**
   Step 1: Draw foremilk from each teat into separate cups.
   Step 2: Add half a teaspoon of test reagent to each cup and gently shake to mix the milk and the reagent.
   Step 3: Look the mixture for changes in color and gel formation.
   Step 4: Good milk will remain liquid and flow freely.



Physical examination

Use of a strip cup



California Mastis Test

STEP 5. Ask participants to brainstorm and discuss some of the ways in which mastitis can be controlled in the farm. Facilitator should use the illustrations and pointers below to reflect on the responses.

How to control mastitis

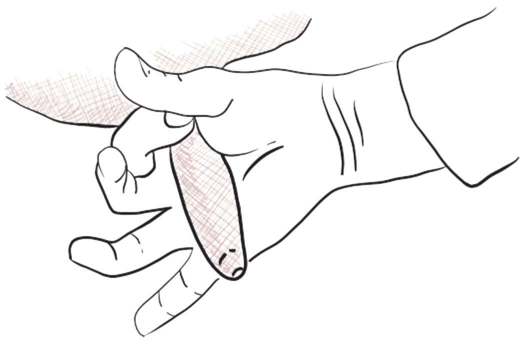
- Clean the udder with warm water and dry with clean cloth before milking.
- Examine the udder for any signs of inflammation, and pain.
- Treat sick cows.
- Keep cows and their environment clean.
- Use pre- and post-teat dip.
- Use clean milking equipment.
- Feed cows properly.
- Milker should maintain good personal hygiene.
- Maintain accurate cow records.
- Consult your local vet for advice.

STEP 6. Select Practices to Reduce post-harvest losses in milk. Ask participants share their key take aways from this lesson and come up with an action plan of what they will do differently with regards to their milking and milk handling practices to reduce milk spoilage and losses.

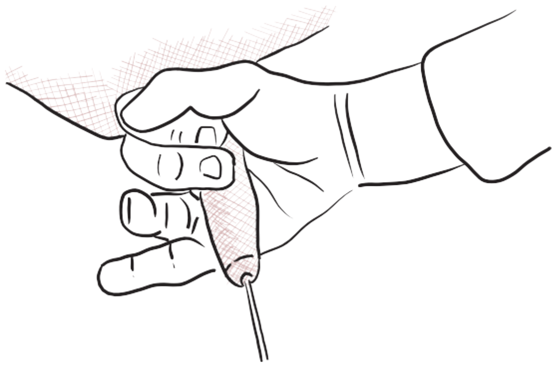
Facilitators should use the pointers and illustrations below to reflect on the responses, expounding the importance of each of these processes.

- Separate and milk sick and healthy animals differently.
- Always test for mastitis before milking and discard the fore milk, don't mix it with other milk.
- Clean udder with warm water and dry with clean cloth before milking
- Clean animals shed daily to avoid accumulation of dirt.
- Clean feeding and watering equipment
- Keep the milking parlor and milking environment clean and dry.
- Maintain good personal hygiene. Cut long nails, wear clean protective clothing, and wash your hands before milking, do not smoke while milking.
- Use milking utensils made of aluminum or stainless steel. Plastics are difficult to clean properly. Clean, dry and store these utensils in a well-ventilated place. Wash the utensil before use.
- Cover milk properly after milking to avoid contamination.
- The hind legs of the cow can be tied to avoid sudden kicking during milking.
- Always throw away the first squeeze of milk from each quarter as it contains a higher number of bacteria.
- Check the milk for its smell and lumps
  - Always store your animal feeds properly. Do not feed animal on expired and or moldy feeds.
  - Farm workers handling livestock products should notify their employers if they have: Hepatitis A, diarrhoea, vomiting, fever, sore throat, skin rash, other skin lesions (e.g., boils, cuts, etc.) or discharge from ears, eyes or nose. High risk activities such as slaughtering and preparing ready to eat foods may require special personal protective equipment. Contact the local government authority for more information
- Treatment of the cow e.g., use of antibiotics and observing withdrawal periods.
- Do not add water or other substances to milk as these can introduce disease causing pathogens.
- Regular vaccination of animals to protect them from becoming sick
- Conduct mastitis test prior to milking and discard milk from infected udder.
- Treating sick animals and not mixing milk from sick and heathy animals. Milk the animals separately.

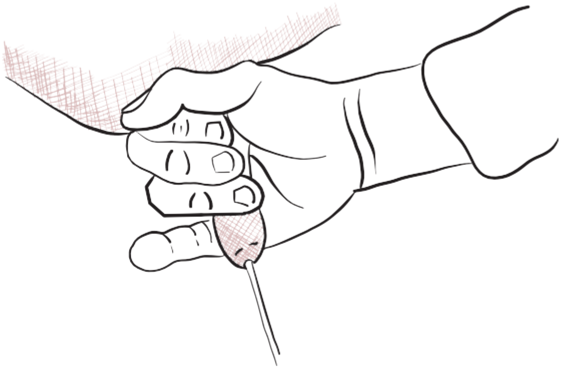
How to milk a cow by hand



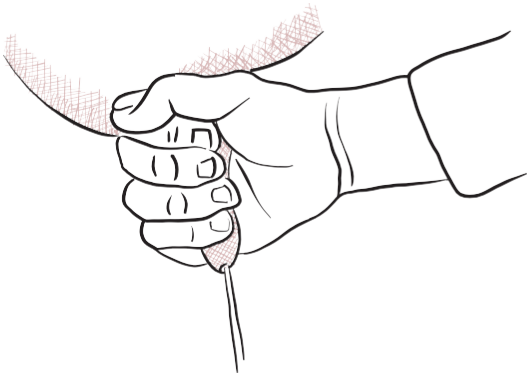
1. Properly hold the teat by wrapping your thumb and forefinger around the base of the teat. This captures the milk in the teat.



2. Add your middle finger and squeeze gently to press the milk out of the teat canal.

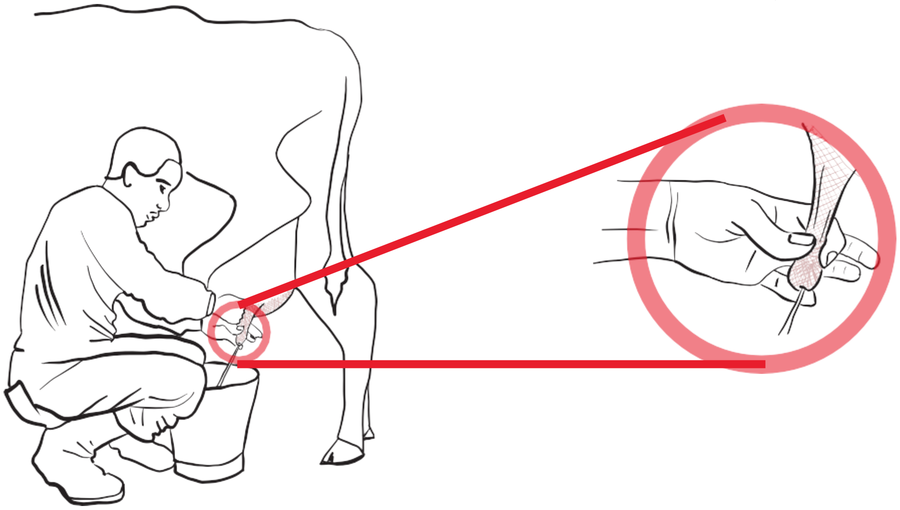


3. Add your ring finger and squeeze gently.



4. Add your little finger and squeeze for a last time. Don't pull the teat!

5. Repeat until the udder is empty



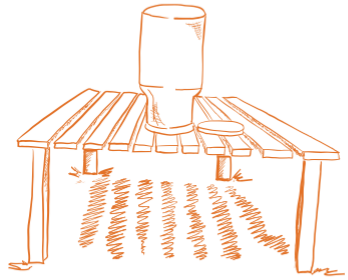
Stripping is often used as a method of milking, which means pulling the milk out of the teat with the thumb and index finger. This is painful for the cow and she will react by kicking. Don't use this method.

Cleaning Milk Utensils

Scrub container with warm water and soap

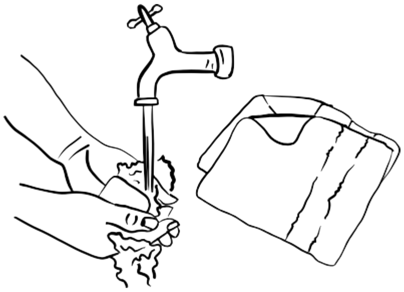
Rinse by pouring hot water into container

Dip-rinse the container in boiling water for at least one minute to kill germs



Air-dry the container in inverted position on a clean rack

How to correctly use a milking machine

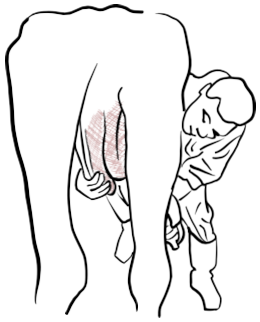


1. All equipement and tools are at hand and in the proper condition. Wear clean suitable clothing and wash your hands thoroughly before starting to milk.

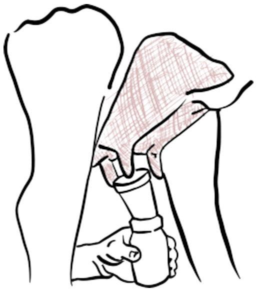
2. Clean and massage the cow's udder. Use disposable cloths for each cow or individual cloths that are cleaned in a washing machine between every milking. Use a dry cloth if the udder is clean. If it is so dirty that wet cleaning is required, make sure you wipe the teat dry after cleaning.

3. Pre-milk by hand into a test cup. Take a few squirts from each teat and check for milk clots or blood.

4. Put on the milking unit within one minute after pre-milking. Work exactly the same with each cow at every milking. This ensures good milk let-down, and thus you get the most milk and the least mastitis problem.



5. Take the unit off when the milk flow has ceased or is very low. Check that the udder is empty before you remove the unit by palpating it.



6. Teat-dip the cows within one minute after taking off the unit. This will ensure disinfection and protection of the teat canal while it is still open.

4.15 Adding and Creating Value in Agricultural and Livestock Products

SEASON	Post-harvest
OBJECTIVE	To identify proper strategies to add or create value in agricultural or livestock products
TIME REQUIRED	1 hour and 30 minutes
MATERIALS REQUIRED	Flip chart, marker pens
WORKSPACE	There should be enough space for both standing and sitting.

Background

Farmers seek to find strategies for adding value to agricultural or livestock products to increase farm income and profit. Value-added agricultural or livestock products are seen as a critical strategy to sustain small farms, small ranches, families, and their communities.

In this module, we will review two methods for farmers, capturing value and creating value. Capturing value refers to adding value by processing and/or marketing. Also, creating value refers to products or services that are unique by their quality attributes.

Steps to follow for the activity

▶ **STEP 1.** Discuss with participants what they understand by adding and creating value. The facilitator should lead a brainstorm with the audience to encourage participation and engagement of all participants.

▶ **STEP 2.** Use pictures, videos, posters, images, and the information provided below to facilitate the identification of strategies for creating and adding value to agricultural or livestock products.

Strategies for adding value

Value-added entails changing a raw agricultural product into something new by using packaging, processing, drying, or any other type of process that differentiates the product from the original raw product. Examples of value-added agricultural products or livestock include casava flour, bagged salad mix, artisan bread, sausages, and yogurt. Some strategies to add value to products are:

- Dairy products: The milk produced on dairy farms can be processed in several products, including cheeses, yogurts, sour cream, flavored milk chocolate, and other processed foods.
- Live animals such as sheep, goats and cattle can be value added by feeding them on special high protein and energy diets to fatten them before selling them to the market for a higher price.
- Meat can be dried, smoked, chopped into different cuts, spiced, chilled to preserve, increase shelf life and earn more.
- Eggs from chicken can be transformed into egg powder to increase shelf life, reduce post have losses of breakage and earn higher income

- Packaging: Packaging of livestock products help to maintain quality from farm to consumer tables. Bags, crates, hampers, baskets, cartons, bulk bins, and palletized containers are convenient containers for handling, storing, transporting, and marketing fresh produce and livestock products. The package must identify and provide useful information for the consumers.
- Ready to eat: It refers to food that will not be cooked or reheated before serving. This includes dried meats, smoked fish, and cheese.
- Canning: Agricultural products can be packed into metal cans or glass jars; this method is useful in places where refrigeration is limited or nonexistent. In the canning process, meat products are often cut into pieces, packed in cans with a food preservative, and receive severe heat treatment before packaging to ensure the destruction of bacteria.

Value-added products have high demand in niche markets and local markets. Hence, farmers should focus on taking advantage of this opportunity. This is the key to success in value-added agriculture niche markets, where small-scale farmers can be most successful in creating value and establishing a profitable business. For small-scale farmers and smallholder livestock, it is recommended to start adding value by applying simple strategies such as sorting eggs by size, using unique local packaging, and recipes for homemade salsa or sausages.

Strategies for creating value

Creating value usually requires learning the application of Good Agricultural Practices (GAP), livestock production practices, food safety practices, marketing skills, labeling, packaging, treatability, and other compliance issues and insurance. Tools to take advantage of this strategy are consumer education, promotion, and advertising. Some strategies to create value are:

- Organic products: Usually, organic production refers to the holistic management of production, emphasizing biological processes and minimizing the use of non-renewable resources. For an agricultural product to be considered organic, it needs to be certified by an accredited entity.
- Brand image: To create a farm brand, the idea is to communicate intangibles out of the farm. It is the same way of pulling product intangibles out to sell them. The farm brand is the story that sits like an umbrella over all individual products. It is the farm personality, and it affects what farmers do and how they do it. To tell a story successfully, it is important to consider three elements: the subject, the audience, and the method.
- Labelling: Labelling provides information, illustrative or in written form, about the origin, quality, process and ingredients of a product on the packaging or product presentation. It can be a geographical indication (GI), a territorial label, fair trade, or another type.
- Non-Timber Forest Products: "These products are naturally produced in forests and can be harvested for human use without cutting down trees" (M. Gore, 2018). Examples of these products are nuts, berries, mushrooms and medicinal plants. These products could be divided into four categories: Edible and culinary products, specialty wood products, floral and decorative products, and medicinal and dietary supplements.

▶ **STEP 3.** Ask the participants about the type of livestock products they produce and identify strategies they use for adding or creating value. The facilitator should divide the group into two or more subgroups by livestock they produce. This exercise should be around 30 minutes. Each group should write down their ideas.

▶ **STEP 4.** Bring back subgroups into the main group and discuss findings in plenary. Allow each sub-group to present their findings, and give each group 5-10 minutes to present, ask and respond to questions.

▶ **STEP 5.** Final reflection with participants to summarize the main discussed strategies prioritized adding or creating value, and resources participants will need to the strategies they selected.

- **Discuss ideas for collective value addition and aggregation for markets**.

4.16 Introducing Food Safety Concepts

SEASON	Production, livestock product handling and Marketing
OBJECTIVE	Developing an understanding of food safety systems, their role in the live and business of the farm, their connection to market-related activities
TIME FRAME	4-5 hours
MATERIALS NEEDED	Flip chart, marker pens, farm maps, food safety plan templates, and farms records.
IDEAL WORKSPACE	There should be enough space for standing and sitting.
AUDIENCE	All livestock product producers

Background

The facilitator should read through the entire Food Safety section of the FFBS toolkit, including the minimum standards and be well-versed with the food safety 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.

As demand for livestock products continue to increase, production is intensified to meet the demand which poses high food safety risks. Global markets become increasingly interconnected and market information flows more freely, consumers around the world – including in poorer countries – increasingly demand that the food they have on their table does not make them sick. Of course, the incidence of food-borne illnesses continues to be high, but there is evidence that consumers, even in the poorest countries, are ever more conscious of the link that exists between the lack of food safety and their illnesses.

Most of the food-borne illnesses have their roots in poor food safety practices throughout the supply chains that connect producers with consumers. There is an opportunity for food producers and post-harvest food handlers alike to improve their practices and, thus, improve their chances of getting access to the consumers that are more conscious about what food they eat and are willing to pay more for it.

In this module, the facilitator introduces the food safety concept and helps farmers understand that to successfully adopt a market focus, the group must pay close attention to food standards, including food safety standards, that are required by various markets, and adopt their production and, especially, post-harvest practices to those standards.

The focus of this session is not only to introduce food safety systems to the groups, but also gauge their interest and seriousness in adopting a different mentality and attitude regarding their post-harvest practices.

By the end of this session, the farmer group and all its members should have a clear understanding of what constitutes basic food safety, their importance in the marketing process, a group agreement to think of products they sell with specific markets in mind, and mindfulness of the change in post-harvest practices if they adopt a market orientation. This process should ensure that the group is committed and ready to change their post-harvest practices and adopt a market mentality for their work.

It is recommended to link the Food Safety module to the FFBS Certification tools in the marketing module.

Steps to Follow for the Activity

▶ STEP 1. **Discuss the importance of food safety for individual and family wellbeing.** Facilitators describe basic facts about the importance of food safety. Below are some of the points[10] that facilitators can make, but they are also encouraged to do their own research for each of the country's (or region's) specific situation:

- An estimated 600 million – almost 1 in 10 people in the world – fall ill after eating contaminated food and 420 000 die every year, resulting in the loss of 33 million healthy life years.
- US$ 110 billion is lost each year in productivity and medical expenses resulting from unsafe food in low- and middle-income countries.
- Children under 5 years of age carry 40% of the foodborne disease burden, with 125 000 deaths every year.
- There are 58% of human pathogens that are zoonotic (transferred from animals and animal products to humans through handling of livestock and livestock products, consumption etc.) and cause diseases in both humans and animals[11]

Brainstorming exercise: Facilitator asks the group to talk about food safety in their community. The group is invited to answer why and how do they think people can get sick from food. The facilitator puts the ideas and answers from the group on a board or a flipchart.

Next, the facilitator shares some myths and facts about food safety. For example,[12]

Food Safety Myth	Food Safety Fact
1. A food with enough pathogens to make you sick will look, smell, or taste bad.	1. A food with enough pathogens to make you sick *may* look, smell, or taste good.
2. Really fresh food cannot make people sick.	2. Really fresh food can cause food poisoning if it is not properly handled.
3. Only dirty kitchens can make people sick.	3. Even clean kitchens can make people sick.
4. Properly cooked food can never cause food poisoning.	4. Food poisoning can occur even when foods are properly cooked.

Next, the facilitator discusses some of the most common causes of food-borne illnesses that include:

Cause	Supply chain stage	How it occurs
Improper cooling	Storage	Lack of cold chain technologies leads food handles to keep food without cooling. This helps harmful bacteria develop. Protein products (meats, fish, dairy) are especially susceptible. For plant products the risk is more food waste.
Improper hot holding	Preparation	For food that requires re-heating as part of preparation, people responsible for food preparation can disregard the proper reheating requirements. Not bring food up to temperature can leave harmful parasites alive.
Cross-contamination	Food preparation and/or storage	Processing meat and fish using the same equipment as vegetables. Food waste from processing meats can spoil and contaminate vegetables that are consumed raw or undercooked.
Poor personal hygiene	Throughout	Poor personal hygiene may facilitate human waste to pass to foods about to be consumed.
Inadequate cooking	Food preparation	Not bringing food to temperature or not washing it while cooking will not kill the pathogens.

10 The WHO Food Safety Factsheet, May 2022: https://www.who.int/news-room/fact-sheets/detail/food-safety

11 One Health: a holistic approach for food safety in livestock - ScienceDirect

12 Examples are from BC Campus Open Education Book on Food Safety, https://opentextbc.ca/foodsafety/chapter/causes-of-foodborne-illnesses/

Cause	Supply chain stage	How it occurs
Unsafe source	Production	Some food can already be contaminated at the source. I.e., some livestock can be infected with parasites. Not cooking it properly can result in food-borne illnesses.
Improper use of leftovers	Food preparation and storage	Leftovers need to be stored properly before being consumed. Failure to do so and to use improper cooking can result in spoilage and contamination.
Improper livestock handling and management e.g., during milking	Production	Humans can get infected with Brucellosis if you have open cuts in your fingers during milking of dairy animals

Then, briefly describe the main pathogens leading to food-borne illness:

- **Bacteria**: one-cell organisms that live in most foods. There are good bacteria and there are bacteria that make you sick. For example, good bacteria are present in fermented foods (yoghurt, pickled foods, etc.). Bad bacteria include E. coli, listeria, salmonella and others and contaminate food during improper preparation.
- **Viruses**: one-cell DNA that is not properly a living organism. Hepatitis A, Norovirus and others are transmitted by persons handling food.
- **Parasites**: are various types of organisms that live in other organisms (hosts) and use their resources, and can switch from one host to another when the food is not stored at cold enough temperatures or cooked at hot enough temperatures. Examples are roundworms and trichinella.
- **Protozoa**: more complex than bacteria, protozoa are one-cells organisms that can be transmitted with contaminated water. Giardia is one of the most common protozoans that cause food-borne illnesses.
- **Fungi:** also known as molds. They grow on decaying organic matter, and some can be healthy (molds that grow on cheese for example), while others can be harmful.
- **Chemicals and toxins.** Non-biological pathogens that include harmful chemicals that on occasion or over time can cause illnesses, including chronical ones. Examples include PAHs PAPAHss and HCAs[13] that result from smoking/grilling meats at very high temperatures.

Results: People can die. People can lose their productive time. As mentioned above, children get affected the worst.

To conclude, ask the group to share some of their experiences and personal stories about food-borne illnesses.

▶ STEP 2. Discuss how food safety systems relate to markets.

Share the following information with participants:

Even in poorer countries, consumers pay increasingly more attention to the quality of the products they buy and consume. Ever growing consumer segments – not only the rich but now also the middle class and even poorer consumers in urban centers – want to see better quality and safer foods as part of their daily menus. Unfortunately, it is not always easy for retailers to respond to this demand by buying foods (either raw or processed) in local markets, and thus they revert to imported foods: something that domestic producers could take advantage of with the right skills in convincing the consumer that their product is of equal or superior quality.

Food safety is an important (although not the unique) aspect of improving food product quality. Producers and processors can use improved food safety to signal their desire and ability to satisfy the demand for higher quality products. Improving food safety systems will require making certain investments and change production, handling, storage and processing practices, but the payback can be a seal of approval from higher-paying markets, be it a certification or better shelf-space in local supermarkets.

The same goes for export markets. Compliance with food safety protocols is a fundamental prerequisite for accessing markets in a globalized food trade environment. It not only ensures regulatory compliance but also serves as a competitive

13 Polycyclic aromatic hydrocarbons (PAHs) and heterocyclic amines (HCAs)

advantage, enhances reputation and consumer trust, and helps navigate the complexities of international trade and diverse market requirements.

To connect food safety to marketing ideas, discuss the following:

- **Market Access Depends on Compliance with Food Safety Protocols:** For higher-paying markets, access is heavily influenced by the adherence to stringent food safety protocols. Many countries and international trading blocs impose strict regulations and standards on imported food products to protect public health and ensure the safety of their consumers. Exporters must demonstrate their compliance with these safety measures to gain entry into these lucrative markets. Failure to meet these requirements can result in trade barriers, import restrictions, or even outright bans on the affected products.
- **Food Safety Enhances Consumer Confidence:** Maintaining robust food safety protocols inspires confidence among consumers – even locally – and promotes trust in the food supply chain. Accessing new markets or expanding existing ones becomes more achievable for food producers and exporters when their products are associated with a strong reputation for safety and quality. With increased consumer trust, companies can develop brand loyalty and capture a larger market share in both domestic and international markets.
- **Certification and Quality Assurance Schemes Facilitate Market Entry:** Obtaining certifications and adhering to internationally recognized quality assurance schemes (such as ISO 22000, HACCP, or GlobalG.A.P.) significantly aid in the process of gaining access to various markets. These certifications provide evidence that a company's food safety management system meets global standards and is regularly audited to ensure ongoing compliance. Many importers require such certifications as a prerequisite for engaging in business with foreign suppliers, making them essential for market access.
- **Food Safety as a Competitive Advantage:** Compliance with food safety protocols can also serve as a competitive advantage in the marketplace. In today's consumer-driven economy, there is an increasing awareness and demand for safe and traceable food products. Companies that prioritize food safety throughout their supply chains can use this as a marketing tool to differentiate their products from competitors. This strategy can lead to increased market share and access to niche markets that prioritize food safety and sustainability. Moreover, with evolving consumer preferences, food safety can be a key factor in influencing purchasing decisions, enabling companies to command premium prices for their products.

Ask the group to provide examples of when and how food quality (and safety) was part of their discussions with buyers.

- What went right and why?
- What were some of the issues members of the group encountered?

▶ **STEP 3. Discuss the basic elements of food safety systems.** The facilitator familiarizes the group with the basic elements of a food system. He/she notes that these elements apply to companies that follow international guidelines and may or may not be realistic for producer groups to follow. However, if the goal of producer groups is to connect to markets and / or earn certification, it is good for them to know what their buyers expect suppliers to comply with. Thus, the facilitator can briefly walk the group through these elements.

Although this course will not cover all of these elements, a comprehensive food safety system at a food firm typically includes:

- **Hazard Analysis Critical Control Points (HACCP)**: HACCP is a systematic approach by **a food firm** to identify, evaluate, and control potential hazards in the food production process. It involves identifying critical control points (CCPs) where hazards can be controlled or eliminated to ensure food safety. This will include looking at their suppliers as potential hazard points. Even though this system is US-based, many domestic regulations for food safety are often similar or based on HACCP as an approach to ensuring food safety at enterprises.
- **Good Manufacturing Practices (GMP)**: GMP outlines the basic operational and environmental conditions necessary to produce safe food. It covers areas such as facility design, equipment maintenance, hygiene practices, and employee training.

- **Sanitation and Hygiene**: Proper sanitation and hygiene practices are crucial to prevent the contamination of food products. This includes cleaning and sanitizing equipment, facilities, and utensils, as well as maintaining personal hygiene of food handlers.
- **Traceability**: Traceability allows for the identification of the source of ingredients or raw materials used in food production. It helps in quickly identifying potentially unsafe products from the market in case of contamination or other safety issues.
- **Supplier Control**: Ensuring that suppliers meet specific safety and quality standards for ingredients and raw materials is essential for maintaining food safety throughout the supply chain.
- **Allergen Management**: Proper identification, handling, and labeling of allergens are essential to protect consumers with allergies from unintended exposure to allergenic substances in food products.
- **Training and Education**: Adequate training and education of food handlers and workers are necessary to ensure they understand food safety protocols and can implement them effectively.
- **Quality Management System (QMS)**: A QMS helps ensure that food safety standards are consistently met by establishing processes for documentation, monitoring, and continuous improvement. The FFBS training will cover the basic system that a farm can establish in the days that follow.
- **Food Testing and Analysis**: Regular testing and analysis of food products are conducted to detect potential contaminants, pathogens, and quality issues.
- **Regulatory Compliance**: Compliance with relevant food safety regulations and standards is vital to ensure that the food product meets legal requirements and is safe for consumers.
- **Auditing and Verification**: Regular internal and external audits are conducted to verify compliance with food safety procedures and standards. Certification schemes always include auditing and verification, usually on a regular basis.

▶ STEP 4. **Discuss the role of gender in food safety systems.** There have been studies in Kenya, Ethiopia, and Senegal that have suggested that women and men may sometimes play different roles and/or approach food safety maintenance differently – either at household or food company levels. However, there is not much evidence about how, why and the degree to which this happens and may differ greatly depending on country and community context. The objective of this step is to initiate a discussion of gender roles for individual FFBS settings.

Divide the group into smaller subgroups that will discuss the roles women and men play in their contexts with regards to maintaining the safety of the food they produce, sell and consume. To the best of his/her ability, the facilitator will help create subgroups that include:

- Only women.
- Only men.
- Roughly equally men and women.

Ask the groups to discuss the gender roles in food safety for two types of food products:

1) the food that is consumed at home
2) the foods that they sell to the market.

The participants will document the results of their discussion on a flip chart. After the discussion, each group will make a short presentation of their discussion. The facilitator will help compare the answers groups gave to see whether they are different across groups.

▶ STEP 5. **Lay out the structure of the FFBS Food Safety module.** Facilitators will then lay out the plan for the remainder of the food safety training. The remaining sessions will include:

- Establishing a Farm Food Safety Plan and Identification of Food Safety Hazards.
- Assessing food safety risks in milk
- Assessing food safety risks Animal feed (Aflatoxin).
- Storage and Maintenance of Food Products.

- Food Safety Practices to Manage Water for Production, Harvest, and Postharvest.
- Dealing with Animals: Wildlife, Livestock, Working Animals and Pets.
- Establishing a Food Traceability System

STEP 6. **Write the plan and revise it when necessary**

Below are some plan referential parts.

- Farm name and address/ location.
- Farm description. Farm size, livestock enterprise, feeding practices for the animals (e.g., type of feeds, and source, feed storage plans, feed purchase records
- Food Safety responsible, name, phone, email address.
- Farm risk assessment of practices and environment that can impact food safety.
- Practices to reduce food safety risks.
- Resources to implement practices.
- Records that document practices.

Other aspects producers should include in the plan:

- Farm maps
- Policies
- Standard operation procedures (SOPs)
- Water test results
- List of suppliers and buyers
- Traceability and recall plans
- Info on service providers and sources of inputs.

Note: See in the annex the traceability system tool. Use that only if it is necessary.

4.17 Assessing food safety risks in animal feeds (Aflatoxin)

SEASON	Pre-production and Production
OBJECTIVE	Help farmers know what Aflatoxin is, its symptoms in humans and animals identify possible risks points and sources of aflatoxin, and use the information to develop a farm food safety plan and a traceability system to track quality and safety of products
TIME FRAME	2-3 hours
MATERIALS NEEDED	Flip chart, marker pens, farm maps, feed samples, and farms records.
IDEAL WORKSPACE	There should be enough space for standing and sitting.

Background

Animal feeds have a number of ingredients added to it by the feed manufacturers and farmers (such as minerals, vitamins and preservatives) to improve quality, increase shelf life etc. Some of these substances have harmful effects to the animals and or humans if guidelines for addition are not followed. Animal feeds can also contain harmful micro-organisms such as bacteria and fungi that can cause diseases when an animal eats the feed or when humans consume livestock products coming from animals that have ingested contaminated feeds. One such example is **Aflatoxins** that requires attention particularly by dairy farmers and animal feed processors**.**

> Aflatoxins are fungal microorganisms that causes molds to grow in feeds for human and animals resulting into severe health hazards and even deaths in both humans and animals.
>
> Aflatoxins contaminate crops and feeds made from grains (such as millet, corn, sorghum), legumes, nuts and seeds (such as groundnut, sunflower seeds) and spices when poorly dried, transported and stored in poor conditions (hot, dry and humid). It is therefore important to create awareness about this risk amongst livestock farmers and consumers to protect them from getting sick or experiencing losses.

A food safety plan is a written living document outlining what producers must do to establish a safety culture at the farm and at the same time protect public health.

The main reasons to write a farm food safety plan are to help producers to keep organized and focused on produce safety. Also, it is the strategy to be prepared to respond to market requirements, third-party audits and meet food safety requirements established by governments.

Remember, each farm is unique and has their own specific risks. Someone that knows well the farm is the person to lead the writing process of the Farm Food Safety Plan (Farm owner, farm manager).

Steps to Follow for the Activity

▶ STEP 1. **Identify a Farm Food Safety Plan Parts.** Facilitators help producers to identify plan parts based on their needs. Below are some plan referential parts.

- Farm name and address/ location.
- Farm description. Farm size, livestock enterprise, feeding practices for the animals (e.g., type of feeds, and source, feed storage plans, feed purchase records
- Food Safety responsible, name, phone, email address.
- Farm risk assessment of practices and environment that can impact food safety.
- Practices to reduce food safety risks.
- Resources to implement practices.
- Records that document practices.

Other aspects producers should include in the plan:

- Farm maps
- Policies
- Standard operation procedures (SOPs)
- Water test results
- List of suppliers and buyers
- Traceability and recall plans
- Info on service providers and sources of inputs.

▶ STEP 2. **Ask participants in groups of 4-5 to discuss and respond to the following questions and present in a plenary.** Facilitator should use the pointers below each question to reflect on the responses and guide plenary discussions.

a. What do you understand by Aflatoxin?
b. How would you know an animal is infected with aflatoxin?[14]
    - Animal refuses to eat
    - Grows slowly
    - Production decreases
    - Weight loss
    - Mild diarrhea
    - abortions
c. How would you that you or any of your family member is infected with aflatoxin?
    - Vomiting
    - Nausea
    - Abdominal pain
    - Acute convulsions
    - Severe infection can lead to jaundice (yellowing of eyes, skin)

▶ STEP 3. **Assess Risk of feed contamination in the farm.** Visit a livestock farm with livestock feeds and in groups of 4-5, ask participants to assess the following, with regards to feed quality, note down and present their observations in a plenary

- Source of the feeds.
- Ingredients used.
- Labels such as date of manufacture and expiry dates.
- Input records (date of purchase, source, quantities)
- Physical characteristics of the feeds; color, smell, taste, touch.
- Condition of the feed store

14 https://texasdairymatters.tamu.edu/files/2010/07/10-12-Aflatoxins-and-Dairy-Cattle-Updated-01-17-1.pdf

STEP 4. Select Practices to Reduce Risks.

Guide the process:

- Select practices that will reduce identified risks.
- Make a list of resources required to implement practices (money, time, people, equipment, tools, infrastructure, hand soap, paper towels, etc.) on flip charts.
- Make a list of tasks/steps to implement practices on flip charts.
- Designate people in charge of each task.
- Facilitators should use the pointers below to guide discussion.
  - Feeds is the greatest expense in commercial livestock farming. Therefore, ensure feeds are bought from reputable companies.
  - Feeds processed from grains (such as millet, corn, sorghum), legumes, nuts and seeds (such as groundnut, sunflower seeds) and spices have higher risk of contamination with aflatoxin when poorly dried, transported and stored and the farmer must properly dry grains, legumes before feeding livestock/formulating feeds, store the feed properly and continuously check for any spoilage.
  - Expired feed must not be fed to animals.
  - **Moldy**, discolored, and contaminated feeds is a sign of spoilage and lower quality.
  - Feed store must be properly aerated and slightly elevated above the ground (about 30 cm) to prevent dampness and spoilage, Protected the feed store from pests, such as rats.
  - Keep input records

STEP 5. Write the plan and revise it when necessary.

Guide the process:

- Use a template to write a plan.
- Define SOPs and farm policies outlining what needs to be done.
- Adapt recordkeeping templates.
- Review and update your plan at least annually, or when necessary.

Note: See in the annex the traceability system tool. Use that only if it is necessary.

4.18 Antimicrobial resistance in livestock production

SEASON	Pre-production and Production
OBJECTIVE	To raise awareness to farmers about antimicrobial resistance, its risks, what causes it and how to prevent it through prudent use of antibiotics
TIME FRAME	2-3 hours
MATERIALS NEEDED	Flip chart, marker pens, farm maps, feed samples, and farms records.
IDEAL WORKSPACE	There should be enough space for standing and sitting.

Steps to Follow for the Activity

▶ **STEP 1.** In small groups of 4-5, ask participants to describe their disease control practices in the farm and present in a plenary. For farmers who treat their livestock, facilitator should prompt further for type of drugs used, source, whether they read labels and adhere to instruction on the labels and reflect on the responses.

- Vaccinate
- Treat
- Deworm
- Foot bath
- Quarantine

▶ **STEP 2.** Ask participants whether they know about Anti-microbial resistance and what they know about it. Facilitator should then use the pointers below to reflect on the responses and do further discussion on this topic.

- Antibiotic resistance is a serious global threat currently to humans and animal health as well as welfare. Farmers use antibiotics to treat, prevent and control bacterial infections in their animals.
- Sometimes antibiotics are used to promote growth in healthy animals.
- For anti-biotics to work properly, they must be the correct one for the infection, and must be handled stored and administered correctly as per the manufactures and Vet doctors' instructions.
- When these drugs are not used properly, the bacteria will develop the ability to defeat the antibiotic that is meant to kill it and make the animal recover. This means the animal will not recover even after being given antibiotic treatment which will lead to reduced production, increased mortalities, and losses for the farmer.
- Lack of recovery also affects the animal's welfare, causing it to suffer. This is what is called **Anti-microbial Resistance**.
- These anti-microbial resistant bacteria are now infecting human beings through the handling and animal products that we consume, like milk, causing serious health problems and even death to humans since they are untreatable.

▶ **Step 3.** Ask participants that based on their understanding of anti-microbial resistance, what are the possible ways they think it be caused

- Over -using anti-biotics
- Not reading and following manufacturers instructions on the use and dosage
- Poor handling and storing of anti-biotics

- Poor/improper disposal of used containers/bottles for anti-biotics
- Not consulting your local vet before purchasing antibiotics
- Not diagnosing/improperly diagnosing the disease on your livestock before purchasing antibiotics
- Using anti-biotics as growth promoters
- Poor handling of livestock and livestock products
- Antibiotics can also spill into the environment through soil and waterways when animal/human wastes or containers for antibiotics are not properly disposed which can also cause emergence resistant bacteria.

Step 4. Ask participants what some key actions are that farmers can take to reduce use of antibiotics and risk of antimicrobials resistance[15]

- Follow good husbandry/animal welfare practices such as good nutrition, proper housing and waste management, cleaning feeders and waters, disease control and implement biosecurity practices in your farm to avoid stress in your animals and reduce need to use anti-biotics
- Obtain good and healthy parent stock and day old chicks
- Do not use antibiotics in healthy animals.
- Clean and disinfect your farm regularly to prevent disease entry and build up.
- Feed your animals properly as weak and emaciated animals are prone to infections.
- Provide multivitamin supplements where possible to boost immunity of your animals.
- Vaccinate your animals regularly.
- Deworm your animals regularly.
- Agree on a list of reliable local vets and consult them regularly for advice, when you suscept your animal is sick with bacterial infection so that they can examine the animal and recommend the correct treatment
- Properly handle animal wastes and dispose used antibiotic containers properly.

15 ipc_best_practices_antibiotics.pdf (internationalpoultrycouncil.org)

4.19 Storage and Maintenance of Food Products

SEASON	Production and marketing
OBJECTIVE	Understand the role correct storage of food plays in preventing the growth of harmful bacteria, preserving the nutritional value, and maintain the quality of food items to safeguard consumer health.
TIME FRAME	2-3 hours
MATERIALS NEEDED	Flip chart, marker pens, videos, and exercises to differentiate risks associated with agricultural
IDEAL WORKSPACE	There should be enough space for standing, sitting, and watching videos.

Background

Storing products correctly or incorrectly will greatly affect their longevity and safety. Although safe storage may differ depending on the product, there are general best practices that apply to all.

In this session, the participants will learn about some general food safety storage principles and will go in depth about some of the main ones. Although this session focuses on storage and maintenance, it will be relevant to all farmers, entrepreneurs and others who handle food, whether for their own consumption or for sale.

The facilitator should note that maintaining documenting storage practices is important as part of the overall farm food safety plan, as discussed in earlier sessions.

Steps to Follow for the Activity

▶ STEP 1. **Discuss main international best practices for ensuring safe foods.** Best food storage practices differ greatly across countries, types of businesses / farms and other contexts. Many are required by governments; many are simply recommended. However, there are some general practices that we can make note of. Discuss the following with the group.

Temperature Monitoring: To avoid development of harmful bacteria, regularly monitor and record storage temperatures to ensure that they are within safe limits for each type of food product.

Preventing Cross-Contamination: Store different types of food items separately to prevent cross-contamination and ensure proper cleaning and sanitization of storage areas and equipment.

Stock Rotation: Implement a first-in, first-out (FIFO) system to use older stock before newer ones, reducing the risk of expired or spoiled products.

Proper Packaging: Use suitable packaging materials to protect food items from physical and biological contamination.

Allergen Control: Ensure that allergenic foods are appropriately segregated and labeled, preventing cross-contact and allergen-related issues.

Pest Control: Implement measures to prevent and control pests, such as regular inspections and proper sealing of feeds and product storage areas.

Traceability and Documentation: Maintain detailed records of incoming and outgoing food products to facilitate traceability in case of a recall or contamination incident.

Hygiene and Sanitation: Follow strict hygiene practices when handling and storing food items to prevent the growth and spread of harmful bacteria.

Employee Training: Provide training to staff members involved in food storage to ensure they understand the importance of food safety and are aware of the proper procedures.

Compliance with Regulations: Stay informed about food safety regulations and ensure that all storage practices align with relevant laws and guidelines.

This course will focus in more detail on only a few of these: the importance of temperature controls, avoiding cross-contamination, some packaging tips, and tips for rotating stock.

▶ STEP 2. **Learn about Temperature Controls.** The facilitators ask the participants to discuss current storage practices in their community, both at home and for commercial farming. The participants discuss what kinds of storage space they have, whether this storage has separate space for meat and vegetables, for ready-to-eat foods and for raw foods, whether there is any refrigeration and what kind, etc. The results of the discussion are put on the board on sticky cards.

Next, the facilitators discuss some of the best temperature control practices, as per below. The discussion should be focused on whether the participant community practices cold storage, at least partially (Community Type A) or not (Community Type B).

Discussion for Community Type A (Cold Storage Practices): Most food safety regulations recommend refrigeration temperatures to be at or below 4° C and freezer temperature at -18° C. These temperatures should be checked periodically. Some tips for the main product categories are below[16]:

Food	Refrigeration time	Time in the freezer
Raw chicken	1-2 days	9 months (pieces) to 1 year (whole)
Raw meats	3-5 days	4-12 months
Processed meats and fish (smoked, cured)	Up to 1 week if unopened	1-2 months
Fresh fish	1-3 days	2-3 months (fatty fish), 4-8 months (lean fish)
Shellfish	2-4 days or up to 10 (clams, mussels)	2-4 months, but not recommended for clams, mussels, crab, lobsters
Soups, stews and leftovers	3-4 days	Up to 4 months
Eggs	3 to 5 weeks	Do not freeze in shell

Some other tips are below:

- Put food in the refrigerator as soon as it gets home / the storage area. Food should be in cold storage within two hours of taking it from previous cold storage.
- Try to leave room in the refrigerator so that cold air can circulate.
- Eat ready-to-eat food as soon as possible.
- Remember that not all foods that smell, taste and look alright are safe. Don't rely on your senses and practice other food safety practices.
- Marinate food in the refrigerator. Bacteria can multiply rapidly in foods left to marinate at room temperature. Also, never reuse marinating liquid as a sauce unless you bring it to a rapid boil first.
- Wipe spills in the refrigerator/ cold storage space immediately, clean it regularly.
- Defrost freezers regularly (every few months).

16 Source is the US Food and Drug Administration (FDA), but these guidelines are international.

- Do not freeze foods once they were defrosted.
- Keep food covered and packaged whenever possible.
- If food is labeled, make sure to read it and follow guidelines. If you are a food handler, label foods that you process to know when the food was created, processed and put into refrigeration. Even hand-written labels on containers is better than nothing.

Discussion for Community Type B (Little to No Cold Storage): Implementing food temperature controls without a cold chain can be challenging, but it is still possible to ensure food safety. Here are some top tips:

- **Shorter Storage Periods**: Reduce the storage time for perishable food items to minimize the risk of bacterial growth and spoilage. This means that products have to move quickly from production to consumption or to sale. Also, processing (fermentation, pickling, salting, drying, etc.) will help prolong the useful life of a product.
- **Room Temperature Monitoring**: Regularly monitor and record room temperatures in storage areas to ensure they stay within safe limits for the specific food products. Find the coldest place possible, with no sun access or use dark shades to make sure that the sun does not penetrate. Underground covered storage can also be used.
- **Shelf Stability**: Choose food items with longer shelf stability and lower moisture content, as they are less likely to spoil quickly.
- **Dry Storage**: Keep food items in a dry storage area, away from humidity and moisture, which can accelerate spoilage and mold growth.
- **Use Preservatives**: As mentioned above, for certain foods, consider using natural preservatives, such as salt, vinegar, or sugar, to extend their shelf life. This also helps differentiate products from other products in the market: you can have fun with your ingredients and create new flavors.
- **Air Circulation**: Ensure proper ventilation and air circulation in storage areas to prevent the buildup of heat and humidity. Regularly air your storage rooms but do it so it does not create hotter spaces (see above).
- **Proper Packaging**: Whenever possible, use airtight and moisture-resistant packaging to protect food items from external contaminants and maintain their quality.
- **Regular Inspections**: Conduct regular visual inspections of stored food items to identify any signs of spoilage or contamination.
- **Supplier Relations** (for retailers, traders, wholesalers): Work closely with suppliers to ensure that the food products received are of good quality and have an adequate shelf life.

▶ **STEP 3. Separate Raw and Ready-to-Eat Foods.** The facilitator will draw the attention of participants that will help food handlers avoid cross-contamination:

- **Use Separate Cutting Boards and Utensils**: Designate specific cutting boards and use separate utensils (knives, tongs, spatulas) for raw meats, poultry, and seafood, and separate ones for cooked foods and vegetables to prevent the transfer of harmful bacteria.
- **Storage Separation**: Store raw meats, poultry, seafood, and eggs in sealed containers or bags on the lower shelves of the refrigerator to prevent their juices from dripping onto other foods. Consider using color-coded containers or labels to clearly differentiate between containers holding raw and cooked foods.
- **Use Separate Areas**: If possible, use separate preparation areas for raw and cooked foods to minimize the risk of cross-contamination.
- **Food Preparation Sequence**: Prepare raw foods before handling cooked or ready-to-eat foods to avoid contaminating them during the cooking process.
- **Avoid Dripping**: When marinating raw meats or seafood, do so in a container within the refrigerator to prevent juices from dripping onto other foods.
- **Thorough Cleaning**: Clean and sanitize all surfaces, utensils, and cutting boards that come into contact with raw foods before using them for cooked foods.
- **Proper Handwashing**: Encourage proper handwashing among food handlers, especially after touching raw foods, to prevent the spread of bacteria.

- **Transparent Containers**: Use clear containers to store food in the refrigerator, so you can easily identify what's inside without opening them and risking cross-contamination.
- **Proper Sealing**: As much as possible, seal raw foods tightly before placing them in the refrigerator to prevent any accidental spillage or leakage.
- **Educate all food handlers**: If you're in a commercial setting, ensure that all kitchen staff are trained on proper food safety practices, including the importance of separating raw and cooked foods. If you are at home, all those who handle food should follow the above guidelines.

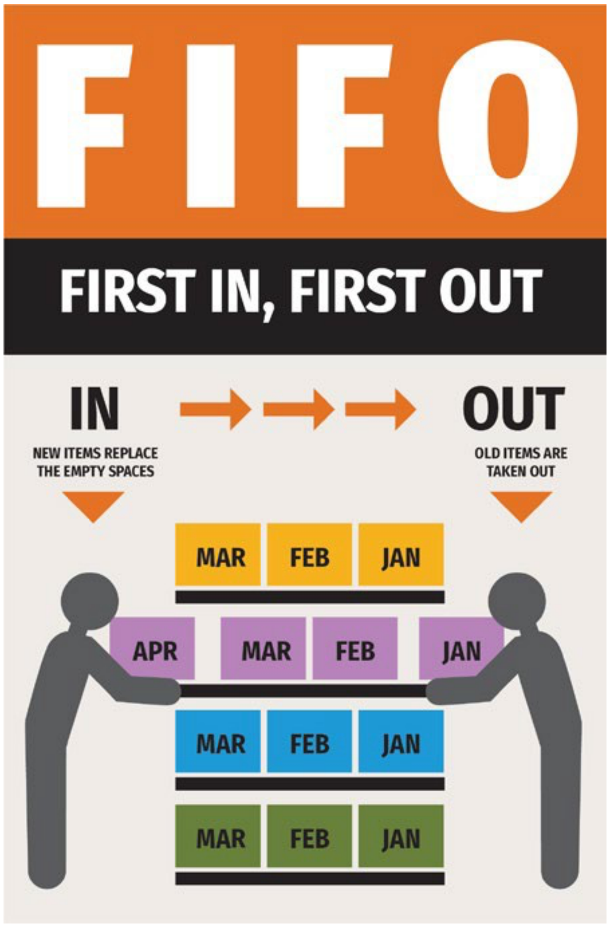
▶ STEP 4. **Ensure Proper Packaging and Storage Facilities.** Facilitators will ask participants to talk about some packaging practices in their community, both at home and commercially. Ask them about materials they use for containers, where they get them (buy vs. make themselves), any information they list on packaging, its design, and anything else they'd want to talk about. List those practices on sticky notes or draw them on flip chart. Finish the exercise by talking about some of internationally acceptable but locally appropriate practices such as:

- **Local Materials**: Use locally available and affordable packaging materials to minimize costs and support the local economy. Many containers can be recycled or made from recycled materials.
- **Simple Design**: Opt for packaging designs that are easy to produce and assemble, using basic tools and techniques, and avoid environmental impact.
- **Functional Structure**: Design packaging and storage facilities that protect food from physical damage, contamination, and pests, while allowing for efficient storage and transportation.
- **Portion Control**: For home use and at restaurants/cafes, package food in smaller portions to reduce waste and prevent spoilage, especially for products with short shelf lives.
- **Reusable Containers**: Encourage the use of reusable containers that farmers can return for refilling, reducing packaging waste and costs.
- **Airtight Sealing**: If possible, create airtight packaging to prolong the shelf life of food and reduce exposure to moisture and air.
- **Transparent Sections**: Incorporate transparent sections in packaging to allow consumers to see the contents without opening the package.
- **Simple Labeling**: Include clear labels with essential information such as product name, date of packaging, and any necessary storage instructions.
- **Local Expertise**: Tap into local knowledge and traditional packaging methods that have been effective for preserving foods in the area.
- **Adaptation to Climate**: Consider packaging that can withstand the local climate conditions, protecting food from heat, humidity, and other environmental factors.
- **Collaboration**: Work with local communities, private sector and government to develop packaging solutions that meet the needs and preferences of the target consumers.
- **Education**: Provide training and education to other farmers about proper packaging practices to ensure food safety and quality.
- **Bulk Packaging**: For larger quantities, use bulk packaging methods that allow for easier transport and distribution to markets or processing centers.
- **Pest Resistance**: Develop packaging that is resistant to pests, such as rodents and insects, to protect the food from contamination.
- **Market Considerations**: Understand the packaging preferences of local markets and consumers to ensure the packaged products are well-received.
- **Innovative Techniques**: Explore innovative low-cost packaging techniques, such as vacuum sealing with simple tools or repurposing materials.
- **Continual Improvement**: Regularly gather feedback from consumers, farmers, and retailers to make improvements to packaging designs and materials based on their experiences.

STEP 5. Implement Stock Rotation through First-in, First-out (FIFO) System: First-in, first-out (FIFO) storage practices are essential for maintaining the quality and safety of food products. Here are the top 5 tips for implementing effective FIFO storage:

- **Clearly Mark Products**: Label each item with its production or expiration date, and arrange them in the order they were received, making it easy to identify which products should be used first.
- **Regularly Rotate Stock**: Regularly check inventory and move newer items to the back while bringing older items to the front. This practice ensures that older products are used before they expire.
- **Train Food Handlers**: Educate your staff and/or other food handlers in your family on the importance of FIFO and how to properly implement it. Ensure they understand the labeling system and the correct way to arrange products.
- **Regular Inspections**: Conduct routine inspections of storage areas to ensure that products are being rotated according to FIFO principles and that expired items are removed promptly.
- **Monitor Shelf Life**: Keep track of the shelf life of different products and set up alerts or reminders to use items before they expire. This helps prevent wastage and maintains product quality.

By consistently following these FIFO storage tips, you can reduce the risk of using expired or lower-quality products, minimize food waste, and ensure the safety of the items you serve or sell.



4.20 Food Safety Practices to Manage Water for livestock Production, and handling of livestock product and equipment

SEASON	All
OBJECTIVE	Understand the microbial/chemical risks associated with water, required water quality, and practices to reduce risks of water for livestock production and handling of livestock products and equipment
TIME FRAME	2-3 hours
MATERIALS NEEDED	Flip chart, marker pens, water videos, and exercises to differentiate risks associated with agricultural
IDEAL WORKSPACE	There should be enough space for standing, sitting, and watching videos.

Background

Water used in livestock production and product handling must be safe and have an adequate sanitary quality for its intended use. This includes water that animals drink, water used for cleaning food contact surfaces, livestock product handling containers, equipment such as milking machines, handwashing, transport vehicle.

Pathogens/ microorganisms (viruses, bacteria, and parasites), pesticides, or other substances can contaminate water sources and be easily spread through water. Hence, farmers must understand the risks associated with water before using it. and it is important to provide clean and safe drinking water to your animals at all times.

Steps to Follow for the Activity

▶ STEP 1. **Recognize the types of agricultural water and risks associated with it.** The facilitator will develop an exercise with participants to analyze the types of water and associated risks with the water resources they have. Make sure participants understand that water can possess contaminants that can be easily spread on the farm, packing facility, coolers, water tanks, and any open space where water is stored.

Water sources should be categorized:

Category	Public water	Ground water	Surface water
Definition	Water supplied by municipalities that have been treated against microorganisms of public health concern	Water that is extracted from wells.	This includes rivers, streams, lakes, ponds, human-made reservoirs, and any source of water that is open to the environment.
Risk associated	Less risk if there is written evidence that the water has been treated. **LESS RISK**	It is safer than surface water when head wells are installed correctly, and septic tanks are not leaking. **INTERMEDIATE RISK**	Wildlife, domesticated animals, manure pesticide application, composting operations, septic tanks, wastewater discharge, flooding, runoff from upstream livestock operations, or wastewater discharge. **MAJOR RISK**
Uses	Production, and handling of livestock products	Production, and handling of livestock products.	Production, and handling of livestock products if water has been treated.

Use the above table to explain to participants the types of water or use local pictures of water sources to facilitate engagement, interaction, and learning.

▶ STEP 2. **Select practices to prevent contamination in livestock production water.** Once risks have been identified help farmers select food safety practices to reduce pathogens risks.

- When using public or ground water (such as boreholes), collect evidence the water has been treated/. If there is no proof or certificate of treatment, then manage the water as surface water.
- Conduct water assessment of the surrounding areas- land topography, animal/crop farming activity, manure runoff, raw human and animal wastes, sewage water discharges, and other contaminants from adjacent land.
- Clean livestock drinking troughs before filling it with clean fresh water to prevent growth of other microorganisms such as algae.
- Avoid contamination of livestock drinking water with feces, chemicals, pesticides
- Store animal drinking water in clean containers
- Turbidity or level of water cloudiness can be used as an indicator of when farmers should change the water used
- Test the livestock drinking water regularly (at least annually)

▶ STEP 3. **Select practices to prevent contamination in water used in handling livestock products.** If farmers are using the same water to clean their animals and livestock product handling containers, surfaces, help them to select practices to reduce the risk associated with microorganisms. As a reminder, farmers can use surface water in production, product handling and washing hands only if this has been treated and tested to make sure it is free of pathogens. Use the table below to discuss practices based on farmers' needs.

- Get a copy of test results or current certificates of compliance when using public water
- Testing untreated ground water when using ground water. Look for testing requirements depending on the country of interest.
- Treating water with an antimicrobial product that must be labeled 'safe' for use. There are many sanitizers available, including organic options. Follow label.
- Selecting a type of system to wash your produce handling equipment/containers: Can be; Single pass water. This is running water through a pipe or hose or Recirculated and batch water. This water is held in a tank and it can be easily contaminated by produce coming from the field which could introduce pathogens. Having a plan for maintaining quality, monitoring, and changing water is critical.
- Testing water source, in some countries, use generic E. coli as an indicator of quality criterion. Water must not have detectable generic E. coli in a sample of 100 ml. This practice must be limited to countries that have lab infrastructure and also it is really expensive

- Monitoring water temperature to reduce the risk of pathogen infiltration.
- If water is treated with a sanitizer, this can change the pH of the water. Sanitizers, such as chlorine, are most effective at specific pH ranges, farmers need to monitor and alter the water pH to maintain the effectiveness of the sanitizer. pH test strips are a cheap and common way to get a general understanding of pH levels in water.
- Turbidity or level of water cloudiness can be used as an indicator of when farmers should change the water used
- Safe disposal of wastewater from washing products and equipment to avoid contamination.
- Avoid cross-contamination including food handlers' hands, clothing, containers, packing tables, conveyor belts, tools, and water
- Helping the farmers to define Standard Operating Procedures (SOPs) as a tool to aid in postharvest water management, for example, for changing water, monitoring pH, or adding a sanitizer to postharvest water

Note: *Refer to technical information for specific practices on proper handling practices of livestock products,*

4.21 Dealing with Animals: Wildlife, Livestock, Working Animals and Pets

SEASON	All
OBJECTIVE	Identify food safety risks associated with wildlife and domesticated animals to apply practices to mitigate those risks.
TIME FRAME	1-2 hours
MATERIALS NEEDED	Flip chart, marker pens, pictures, and videos.
IDEAL WORKSPACE	There should be enough space for standing, sitting, animal track identification exercises, and watching videos.

Background

Wildlife and domesticated animals (livestock, working animals and pets) represent a food safety concern because they can carry zoonotic pathogens (pathogens that can be transferred to humans) in their feces and can spread contamination on fruits and vegetable fields as they move or when animal feces is used as manure in crops. Livestock, working animals and pets pose a greater risk because they are in contact with humans as well as wildlife; hence, they are more likely to harbor zoonotic pathogens.

Studies have shown that chicken and goat droppings and cow dung have germs and parasites that can damage the stomachs of young children and cause diarrhea, poor absorption of nutrients, stunted growth, and poor health such as anemia[17]. It is therefore important to regularly sweep and clean places where children play to reduce the chances of them touching or eating animal feces. Parents and care givers should also wash their hands properly after handling livestock and livestock products before handling children to protect them from contamination.

Livestock products such as milk, meat and eggs can also be a source of zoonotic pathogens if the products are not properly handled/cooked before consumption by humans. Animals are free in the environment and their presence does not necessarily represent a problem, but they can carry human pathogens representing a risk.

Dealing with wildlife is complex and may require multiple strategies. Also, some of them are beneficial to farm production, for example, raptors that reduce rodent populations. Wildlife also act as predators to farm animals and livestock products such as eggs and can cause production losses and injuries. Endangered species must be protected by law.

In addition, butchering and handling animal products in the same facilities as fresh fruit and vegetable products presents a significant risk of cross-contamination, and is an important source of food-borne illnesses. Evidence has also shown that the use of improperly managed animal manure to fertilize low-lying crops such as spinach poses risk of tranfer of zoonotic pathogens such as E.Coli from the the animal manure to humans if the spinach is not properly handled/cooked.

Last, but not least, improper storage of animal products can lead to their spoilage and, as a result, to food poisoning.

17 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5392649/

Steps to Follow for the Activity

▶ STEP 1. **Assess risks.** The key is to develop a risk assessment during pre-production/planning, when siting and constructing animal housing and other routine management facilities.

Conducting a risk assessment on the farm involves evaluating the practices producers implement and any risks that may be present on adjacent land that could impact food production. Farmers must be aware of:

- Wildlife movement patterns
- Migratory birds
- Animal population density
- Field topography
- Animal access to water sources on the farm
- Fecal material in production areas
- Surface runoff to the water sources
- Nearby cattle operations
- Farmers knowledge, skills and capacity for proper animal manure management (such as composting) before use in the farm
- And more

However, not all risks identified will require action to prevent food contamination and loss/injuries to live animals. Also, it is fundamental to conduct a risk assessment right before harvesting to determine if a crop can be harvested safely.

▶ STEP 2. **Monitor wildlife and domestic animals.** Overall wildlife entering farms or packing areas is the most important concern. Suggest producers monitor the following:

- *Wildlife activity on production fields / farm* - This is to prevent crop contamination and loss, pay attention to feces and evidence of intrusion, feces on produce (think about tree fruits vs. root crop), consider past observations, wildlife attractants such as water, drought in the area, and post-wildfire conditions. Look for resident bird populations or migrating flocks in tree crops.
- *Domesticated animals* - Monitoring domesticated animals by checking fences and animals' stables to make sure those are in good condition, pastures, and water reservoirs, that are shared by both wildlife and domesticated animals. This interaction may represent an opportunity for the transfer of pathogens.
- *Working animals* - Question when and how often they are in the field. Is the crop present? Always consider the risk of fecal contamination on crops ready or close to being harvested.
- *Pets* – These animals might represent a food safety risk if they have free access to fields and packing areas. For example, cats in packing houses can carry *Toxoplasma gondii*, which is a cause of blindness, miscarriage, and death. However, working animals like dogs controlling wildlife can be effective.

▶ STEP 3. **Discuss deterring wildlife.** Discuss with producers the most useful methods that work for them based on their experience deterring wildlife. The list of deterring methods below can help to start the conversation:

- Decoys such as plastic coyotes and swans might be an effective method for scaring away wildlife.
- Fencing and netting to protect high-value crops could be expensive.
- Visual deterrents such as reflective tape, inflatable air noodles, and balloons.
- Noise deterrents, such as air cannons and ultrasonic devices, are effective on birds or small rodents.
- Tactile repellents such as sticky substances and spikes might deter wildlife.
- Tramps for relocating wildlife must be done by a professional and with a permit.
- Falconry in produce fields to deter nuisance birds and rodents, this must be done by experts.
- Drones to deter birds on fields.
- Reporting to wildlife service officers when dealing with larger and dangerous animals.

STEP 4. Encouraging implementing practices to reduce risks. Producers and workers are responsible for implementing food safety practices to reduce risks and, in this step, we can discuss with them some alternatives to do it.

- Conducting a preharvest/preproduction assessment: Before harvesting crop and livestock products, look for fecal contamination, signs of animal activity (e.g., trampling, rooting, feeding, tracks). Fruits and vegetable with feces cannot be harvested. Assess risks and decide if the crop or a portion of the crop/livestock product can be safely harvested. If not, decide whether a not-harvest buffer zone around the contamination could be sufficient to reduce the risk to proceed to harvest the non-contaminated crops.
- Establishing a no-harvest buffer zone is a Good Agricultural Practice that could have a 0- 8 meter radius, depending on the crop, climate, contamination event, and harvest equipment.
- Removing, leaving, burying, or putting a flag around the contamination. Make sure producers consider risks that could result from these actions, for cross-contamination of equipment or tools with feces, in this case, those tools must be cleaned and sanitized.
- Looking for alternative markets such as processing and heat treatment. These alternatives can be considered if there are concerns about the safety of the crop. However, never harvest or sell crops contaminated with feces.
- Training producers and workers to identify animal intrusion, the presence of feces that can contaminate produce and equipment, not harvesting contaminated fruits and vegetables, establishing a no-harvest buffer zone, correcting problems with harvest containers, no harvest dropped produce, handwashing after handling animal feces or any time hands may be contaminated.
- Training workers to keep animal products and fruit and vegetable products separate. This includes using separate facilities, equipment and clothes to avoid cross-contamination.
- Establish basic animal food storage facilities to avoid spoilage. This could include cold storage, pest control, packaging and treatment to prolong shelf-life, etc.
- Taking records is important because it allows producers to review past issues and evaluate if practices are working. People at farms must take records of training producers and workers. Other records could be pre-plant land assessments, monitoring animal activity, pre-harvest assessments, and animal intrusion.
- Properly clean crops and livestock products (such as eggs) with clean fresh water to remove any fecal contamination before packaging/storage or use.
- Milk from animals should be boiled before drinking.

4.22 Establishing a Food Traceability System

SEASON	All
OBJECTIVE	Identifying steps do develop a traceability system to track produce one step forward to buyer and one step back to farm.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip chart, marker pens, farm maps of crops planted, farm food safety plan, record schedule of harvest, and list of crew harvesters.
IDEAL WORKSPACE	There should be enough space for standing and sitting.

Background

Traceability is the ability to track product movement from production to distribution. In agricultural/livestock products, for example, milk and eggs, this includes back to the farm where it was grown, sometimes all the way back to source of inputs such as feeds and forward to any stage in the value chain such as handling, storage, transportation, and sale. Traceability also means farmers can identify any relevant animals, feeds and animal health practices and products used during production for example which animals were treated with anti-biotics and still observing withdrawal periods. In addition, traceability helps farmers to keep better track of what to sell/process at specific markets and the money they should be making, follow quality issues, and responds to complaints because they know who picked, packed, and transported the products.

In food safety, traceability allows producers to perform a recall of a product if there is contamination or some other food safety issue. This is important to reduce the impact on consumers and the farm as much as possible. Traceability in livestock is also important as it helps prevents the transfer of harmful diseases from livestock to humans such as Bovine Spongiform Encephalopathy (BSE) and E. Coli. There is also a growing concern from consumers of livestock products who are demand to know how the animals were raised, transported, handled etc.

Steps to Follow for the Activity

▸ STEP 1. **Trace Products.** Use the approach "One Step Forward, One Step Back." Discuss with producers that this means knowing the farm where the product/animal originated from (step back) and the buyer of the product (step forward).

Key ideas for this discussion:

- Step back also refers to what inputs were used during production. How the animal was transported, where and how it was processed etc.
- Farmers are not responsible for the entire system when there are multiple steps to reach the final consumer.
- Step forward means identifying the market where produce was sold and not how many consumers bought the product.
- Every participant in the food system is responsible for their part, for example, if producers wholesale to a grocery store, the retailer is responsible to know where they sold the products.

STEP 2. **With participants, define what is 'animal identification' and what animal identification methods are the participants using, why they are using the method and how they access the identification services/materials.** Each animal in the farm must be properly identified and their accurate records kept. This will enable the farmer to keep track of all animals, plan and make management decisions and assess better markets such as the international markets.

Different methods are used to identify animals. they include; Electronic animal identification devices, ear tags, tattoing, ear notching, ear clipping etc. Type of livestock identification method used must conform to the following reccomended standards: They must be appropriate for the selected livestock species, affordable to the farmers readable from a distance of atleast 2-3 meters away, and tamper-proof. the tag/identification device must be kept on the animal throughout its life until it is slaughtered.

The following information is recorded in the identification devices used; parentage of the animal, date of birth, production records, health history, other management information etc.

Every country has a livestock identification department that coordinates issuance of livestock identification services and codes. Participants should follow-up with the relevant livestock departments for more guidance and information on livestock identification devices and options..

STEP 3. **Discuss record keeping.** Animal identification must be accompanied by a proper record keeping system in place for it to be effective. Records will act as a back -up system in case the ear tag is lost or electornic device malfunctions. Records also provide historical information about the animal's parentage, health history, production performance, and management regime which is often required when accessing certain consumer markets and helps the farmer make appropriate management decisions such as what feed/medication to give, when to withdraw from milking, when to sell, when to cull, control inbreeding, access finance and credit etc.

Ask participants to discuss the type of records they are keeping in the farm, why they are keeping them and whether these records are linked to the animal ID number

Types of records

1. Breeding records
2. Production records
3. Feeding records
4. Health records
5. Sales and Finance record

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Section 4: Emerging issues in livestock production

4.23 Other Special Topics around Emerging Issues in Livestock Production

SEASON	Any of the special topics should be incorporated into the training calendar at any point in during the training, depending on the context, farmer needs and project objectives
OBJECTIVE	Provide knowledge on the emerging global issues/challenges around livestock keeping and how these can be addressed/mitigated for sustainable livestock production
TIMEFRAME	1 hour
MATERIALS REQUIRED	Flip Charts, Marker pens, pebbles
WORKSPACE	Animal farm for observation and additional space to sit and stand as a group

Background

There is an increased demand for livestock products due to the growing population, increase in urbanization and per capita income in developing countries as well as improvement in innovations and technology for production. This will in turn put pressure on existing resources such as land and water needed for crop and livestock production. Production to meet this growing demand is, however, constrained by the growing public concerns about the potential negative impacts of increased livestock production on the environment, public health, as well as potential risks of increased conflict resulting from competition for limited natural resources (mostly land and water), food and feed, and climate change/greenhouse gas emission[18]. It is therefore important that livestock keepers and made aware of the benefits and potential risks and provided with information on the options they need to take to adopt/mitigate some of these risks as they benefit from their livestock enterprises. This tool has 6 sub-topics as below. The facilitator should pick any sub-topic relevant to the FFBS context and if possible, invite a subject matter specialist to facilitate the learning sessions.

1. Animal Manure management
2. Management of browse/grazeland
3. Use and protection of water sources for livestock.
4. Agriculture risk management – Livestock Insurance

18 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2935116/

4.23.1. Proper Animal manure management

Background

Waste from animals (dung, feces, urine) is used as fertilizer for crop farming and to produce clean energy (methane gas) which can be used on the farm. Manure can also be a source of environmental contamination if not properly managed. It can pollute the environment from the strong pungent smell and offend your neighbors as well as attract disease causing insects and vectors. Manure can also pollute water ways and is a source of greenhouse gas. It is therefore important to properly capture, treat and store manure before using it on the farm to reduce these negative pollution effects on the environment. Here are some proper manure management options on the farm;

- Composting – It is not advisable to add fresh manure directly to your farm as it will burn the plants, spread pathogens like E. Coli and Salmonella which can be picked by the low-lying leaves and cause health risks to humans. Manure is composted by collecting and piling it in a compost bin which should be mixed and stirred regularly to allow proper aeration and ensure even decomposition of the waste. It can take 4 weeks to one year for manure to properly decompose. Remember to wash your hands thoroughly with soap and clean water after handling manure. Also thoroughly wash vegetables from fields where compost manure was added before cooking.
- Adopt rotational grazing systems in pasture lands to evenly distribute the dung and urine in the farm and give the pastureland some time for the manure to decompose before planting.
- Farmers with large number of dairy animals can Install biodigesters to produce electricity that can be used for lighting, cooking and slurry can be used as fertilizer in the farm. This reduces greenhouse gas emission from manure management and further helps reduce effects of climate change by reducing the use of wood fuel for cooking.

4.23.2. Management of browse/grazeland

Background

Grass and other forages are the main source of food for ruminant animals such as cattle, sheep, goats, camels, buffaloes etc. These livestock meet their daily nutritional needs through grazing in open/ extensive grasslands called rangelands or ranches. Grazing can provide the energy and proteins that animals need to produce milk and meat. Grasslands also act as carbon sinks (absorb carbon dioxide from the environment) which subsequently help in combating global warming. It is therefore important to properly manage the browse/grazeland to ensure sustainability production of the livestock production system and protect the environment. Livestock can be grazed continuously in open graze/rangelands or through rotational grazing where livestock are shifted from one piece of land to the next in a sequence to allow the pasture to recover and regrow.

Proper grazeland management involves balancing the supply and demand of grass and forage including considering the nutritive value of the forage and grasses to ensure animals receive a balanced diet needed for their reproduction and production of meat, milk, and other products. The following are some good grazeland management practices for livestock keepers, range/grazeland committees and communities;

- **Keeping the right number of animals on a given piece of grazeland (stocking density):** to avoid overgrazing which will destroy the grass and expose the soil to erosion. Too many animals will also trample on the soil, making it lose easily eroded by wind and rain. Trampling also destroys young grasses.
- **Rotational grazing:** This is the practice of demarcating and fencing pieces of the grazeland which are then reserved for grazing at different times in a rotational manner. This will give the grass time to rest, recover and regrow. Manure from the livestock also provides nutrients to the soil which the grass uses to regrow. Rotational grazing also helps reduce soil compaction allowing rainwater to penetrate deep in the soil. This water is needed by the grass to regrow and increase in yield. Rotational grazing also helps to reduce tick and other vector infestation as it starves them when land is idle with no animals therefore breaking their life cycle.

- **Pasture regeneration:** This is giving a given pasture/rangeland time to regrow and regenerate. Pasture regeneration time should not be too short or too long as animals need to be fed on pasture at the right time. Pasture regeneration also helps kill harmful pest and vectors such as ticks. Burning pastures to regenerate it should not be encouraged as it kills beneficial soil organisms and other useful medicinal plants.
- **Reseeding grazelands/pasture:** Old and woody pastures can be replaced by planting new pastures/grass seeds (such as Boma Rhodes), through broadcasting. The grass planted should be adapted to the local soil and climate. Legumes (such as Desmodium, Lucerne, Clover etc can also be integrated into reseeded pastures to help improve quality of the pastures. Excess fodder can then be harvested and stored as hay. Refer to relevant training resources on fodder production and conservation for more information.
- **Synchronized breeding:** This is planning breeding such that lambing/kidding/calving occurs when there is sufficient grass and forage for the animals and their young ones like during the rainy season. This will help increase production of products such as milk and meat too.
- **Fodder production and planting Agro-forestry trees in grazeland:** This involves planting improved fodder varieties of grasses (such as Bracharia/Mulato, Boma Rhodes, Sudan grass, Elephant grass. oats), legumes such as Alfalfa, Vetch, and agro-forestry trees such as Sesbania, Calliandria, Mucuna, Lucerne etc., to increase yield, nutritive value and palatability of the forages, fix nitrogen and improve soil health in the grazeland. (Refer to the fodder production manuals in the references and any other manuals on production of the different fodder varieties for planting details)
- **Fodder conservation:** during seasons where there is sufficient grass and other forage, livestock keepers can cut and store excess fodder into hay. (Refer to lesson 3, activity 10 on hay making for more details).
- Where possible, incorporate water and disease control systems, structures, and plans within the grazeland such as water troughs, spray races/crushes to control ticks, deworming to control internal parasites/worms and routine vaccinations.

4.23.3. Use and Protection of Water sources for Livestock

Background

Water availability and quality is essential to life and for livestock production and provision of water to livestock contributes to the first animal welfare principles which is *'freedom from hunger and thirst'*. Water is a very critical input for maximum productivity, health, and efficient use of other inputs such as feed. Animals, just like human beings, need clean fresh water, free from contaminants to regulate their body temperatures, to grow, reproduce, for milk production, excretion of waste from the body and remain healthy. Limiting water supply to livestock reduces production. It is therefore important that animals are given enough clean, fresh water, that is free from contamination, to drink every day. The increasing population growth, climate change and human activities such as irrigation, crop farming, use of pesticides, has led to an increased competition for water, affecting water quality and quantity. Consumption of unclean, contaminated water affects the health and productivity of both humans and livestock. Conflicts around the use of water sources for human and livestock have also increased due to increased drought and drying of available water sources. There are several sources of water in the community for human and agricultural use. These include boreholes, wells, rivers, water pans, dams, ponds etc. Some communities share water points for human and animals' use. If such water points are not properly managed and protected, they can get contaminated with dung, urine, acaricides and bacteria from the animals, posing health risks to human users. Dirty, contaminated water smells bad, and animals may refrain from drinking such water. Therefore, all sources of water for the farm (ground and surface) should be protected from chemicals, pollution, and contaminants such as dung and urine from animals.

Questions to stimulate discussions.

a. How do you know that your animal is thirsty
b. What do you do when you notice that your animal is thirsty?
c. What are some of the sources of water that you use to water your animals?

d. Is water available from these sources throughout the year?
e. What times of the year is water in abundance and when is it scarce?
f. What do you do when water is in abundance and when it is scarce?
g. How often do you provide water to your animals and how do you do it?

Critical factors influencing livestock water requirements that farmers need to know.

- Animals refrain from drinking unclean water. Always provide your livestock with clean, fresh, and cool water, free from smell, taste, and contaminants such as dung, urine, soil, chemicals, algae etc. You can achieve this by fencing off and protecting the environment around water points from contamination and regularly cleaning watering troughs/buckets.
- Livestock drink more water in hot weather.
- Livestock prefer to drink water that is at room temperature. Not hot or cold.
- Type of feed also affects the amount of water an animal drinks. Animals fed on good green pasture require less water as compared to animals feeding on fibrous dry grass which are difficult to digest.
- Milking animals require more water to produce milk and to maintain body functions as compared to non-milking animals.
- Young animals require less water compared to old animals.
- Appropriate watering distance for sheep and cattle in pastoral areas should be 2.5km and 5km radius respectively. However, this distance should be shortened for pregnant and lactating animals by fetching and providing water to them in a clean bucket.

Simple measures to manage and protect water sources used for livestock;

- Always use clean water troughs, buckets, pans for watering livestock to avoid contamination of the water with dung, urine, acaricides etc.
- In areas where communities use rivers and open water ways, have separate points designated for human and livestock to avoid contamination.
- Manage the number of livestock around watering points (through community water management committees) as a high number of livestock at a watering point could lead to environmental degradation resulting from stamping and compaction of soil including pollution with urine and dung.
- Fencing off the water points to keep animals away and prevent them from contaminating the water sources.
- Rainwater harvesting into bioswales, surface dams, ponds, tanks in areas where water is scarce (especially in arid and semi-arid areas) could help ensure all year-round water availability.
- Protect water catchment areas such as springs by planting trees around them.
- Placing water troughs/watering buckets away from the feeding area to minimize contamination.
- Regularly clean watering buckets and troughs. Troughs should be cleaned by emptying/draining the water and cleaning before refilling.

Average water requirement for different livestock species

Livestock species	Average water requirement (litres)	Frequency of drinking
Cattle	30-40	Every 1-3 days
Sheep	4-5	1-2 days
Goats	4-5	Preferably once a day
Camels	60-80	Every 4-5 days or longer
Pigs	0.5-2.5	Preferably once a day
Poultry	0.05-0.15	At least once a day
Donkeys, horse, mules	5-25	1-2 days

4.23.4. Agriculture Risk Management – Livestock Insurance

Background

Resource poor farmers in developing countries earn their income and livelihoods from farming and livestock keeping activities. These farmers frequently face uncertainties/risks in their farming businesses related to bad weather (low rainfall, floods, drought), pests and diseases outbreaks, insecurity, and market price fluctuations. When these shocks occur, farmers can lose their annual income, assets and livelihoods leaving them vulnerable. Livestock keepers, particularly pastoralists living in the arid and semi-arid areas are continuously grappling with climate related risks and uncertainties and are often not sure whether their livestock will have sufficient pasture and water. They also experience persistent resource-based conflicts amongst themselves and with the neighboring communities. These uncertainties and risks are usually not in the control of the farmers and have resulted in the loss of millions of livestock.

Livestock insurance is being promoted in most countries facing similar challenges. ILRI has promoted the Index based livestock insurance across different countries in partnership with governments, private sector, civil society organizations and pastoral communities. CARE is also partnering with an Agriculture Insurance and Technology company to pilot a hybrid livestock insurance product (covering weather and diseases related risks) for pastoralists in North East Nigeria. This module will therefore help farmers better understand risks and discuss livestock that can help livestock keepers protect their assets and livelihoods from total loss in times of drought, insecurity and when disease outbreaks occur.

Activity on farming risks

▶ **STEP 1.** Ask participants in groups of 4-5 to list some of the risks they face in their livestock keeping activities, draw a table as below and add the list of risks on the table as shown below.

Risks in livestock production	Rank	Effects of the risk on the livestock farming enterprise	Risk mitigation/coping strategy employed by farmers to prevent losses
Drought			
Pest and diseases			
Market price fluctuations			
Insecurity			
Floods			

▶ **STEP 2.** Ask the participants to rank the risks from the greatest to the least.

▶ **STEP 3.** Ask the participants to share some of the effects of these risks on their farming enterprises and add the information to the table.

▶ **STEP 4.** Discuss with the participants how they mitigate/cope with each of the risks listed above.

Risk management options for livestock producers

On-farm risk mitigation strategies

- Adopting risk-reducing technologies such as using improved/cross breeds that have higher feed conversion rates, grow faster, are resistant to diseases and fetch better prices in the market or those that are adapted to the local context such as higher milk producing dairy goat, sheep or cows, improved chicken breeds/hybrids that produce more eggs and meat.
- Conserving feeds and fodder for livestock in the farm e.g., by making hay bales, silage and storing.

- Adopting climate smart farming practices such as water harvesting and conservation, rangeland management, growing improved/drought resistant fodder varieties etc.
- phasing livestock production and spreading sales throughout the year particularly targeting a given festivity or market to meet increased demand at that time or to sell throughout the year like milk.
- Value addition can be a way of reducing losses and fetching a higher market price e.g., by fattening meat animals or making cheese and yogurt from milk to increase shelf life and market price.

Self-insurance risk mitigation strategies

- Participating in saving and loaning schemes such as VSLAs and using the borrowings to purchase inputs such as feeds/fodder, vet medicines to keep animals well-nourished and healthy.
- Diversification of income sources by mixing on and off-farm activities to manage yield, climate, and price-related risks in farming e.g., by working or running other businesses in town centres.
- Using market price information. This will help farmers make production and marketing decisions like where and when to sell their produce, how much to produce etc.
- Collective markets will enable farmers to have bargaining/negotiating power for prices, reduce marketing costs and meet market volumes.

Risk transfer options/strategies

- Informal/traditional forms of risk transfer – contributions/support from extended family members and or community, welfare groups, herd splitting, herd migration
- Formal risk transfer options - Livestock insurance

▶ **STEP 5.** Introduce livestock insurance as one of the risk management options and ask participants what they know about livestock insurance. Facilitators can invite livestock insurance service provider to this session to come and sensitize participants about it.

CASE STUDY TO EXPLAIN INFORMAL LIVESTOCK INSURANCE – HERD SPLITTING AND MIGRATION

Wani, is a pastoralist from the Fulani community in North East Nigeria. He owns a large herd of cattle, sheep, and goats, which the family sells to buy food, pay school fees for the children and medical bills. Several years ago, pastoral land was owned by the community. Wani and his neighbors used to graze their livestock anywhere. Whenever the community experienced drought, they would easily split the herd and migrate with the strong male animals to higher grounds which had pasture and water. And because the land was owned by the community, there were no resource-based conflicts. Weak, pregnant, and lactating animals were left behind with women and children to nurse and to provide milk for the family. These animals stayed in the highlands until the rains came back and pasture and water conditions improved. Over the years, all most grazelands have lost their vegetation cover due to recurrent droughts and pastoralists like Wani have been forced to migrate with their livestock to crop farming areas. This has caused persistent conflict between pastoralists and crop farmers.

This is a form of informal/traditional risk mitigation/coping strategy where the herd is split, and strong animals are trekked to highlands where there is grass and water to protect them from dying due to drought. Pregnant and lactating animals are also left behind with mothers, children and elderly who cannot trek the long distances to continue providing milk and meat. This was possible then but now, with the recurrent droughts and climate shocks, increasing population growth, urbanization, development, and land subdivision, resource-based conflicts, it has become increasingly difficult to predict and apply the traditional risk management strategies such as migrating with large herds livestock and save them from starvation and deaths.

In recent years, pastoralists have lost millions of livestock to drought and diseases, leaving them vulnerable. Other forms of formal insurance strategies such as livestock insurance are being promoted by governments, private sector etc. to protect farmers from losses.

Formal livestock insurance

This is a form of insurance that provides protection against loss of livestock from drought, disease, theft, etc. The insurance service is provided by private insurance companies and, or governments.

What does formal livestock insurance entail?

- The farmer pays a certain amount of money per animal to the insurance company when the animal is still alive and healthy with the expectation that should the risk such as drought, diseases occur, the insurance company will pay back the farmer to compensate them for the loss or protect them from loss of their animals due to drought. The amount of money paid varies depending on the reason for insurance and insurance companies.
- To benefit from this product, a veterinary doctor/animal health worker will have to visit your farm to inspect your animals and their condition prior, and even tag them as a form of identification.
- When the animal dies or there is a risk of loss e.g., due to drought, the farmer should report immediately to the insurance agent who will visit the farm with a Vet immediately to determine the cause of death/loss and they will only pay if the cause of death/loss is directly linked to the risk insured against e.g., disease, theft, insecurity etc.
- Weather related insurance/index-based insurance (IBLI) is a form of insurance that uses satellite technology to monitor vegetation cover/forage availability over a large area. The insurance company will use satellite technology to assess the change in forage/vegetation cover and only pay farmers if the report indicates loss of forage/vegetation cover. This risk is to cover forage scarcity in case of severe drought to protect farmers from losing their cattle and to cushion them for the costs of keeping their animals alive during drought. Most farmers are often caught off guard and lack the cash to purchase emergency feed and treatment for their animals during drought.
- There is no profit in the compensation. The insurer will return the exact amount of insurance paid or less depending on insurance terms immediately after the loss or before the loss in case of index-based insurance.

CASE STUDY TO EXPLAIN HOW INDEX-BASED LIVESTOCK INSURANCE COMPENSATION IS DONE.

At the beginning of the year, Guliye, a Livestock keeper owning 10 cows, 5 camels, 20 sheep, and goats in Isiolo, Kenya took an index-based livestock insurance (IBLI) with a local insurance company in Kenya to protect his 5 out of his 10 cows from drought related losses. He was sensitized and given all the information he needed to know about the IBLI. Again, at some point in the year, drought occurred, and the satellite images showed loss in forage/vegetation cover. He also lost some his animals to a strange disease outbreak that killed most of the animals in the community and some animals were stolen by bandits.

1. *Question: Should Guliye ask the insurance company to pay for all his 10 cows when the severe drought occurs?*
   Answer: No, the insurance will only pay for the 5 cows that he insured against severe drought.

2. *Question: should Guliye claim for the loss of some of his livestock to disease and banditry from the insurance company*
   Answer: No because he insured his livestock against severe drought and not disease or banditry.

Important: For this module, it is important that the facilitator invites livestock insurance service providers to the FFBS training to sensitize the community and provide more information.

Section 5: Monitoring and Evaluation

4.24 Evaluating a Livestock Farm

SEASON	All seasons
OBJECTIVE	Enable livestock farmers to make observations on both the farmers' practice and the change resulting from adoption of the improved husbandry practices discussed, collect data, record, and discuss
TIMEFRAME	2 hours
MATERIALS REQUIRED	Flip Charts, Marker pens, pebbles
WORKSPACE	Animal farm 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 our animals, a farmer needs to do the following 10 key improved management practices:

1. Provide a well-ventilated housing with a good roofing to protect the animals against sun, rain, and strong winds and, where possible, ensure adequate shading trees in silvopasture
2. Provide enough feed/forages to the animals.
3. Supplement feed using locally formulated rations made from different types of feed.
4. Provide fresh drinking water, and libitum.
5. Provide sufficient minerals and salt such as salt lick, crushed eggshells, and multivitamins.
6. When changing feeds, do it gradually to prevent digestive disorders.
7. Select appropriate breeds and 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.
11. Practice good milking and milk hygiene to reduce spoilage and increase profits and incomes.
12. Maintain clean farm and farm animals.

Steps to follow for the activity.

▶ STEP 1. **Workgroups:** During each session, divide the farmers into groups of 4-5 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 farm** Instruct groups to carry out observations on the farm practices and on the 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 e.g., for diseases and parasites, body condition, production indices; use for data collection purposes.
- Observe & record observed signs for healthy animals, body condition, production.
- Collect samples of ecto parasites that cannot be identified & seek guidance from veterinary services.
- If anyone 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 lengthy.

Sample Observation Sheet

Name of FFBS/Group:	
Date:	
Type of animal	
Weather: *Sunshine (clouded or clear sky)* *Temperature (hot, moderate, cool)*	
Observations of the farm (housing, hygiene, water, feeds, feed storage, forage and quality, husbandry practices):	
Status of animals (hair, eyes, nose, movement, temperament, body condition, legs, urine, dung, body score)	
Diseases observed:	
Parasites and Insect pests observed:	
Predators:	
Production levels; weight, production records, reproductive performance, yields	
Recommended actions based on observations: what needs to be done, which treatment	

5. Marketing Tools

PART 1 – Understanding and Analyzing Market Forces

5.1 Introducing Marketing Concepts[1]

SEASON	Pre production
OBJECTIVE	To introduce farming as a business and marketing concepts to livestock farmers and help them come up with a common production and marketing plan 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 "The animals should look after themselves" mentality. They need to realize the value of their animals, their total worth and how much more they could contribute to their food and nutritional security as well as livelihoods if well managed as a business enterprise.

For a successful livestock rearing business, one must continuously access adequate knowledge and information to enable him/her plan production and identify opportunities in the market for products or services, develop new products and services to satisfy the identified needs, visualize a successful livestock enterpise, 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.

1 Ferris, S., Kaganzi, E., Best, R., Ostertag, C., Lundy, M., and Wandschneider-Cali, T, CO. (2006). *A market facilitators guide to participatory agro enterprise development.* Central Internacionale de Agricultura Tropical (CIAT).

By the end of this session, members of the producer group should have a clear understanding of and orientation to marketing, a group agreement to produce with the market in mind, and mindful of the change in production practices (housing, feeding, breeding, raising newborns and disease management) if they adopt a market orientation. It should be noted that market success depends on several factors, including the individual's ability to harness the opportunities that come to them.

Steps to follow for the activity

▶ **STEP 1.** Remind the participants why it is important to plan for your production and marketing beforehand. This explanation includes the following ideas:

- Farmer will know what the market wants.
- Farmer will know when the price is good in the market.
- Farmer will plan to produce to supply when market price is good.
- Farmer will earn more income.

▶ **STEP 2.** Discuss 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 the following questions:

- 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.

Common marketing challenges for livestock producers include:

- Lack of a market
- Poor market prices
- Market price fluctuation
- Competition
- Lack of consistency in supplying the market

▶ **STEP 4.** Ask the farmers to list their current marketing practices.

▶ **STEP 5.** The facilitator should ask participants to visualize what changes they would make if they were to be more successful in their marketing activities. They should make a new list 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.

52 Selecting a Market Research Committee

SEASON	Pre-production
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 30 minutes
MATERIALS NEEDED	Flipcharts and Markers

Background

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 for 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 members 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 the 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,
- Identifying market opportunities and supporting members to plan for their production and marketing.
- Helping members estimate individual production and costs.
- Maintaining 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, processors or abattoirs do not just buy your livestock and livestock products. It is your responsibility (individually or as a producers' group) to remind them about the availability of your animals and animal products. This can be done through face-to-face meetings 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.

5.3 Conducting a Market Survey

SEASON	Pre-production or Breeding
OBJECTIVE	Enable participants to be able to gather information about demand, new technologies, markets, and other factors that affect their business.
TIMEFRAME	This depends on the number of products and markets, and where the markets are; see below. *Single product* • Day 1. Afternoon: select a product and plan questions. • Day 2. Morning: visit market; afternoon: analyze information; evening: discussion. *Several products, several markets* • Day 1. Decide which markets to visit, prepare a questionnaire or checklist. • Day 2. Visit markets to gather information. • Day 3–5. Analyze information. • Day 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 help farmers, know when to start and stagger production such that marketing coincides with peak market demand seasons for livestock products such as during festivities. This is also 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 I. 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. Refer to the Sample Marketing survey questionaire in Annex 5A.1

STEP 5. Help 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. Contact 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 this information from any other sources?

NOTES

- 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. **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 7. **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?

5.4 Gendered Value-Chain Analysis[2]

SEASON	Pre-production
OBJECTIVE	To map where women are present in the key value chains that the project is working on and whether they are present as participants (producers, processors, value adders) or as controllers (sellers, managers), including being supported by spouses
TIMEFRAME	1 hour
MATERIALS NEEDED	Flipchart and multiple colors of markers
IDEAL WORKSPACE	Any meeting place. The exercise can be carried out with men and women separately

Background

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.

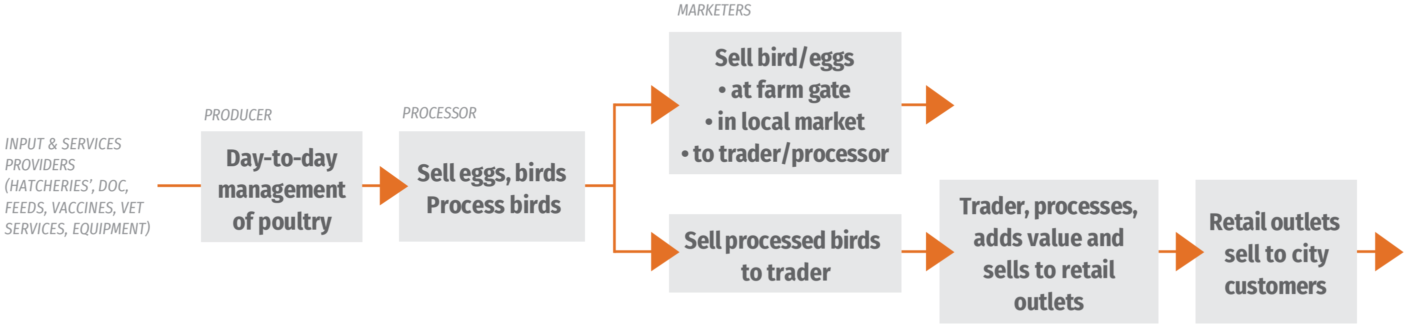
This exercise is ideally completed through a focus group discussion with women and men who are all part of the same livestock enterprise, but it can also be done with a group of women and men involved in different livestock enterprises, provided that there are two or three women and men involved in one chain so that they can work on the assignment together. The facilitator should meet with the same focus group one year later to hold another discussion; consent should be obtained for follow-up when selecting the group for the first gendered value chain analysis.

Steps to follow for the activity.

▶ STEP 1. **Introduction and participant information.** Explain that we are going to spend some time to understand the enterprises that women and men are involved in and where they are placed in the production and marketing processes. Tell the group that the exercise will help us to identify relationships between players in the value chain, and where the opportunities to boost women's position and income-earning are, including for men that demonstrate support for their spouses.

▶ STEP 2. **Drawing the value chain.** Ask the group to draw a diagram of their value chain, using paper and markers or materials collected from around the village. See diagram 1.

Diagram 1

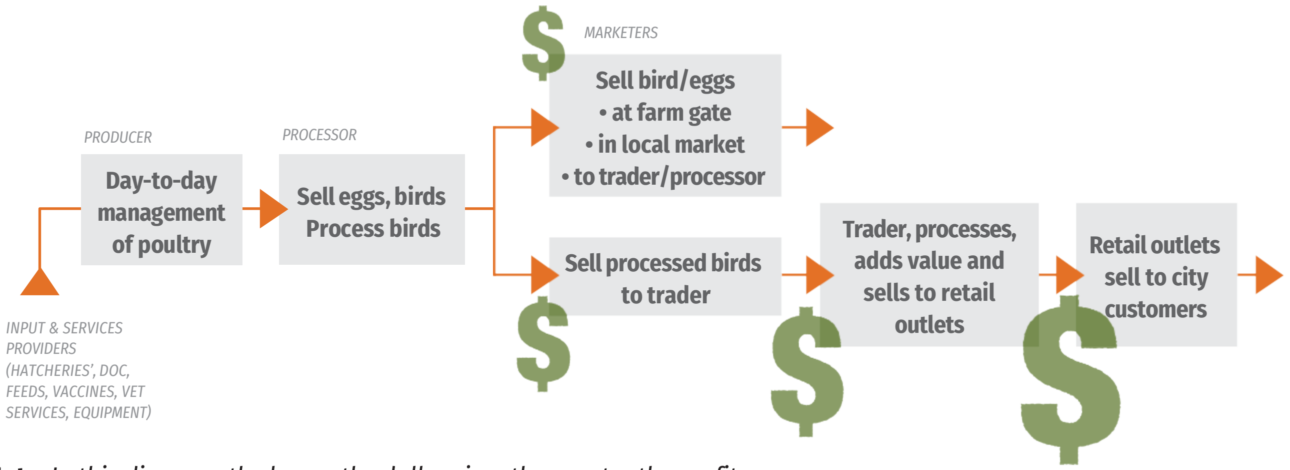


2 From *LINKAGES Guide to Measuring Ultimate Outcome Indicators*

Note: *Make sure that they are diagramming the entire value chain and not just the processing or production stages in which Pathways beneficiaries are involved in their local village. If they don't have much information about downstream stages (such as international exports), they can take a best guess. The diagram needs to include all key steps, stages or processes, but does not have to be overly detailed.*

▶ **STEP 3. Most profitable stages.** Ask the group to mark the processes or stages in the value chain that are *most valuable* or that *make the most profit,* using a separate colour or symbol. See diagram 2 below.

Diagram 2

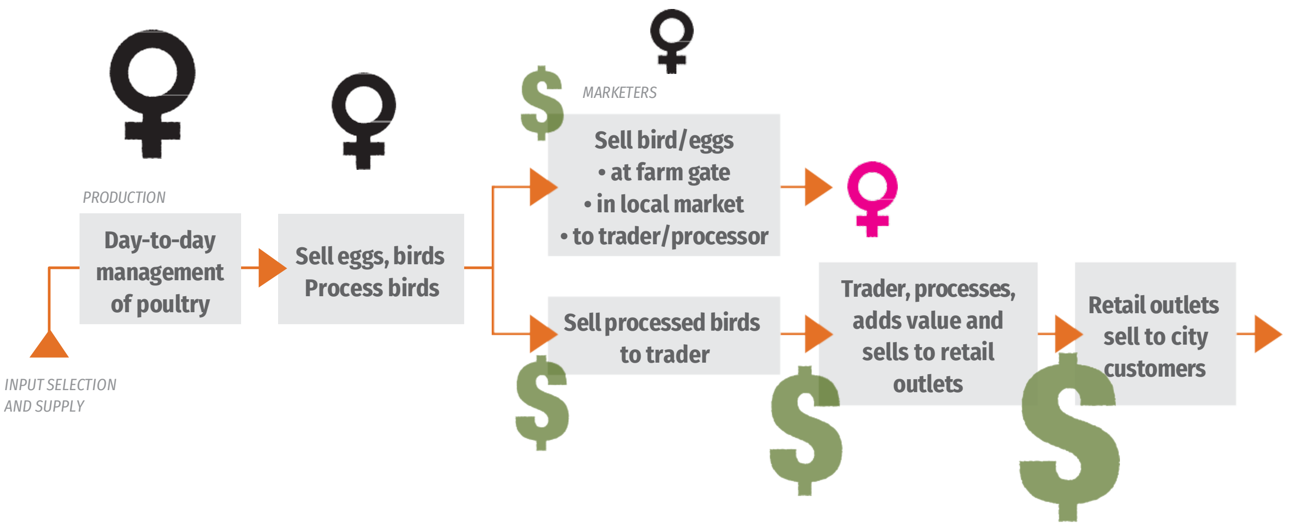


Note: *In this diagram, the larger the dollar sign, the greater the profit.*

▶ **STEP 4. Women's participation and control.** Ask the group to mark the processes in the value chain where they participate, using a separate color or symbol. See diagram 3 below. It's important to specify the category of poverty and the age (youth, adult, married, no married)

▶ **STEP 5. Ask the group to mark processes that they control with another color.** See diagram 3 below.

Diagram 3.

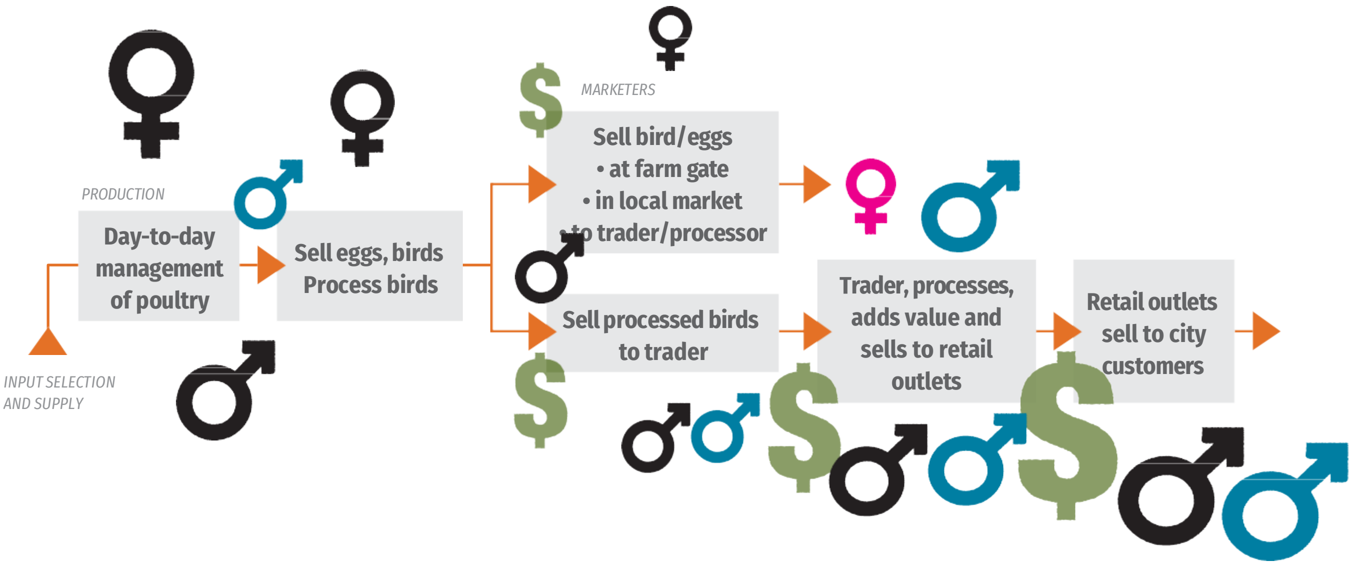


NOTE: *In the sample above, "participation" is marked by the black sign for woman and "control" is marked by the pink sign for woman. The larger the symbol, the more participation or control the woman has. When completing this exercise use different coloured marker pens to make the distinction between participation and control.*

▶ STEP 6. **Men's involvement and control.** Ask the group to mark the processes in which men are involved, using a separate colour or symbol. See diagram 4.

▶ STEP 7. **Ask the group to mark processes that men control with another color.** See diagram 4.

Diagram 4.



NOTE: *In the sample above, the black symbols for man represent participation and the blue symbols represent control. Note again that the larger the symbol, the greater control or participation. When completing this exercise use different coloured marker pens to make the distinction between participation and control.*

▶ STEP 8. **Analyzing the value chain.** Analyze the chart with beneficiaries to identify gender inequalities in control and access in the value chain. Ask the following questions:

- What are the stages along the value chain where there is greater value?
- Who are key actors in the processes that are the most valuable, women or men? Why do you think that is?
- Are women primarily concentrated in one or two processes in the value chain? Are these the most valued processes? The most skilled? The best remunerated?
- What skills, equipment, capital, information is required to enter the higher-valued stages?
- What are the main barriers for women to participate in these stages?
- What can women do to get into processes that are more valuable or that have more value add and control?
- What types of businesses are women more likely to be involved in, in this community? And men? Why is that?
- Within a household, who in the household typically makes the sale from this crop? Who makes the sale of the processed products? Can either partner make the sale, at any given time?
- What are the advantages or disadvantages that men and women have in finding markets and negotiating sales for their products? Why do you think that is?
- What happens at the household level, when earnings from the crop or processed products come into the household? How is the money from the crop or processed product distributed between spouses/and with other family members?

STEP 9. Identifying opportunities, constraints, goals. Identify the goals for the season and the project period by asking the following questions:

- What changes do you hope to see along this value-chain (including at the household level)? Why?
- What skills, support, information is required to realize these changes?
- What information, understanding do men need to have to help realize these changes? How can they be brought on board?
- What rules need to change to help realize these changes?

STEP 10. Summarize the key points of the discussion and point out where the FFBS program will support some of the goals they have identified. Use the discussion to identify the specific power issues or gendered constraints that the project can help address, or the additional resources and connections that may be needed.

Example summary of the sample diagrams charts and discussion:

> *Respondents noted that women have major role in day-to-day management of the chicken. Selling in informal and formal markets is men's job. Women are primarily responsible for collecting eggs, processing birds at home. Women and men equally sell at farm gate and their control over the profits from this venture is about equal though profit is not much. It is primarily men who sell raw unprocessed products outside the village in formal markets. There is a little more money to be made here, and men tend to hold this as part of household profits. Men are also primarily involved in and control interactions related to trading. This is where the most money is to be made. There are some women involved in value addition and retail sales and, if they own their own value addition and retail businesses, they will control the profits, but mostly it is men who engage in such businesses and they control related profits.*

Make sure to store or photograph the diagrams so that they can be revisited in the next years of the project, to see if there have been changes.

Repeat after Year 1

Either by using the baseline diagrams and revising them or by drawing new diagrams, hold another discussion with the same focus groups after one year. Use the following questions:

- Has there been any change to where women are placed in the value chain? Where men are placed?
- Are women controlling more valued processes?
- Are there more women involved in the more valued areas in the value chain?
- Where have men moved to? Have they taken on less skilled, less well-paid tasks?
- Are men entering any areas where it used to be mostly women working, but where men are now seeing greater profit and opportunity because this area's value has increased?
- Are the activities to increase women's access to and control over the more valued areas in the value chain working? What can the FFBS help do better.

5.5 Understanding Competition

SEASON	Breeding
OBJECTIVE	To help farmers understand what their place in the marketplace is vis-à-vis other market actors
TIMEFRAME	Two hours
MATERIALS NEEDED	Flip charts, Markers, Individual note books
IDEAL WORKSPACE	Enough space for both standing and sitting

Background

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. Familiarity with such concepts as market power and competitive analysis is a plus.

No market actor exists alone in a marketplace, and thus understanding one's place is essential for business planning and developing a roadmap for one's next steps. Competitive analysis is important to understand one's strengths and weaknesses vis-à-vis others, as well as forming a good opinion of potential outside opportunities and threats.

Steps to follow for the activity

▶ STEP 1. **In the farmer group, initiate a discussion around how they understand the marketplace.** The basic understanding of interconnectedness of market actors can be illustrated by the following group exercise.

- Invite the participants to get up and walk around the floor. Instruct them to pick two other participants and keep equal distance between themselves and those two participants they picked.
- Out of the group now arranged on the training floor, the facilitator picks out three participants randomly asking them to stand close to the facilitator. Instruct the remaining participants to rearrange themselves to keep being equally distant from the other two participants they originally picked.
- When the group is once again has come to the equilibrium, explain that this is what happens in real market. Once some markets participants made their move, all other pieces move too. This shows how interconnected every actor is in any given market. Market actors change direction all the time forcing change to come naturally and constantly. Every smart market actor needs to see that 1) such change is constant (markets are dynamic), 2) it is in her best interest to anticipate this change and adjust as quickly as possibly (plan your move based on anticipated change, not on change that has taken place), and 3) see that there will be other actors who may adjust to the coming change faster than you are. The more aware you are of what they will do the better (competition is also constant and competitive positioning should be part of everyone's game plan).

STEP 2. In the farmer group, explain the dynamics of the competitive environment and explain a simplified five forces driving the intensity of competition for a given value chain.

- **Rivalry.** The facilitator invites the group to think of a market (choose any that is familiar to the group) and the number of people selling a same or similar product. How many other farmers they know selling it? If the number is large enough, do they think it is reflected in a lower or a higher price. Are there any large players selling the same product or is it mostly similar size holdings? Does any of the people they know that sell that product is more powerful than others and why? Explain the concept of rivalry between competitors that depends on the number and the size of competitors.
  The rule is: the greater the number of rivals in a market, the more intense the competition, the less competitive the position of an individual market player.

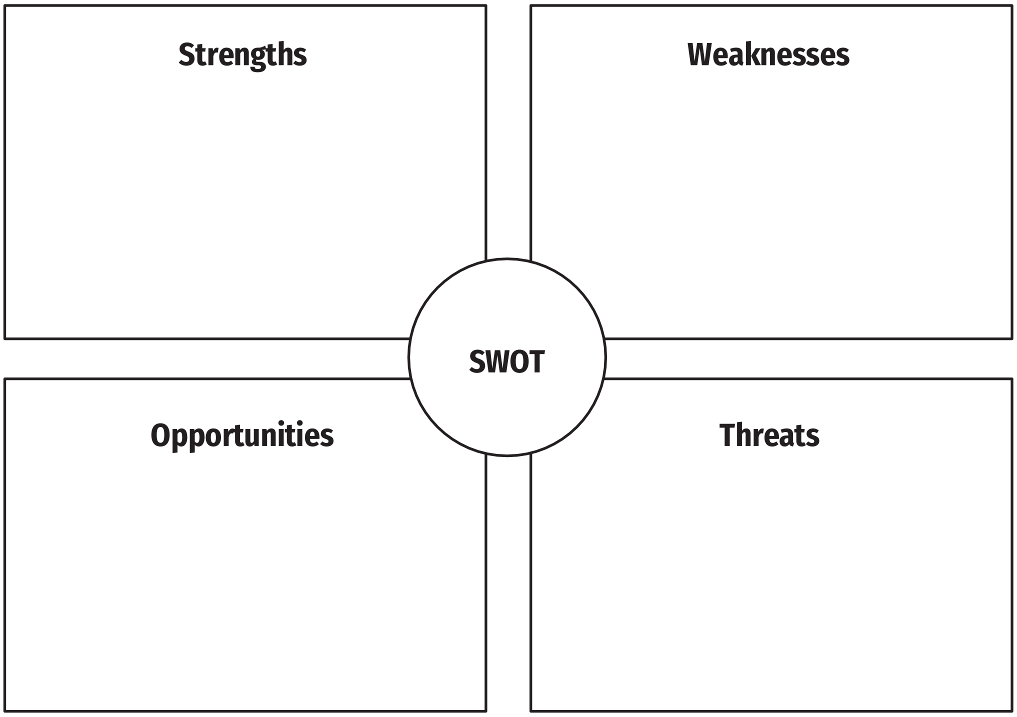
- **Substitutes.** Invite the group to think of the type of product we are discussing. What happens if the product suddenly disappears from the market? Will it be easy to replace with something else (e.g. will people easily replace maize with yams, chicken with lamb, tea with coffee, honey with sugar, etc.?) These products are called substitutes.
  The rule is: the fewer substitutes there are for the product one sells, the more competitive the position of an individual market player.

- **Suppliers.** Suppliers affect competition to an important degree. Invite the group to think of who the suppliers are for them to be able to produce the product in question. What are the inputs that go into making one's product? If there are traders in the group, who are they buying from? Are there many people they buy from or a few? How does this affect the individuals' power to negotiate best prices?
  The rule is: If many buyers rely on a relatively small number of suppliers, the easier it is for suppliers to control the price they ask of the buyers, and the less competitive the buyers (in our care producers and traders) are.

- **Buyers.** Invite the group to think who their buyers are? Are there many or few? If their buyers start asking prices that seem unreasonable, is it easy for the group members to find new buyers with better offers and switch? All these will determine the relative power of buyers.
  The rule is: the fewer the number of buyers in the market vis-à-vis the number of sellers, the more power the buyers have and the less competitive each seller is.

- **New Entrants.** One final important competitive force to keep in mind will be the ease of entry into the market. Invite the group to discuss what would happen if the price of the product they are selling increases manyfold, will it be hard for their neighbors – currently not engaged with that product – to invest and start competing with them? If the answer is no, it will be easy for them, then the barriers to entry are low. If the opposite is true, then the barriers to entry are high.
  The rule is: the lower the barrier to entry, the more intense the competition and the less power each competitor has.

STEP 3. In a group setting do a quick SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis using the five competitive forces. Facilitator divides participants into 2–4 groups and instructs them to think of themselves as market actors for any given product (they can use the product they chose in the previous exercise or find a new product). Each group will present its analysis after. A following diagram will help participants organize their analysis:



- **Strengths:** A factor that is internal to the market actor. The participant should think of their strength as something that they can control or that they themselves have, This could include a certain set of skills that are better than those of their competitors, better location close to the market, a better network of people willing to buy their product, better breed of cattle they have, better access to inputs or some specialized knowledge others don't have, supportive husband and other family members, etc.
  Action to take: see how you can link your strengths to the existing or future opportunities; keep skills sharp and ahead of competition; develop new skills to improve your position
- **Weaknesses:** Weakness is also internal: something that participants can control. It is the exact opposite of strength: lack of skills others may have, location further from the market, poor networks of buyers and suppliers, fewer family members who can help, lack of support from one's husband, etc.
  Action to take: Minimize the weaknesses as much as possible, focusing on ones that prevent you from linking to opportunities. Get to know more buyers, develop new skills, take an FFBS training, become part of a VSLA.
- **Opportunities:** Opportunities are external to the participant, something they cannot control. They could include buyers suddenly becoming interested in a certain product, new pro-poor or pro-business laws being enacted, a trade show taking place soon, new buyers coming to town, etc.
  Action to take: Link with strengths: see how you can use your strengths to jump on the existing opportunities and improve your position.
- **Threats:** These are also external, and cannot be controlled. Those include climate change, political, social and economic turmoil, currency depreciation, new large competitors moving in, etc.
  Action to take: Try to turn threats into opportunities by making changes to what you do. How can you use your strengths to do this? If you cannot turn them into opportunities, you will need to position yourself so that they damage your business minimally by planting your feet firmly, becoming more flexible for example diversifying your livelihoods, improving your diets, making necessary social adjustments, etc.

5.6 Concepts of Entrepreneurship

SEASON	Breeding
OBJECTIVE	To introduce the concept of entrepreneurship and why it's important for farmers that want to develop businesses to effectively link with markets and other actors in the marketplace. 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	Participants should have room to sit or stand

Background

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 module should follow/ be part of the process of introducing marketing concepts to farmers and should be used to highlight the need for farmers to take farming as a business and emphasize why the farmer field and business school approach seeks to change the way farmers approach farming. This attitude shift and mindset change is necessary in order to thrive in dynamic market spaces. It will also be followed by the business plan development.

The focus of this session is not only to introduce entrepreneurship to the groups, but also gauge their interest and seriousness in adopting an entrepreneurial mindset regarding transitioning their production toward commercializing.

By the end of this session, the farmer group and all its members should have a better sense and understanding of what it takes to be an entrepreneur and why the spirit of enterprise will define their success as a group.

Learning Objectives

By the end of this session the facilitator and the farmers will know and understand

- The meaning of entrepreneurship, and an entrepreneur.
- Know what the Spirit of enterprise is and who has it.
- Know how you catalyze the spirit of entrepreneurship in the farmer field and business school.
- Assess the qualities of an entrepreneur.
- Build self-confidence to increase the enterprise spirit among individuals and the group.

It should be noted that market success depends on several factors including the individual's ability to harness the opportunities that come to them.

Steps to follow for the activity

▶ STEP 1. **Introduce to the group the idea that taking farming as a business requires everyone to behave and think differently.** Business requires a different kind of mindset, different energy, and that from this point forward the farmers must work on farming with a sense of need and desire to grow their wealth in every aspect of their farming.

▶ STEP 2. **The facilitator will tell the farmers that in the session we will explore what entrepreneurship is, why it's important and that we will work together to identify the qualities of an entrepreneur** and work towards ensuring the group works to embody the spirit of enterprise in order to thrive and grow.

- The facilitator should introduce the session with several questions related to the enterprise spirit, asking the group some of the following questions to spur conversations. The facilitator should let the farmers know that the objective of the session is to help everyone think about these questions and find their own answers since this is in the spirit of enterprise.
    - What is enterprise Spirit?
    - Who has it?
    - How do you catalyze it?
    - What is entrepreneurship?
    - Who is an entrepreneur?

- *The Collins Dictionary definition of enterprise in different ways including is a business, firm, organization, or project especially one that requires boldness, initiative, energy, etc. Also defined as something new, difficult, or important that you do or try. Also defined as the activity of managing companies and businesses and starting new ones. The ability to think of new and effective things to do together with an eagerness to do them.*
- *On the other hand, the Collins Dictionary definition of Spirit is the nonphysical aspect of a person concerned with profound thoughts and emotions... attitude character and temperament. Spirit is also defined as the courage and determination that helps people to survive in difficult times and to keep their way of life and beliefs; also defined as the liveliness and energy that someone shows in what they do.*

▶ STEP 3. **The facilitator should spend time discussing with the farmers what each of these things mean in relation to their lives and to livestock keeping.** Within the FFBS what it would mean to be an entrepreneur, to have the enterprise spirit and to catalyze it.

Exercise 1

Divide the group into smaller groups and ask them to list any 3 National or International names of people they know that embody the enterprise, Spirit. Also list 3–4 names of other local individuals within their communities that they believe embody the enterprise spirit.

After listing them, bring the group together and have each group read out their top 3 National/ International individuals and top 3 local individuals that they believe embody the enterprise, Spirit. The facilitator should then lead the group into identifying and listing the reason why they selected the people they are selecting.

At the end of this exercise, have the farmers group list the 5 most important human characteristics necessary to become a successful entrepreneur.

STEP 4. Catalyzing the Enterprise Spirit. The facilitator will inform a discussion about how the FFBS will need to explore and develop their capacity to think innovatively to catalyze the enterprise spirit within the farming activities going forward. The goal of the groups' work being to increase income and reduce rural poverty but also improve the wellbeing and livelihood options of the community through sustainable enterprise management that is inclusive.

Exercise 2. How to make your first 20 Dollars. (Or any other local currency).

The objective of this exercise is to get the farmer group to understand that they can all be good entrepreneurs but will need to adopt a different mindset. Both men and women can make excellent entrepreneurs if they adopt a market orientation and think differently.

Preparation:

- Before participants arrive for the training the facilitator hides a small note of money either under the chairs/mats or behind a tree in the general area where the meeting will be held.
- Before farmers come to the training the facilitator can identify one or 2 farmers upfront and let them know what he/she has done and gives them clues that after he asks the groups question they should wait and only get up when they sense the group hasn't caught up on the clues. Make sure one of the 2 chosen is a woman.
- Once the farmers arrive for the meeting and are ready to start, the facilitator should introduce the exercise and mention to the group that since they now know and understand entrepreneurship and why its critical for the group to be entrepreneurial, we are going to do some practical tests to check who in the group has the spirit of enterprise.
- Let the group know that you are giving them their first opportunity to make 20 dollars (or any smaller note in local currency you may have). Without divulging any other information let the group know they have only 10 minutes to do this. Some group members will initially look confused and keep quiet. Others might begin to suggest things that are not practical such as I will give you a haircut for 20 dollars, or I will sell you my shoes for 20 dollars. The facilitator will say no to all these ideas. If no one gets up, then one of the 2 people identified earlier preferably the woman can stand up and start looking around. The facilitator will ask the group to identify the actions of the woman who has stood, up. Slowly everyone will stand up and start looking until the hidden note is found.

Questions for discussion after the exercise:

i. What did you observe?
ii. Who made their first 20 dollars and why did they make it?
iii. How many people were given the opportunity to make their first 20 dollars?
iv. How come only one made it? Why were they successful while others were not?
v. What are the lessons learned from the exercise.
vi. Are women and men all capable of making their first 20 dollars?

The main lesson here is that to be an entrepreneur you need to get off your feet and go identify and take advantage of opportunities that exist out there.

The group needs to realize that to continue to make money and grow their business they are going to constantly get out of their comfort zones and go find the best opportunities. Addressing social norms and barriers that inhibit women from equal participation in identification and taking advantage of economic opportunities to spur entrepreneurship should be the goal of the group going forward.

STEP 5. An entrepreneur

An entrepreneur is any person who creates and develops a business idea and takes the risk of setting up an enterprise to produce a product or service which satisfies customer needs. Entrepreneur refers to the person and entrepreneurship defines the process. Both men and women can be successful entrepreneurs; it has nothing to do with gender. All entrepreneurs are businesspersons, but not all businesspersons are entrepreneurs.

To illustrate this. Think of Mary who grows cassava every season and at harvest brings it to the roadside and waits for passersby to purchase. Mary typically accepts the price offer from any passerby and is often incredibly excited if or when she is able to sell off her cassava. She sells from the same spot every season and typically always waits for passersby to purchase her product. She will ring the unsold cassava home and cook it for her family. Mary is a businessperson but is not an entrepreneur as her activity is routine and not structured.

Entrepreneurial thinking

The facilitator will discuss with the group what they need to do to be entrepreneurial and to adopt the spirit of enterprises. Successful entrepreneurs are:

- **Market led.** Understanding and addressing market needs.
- **Client oriented.** Always approaching your business from the perspective of what clients want and are looking for.
- **Competitive.** Recognizing that opportunity necessitates competition for resources, clients, opportunities and
- **Consistent.** Ensuring that the product is available timely, with quality and quantity.
- **Demonstrating Financial readiness.** Having business operating cash to meet input needs.
- **Prepared to analyze the odds and take risks.** Understanding that entrepreneurship involves a certain amount of risk and being able to know what extent of risk individuals and groups should take.
- **Efficient in decision making and reporting**
- **Identifying problems and finding practical solutions**
- **Self-motivated**
- **Innovative and Integrate new ideas**

5.7 Working with Group to Generate Business Ideas

SEASON	Breeding
OBJECTIVE	As part of the market preparation tool and in line with the gendered value chain assessment this session looks at working with the group to generate business ideas.
TIMEFRAME	1–2 hours
MATERIALS NEEDED	Flip charts and Markers
IDEAL WORKSPACE	Participants should have room to sit or stand

By the end of the module, learners will be able to generate several business ideas that can be carried out by a group or an individual. This should be guided by the market opportunity identification and gendered value chain analysis that are part of the Marketing tools. These help and support he group to identify opportunities that are suitable for them for a market, nutrition gender and productivity viewpoint. Opportunities should benefit most of the group members and selection as identified in the earlier module should take all these issues into consideration.

How to structure this session

- Explain that the session is about generating a business idea as a group and explain some of the key principles described below.
- Divide group into smaller groups and ask each group to develop a list of needs for products or services within their community. Advise the participants to approach this task by identifying a difficulty, the community is experiencing and then determining what product or service could help overcome that difficulty.
- Ask groups to share their feedback in plenary to develop a list of possible business ideas.
- Allocate two business ideas to each group and ask them to develop a list of skills/ experience that would be necessary to implement each business idea.
- Each group should share the key points of their discussions in plenary.
- Do a question-and-answer session.

What is a business idea?

Businesses start with ideas. Every individual and entrepreneur has the ability to develop and formulate business ideas. The thoughts and ideas are often related to what peoples/ societies needs and what can I do to make money by offering products and services that potential consumers would be willing to pay for.

Great business ideas should help you answer 4 main questions.

Which needs your business will fulfil for its customers. This is important in telling you what your current and future customer needs are, and successful businesses are those that are able to identify the customer needs and work to fulfill those needs. For a business to be sustainable and long term, the customer needs identified need to be current needs and any future needs.

What product or service your business will sell. For individual entrepreneurs and or groups to generate and grow businesses they need to know what products or services are in demand. The market assessment and gendered value chain assessment provides some ideas on potential products and services demanded. Entrepreneurs and businesses need to continuously identify needs so that they can evolve their businesses.

Who your business will sell to. This is critical for any business to know what or who their customers are and their preferences. The number of people interested in your product or service increase your business success. Being able to select a business idea where demand is greatest or where you will get most customers means the group is in position to generate significant revenues.

How your business is going to sell its products or services. This is important for the group and individual entrepreneurs to explore how to best sell their products/ services. In the example of Mary and cassava, a change in location and timing could increase her ability to sell and make money, so it's important that groups are able to identify the most effective ways to sell their products and services. The best businesses are always seeking to minimize costs so that they can increase profitability.

Business ideas are identified through positive, and creative thinking. They can come from different sources such as ideas built on local resources, local needs, local activities, interests and hobbies.

Exercise 1: Generating business ideas

This exercise will help the group identify and understand how to generate good business ideas. The exercise will involve some group brain storming, visits to successful groups and using information obtained from these groups to then focus on potential god business ideas.

▶ STEP 1. **The facilitator can subdivide the group into smaller grouping either by numbers or Gender.** Have female only subgroups and male only subgroups.

Ask each of the groups to take 10 minutes to identify a list of what they consider to be successful businesses in the area. Each group writes down on a flip chart the top 5–7 businesses in the community, listing the services they sell and giving reasons why they think these are successful businesses.

▶ STEP 2. **Ask both the female and male groups to present their top identified businesses in the community and brainstorm reasons why male and female members have listed different businesses if at all.** After this brainstorm identify and rank the top 3 businesses and plan a visit to them for fact finding.

▶ STEP 3. **Visit the 3 top businesses for brief conversations** (20–30 minutes). During these conversations, have the members of the group asking the entrepreneurs that own and run the identified businesses the following sets of questions. This visit can be done either by the entire group or members of the market committee who would then report back to the group members.

- Does the entrepreneur agree with the group that he/she runs a successful business?
- How did they decide to go into that business?
- Did they have any past family or personal business experience?
- Do they have other family members engaged in the business?
- Given a chance would they go into a different business?
- Was this their first business?

STEP 4. Once the visit is done the farmer group should compile the key information they have obtained from the entrepreneur and use the report to answer the following questions.

1. What lessons can you draw from the experience of the business owner?
2. What mistakes do you think the owner made?
3. How can you avoid the same mistakes?
4. What do you think has made the business a success?
5. Are there businesses that seem to be preferred by women and men and why?

Using this information, the facilitator should work with the group to identify both individual and group business ideas basing on the lesson and experiences interacting with the entrepreneurs visited. The group can come up with a long list of ideas on a flip chart and in plenary the facilitator can work with them to gxo through the list by answering the 4 important questions; **Which Customer** needs do you want to satisfy, **What products** or services do customers want, **Who are your likely customers** and **How will you** be able to supply the identified goods and services.

It is important to note that both women and men can often have different ideas and preferences when it comes to business. The facilitator should always give voice to all and understand the reasons for thoughts and choices.

5.8 Designing a Business Plan

SEASON	Breeding
OBJECTIVE	To help the farmer group understand why they should develop a business plan, write a business plan, and plan activities for the production cycle
TIMEFRAME	3 hours
MATERIALS NEEDED	Flipcharts and markers
IDEAL WORKSPACE	Enough space for both standing and sitting

Background

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.

Business plans are crucial for successful businesses; the farmer group will be able to have a more clear vision of their goals and achievements if they create a business plan. At this point in the season, the farmer group has gathered much of the information that should go into a business plan; it just has not been assembled into a formal business plan. This tool helps guide the farmers through the learning and creation of a business plan for their products. The business plan development will base on the entrepreneurship training.

Steps to follow for the activity

▶ STEP 1. **Explain what a business plan is.** In a session with the farmers, explain that a business plan is a document about the farmer group's future. It describes the producer(s), the product(s), how the product(s) is produced, how the producer markets the product(s), the risks the producer faces, approaches to mitigating risks, the business development objectives, the needs (technical, organizational, financial), Financial plan, the projection of income on 3 years at least and the time to recover the investment.

▶ STEP 2. **Organize the information.** Explain to the famers that all the information that has been gathered so far (the market, the costs calculated, the products agreed upon, and the developed action plans) needs to be brought together into one organized document; this will form a business plan.

▶ STEP 3. **Explain why the business plan is needed.** Some of the reasons for this include:

- **To guide the group over the long term.** So far, the group has made a series of decisions about their product and market. A business plan brings your ideas and decisions together and puts them in concrete form in one document to guide the group's direction.
- **To facilitate understanding and agreement.** Despite intensive discussions, members of the group may have different understandings of what the group aims to do. An agreed business plan helps identify and remove such misunderstandings.

- **To improve organization and decision-making.** Because a business plan follows a certain structure, it helps the group make sure it has gathered the information it needs and has organized it in a useable way. That makes it easier to make decisions.
- **To test and strengthen financial feasibility.** The business plan requires the group to compare its resources and income with its costs and expenditures. It shows whether the group can make a profit.
- **To measure performance**: The business plan gives the group clear targets, the members can use these targets to monitor their performance and make changes in the production season if the original plan needs to be amended.
- **To ensure continuity.** Farmers' groups change leadership. A business plan ensures that a new group of leaders can take over operations smoothly, reducing the risk of disruptions and abrupt changes in direction.
- **To "sell" the group.** Business partners such as major suppliers, contract partners, big customers, and business services may want evidence that the group has thought through their operations.. A business plan gives them the information and assurance they need.
- **To facilitate access to credit (convince lenders and/or donors).** Banks and microfinance institutions want evidence that the group's enterprise will be profitable before they will agree to lend it money. They usually require a business plan as a condition for a loan. Donors also want to be confident that the group is viable, which may also be determined through a business plan.
- **To guide implementation.** The business plan shows what the group needs to do to achieve its goals. It keeps the members and the management focused on what has been agreed. It acts as a framework for the group's implementation plan (the list of tasks and activities the group members have to do each year or production cycle).

▶STEP4. **Fill in the business plan.** After going through some of the reasons why it is important to have a business plan, the facilitator should then provide the main parts of the business plan and work with the group to identify the information already available to help fill in the parts of the plan. The content that has been collected through earlier processes needs to be brought together. This can be done using the "Sample Business Plan" form found in the **Annex 5A.5**.

Now that the farmers have created their own business plan, remind them that they can use it going forward to plan both their individual production and group production. Ensure that all participants understand how to design their own business plan before ending the session.

5.9 Market Planning Part 1: Production Estimation

SEASON	Breeding and production
OBJECTIVE	To enable producers to estimate average expected output for individual producers and groups 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

Most farmers keep small herds/flocks of birds. With improved management practices, the herd/flock size will begin to increase. Therefore, the farmers need to be able to make decisions on the optimal herd/flock size to keep as feeding and housing will become a challenge. The farmers should decide how much of the products will be consumed and how much will be sold. Also, when you are running any business venture it is very important for any businessperson to know how much to produce and understand that it costs to source or produce their products. The cost of the product (milk, eggs, meat, live animals) will assist you in calculating a good selling price.

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 USD (United States Dollar) 20 to raise your animal, it is no good selling that animal for USD (United States Dollar) 10. 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 the product (e.g., kilograms, trays, years or months or weeks for the age of animals, etc.)

▶ **STEP 2. Preparation of the Market Research 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 the checklists. You should aggregate the individual-level checklist for each farmer 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 of 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.

Sample production estimation for a local chicken farmer starting local chicken production with 5 hens and 1 cock

- If a local chicken farmer decides to start local chicken rearing with 5 hens and 1 Cockrel.
- 90% (4) of these hens will start laying at the age of 22-28 weeks and lay an average of 4 clutches per year of 15 eggs per clutch. Which means each hen will produce a total of 60 eggs per year.
- One hen will sit in 12 eggs twice per year, hatching an average of 10 chicks and losing 1 chick during 1st four weeks and another 1 grower before 20 weeks leaving 8 grower.
- This chicken farmer will produce and sell 8 * 4 *2 = 64 birds per year.
- Out of the remaining 240 eggs not given to the hen to sit on and hatch, they can decide to consume 4 eggs per week for one year (208) and sell the remaining 32 eggs.

5.10 Market Planning Part 2: Determining Profitability of the Different Products

SEASON	Production
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 hour 30 minutes
MATERIALS NEEDED	Flipchart paper, marker pens, and calculator

Background

The facilitator should read through the entire "Marketing" section of the FFBS toolkit and be well versed with the marketing This exercise guides the producers to conduct a simple and participatory gross margin analysis 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 A. Calculating costs of production and marketing

Steps to follow for the activity

▶ STEP 1. **Calculate costs.** Explain to the participants that they will be calculating the costs of producing and marketing a particular livestock product e.g., live animals/birds, eggs, milk, meat. 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. **Determine standard.** Ask them to think of producing a standard quantity of the product (age or weight).

▶ STEP 3. **List needs.** 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 improved chicken in Bauchi State Nigeria

OPERATION	UNITS	UNIT COST (NGN)	TOTAL COST (NGN)
Purchasing 5 weeks old birds	50	350	17,500
Starter feed (kg)	1	10,000	10,000
Growers feeds	8	10,000	80,000
Vaccinations	1	1,000	1,000
Vet drugs and multi vitamins	1	3,000	3,000
Labour costs	1	10,000	10,000
Transport costs for birds	1	2,000	2,000
Total Cost			**123,500**
Capital Cost			
Housing	1		12,500
Feeders	3	1,000	3,000
Drinkers	3	1,000	3,000
Other supplies and equipment *(ropes, baskets etc.)*			2,000
Stationaries *(pens, record books, etc.)*			2,000
Total Capital costs			**22,500**

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 chicken house/coop cost NGN 12,500 and last for 5 years, then the cost of the coop to the business in the one year where you are doing the gross margin analysis will be NGN 12,500 divided by the 5 years which is NGN 2,500 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 coop and how much they would pay someone to do it. Typically, producers usually have either cost of carrying out an activity in its entirety based on experience and where they haven't

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 be key for producers to compare 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 of revenue from improved chicken

DESCRIPTION	NUMBER OF BIRDS	WEIGHT (KG)	PRICE/KG (NGN)	TOTAL AMOUNT (NGN)	REMARKS
Sale of live birds (20 weeks old)	45	2.5	2,000	225,000	
Sale of eggs	32	na	0.15	3,600	
Total income				228,600	
Profit (Revenue – cost of production)				105,100	

▶ **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 a 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 using specific innovations to lower costs, such as local feed formulation. Also, most of the costs involved in production can be lessened where family labor is used.
- **Housing:** Raising livestock housing in waterlogged or flood prone areas is to avail microbes a perpetual medium for growth. Animals raised in such dirty environments 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 who 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 target a good market where the producer receives premium for quality products. This will also help reduce transportation costs.
- **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 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 rate and good terms of payment.

5.11 Market Planning Part 3. Agricultural finance planning calendar, including determining capacity to borrow in case of external credit

▶ **STEP 1. Identifying your goals.** Invite participants to reflect on their agribusiness goals, building on the visioning and goal setting sessions (reference) where short- and long-term goals were identified at group and individual levels.

Ask participants to develop a finance plan for their agricultural activities. It is important that you the facilitator, in preparation to this session have read through the whole session on the marketing tools including the agricultural value chain financing guidance notes. The agricultural finance planning is based on the seasonal crop or livestock production calendar developed at the beginning for the specific crop/livestock commodity.

▶ **STEP 2. Budget planning**

Using the table below, *agricultural finance in the livestock seasonal calendar* also included as **Annex 5A.2** invite participants to form groups and identify using a chart what the expected costs are at each key stage of their production calendar (pre-production, reproduction/breeding, production). Please refer to **Annex 5A.4** on 'profitability estimation' template for further guidance, or use the estimates generated in PART [A] and [B] above. Summarize in this table the expected costs, broken down by calendar.

In a plenary, ask the groups to present what costs they generated and how they compare with other groups before moving to the next session. As each group may have generated something unique or different, use the session to develop one table with finance needs that are agreed as a must for majority of the producers –

Agricultural Finance in the livestock seasonal calendar				
Key activities requiring finance	**Pre-production**	**Breeding**	**Production**	**Marketing**
Quarters in a year	**1**	**2**	**3**	**4**
Access to finance for purchasing materials for livestock housing (sheds, coop, hives, pens, cages, etc) and equipment				
Growing fodder (land preparation, purchase of improved fodder seedlings/seeds, leasing land, labor/tractor costs, costs for land ploughing, fertilizer				
Access to finance to purchase quality inputs, technologies, and pay for services (such as quality breeding stock, feeds including concentrates, AI services, fumigation services, vaccination, extension,				
Access to finance to purchase/ pay for post-harvest handling and management technologies (such as crates, storage, packaging, milk cans, baskets, cold chain)				

Agricultural Finance in the livestock seasonal calendar				
Key activities requiring finance	**Pre-production**	**Breeding**	**Production**	**Marketing**
Quarters in a year	**1**	**2**	**3**	**4**
Access to agricultural pre-financing including through warehouse warrantee				
Access to finance for transport, market outlet				
Risk financing				
Natural disasters: droughts – (delay on-set, early cessation of rains, dry spells); floods resulting in loss of harvest				
Access of crop insurance				

STEP 3. Financing your agribusiness

- In a large group ask participants, how they plan to finance these seasonal costs to reach their intended production goals?
- Using a chart write ideas brought forward by farmers:
  This discussion will also help with prioritization on, what must be financed in the short-term and what can be differed to a long-term plan that the farmers would grow into.
- The list may include their savings, their cooperatives input credits, government subsidy scheme, a buyer/contract farming with input/in-kind credit, formal financial institutions, informal loans, remittances, and/or others. This provides the facilitator with a good picture of potential sources of finance accessible to the producers. It will also highlight limitations or gaps in access to finance to inform the program planning.

It's important for the facilitator to note that individuals may not be open or transparent to list outsources as this exercise is held in a group. Ultimately, capacity to finance is an individual based decision.

- Summarize the discussion, **that the goal of the discussion is to instill in the producers financial planning as a key exercise throughout the course of the season, which is necessary when farming as a business. It will also identify by when this finance should be at hand to timely address the needed finance at these key stages.** inform participants in the following session the discussion will further detail the two main options for financing their agricultural finance needs.

STEP 4. Develop a saving plan.

- Ask participants to develop a finance plan for their goals set in STEP1. Participants estimate cumulative savings aligned to their goals as follows:
  - Amount to save per month/per week for a total of x number of months/weeks to meet the farming calendar generated costs before the planting season/pre-production, vegetative, marketing stages.
  - Ask them to identify the total amount they need to save to meet their agricultural goal.
  - Ask them to identify and decide to reduce from their current spending by a proportional amount.
  - Set a regular date for their saving coincidental their cashflow (may be weekly or monthly). To put away into their saving, as soon as the money comes in, toward their goal.
  - Decide where they would start saving (account in a bank, MFI, VSLA, at home).
  - Commit to not use the money until you reach your goal.

STEP 5. Accessing loans (bank/MFI, mobile money, VSLA, off takers input credit via a check-off system etc.)

In preparation for this session, the facilitator should have completed a mapping of the financial service providers to gain a basic understanding of services accessible to producer groups. The Session may also be facilitated with the invitation of one or more finance providers to explain their products.

If the saving plans are not adequate participants may decide to take out a loan or access external financing.

Explain to the participants that they will be calculating the cost of taking out a loan and decide whether their product's gross sales (estimated in earlier session PART. [A] & [B]) still stands profitable to also service a loan's interest and associated fees. It will also be important to determine the repayment timing and its suitability aligned to the agricultural calendar above. There are several methods to determine profitability of investment or estimate the repayment required on loans, and this will vary between providers of financial services. This session, will focus on a simple practical calculation to determine whether to take a loan or not, follow the process below:

1. Calculate [loan + interest amount+ any other fees/charges [C]][3]
2. Calculate [B] – ([A] + [C])

NOTE: If this figure (#2 above) is negative, they shouldn't be taking a loan.

Example:

If a chicken farmer decided to take out a loan of 2,000 shillings, with a total interest amount of 318 shillings and fees of 140 shillings and expects to generate total sales of 9,000 shillings from the sale of live birds and eggs and estimates that the total cost of production to be incurred is 3,500 shillings. Will the farmer be able to service the loan?

First, calculate total repayment [C] loan + interest amount+ any other fees/charges [C]

Loan	2000
Interest	318
Fees	140
[C] Add total repayment	2000+318+140= **2,458 shillings**

Second, calculate the capacity to meet loan repayment.

[B] Expected earnings / total sales revenue	9,000
[A] Total overall cost of production	3,500
[C] Total repayment	2,458
[B] – ([A] + [C])	**9000-(3500+2458) = 3,042 shillings**

3 Prior to the session ensure you have obtained this information from finance providers with agricultural loan products or willing to invest on agricultural production to be as accurate as possible.

▶ STEP 6. **What are the risks associated with taking out a loan?** Discuss what participants should consider:

a. Divide participants into groups to discuss risks associated with borrowing. Summarize using a table such as one below:

Risk	How to manage risk
Signing off on a high interest rate. Interest rates vary greatly between lenders and your financial situation	Compare rates and look for lenders that consider other aspects, such as credit history.
Taking out too large of a loan While it can be tempting to take out a large loan, be careful not to borrow too much.	Determine how interest can grow over the life of your loan and only borrow what you need.
Damaging your credit history. Any missed payments will result in delinquency, which could damage your credit score	Set up monthly payment plan for your loan to ensure you never miss a monthly payment.
Getting stuck with fees. A loan may seem perfect if it has a competitive interest rate and strong terms, but be sure to read the fine print to avoid hefty fees	Not all lenders disclose expected fees before you apply. Be on the lookout for them and ask about additional fees before submitting your application
Falling into a debt spiral. Borrowing money from any source is putting yourself at risk of a debt spiral if you don't have a plan	Only agree to loan terms that you can truly afford so you do not end up building more debt. Also avoid using other open forms of credit while you pay back your debt.

b. Decide who will present the information to the larger group of farmers. It will show what the perceived risks farmers identify and what mitigation risk management ideas they have.

▶ STEP 7. **What to do if you are unable to repay a loan?**

- Engage with the bank/lender to restructure a loan: explain that participants can avoid default, over indebtedness, and financial mental-stress with proper planning and utilization of loan for intended purposes. But if they find themselves struggling to repay a loan, another option is to act timely and sit down with the lender to adapt the loan terms and conditions.

▶ STEP 8. **Facilitate a discussion to reflect on the session and its implications.**

- Ask what they learnt from the exercise of agricultural finance?
- What did they find most interesting about external finance? About the saving plan?
- What was most surprising?
- How will what they learn impact them?

5.12 Selecting Best Products and Market Outlets

SEASON	Product
OBJECTIVE	To ensure that the farmer 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 charts, 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 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 inclusive 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. **Prioritize criteria.** 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 for the farmers to produce
- Level of profitability

However, the farmer 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. Rank criteria.** Ask the farmers 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.

5.13 Marketing as a Group

SEASON	Pre-production
OBJECTIVE	To help farmers understand how their product can be marketed at the end of the production cycle, specifically with a group
TIMEFRAME	One half-day (~4 hours)
MATERIALS NEEDED	Flip charts, Markers, Individual note books
IDEAL WORKSPACE	Enough space for both standing and sitting

Background

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.

Marketing together has many advantages: higher volumes, better quality, increased negotiation capacity, and increased profit. As part of their business plan, farmers will have decided to use a certain type of input and produce a certain amount of product for a specific market. This tool helps farmers effectively organize themselves to market their product. It helps address why marketing as a group is beneficial and provides guidance for determining retail prices.

Steps to follow for the activity

▸ STEP 1. In the farmer group, **initiate a discussion around the benefits of collective input and output marketing.** You can define collective marketing as the marketing when several farmers, groups of farmers, or collections of groups undertake two activities 1) at pre-production stage determine type, quantity of inputs they require and use their position for aggregating their demand, collectively bargain through their purchase/input-market committee and 2) at the harvesting stages aggregate their produce of agreed amounts/quantities of their individual produce together and sell them as a batch to a buyer(s)/off-taker(s) again facilitated through their output marketing committee.

Depending on the sales opportunity, if it's important to proceed to a deferred sale, the farmers group must take into account to poor member, by given them for example a part of their amount to allow them to cover immediate needs (social capital).

Alternately farmer groups may want to warehouse their produce and sale when the market price increases, especially if prices are lower than the profitability analysis had shown. In this case depending on the groups accumulated capital decisions might be shifted to warehouse, and use a differed payment system.

Be sure to have the group talk about the benefits for both the farmers and the traders. Some of the possible advantages include:

- **Bigger volumes:** Farmers can pool their output (this is called bulking) so traders can buy more at the same time and can fill up their vehicles or stores more easily. The traders can negotiate with the marketing committee as one seller – a representative of the farmers' group – rather than with lots of individual farmers. They make one payment – often via a bank – rather than lots of small cash transactions. That is more convenient and saves having to carry lots of cash around. In some instances where group cohesion is not strong (like in the first season of a collective sale), it may be beneficial to have the trader pay all the farmers at the same site individually, if possible.

- **Uniform quality.** Traders do not want big and small, ripe and unripe produce all mixed together. They want the produce they buy to be the same size and quality, and free of dirt, sticks and other impurities. With a larger volume, it is worthwhile for farmers to clean, sort, and grade their product (value add, which will fetch them extra money).
- **Reliable sellers.** Pests and diseases can attack a farm, the weather may spoil production, and the farmer may fall ill. Many things can come in the way of a successful trade. But these things are more likely to happen to an individual farmer than to a group. If one farmer experiences a production problem, chances are that the other members of the group will be able to make up the shortfall. That reduces the risk that the trader will have to drive home with a half-empty pickup.
- **Reliable buyers.** Reliability works the other way too. If a trader knows there is a big purchase waiting, she/he will make sure to pick it up as promised and will pay the agreed price. By selling collectively, the farmers can be more confident that the buyer will be reliable.
- **Reliable access to quality inputs and services.** The aggregate demand for inputs represents a strong market opportunity for input suppliers, that will provide reasonable prices, provide quality and arrange for timely supply of the inputs and may include embedded services such as transport, training/orientation on input use/advisory to the producer groups.
- **Improved/efficient use of inputs and services:** when combined with the FFBS' orientation on appropriate and efficient use of inputs, and organized farm service demands would enable a more efficient use of inputs and achieve productivity targets making groups attractive for buyers.
- **Continuous supply.** Many traders want a continuous supply of a product throughout the season. Groups of farmers can organize staggered plantings and harvests, or store produce, so they can deliver several truckloads of the product over an extended marketing period.
- **Higher price.** Bulked, cleaned and graded produce is more valuable, so traders are usually more willing to pay a better price for it. But by organizing as a group, the farmers improve their bargaining position – for example by negotiating with several potential buyers for the best terms and conditions.
- **Organization.** Marketing collectively means that farmers have to get organized. But organizing brings other benefits: farmers can learn from one another, improve the quality of their produce, set-up savings-and-credit arrangements, and buy bulk inputs. Marketing collectively can be a good way to start a farmers' group or strengthen an existing group.

But remember, not all products and farmers benefit from collective marketing. Monitor the group's marketing performance and advise the farmers' group whether collective marketing is a good idea.

▶ **STEP 2.** The facilitator should let the farmers know that, **collective marketing *does not* mean collective production**! Farmers should still grow crops and raise animals as individuals. As a first step it is only at the time of sale that the product is brought together and offered for sale. However, this will change as farmers begin to commercialize further and achieve efficiencies also through collective production also known as land clustering to operate as a unit particularly where farms may be connected or adjacent. This process of clustering does not mean, individual land titles are dissolved, but rather farm services such as tillage or harvesting may organically become a more attractive option.

▶ **STEP 3.** Once the group agrees on the need to market as a group, the facilitator and the Market Committee need to **take the lead in the subsequent organization of activities involved in collective purchasing and/or selling**. In order to do this, the facilitator and the committee should have a discussion with the group to agree upon some of the costs that are likely to be involved in this collective activity; these may include communication expenses, storage, transportation, loading, travel, etc. These should be explained to the farmers so that farmers know that these costs will be recovered from their end of season sales.

▶ **STEP 4. The facilitator and marketing committee should contact with the preferred buyers**, which should have been agreed upon after the market visits earlier in the season. The facilitator can call the potential buyers and ask for further meetings with the Market Committee members. These meetings should focus on the quantities available for sale and discuss purchase conditions, including payment terms and delivery terms. A sample letter seeking an appointment with a potential buyer is included below.

▶ **STEP 5.** Once the facilitator and Market Committee have met with and agreed upon a input supplier or buyer, they will need to **negotiate terms with the selected supplier or buyer**.

Some of the things that can be negotiated with **the buyer** and **the seller** (input supplier/agro-dealer) may include:

- **Price:** What price will the buyer pay? For the best-quality product? For second-best? Is there a premium for consistently top-quality produce, or for reliable deliveries? When will the price be fixed – at the start of the season, when the contract is signed, at the time of sale, or after the time of sale (for example, depending on the export price)?
- **Price:** What are the bulk prices, in order to gain an understanding of the offer?
- **Quantity:** What amount of the product will the buyer take? How will this be measured – by weight or volume? In kilograms, sacks, truckloads? Will each bag be weighed? Who will provide the scales? What if there is a surplus or shortfall?
- **Quantity:** What is the minimum amount that will provide bulk purchase cheaper price than retail? How are inputs packaged? Is there a need to repackage to make quantities align to demand?
- **Quality:** What quality requirements does the buyer specify? What production methods should the farmers use (for example, avoiding the use of pesticides, or drying for a certain period)? What are the grading specifications?
- **Quality:** What quality guarantees does the supplier offer? Especially, if inputs require repackaging? How is the storage condition of the agro-dealer shop / input supplier?
- **Place and transport:** Will the buyer pick the product up at each farm, or at a central location? Or do the farmers have to deliver it to a particular place? Who will pay for transport, loading and unloading and storage?
- **Accessibility/Distribution:** What is the supplier's ability to transport and meet the suppliers at a central sales outlet/point within reasonable proximity to farmers?
- **Packaging:** How should the product be packaged? In sacks, boxes, bags or crates, or loose? Who will supply the packaging?
- **Payment conditions:** When and how will the payment take place? Immediately on exchange of the product? After a delay (of how long)? In cash, by check, by bank transfer, or via mobile phone payment? Is the buyer will to pay all the farmers in one location, or can they be paid by cheque through an account?
- **Timing:** When will the sale take place? On what date and at what time will the buyer come to pick up the product? Is this a one-off sale, or does the buyer requires a regular supply throughout the season or over several years?
- **Formality:** Is there a written contract or agreement? Or is everything on the basis of mutual trust? A handshake? What happens if one side breaks the agreement – for example, if the farmers fail to deliver the right amount or quality, or if the trader fails to buy the agreed amount?

Once the facilitator and group have a basic agreement and understanding with the selected buyer, then the sale can take place. Ensure that what has been agreed to be understood by all the farmers, so that there is a smooth sale. The marketing committees are very crucial in this process and should facilitate activities of bulking, grading, storing, transportation and recording of sales. For a sample sales tracking form and a sample letter to potential buyers, see the **Annex 5A.6**.

PART 3 – Certification

5.14. Roadmap to certify farms, producer groups, and processing units

SEASON	At any stage that allows a certification audit
OBJECTIVE	Guide producers to choose the best certification option for their products to access high-value markets that pay premium prices, regardless of market fluctuations.
TIME FRAME	1-2 hours
MATERIALS NEEDED	Flip chart, marker pens, videos, pictures or available certification schemes.
IDEAL WORKSPACE	There should be enough space for standing, sitting, and watching videos.
AUDIENCE	Participants that have gone through the basic marketing concepts and are interested in moving towards more lucrative markets. Certification and food safety modules for NOT for FFBS participants who are just starting their FFBS journey

Background

Certification is still a trend of consumers' interest because they want to buy products that are natural harvest, healthiest, environmentally friendly, organic, certified humane, welfare-certified animal products, etc. Farmers certified their products in a way that aligns with consumers' preferences and communicates attributes using product certification schemes represented by labels.

Consumers differentiate similar products by label, and growers can use the label by adopting specific certification standards that are verified in situ by a third party. Labels are used to inform the nature of the product, protect the product from uncertified products, and educate consumers.

Producers can find different types of certifications available, and some certifiers provide technical assistance and outreach for selling products to consumers and educating them about what their standards mean. Farmers can find different types of certification standards available, and some certifiers provide technical assistance and outreach for selling products to consumers and educating them about what their standards mean. Certification standards might be defined by governments, the industry, and partnerships between governments, the private sector, and NGOs. The certification scheme at the field level can certify individuals (farm/farmer), groups of farmers (associations) hired labor organizations (contract production) and processing units, of course, distributors, retailers, etc. can be also certified.

Producers with agricultural or livestock certification would get better prices and incomes, for example, a premium price that must be invested in women's empowerment, and community projects for traditionally marginalized human groups, such as women, youth, indigenous, and other disadvantaged community residents.

Steps to Follow for the Activity

▶ STEP 1. **Understand certified markets and consumers' preferences.** Facilitators should guide producers on how certified markets work, and when it has value to certify agricultural and livestock products. Below are points to help guide the conversation with farmers.

- Producers must certify their products when buyers are interested in purchasing their products. This is the key and purpose of certification, better prices.
- Motivations among consumers may be health, environment, animal welfare, social justice, culture, etc.
- Certification means adopting voluntary standards defined by a certifier organization. However, the certification has an economic cost for farmers. Make sure how much that costs before selecting it.
- Sometimes, consumer wants to purchase products with more than one label, which mean more than one certification. Let's say consumers' preferences are an organic product with fair trade labels. In this case, there are two certifications involved.
- Not all certifications ensure a premium price for farmers, in some cases, the certification is a requirement to access a specific market. Having a floor price that includes certification costs is important, so the producers' objective is to make sure that consumers will pay a product price that covers the certification costs and a premium.
- To get certified farms or processing units a voluntary audit that focuses on best agricultural practices, food safety, or other practices is needed. In some cases, an audit plan is needed, and time and dates could agree upon with farmers depending on the selected certifier and certification scheme.
- As a reminder, the audit is implemented by a third-party certification entity that may require payment of application, inspection, and/or certification fees.
- After getting the certificate, records of farms' and/or processing unit practices must be taken.

▶ STEP 2. **Select the most convenient certifier and certification scheme.** Based on the target market and farmers' products and interest a certification scheme would be selected. Help farmers to review different certification options, for example:

- Understanding domestic markets' regulatory environment is key to obtaining any certification – be it domestic or international. Almost all domestic regulations are based on international best practices that are governed by Codex Alimentarius. Thus, any training on certification must present a brief overview of the main steps that producers will have to take to comply with national regulations.
- Certifications about Environmental and food safety (Good Agricultural Practices (GAP) and Good Handling Practices (GHP)), Animal welfare (Humane), Religious (Halal, Kosher), Social justice (Fairtrade), Sustainability (Biodynamic, organic), Multi-purpose (Global G.A.P. and Integrated Farm Assurance (IFA)), are some of the international regulations to be considered.
- Guide growers to define if they want to be certified as individual farms, groups of farms, hired labor organizations (contract production), processing units, or facilities.
- Determine where are located potential farmers' buyers and make a list of certifiers that can conduct certifications to trade products in the target market.
- Meet or call certifiers and ask for availability, requirements, fee, and standards to understand the whole process.
- Select a certifier that can accomodate producers' capabilities. Some certifiers have a social branch that allows producers to own or be part of the certifier organization. They also provide technical assistance to producers to implement Good Agricultural Practices.

- Select a certifier that has values connected with women's empowerment; rights at work; fair wages, equity in working conditions, access to services, that improve ecosystem function, and sustainable production; transparency and traceability, and an internal management system.

Use the flipcharts to organize the options presented to the producers and determine the benefits and risks of each for selection.

▶ STEP 3. **Plan the certification of agricultural or livestock products.** The key is to provide ideas to have farmers agree, organize, plan the certification, and select the certification services provider**.** Use some of these points for discussion:

- Know very well the voluntary certification standards and select the certification scheme.
- Determine if there is a need for a farm audit plan to define the third-party audit scope of work.
- Work on the certification timeline and ask for certification fees.
- Ask for necessary records to document practices.
- Define conditions for a corrective action plan in case some farmers, a group of farmers, or a processing unit does not meet the audit.
- Agree on defining Terms of Reference, Concept Notes, or Contract with the certification services provider and define how the third party will conduct the audit in situ.

▶ STEP 4. **Certify the farm, group of farms, and processing units.** Before the certification audit, farmers should implement worker training and Good Agricultural Practices, Food Safety Practices, and Certification Practices to meet compliance with the choosing certification scheme. Based on the audit date farmers will have time to implement some corrective actions and make sure practices are well implemented and documented. The facilitator can discuss with farmers:

- Reviewing and understanding the chosen certification standards.
- Producers know the practices to be implemented at farms or processing units.
- Producers implementing practices to meet certification scheme requirements.
- Producers documenting implemented practices and training.
- Producers know the date and plan of the third-party certifier audit. If it is an unannounced audit, make all arrangements on farms or processing units to get prepared before the audit.
- Have a responsible person to organize producers to get ready for the third-party audit.
- Having the auditors and the audit on farms.
- Revising the auditor's report.
- Getting certificates and paying fees.
- Implementing the corrective action plan if it is needed.
- Renewing certification, after 3 years, five years, or the time defined by the certification standards.

▶ STEP 5. **Trade Products and Educating Consumers.** Some certifiers also support producers in connecting with buyers and implementing educational campaigns.

- This is the best scenario for certification to encourage producers to take advantage of this.
- Revise what are the services that certifiers provide.
- If it is the case prepare a campaign to communicate product values to potential consumers.

▶ STEP 6. **Invest in Premium Price and Renewing Certification.**

Most of the time is defined as a community committee or producers association committee that is responsible for standards that promote sustainable livelihoods, safe working conditions, protection of the environment, transparent supply chains, and make collective decisions on how to invest premium price in the community.

References

Overview of Existing Standards and Certification Programmes. https://www.fao.org/3/y5136e/y5136e08.htm

Certifications: Marketing Benefits for your Farm Business. https://ncfarmschool.ces.ncsu.edu/wp-content/uploads/2016/06/NCSU-Certifications-Publication.pdf?fwd=no

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Sustainability certification schemes in agricultural and natural resource sectors: outcomes for society and the environment. file:///C:/Users/RicardoOrellana/Downloads/9780203701737_preview.pdf

5.15. Designing a Business Model that Would Lead to a Certification

SEASON	At any stage that allows a certification audit
OBJECTIVE	Guide farmers to put together a production and exporting model to access high-value markets that secure premium prices for certified products.
TIME FRAME	1-2 hours
MATERIALS NEEDED	Flip chart, marker pens, pictures or available certification schemes.
IDEAL WORKSPACE	There should be enough space for standing, sitting, and watching videos.

Background

We know that the ideal certification scheme depends on the buyer's decision to purchase producers' products, requirements, and consumers' needs. CARE is focused on putting in place an operational business model led by women through certifying small-scale women producers or facilitating third-party certification that can allow them to access stable markets, and premium prices in commercial markets, regardless of local market fluctuations. In addition, implementing campaigns or promoting the product based on its certification and differentiation attributes to communicate the specific value to consumers of these agricultural products planted, managed, harvested, packed, and distributed by women's businesses. These activities can take many forms, from labeling products to organizing advocacy events.

Designing the certificated business model guide farmers to define a target market (standards and certification scheme with the most advantages), product characteristics that are valued by consumers, costs-efficient of the certification process and maintenance, and key partnerships to increase the bargaining power of small-scale women producers. In sum, a business model refers to the way a business operates and its components.

The capacity of producers of articulating with certified markets depends on the quality of linkages with local and export buyers, relevant certified products for the target market, and the assurance to receive a price premium, to compensate for their investments to comply with the standards and certification costs.

Steps to Follow for the Activity

▶ STEP 1. **Implement key activities.** Guide the producers' group to define the farm unit, inputs and livestock management practices, the volume of product needed, and logistics for collecting and handling the product. Scheduling production and marketing. Important ideas to discuss:

- Needed training and technical assistance. The approach is FFBS.
- Inputs for production (breeds, feeds, Veterinary services) year-round.
- Financial service support, credits, insurance, guarantees, working capital, and investment capital. CARE VSLA would be an initial consideration.
- Marketing information to support planning and scheduling production and marketing.

▶ STEP 2. **Discuss a business strategy and partners.** Facilitators can guide the conversation around the following ideas.

- Defining a target market determines the type of standards and certification scheme.
- Conducting a business assessment to determine the organization and the managerial skills needed in a producer association, financial and business skills need to be in place.
- Prioritize certification ownership if the certifier could be a partner. If farmers have ownership of the certification schemes this will allow diversifying of market opportunities and reducing market risk.
- Consider direct market promotion possibilities in international fairs, visits to buyers and markets provide farmers with opportunities to better understand consumers' preferences and market trends.
- Communicating product quality, product differentiation, social transformation behind the business model, equal opportunities for participants in the value chain, and women empowerment.
- Think about diversification. Having several certified products and extending supply through farmers' associations and partnerships.

▶ STEP 3. **Create value.** Discussing with farmers about getting and maintaining certification could be problematic to be able to reach it is fundamental to work in capacity building. That is why understanding adding-value attributes to their products can help target high-value markets. To do that farmers must know the specific attributes that add value and differentiate their products. You can find in the sustainable agriculture section some tools to guide producers in how they should add or create value to their agricultural and livestock products.

▶ STEP 4. **Understand the cost-benefit of certification.** If producers know real certification costs, they would be able to take informed decisions in managing their business model. Building producers' capacity implies a clear understanding of the cost-benefit ratio. Discuss with participants the price points of different certifications.

▶ STEP 5. **Understand buyers through access to market information**. Discuss with the producers:

- Market information, certification requirements, and consumer preferences.
- Implementing a participatory approach involving farmers and other value-chain stakeholders in the definition of certification procedures might help to set confidence, skills, and bargaining capabilities in general.
- Implementing win-win schemes with certifiers partners might support farmers' business models.

References

Business models that are inclusive of small farmers. https://www.iied.org/sites/default/files/pdfs/migrate/G02340.pdf

Enhancing farmers' access to markets for certified products: A comparative analysis using a business model approach. https://www.fao.org/3/k9849e/k9849e.pdf

Transforming agriculture business models to improve profitability and livelihoods. https://www.idhsustainabletrade.com/uploaded/2017/10/Pre-read-Smallholder-Innovation-Forum3.pdf

Annex

5A.1 Conducting a Market Survey

Example Market Questionnaire/Interview Guide

BASICS	
Place and date of interview	
Type of product (e.g., eggs, milk, meat)	
Interviewer(s)	

PERSON INTERVIEWED	
Name	
Type of activity in chain (e.g., trader)	
Position, name of company	
Phone number	
Address	

PURCHASES OF PRODUCT (SEPARATELY FOR EACH PRODUCT E.G., EGGS, MEAT, MILK)	
How much of product X do you buy in all each day? Each week? Each year?	
How often do you buy product X?	
Who do you buy from?	
What is your main source of product X?	

TERMS OF PURCHASE	
What is the smallest amount of the product that you would buy? The largest amount?	
What varieties of the product do you need? What size? What quality grade?	

How do you want sellers to package the product?	
What are your terms of payment? (e.g., full or partial payment on delivery, payment after a delay, provision of credit)	
Would you be interested in buying from a farmers' group? What amounts? At what price?	

PRICES	
What price do you pay? (per kilogram, litre)	
How does the price change from season to season?	
Do prices vary for different varieties, ripeness, size or class?	

THE VALUE CHAIN	
What do you do with the product after you buy it? E.g., do you sell it, process, package it, etc?	
What price do you sell at?	
What are your main marketing costs?	
Who do you sell it to?	
What do they do with it?	
Who are the end users?	

THE MARKET FOR PRODUCT X	
Is demand for the product growing, stable, or declining? Are sales this year higher, the same, or lower than last year? Why the changes?	
How many other traders are there like you in the market?	
How much of product X is bought and sold at this market each day? In the peak season? In the low season?	
Who is the largest trader in this market for product X?	

OTHER PRODUCTS	
What products are in highest demand?	
What products are very scarce?	
What new products are being sold in this market?	
What would you advise farmers to grow to earn more money?	

5A.2 Sample Agricultural finance planning calendar harmonized with the Livestock Seasonal Calendar

	PRE-PRODUCTION	REPRODUCTION/ BREEDING	PRODUCTION	MARKETING
QUARTERS IN A YEAR	**1**	**2**	**3**	**4**
Access to finance for purchasing materials for livestock housing (sheds, coop, hives, pens, cages, etc) and equipment	$			
Growing fodder (land preparation, purchase of improved fodder seedlings/ seeds, leasing land, labor/tractor costs, costs for land ploughing, fertilizer	$			
Access to finance to purchase quality inputs, technologies, and pay for services (such as quality breeding stock, feeds including concentrates, AI services, fumigation services, vaccination, extension		$	$	
Transportation				$
Rent for marketing sheds/lots				$
Animal product handling equipment (such as egg trays, milk cans, cold storage, baskets)				$
Risk financing				
Natural disasters: drought/feed scarcity, water scarcity,			$	
Access to finance for hay, feed supplementation, destocking/off-take activities			$	
Access to insurance for recovering livestock loss			$	

5A.3 Mapping of Finance Providers

This template is to be used to map financial service providers. The information is to be generated after holding interviews/ meetings with financial service providers. It will be a useful resource to understand the supply side of finance in the operating context of your programs. It will help provide some level of comparison that will inform on the accessibility, appropriateness, affordability of services. This tool can be regularly updated to capture dynamics in the finance market. It is advisable to also gather information on informal service providers as well. In addition, this mapping will contribute to your report on the ecosystem triangulated with the financial needs assessment gathered from your target participants/ community.

Information to be gathered	Provider 1	Provider 2	Provider 3
Name of entity & contact details			
Previous experience			
Coverage in the planned geographic areas			
Services provided/ products offered (loan products)			
Service costs (fixed, transaction, others)			
Support required			
Requirements for credit access – Know Your Customer (KYC)			
Average length of process # of days			
Account balance and transaction volume limitations (in local currency/USD equivalents)			
Security measures (insurance, safety measures, etc.)			

5A.4 Sample Profitability Analysis for poultry

Expected costs, broken down by calendar [A]	Units	Unit cost	Total cost
Pre-production			
Poultry house construction to house 50 pullets			
Water cans and feeder equipment			
Production			
Pullets (45-day old chicks)/ Day old chicks			
Feed in kg purchased (for 6 pullets monthly for 18 months)			
Multi-vitamin supplements			
Vaccination & drugs			
Labor for feeding chicken			
Cleaning and Fumigation services for poultry house			
Marketing			
Baskets/egg trays for transporting live birds/eggs to the market			
Transport to market			
Communication expenses with buyer			
Market fees			
Overall cost of production (add all 'total cost' lines)			
Harvest (eggs) (assuming 80% laying starts after 3-months and for 80% of chickens egg on daily basis)			
Market price per egg			
Culled birds			
Total income/revenue (multiply 'totals of harvest' by 'market price')			
Profit/net earnings [B-A] (subtract from 'total earnings/revenue [B]' the 'total cost of production [B]')			

Gross margin (divide profit by total revenue & multiply by 100)			
Monthly estimated income over a span of 18 months			

NOTES
*some costs incurred such as machinary, equipment and tools may serve beyond a single season so costs may need to be adjusted here.
**1 Hectare is equal to 2.47 Acre, so hectare(Ha) unit is bigger than Acre(Ac)
***Other expenses such as loan repayment, interest payment and fees are reduced from the net profit

5A.5 Designing the Business Plan

Sample Business Plan Guide

TOPICS	SUB-SECTIONS SUBSECTIONS	GUIDANCE
Introduction	Project Name:	Name of the producer group and goal of the business?
	Address:	What is your contact address?
	Phone number:	What is your phone number?
1. Business organization	Vision and Sales Goal:	What is the Vision of the producer group? Goal = sales target
	Describe business:	How long has this group been in existence? Is the group registered?
	Name key positions in the group:	Chair, treasurer, secretary, lead farmer, market agent, other
	Number of members by gender:	Number of men and number of women
	Current savings/ bank statement:	Latest financial statement, savings levels,
2. Value Proposition (Product)	Product / Service name:	What product / service will you sell?
	Existing / new:	Is this an existing product/ service or new product / service being offered by your group?
	Benefits to buyer:	Why is the buyer(s) interested in product / service? What is unique? Is it cheaper, better quality, local, or have another benefit or advantage?
3. Marketing strategy Introduction	Define target market:	Define target market (local, district, national, supermarket)
	Location:	How far is this market from the production site (km)?
	Market type:	Is this an existing market or a new market for your group?
	Describe customers:	Type of trader, processor, and/or buyer?
4. Product	Describe key product attributes:	Explain attributes of the product (variety, quality, packaging, etc.)?
Price	Describe price setting:	How will the price be established? Offer price/contract price.
Place	How will you get product to market:	Sales team, street vending, carry, pick up, cycle, lorry, donkey

Promotion	How will you promote your product:	Voice, phone, through trader, person to person contacts, other
5. Market risks	Identify key risks to plan:	Indicate key risks to the action plan? And how can they be overcome?
	What risk mitigation plans:	Are there ways of minimizing the risks?
6. Business operation plan	Describe your business flow:	Describe the stepwise activities from production to sale
	Pre-production activities:	Pre-production: breeding stock, feeds, housing construction, purchase equipment
	Production activities:	Production activities: feeding, vaccination, treatment, AI/breeding services, routine mangement practices
	Post-harvest activities:	Postharvest activities: cold storage, processing, transportation, investment in product handling equipment
	Marketing activities:	Marketing activities: buyer linkage, negotiation, transport
	Key partners:	Partners may include extension, feeds supplier, vet service provider, transporter
	Key resources	Key assets include land, labor, staff, livestock, processing methods
7. Production costs	**Total material costs**	Calculate costs /production cycle / year
	Total labor costs	Calculate costs / production cycle / year
8. Income streams	Project sales volumes	Planned Sales volumes / Give clear units of sale - number of live animals, weight of processedd meat, number of trays etc
	Project sales price	Selling price of product Give dollar conversion, 250 MK /Kg $1 =
	Estimate season income:	Estimate seasonal sales
9. Profitability	Gross Margin:	Calculate Gross Margin and Net Income
Fine tuning	Strategies to increase profit:	What changes can be made to increase Gross Margin?
10. Financial requirements	Startup capital requirements:	How much capital do you need to start the business?
	Capital funds available:	How much capital do you and your members/partners have?
	Capital funds required:	How much capital are you lacking?
	Method to raise funds:	How can raise the funds that you are lacking?

5A.6 Marketing as a Group

Example Sales Tracking Form

SN	NAME OF FARMER	VILLAGE NAME	COLLECTIVE NAME	SEX M/F	SALES RECORD				Name and phone number of trader / buyer / coop
					Sales Date	*TOTAL birds produced*	*Total sold (Kgs)*	*Total sales Income (MK)*	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

5A.7 Sample Letter

Example of letter seeking appointment to visit formal buyers

Director/ Manager
Name of Enterprise

Dear Sir/ Madam

RE: Market Opportunity Identification for CARE supported farmer groups in Malawi

CARE International works in over 80 countries around the world to alleviate extreme poverty by supporting the poorest people particularly women, to improve their production techniques, improve access to and control of resources through better decision making, and developing better market linkages between the producers and consumers.

CARE International has been working in ______________ regions for _______ number of years.

One of the new CARE initiatives is a Pathways a program that aims to improve the productivity and market access of poor women and their families through adoption of better marketing practices and linking to better market opportunities for these women. The program has supported the women to form over producer groups focusing on the production of selected food crops. Through this support it is anticipated that these groups will produce and be able to market higher quantity of produce this year. With improved adoption of better practices, better organization and increased value from production, it is anticipated that these groups will further increase their productivity in the coming seasons.

As part of the market access activities, CARE is supporting the groups to identify and link with the most viable market options with potential for long term partnership. The program would like to expose the farmers to market practices, outlets and ensure that they interact directly with traders so that they can better appreciate and build good relationships with potential buyers of their produce.

The purpose of this letter is therefore to request you for a for a meeting between you and a group of 5–6 farmer representatives to come to your premises and hold discussion to explore the potential to develop a long term buying relationship with your company.

We would like to suggest that this meeting takes place on _______________ and your premises at _______ (time). It is anticipated that the discussion should last no more than 45 minutes.

We thank you for your support and look forward to meeting you.

Thank you and best regards.

6. Nutrition Tools

6.1 Problem Tree: Understanding Undernutrition[1] (Part I)

SEASON	Pre-production
OBJECTIVE	To identify immediate, underlying and root causes of undernutrition. To develop an understanding about nutrition in relation to other everyday practices and decisions
TIMEFRAME	1 hour
MATERIALS NEEDED	Large sheets of flipchart paper, markers or pens Enough space for participants to stay in groups of 4-5

Background

Undernutrition is a multifaceted condition, with a variety of factors that surround agriculture, women's empowerment, and access to food. Understanding the underlying causes of undernutrition will help individuals address the presence of undernutrition. This tool can be adapted for any specific problem that arises from undernutrition as well (see examples below).

Steps to follow for the activity

PART I: But Why?

▶ STEP 1. **Explain to the group that we will start with an exercise to practice determining the root causes of a problem.**

Divide the group into sub-groups of three or four people.

▶ STEP 2. **Give each group a simple nutrition question**, such as:

- Why do women think they do not have enough breastmilk to feed their babies?
- Why do women feel they do not have enough time to breastfeed their baby as much as is suggested by health workers (10 times per day)?
- Why are mothers responsible for the health of their children?

1 Adapted from "Understanding Nutrition" in *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp. 51-53. ISBN 978-984-33-1706

- Why do fathers make the decisions about what the family eats?
- Why do some women have “low blood?”
- Why do some babies get sick easily?
- Why are there “lean” months each year?

Make sure that the same statement is given to at least two groups, and that the groups that have the same question cannot hear each other.

Tell the groups that they must determine the **real cause** of the observation by continuing to ask, “But why?” until a satisfactory answer is found. It may be useful to do one example as a group before dividing into sub-groups.

▶ STEP 3. **Bring the participants back together and ask them to discuss their experience.** Were they surprised by their findings? Did groups with the same question have similar explanations?

Explain to participants that we will now use this technique to determine the underlying causes of nutrition problems they experience in their communities.

PART II: Creating a Problem Tree

▶ STEP 1. **Have participants look around or think about a tree.** Then, ask them the following questions:

- What makes trees strong?
- How do they become strong?
- Which parts of the tree do we see?
- Which are invisible?
- Why are the roots of the tree important?

Point out that the roots of the tree give it strength & nutrients, and help it grow. But if the tree has weak roots, the tree may not grow well. Explain that *this session will be about identifying and explaining the root causes of malnutrition. We will create a tree to find out the roots of undernutrition, or a more specific, contextually relevant nutrition problem, which could include anemia, low birth weight, or vitamin deficiency.*

▶ STEP 2. **Draw the trees.** Divide the participants into groups of 4-5 participants and give each a piece of paper and markers. Ask the participants to complete the following tasks, allotting them a total of 20 minutes and guiding them with sub-questions:

1) Draw a tree and label the trunk of the tree “undernutrition” (or a more specific, contextually appropriate nutrition issue such as those listed above in Step 1)

2) Draw the branches and leaves (the parts we can see). Label the branches with the signs of undernutrition.

- What are the signs that a child or adult is undernourished?
- What are the results of such undernourishment?

3) Draw in the roots of the tree: Label the roots with the “Causes” of undernutrition.

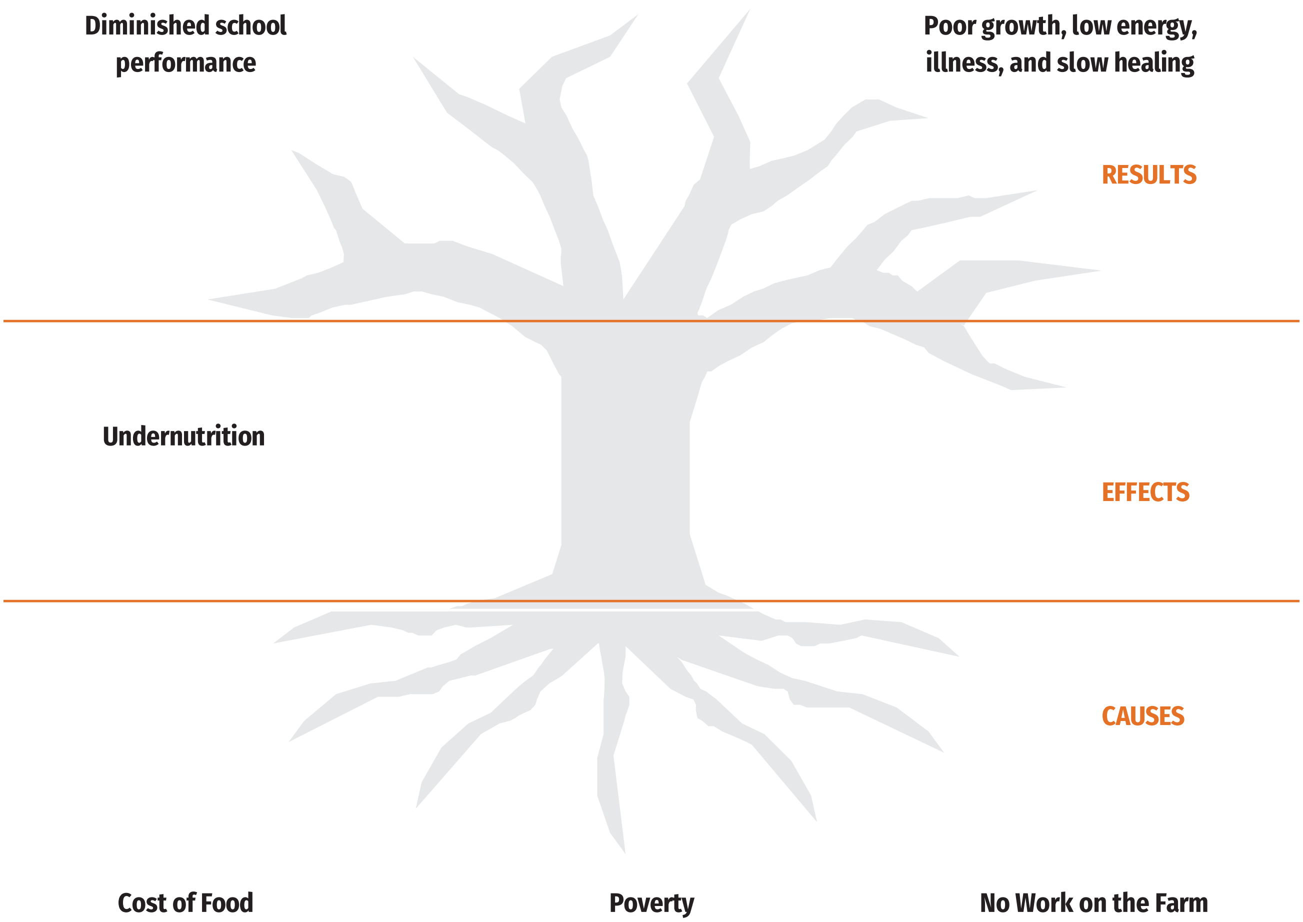
- What are the causes of undernutrition? Causes answer the question why does it happen?

4) Bring the groups together and review:

- What are the signs and signals of malnutrition that are common to all the drawings?
- What are the causes of malnutrition? (Add any details that might be missing.)

STEP 3. Reflection. Summarize the key points:

- Undernutrition is complex. There are basic and root causes that we often don't see. We can use the "But why?" technique to determine these basic and root causes.
- Undernutrition is dangerous, because a weak body cannot easily fight infections and can fall sick more easily. Once a person gets sick, she or he may become even more malnourished.
- To address undernutrition, we need to look at household level, community level, and even beyond.
    - Ask participants to see if they can pick the root causes that are present at the different levels. Which ones can they address? Which can be addressed through households? Which roots are tied to the community or could be helped through communal action?



62 Problem Tree: Understanding Undernutrition[2] (Part II)

SEASON	Pre-production
OBJECTIVE	To identify immediate, underlying and root causes of undernutrition. To develop an understanding about nutrition in relation to other everyday practices and decisions
TIMEFRAME	1 hour
MATERIALS NEEDED	Large sheets of flipchart paper, markers, or pens Enough space for participants to stay in groups of 4-5

Background

Undernutrition is a multifaceted condition, with a variety of root causes that can be addressed through multiple levels, including the household, community and beyond. The root causes identified in Part I: Creating the Problem Tree can help communities and individuals address the presence of undernutrition.

Therefore, this exercise should be done *after* participants have completed Part I, Creating the problem tree. This exercise will help participants link the immediate causes of a nutrition problem discussed in Part I with everyday practices and decisions.

Steps to follow for the activity:

▶ STEP 1. **Review and Adding New Material.** Show participants the last session. Remind them of the signs and causes of undernutrition (or whatever nutrition issue they choose to address) and ask them if they have any additional signs or causes to add to the tree.

▶ STEP 2. **Discussion.** Working with the drawings from Part I, look at each cause and ask, "But why" to help participants identify the underlying and root causes. For example:

> *A child is terribly thin, her bones stick out, and she looks like an old woman. Her hair is thin, her stomach sticks out, and she is sick most of the time. Point to the drawings and indicate how the trees have sub-roots and deepest roots. Ask participants to label these levels.*

Why is she undernourished?	*She does not eat enough*	*Poor diet = Immediate cause*
***But why** does she not eat enough?*	*There is not enough food in the home*	*Food shortage = Underlying cause*
***But why** is there a shortage of food?*	*The family has not enough land*	*Insufficient land = root cause*

Rearrange the root labels, so that the root causes are the lowest on the drawing.

2 Adapted from "Understanding Nutrition" in *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp. 51-53. ISBN 978-984-33-1706.

For example:

Cause: Aisha is undernourished because she does not eat right.

- *Why does she eat poorly?*
  - Because of limited crop diversity
- *Why is there a limited variety of crops?*
  - Because there are no seeds available
- *Why are there no seeds for other crops?*
  - Because there is no seed supplier
- *Why is there no local seed supplier?*
  - Because the community is not organized

▶ STEP 3. **Determine the nutrition inputs.** Using the diagrams below, talk through the following key points.

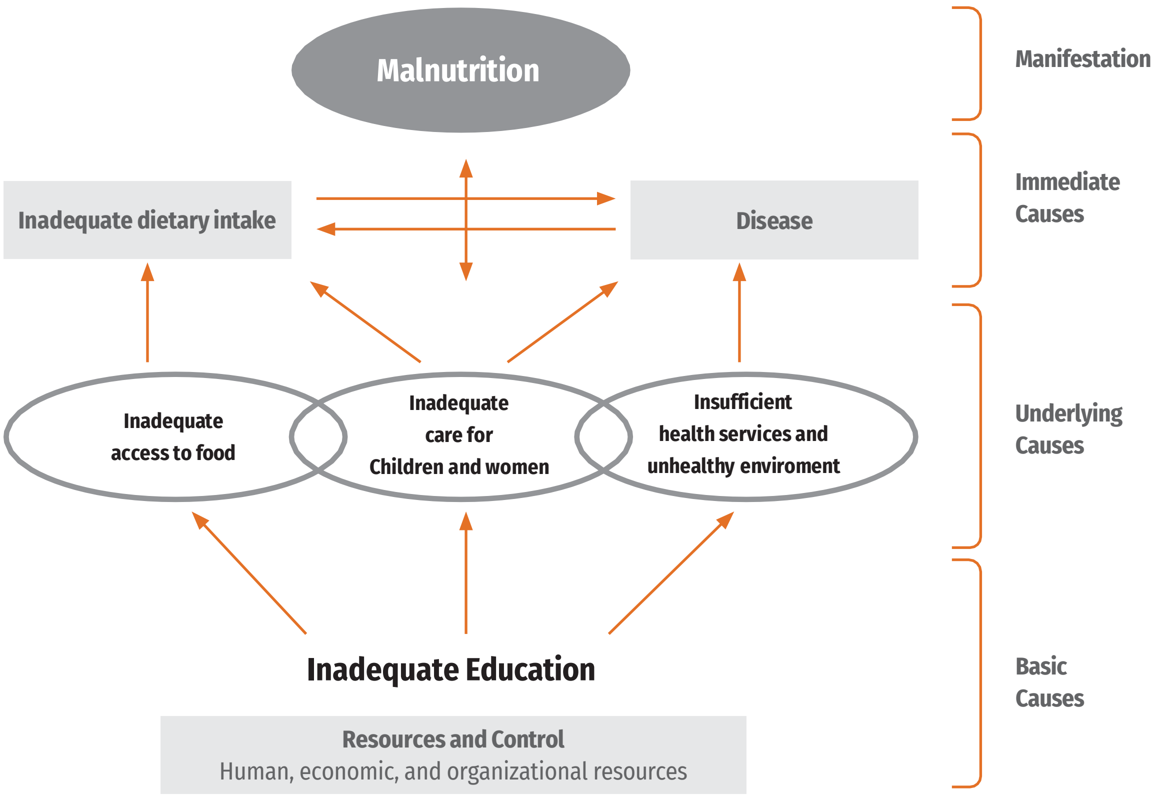
1. Good nutrition

Good nutrition means eating the right quantity, quality and diversity of foods and getting the care we need to keep our bodies strong and healthy and prevent us from getting sick. When a person is undernourished, there are usually numerous reasons. Often, these reasons are connected. If a child is malnourished, the father may blame the mother for not feeding the child enough. Yet the father may not be giving the mother the right variety of foods to cook. Maybe he cannot afford it, or he does not have enough land.

It is important to do a proper analysis and not blame one person. In many cases, the solution to one person's malnutrition will involve the whole family and the whole community.

2. Impact of malnutrition:

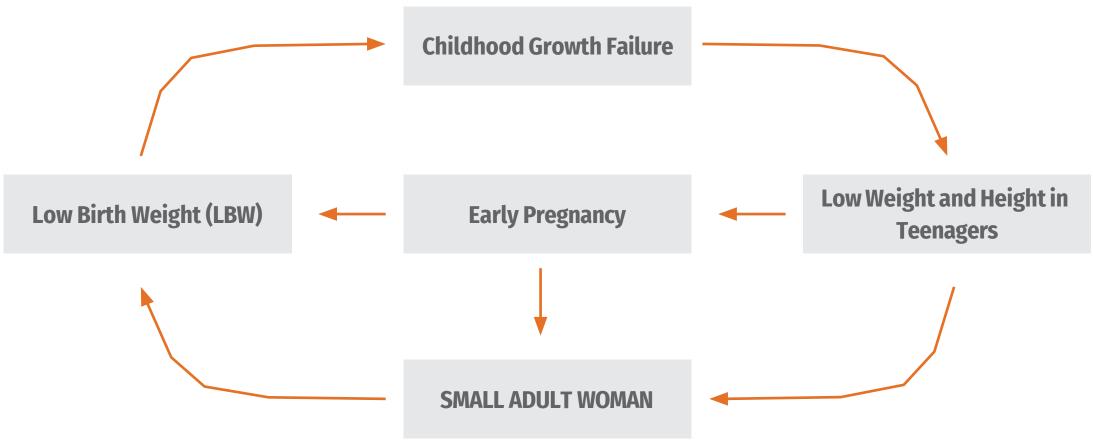
Malnourished children have slow mental and physical development that affects their thinking and their physical growth. Malnutrition also weakens the body's ability to fight illness and infection. When malnourished adults are sick, they cannot perform their daily work, which decreases their productivity and incomes, which can lead to less ability to buy or grow healthy foods.



3. Undernutrition cycle[3]:

Malnutrition is a vicious cycle. Young girls who are poorly nourished are more likely to give birth to low-birth-weight babies, who are also more likely to be undernourished, stunted, or to die in infancy. Girls who are married at a young age are also more likely to have low-birthweight babies. Good nutrition—especially for girls and women--needs support in all stages of the lifecycle.

The Undernutrition Cycle



4. Agriculture and nutrition:

Agriculture and nutrition are very closely interrelated. Well-nourished farmers are able to be more productive. Intercropping nutrient-rich vegetables or rearing small animals can improve the variety and quality of foods that are produced and eaten at the household level, saving incomes. Using good agriculture and market practices also increases yields, which gives more income to invest in quality food.

Good agricultural production alone doesn't lead to good nutrition. Both parents need information on good nutrition to discuss the importance of investing in good food and care to nourish productive and healthy families.

▶ STEP 4. **Reflection.** Summarize the key points while asking participants to reflect on the session:

- Undernutrition is complex. There are basic or root causes that we often do not see.
    - Were there any root causes the group identified that are not seen every day?
- Undernutrition is dangerous, because a weak body cannot easily fight infections and can fall sick more easily. Once a person gets sick, she or he may become even more malnourished.
- To address undernutrition, we need to look at household level, community level, and even beyond.
    - What are some reasons that addressing these root causes is difficult?

Looking at the problem trees, ask the participants:

- How can we address some of the underlying causes of malnutrition?
- Where on the problem tree can we, as farmers, intervene?
- What resources do we have to address some of the problems?

3 Adapted from: *Nutrition-Sensitive Agriculture. Participant Manual for Agriculture Development Agents.* (2012.) Produced by Save the Children USA, through USAID Agreement Number AID-663-A-11-00017.

6.3 Food Groups and Nutrition[4]

SEASON	Pre-production
OBJECTIVE	To understand the different food groups and the importance of having a diverse diet.
TIMEFRAME	1 hour (can also be divided into two 30-minute sessions)
MATERIALS NEEDED	Food cards (cards or pieces of paper with names or pictures of local foods) or poster with pictures of local foods, If you don't have food cards, use small pieces of paper, with the names of diverse foods written on them (one for every participant), A list of the foods that grow in the area and their nutrient content, Flipchart and markers A picture of a local fire or cookstove Enough space for the participants to stay in groups of five

Background

A nutritious diet is made up of foods from each of the different food groups: carbohydrates, fats, proteins, and vitamins and minerals. To be healthy and for children to grow well, a family needs to understand what each of these food groups is so that they can do their best to eat appropriate amounts of each group. Each group plays a very important role in how our bodies work, so eating nutritious meals is key to supporting overall health.

Steps to follow for the activity

▶ STEP 1. **Introduction.** Ask the group:

- What do you like to eat best in different seasons?

Take a few examples, until people are excited about food and eating. Taste is important to enjoy what we eat, but to be healthy we also need to eat food that gives our bodies the nutrients to keep going.

- Ask: What do you need to make a fire for cooking lunch?

Take a few responses and point out that for the stove, you need kindling, a match, fuel, and air. When the fire has lots of dry wood and air, it burns well and makes coal. When it runs out of fuel, or has poor-quality fuel it burns down. Our bodies are the same: They need fuel to keep going, and if the food we eat is not enough or not right for us, we get tired and weak. The fuel for people is in the nutrients in the different foods we eat.

4 Adapted from "Understanding Nutrition" in *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp. 51-53. ISBN 978-984-33-1706.

STEP 2. Input on nutrients. Remind the group that:

- Our bodies require a variety of nutrients to stay healthy, grow, and fight off sickness.
- All foods contain a mixture of nutrients. Each food has a different amount of each nutrient. To stay healthy, people must eat a variety of different foods every day so that they get some of each nutrient.
- Each type of nutrient has a different function for the body: For example, carbohydrates and fats give us energy; proteins help us build muscles, skin, blood, and bones; and vitamins and minerals protect us from infection and sickness. Show the group the drawing included in the **Annex 6A. 3** entitled "Diagram of Food Benefits on Body."

STEP 3. Input on food groups. Using food cards (names or pictures of local foods on cards or pieces of paper) or a food poster created for the local context, introduce the different food groups. Illustrate your talk by holding up/pointing out pictures and asking participants to name other examples of food belonging to that group.

- *Carbohydrates:* These are sometimes called "Go" foods. These foods give our body energy to move, work and think. We get most of our carbohydrates from grain crops such as rice, wheat, maize, millet, cassava, potatoes and sweet potatoes. We get the greatest portion of our daily meals from carbohydrates.
    - Ask: What are some of the foods you eat every day to give us energy?
- *Proteins:* Proteins can be called, "Grow foods," or body-building foods, because they help our bodies grow, build muscle, & repair themselves. They are found in animal foods (meat, eggs, milk, fish) but they also are found in foods like beans, lentils, & peas.
    - Ask: What are some of the foods you eat every day to help us grow and build your bodies?
- *Vitamins and minerals:* Vitamins and minerals are also called micronutrients. They are protective foods that help our bodies "glow." Our bodies need small amounts of these to help our bodies work properly. These fight infections and protect our skin & eyesight. We become sick if we do not get enough vitamins and minerals. Vitamins and minerals are concentrated in deep-colored vegetables and fruits (dark-green leafy vegetables, mango, papaya, orange carrots, or sweet potatoes and pumpkin – depending on the local context), and also in egg yolks and liver. We need to eat as many diverse protective foods as we can.
    - Ask: What are all the different types of protective foods you eat every day?
- *Fats:* Fats and oils provide a lot of concentrated energy that we can store. Fats are also very important because they help the body store some of the vitamins and minerals you eat. Fats are important for the development of young children.
    - Ask: What are the foods you eat that contain fats?

STEP 4. Energizer game – Food Stew.[5] This is a short exercise designed to help participants practice identifying which food groups certain items belong to and creating a healthy meal using foods from each food group.

- Invite participants to stand in a circle, then distribute the food cards so that each participant has one. Tell them that they should not show anybody else their card.
- Walk around the circle and call out different food group names.
- All participants holding a card belonging to that food group should stand together inside of the circle.
- Repeat with other food groups until all categories have been called.
- When you call out "nutritious meal," ask participants to form groups in which all of the food groups are represented. Ask one participant to explain how their group makes up a "nutritious meal."

STEP 5. Discuss

- What have you learned today?
- What foods do you eat that are most nutritious?
- What changes might you make to your diet to ensure you eat more nutritious foods?

5 Adapted from: Welbourn, Alice. *Body Language*. (1995). Stepping Stones. Pp .58.

6.4 The Healthy Meal[6]

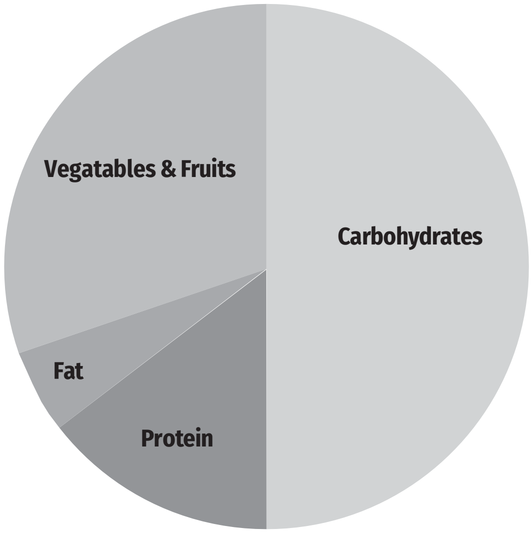
SEASON	Production
OBJECTIVE	To understand the different food groups and the importance of having a diverse diet. To understand how to put together a balanced meal
TIMEFRAME	1 hour (can also be divided into two 30-minute sessions)
MATERIALS NEEDED	Food cards (cards or pieces of paper with names or pictures of local foods) or poster with pictures of local foods. If you don't have food cards, use small pieces of paper, with the names of diverse foods written on them (one for every participant), A list of the foods that grow in the area and their nutrient content, Flipchart and markers A picture of a local fire or cookstove Enough space for the participants to stay in groups of five

Steps to follow for the activity

▶ STEP 1. **Introduction.** Review key messages from the previous session. Tell participants that our bodies and families need many different types of nutrients, which are found in different quantities in the foods we grow and cook with. The way we group, harvest, and prepare foods also affects the amount of nutrients we get from the foods we eat.

▶ STEP 2. **Making a balanced meal.** Explain that the amount we need to eat depends on our age and time of life. In general, a healthy meal should be about half "go foods" (carbohydrates), some protein, a little fat, and all the rest of the circle should be different vegetables and fruits. (Draw a circle or image to illustrate the proportions.)

Divide the participants into smaller groups of 4-5 participants. Using the food-cards or pieces of paper from the previous exercises, have the participants draw the circle illustrated on a flipchart. In groups, have them sort the cards they are holding into the appropriate segments on the circle, until they have created a balanced meal. If they do not have enough cards, they can create their own cards or swap with other groups.



6 From, *Healthy Harvest, A training manual for community workers in growing, preparing, and processing healthy food*. Produced by Food and Nutrition Council of Zimbabwe, the Food and Agriculture Organization (FAO) and the United Nations Children's Fund (UNICEF). ISBN: 0–7974–3209–4.

Bring the groups together to discuss:

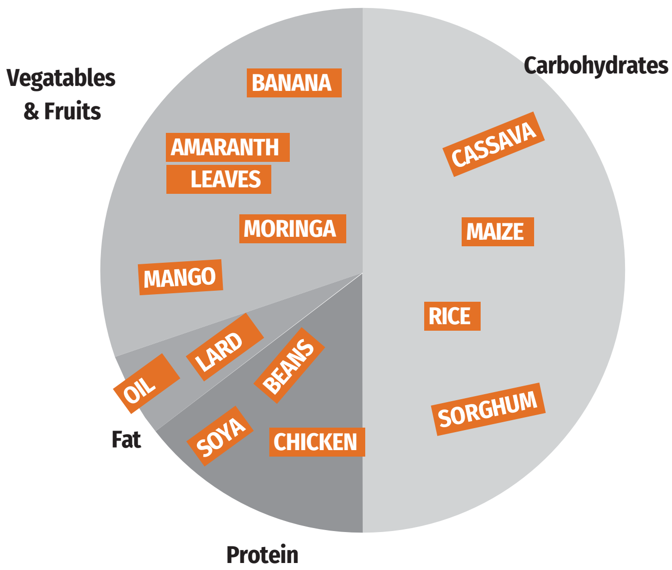
- Was everyone able to create a balanced, tasty meal?
- How many meals did we create?
- Were they meals that you would like to eat?
- Were they meals that you eat every day?

Explain that it is not necessary to eat all nutrients in one meal, but if we eat a variety of foods in on day, we can get the nutrients that the body needs.

▶ STEP 3. **Discuss the local availability of foods.**

- Why do some families eat the same type of food every day?
- Which of these foods (in our balanced circles) do you grow? In which season?
- Which of these foods do you eat, but not cultivate?
- What problems arise if we do not have different types of ingredients in our meals?
- How can we encourage families to get a more varied diet to get more of these nutrients?
- What can we grow to be able to prepare a more diverse diet?
- What food habits can we change to get a more nutritious meal?

Mixed Meal Game



Repeat the key points:

- Good health starts with eating properly, which means getting enough of the right kinds of foods. What we eat and drink every day makes up our food habits. We learn most of our habits from our families.
- Different foods contain different nutrients that our bodies need to stay healthy.
- Nutritious foods in a healthy diet are important because
  - They protect against diseases
  - They keep us full
  - They help us grow well
  - They give us energy and thinking power

▶ STEP 4. **Homework.** Ask participants to think up a nutritious recipe to share and bring in for the next session.

6.5 Growing Nutritious Food: Planning a Home Garden[7,8]

SEASON	Breeding
OBJECTIVE	To understand the benefits of growing a home garden; to identify nutritious crops and when they can be planted; to design, plan, and implement sustainable gardens.
TIMEFRAME	1 hour per session
MATERIALS NEEDED	Flipchart and markers A contextualized list of the nutrients in local crops If possible illustrations of intercropping and various home gardens. Enough space to form circles & for participants to stay in groups of 4-5

Background

As participants have learned, eating a variety of food groups is key to having a healthy body and carrying out all bodily functions. In order to have access to these foods, a family or community may specifically plant a variety of foods in a garden to be able to grow and eat them in addition to keeping livestock as a source of protein source. In order to plan this garden, it is important to understand the benefits of such a home garden, as well as understand how sustainable gardens work. To ensure a successful garden, please see the Agriculture Tools for skill building on the best technical practices. These tools can be adapted to support home gardens of any size. It is also helpful to work with local experts, who have experience on small-scale growing.

Steps to follow for the activity

▶ STEP 1. **Introduction.** Spend a few minutes reviewing the previous session. Remind participants that there are foods that make us "go," others that make our bodies "grow," and some that protect our bodies, making them "glow." Ask participants if they remember examples of which foods fall into which category.

▶ STEP 2. **Explain.** Tell the participants that today we will be learning about how to set up a nutrition garden to be able to grow and consume more nutritious family meals.

Growing our own healthy food can help us to make sure that our families have healthy, balanced diets for optimum health and growth. Having our own garden can help us save money and generate an income from selling surplus produce.

Ask the group:

- What are some of the factors you must consider for planning a garden?

7 From, *Healthy Harvest, A training manual for community workers in growing, preparing, and processing healthy food.* Produced by Food and Nutrition Council of Zimbabwe, the Food and Agriculture Organization (FAO) and the United Nations Children's Fund (UNICEF).ISBN: 0–7974–3209–4

8 From CRS (2008), *Homestead Gardening: A Manual for Program Managers, Implementers, and Practitioners. Baltimore: CRS, 2008.*

Collect answers from the participants and summarize some of these, below:

Space. The amount of space around a house will determine what techniques can be used and how many vegetables can be produced. Even houses with small plots can build homestead gardens. With careful planning, you can make good use of the space available by alternating rows of vegetables that need a lot of space with crops that do not. Additionally, you can use old tires cut open and flipped inside out. Fill them with nutrient rich soil to grow certain crops.

Shade versus full sun. All plants need sunlight to grow, but too much sun and heat can dry out the soil and burn plants. Some crops like shade, while others prefer full sun. Knowing how much sun and shade your plot has can help you select the right seeds for your land conditions.

Access to water. Water is a vital ingredient for any garden. Plants need to be watered regularly, especially in dry areas. Therefore, access to water must be considered when planning a homestead garden. Water that you use in the home can be good for garden use – like water from washing dishes or other water that is **not** high in soap or chemicals can be used in gardens. Good drainage is important for areas that might receive heavy rain.

Household labor capacity. Building and maintaining a garden requires additional work. For busy women farmers, it is important that family members help with the workloand and understand the importance of the garden for improving the nutrition and resilience of the entire family.

▶ STEP 3. **Mapping the space.** Explain: Planning is an important step for a successful garden. Drawing a map is one easy way to visualize the potential of our land resources and the types of crops and techniques that will be appropriate.

Show a sample of a garden map, such as the one below. Explain that the maps are not works of art, but they should use symbols to show all the existing resources around the house, including:

- Water sources, trees
- Existing crops or cropping space
- Fences
- Slopes
- Animals
- Sunny and shady areas

Divide the participants into small groups of 4-5. If the group is planning to make a community-based demonstration farm, some can work on a map of the collective space. Other groups can do individual maps, using one of their group member's homes as an example.

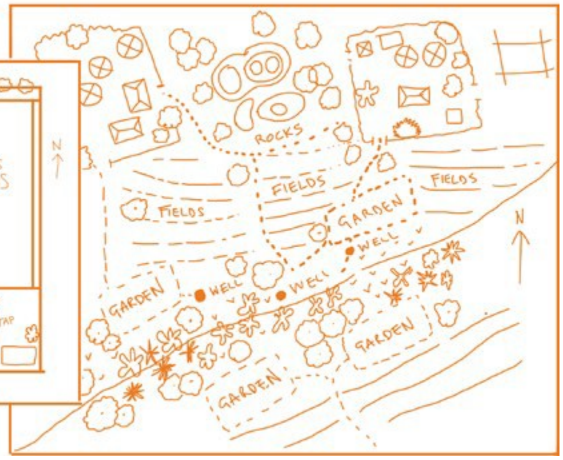
Provide each group with markers and flip-chart paper and allow 20 minutes for the mapping. Example maps are below:

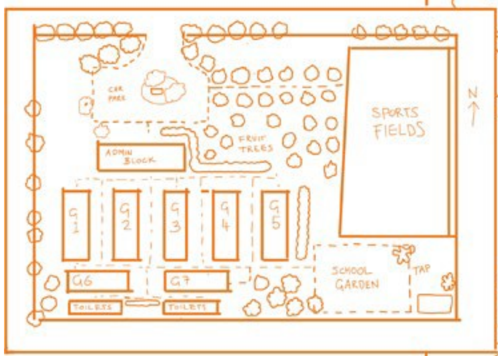
▶ STEP 4. **Summarize goals, resources, and constraints.** At the end of the mapping, ask each group to explain the specific goals for their garden, and write them on the map, (if possible).

Examples of production goals:

- To improve my family's nutrition
- To protect soil and water resources through good growing
- To generate income from selling surplus
- To have food all year round and in the lean season, by drying and preserving

Map of a rural village





Map of a school garden

Have each group present the maps, and help each group to summarize the *resources* and *constraints* that their land has, thinking about:

- Space– how much land is available to garden? Is it available all year round?
- Water access—where would water come from? Is it available all year round?
- Soil type and quality—what grows best here?
- Shade and sun—how much sun/shade does the space get?
- Ridges, slopes, fencing
- Input supply – access, quality and quantity
- Family support – Who is likely to support with the garden?
- Pests or animals – is the space protected from chickens, animals, children? Is fencing needed?

▶ STEP 5. **Brainstorm different techniques for making the most of your land.**

Explain to the participants that every garden will be different, depending on the particular goals, the quality of the land and resources, the time you have, and the nutrients that you want to incorporate into the diet.

Lead a plenary discussion using the following questions:

- What do you plan to plant in your home garden and why?
- How can you make the best use of your space and to grow the most nutrient-rich diet possible?

CONSTRAINTS	RESOURCES/OPPORTUNITIES

6.6 Cooking Demonstrations: How to Cook Nutritious Food for Your Family[9]

SEASON	Production
OBJECTIVE	To gain skill in cooking nutritious foods; To incorporate lessons learned in how to cook a meal with diverse food groups; To develop recipe options for complementary feeding for children 6 – 24 months
TIMEFRAME	1 hour
MATERIALS NEEDED	Recipes (see sample recipe 6A.1), Cooking utensils, Ingredients for demo recipe, List of diverse foods by group, food cards to explain different food groups you are using in the recipe Enough space for both standing and sitting

Background

Cooking demonstrations are practical sessions where community members, particularly mothers and fathers, learn how to prepare a diversified diet.

Steps to follow for the activity

▶ STEP 1. **Instructions for Facilitator.** When cooking demos are planned consider the following:

- Conduct the demo where farmers can convene (Farmer Field School, mothers groups, production groups, etc.)
- Invite and encourage men to attend the demo and tell female group members to bring their husbands. Have key messages in mind that are specific to fathers and husbands that relate to their responsibility for helping their children be healthy and strong.
- With male participants, encourage their participation by giving them a job during the demonstration: place the spoon in their hand to add ingredients or stir, ask them what they do and do not like eating, or have them bring an ingredient
- To encourage community members for this practice, ask participants to share how they prepare a certain dish (name the dish based on local foods)
- Encourage participants to ask questions during the practice
- When the food is cooked, encourage everyone to wash hands with soap before trying the food. Feed it to their accompanied young children.

▶ STEP 2. **Input:** While babies should be exclusively breastfed up to 6 months, children 6 up to 24 months need to slowly adjust to the incorporation of family foods into their diet, known as complementary feeding. When introducing babies to food, the frequency, amount, texture, and variety needs to be appropriate for the child's age and needs. All other children and adults need to eat a healthy, diversified diet each and every day. Always remember that hygiene, including hand washing at important times, allows us to prepare healthy meals that will not make our family sick.

9 Adapted from: Healthy Harvest: A training manual for community workers in growing, preparing, and processing healthy food. FAO and UNICEF. ISBN: 0-7974-3209-4. Available from https://www.fao.org/fileadmin/templates/tc/tce/pdf/Healthy_Harvest_training_manual_.pdf

Ask the participants:

- *What types of food can you feed young children?* Mention the recipe below for porridge as a complementary food to breast milk.
- *What types of food should you feed your family daily?* [Discuss the different food groups again here, referring to session 6.4 The Healthy Meal]
- Ask male participants which of these foods they like and do not like

Conduct a cooking demonstration mentioning the different food groups as you prepare and why they are important. You can use the food cards from the previous sessions to highlight how many different food groups you are using. Follow the sample recipe below or create your own using local foods. Make sure to emphasize:

- Use different food groups in one meal.
- Wash your hands with soap before food preparation
- Wash foods before preparation.
- Cooking foods can kill bacteria and improved tast, but cook vegetables for less than 8 minutes to preserve vitamins.
- Eat plenty of fruit (uncooked but washed) each day.
- Drink enough water (boiled, treated or filtered) to quench thirst each day. Avoid soda and sugary drinks.
- Avoid eating too much salt or sugar.

▶ STEP 3. **Discussion.** Ask:

- Can you prepare this kind of food at home?
- Can you tell me the importance of consuming this kind of food for children and adults?
- What are the difficulties/barriers to preparing nutritious meals?

Preparing healthy meals with a budget. Ask:

- What are some of the most expensive foods to buy? (meat, milk, dairy products, fruit)
- How can you save money but eat healthily?
- What are the cheapest sources of protein? (beans, groundnuts, soya, kapenta, caterpillars, etc)

Discuss the following:

- Eating staple foods only may be cheaper, but you may end up spending more money on medicine for sick children later; if children don't get enough diverse nutrients, they are more prone to illness.
- Avoid trying to save money by buying food that is old or smells bad or that is processed.
- Grow as much as you can in a home garden or produce protein with your own livestock.
- Do you have any other questions to ask?

▶ STEP 4. **Reflection.** How can you plan meals for tomorrow? What do you need to think about?

- What food is ripe in the garden?
- What ingredients do you have? Can you trade with neighbors?
- How much money do you have to buy extra ingredients?
- Is there water, fuel or electricity to cook the food?

▶ STEP 5. **Summarize the key points.**

- Babies, young children 6 – 24 months, and older children/adults need to eat different foods.
- 6–24-month-old children need a diverse diet in differing amounts, frequency, and consistency over this period. Enriched porridge can be an important complementary food during this stage.
- All other family members need to eat a diverse diet of foods.
- Budgeting for healthy meals can be done: grow your own, have livestock, trade with neighbors, save money for meat and eggs. Everyone, including pregnant women and children over 6 months can eat eggs and benefit from the nutrients.

6.7 Exclusive Breastfeeding and Workload Challenge[10]

SEASON	Marketing
OBJECTIVE	To make visible women's many responsibilities working in the field, caring for animals, caring for their families, and trying to keep their babies healthy by exclusively breastfeeding for the first 6 months. To explore how responsibilities within a household may be shared amongst household members.
TIMEFRAME	1 hour
MATERIALS NEEDED	• Prepared flip chart paper divided into blocks or columns with headings of duties such as 'household maintenance,' 'child care,' 'food production and preparation,' 'farming' • The case study or your own story • Small pieces of paper or post-its • Markers/crayons • Handout: 6A.2 Benefits of exclusive breastfeeding

Background

Women have many daily activities to carry out to keep their household functioning. However, women often have to forego many important activities in order to achieve prioritized activities, such as fetching water or preparing food. One of these often foregone activities is exclusive breastfeeding, which is extremely important for the life-long health of a child. If families can work together to share the household workload, women will have more time to accomplish all of their household tasks, including exclusive breastfeeding and raising healthy babies. Realizing the importance of exclusive breastfeeding should encourage a dialogue between families to better equalize the household workloads and prioritize exclusive breastfeeding.

Steps to follow for the activity:

▶ STEP 1. **Introduction.** Discuss workloads of family members. If participants have completed the Pile Sort activity (found in the Gender section of this handbook), remind them of the different workloads that each family member has. Ask participants:

- Please describe the activities of a female livestock keeper.

▶ STEP 2. **Tell a Story with Gaps.** Tell a story that describes a woman's day with all her roles and responsibilities. You can either create this story, or read the stories included in this guide.

10 Adapted from "Exclusive Breastfeeding" in *Nutrition Family Community*. Helen Keller International in Bangladesh and Save the Children, USA. Pp. 73-75. ISBN 978-984-33-1706

Make the storytelling interesting and entertaining by acting out some of the actions and by changing your voice when the characters in the story speak. You may also want to substitute character names and locations for local names and places. At times, stop and ask participants a question. In this way they become part of the storytelling.

The story of [female name from country – Arafa in this example]. Use appropriate country names.

> *Arafa woke up when the baby cried again. When she heard the birds singing she knew the night was over. The baby had woken a lot during the night and she was tired. As she fed the baby, she was thinking: baby Jamil was 3 months old and growing, maybe he needed more than breast milk? Later when the counselor came, she would have to ask her about this.*

Ask the group:

- How long should you exclusively breastfeed a baby?

Use this opportunity to define and discuss the benefits of exclusive breastfeeding for infants up to 6 months of age. Use the "Benefits of Breastfeeding" guide found in the **Annex 6A.2** to help participants understand the benefits to the baby7, the mother, and the family. For groups of women-only participants, go over the key messages for mothers. For men-only groups, discuss the messages for fathers.

For both groups, reinforce the messages about exclusive breastfeeding:

- Breast milk fortifies babies against sickness
- Babies need ONLY breast milk for the first 6 months. For a baby to get water, the mother should drink plenty of water. The baby will get what it needs through breastmilk.
- Babies need complementary food such as porridge from 6 months onward

Continue the story of Arafa.

> *"Arafa just had the fire going and was busy preparing the morning meal for the children when the baby woke up again and cried. He needed to be cleaned and changed. Just then Damisi arrived and wailed that she could not find her clothes for school. Arafa gave her [local food meal] and promised to help find her school clothes as soon as she had cleaned up Jamil. She realized that there was little water left and she would have to go fetch some as soon as possible. But before she could go her husband wanted his breakfast as well....*
>
> *She barely had time to take a bath herself before the counselor came to visit. Arafa told her about Jamil and how hungry he seemed. The counselor told her she must feed him at least 10 times a day. Arafa tried to listen carefully but her mind began to wander. She had to bring water to the fields and complete the weeding. She had to cook lunch for her daughter and herself. How was she going to find the time to breastfeed Jamil more often? In her mind she thought of all the things she still had to do until the day was done."*

Ask the group:

- What are all the activities that Arafa still had to do during the rest of the day? Ask each of the participants to name one activity.
- Some examples might include: seasonal agricultural tasks, breastfeeding, preparing nutritious food for the family, feeding small children or the sick/elderly, caring for other children, dealing with markets, home gardening, rearing poultry, collecting water, personal hygiene, cleaning the house, washing clothes, washing dishes.

STEP 3. Drawing Activity. Distribute pieces of paper or post-its and crayons or markers and give the following instruction:

- Draw a picture of one (or more) of the activities women like Arafa engage in every day. Assist participants as necessary and be sure they have a variety of pictures.

STEP 4. Sorting and Reviewing Activities. Collect the drawings and ask participants to help you sort them into categories on the flipchart. Ask questions such as:

- Which activities have to do with food growing and preparation?
- Which activities have to do with agriculture/livestock rearing-related work?
- Which activities have to do with childcare?

Review the lists and ask:

- Which activities are the most energy and time consuming? How/why?
- Which activities are 'invisible' or taken for granted – no one acknowledges them?
- Which activities are often difficult to fit in and sometimes are left out?

Look at the lists and ask:

- Which activities could someone else in the home do?

Collect those pictures that display activities that someone else could do and lay them out in a row.

STEP 4. Story Telling. Resume the story of Arafa.

> *"Arafa was feeling very tired. When baby Jamil smiled at her, she smiled back, feeling guilty; she needed to talk to him more and play with him. But when she got sick she was exhausted and took care of him without joy. She wondered if she should even breastfeed him when she was sick. She also remembered that yesterday, when Damisi wanted to help her do the washing, she had chased her out of the way, even shouted at her. It was not the children's fault that she was so tired. If only someone would help her with the many tasks!"*

Make a dramatic pause and act out what happened:

> *"At that moment there was a great flash of light and a big wind blew into her face forcing her to close her eyes – when she opened them again..."*

Pause (if necessary, tell participants to suspend reality for a moment and dream...) then say:

> *"...the magic wind had blown away the old and in the new, and all the people living in her home shared her responsibilities. "*

STEP 6. Discussion. One by one, pick up the pictures laid out in the row and hold them up.

Ask the group:

- Who in the household took over this activity?

STEP 7. Reflection. Ask the group:

- How could you begin to ask members of your family for help?
- With which activities could you ask your husband to start helping?
- What could your other children help with?

Summarize the key points:

- Exclusively breast feeding your infant is necessary for his/her health for the first 6 months. This means you ONLY give breastmilk and as often as your baby wants it.
- Women have many activities to do daily and do not always have time to breastfeed 10 times a day. Families can work together to share the workload so that women have the time to accomplish all tasks and raise healthy babies.

6.8 Nutritional Importance of Animal Source Foods

SEASON	Pre-production all the way to marketing
OBJECTIVE	To increase participants' knowledge on importance of animal source foods (ASF) and why they should ensure they consume these ASF and not just sell everything that they produce for money.
TIMEFRAME	1 hour
MATERIALS NEEDED	Prepared flip chart, facilitation/meal cards with different animal source foods,

Background

Animal Source Foods (ASF) such as milk, eggs, meat, fish etc., play an important role in healthy diets. They contain macro and micronutrients such as high-quality protein, iron, zinc, Vitamin A, B12, Calcium among others which help reduce the risk of malnutrition especially for vulnerable groups, like children, adolescents, pregnant and lactating women in resource poor communities. ASF have dense nutrients which can be consumed in small amounts to meet the daily nutritional requirements especially for children who have small stomachs. ASF are however most expensive to buy and farmers can have access by rearing animals like chicken, and goats for milk, meat and eggs on their own for consumption and surplus can be sold in the market to earn some income.[11]

Steps to follow for the activity:

▶ STEP 1. **Introduction.** Ask the participants to list the Animal source foods that they feed their children in their community.

▶ STEP 2. **Discuss the importance of animal source foods in children's diet.** Ask the participants why they feed their children the ASF they have listed. Facilitator can then discuss and make additions based on the points below;

- Eggs - an excellent source of iron, proteins, fats and vitamins.
- Milk and milk products - such as yoghurt, cheese is an excellent source of proteins, calcium, folate and vitamins.
- Meat and organic - such as liver and heart are a good source of iron and zinc.
- Fish - a good source of high quality protein, vitamins, minerals and healthy fat that promotes the child's brain development.

▶ STEP 3. **Preparation of animal source foods for children.** This step can be done through discussion and or cooking demo if food samples are available.

Ask the group:

How do you prepare these ASF to make it easy for your children to consume long should you exclusively breastfeed a baby?

- Milk can be added to the food cooked for the baby. Remember milk from animals must be boiled before giving it to the babies.
- Meat and other organs such as liver can be scraped into small pieces with a knife, cooked together in rice or staple foods, and vegetables then mashed together and fed to the baby.
- Dried Fish can be pounded into powder, sieved to remove bones then mixed and cooked with other foods such as rice/staples and vegetables.

11 https://www.gainhealth.org/sites/default/files/publications/documents/gain-briefing-paper-series-2-animal-source-foods-for-human-and-planetary-health.pdf

Annex

6A.1 Cooking Demonstrations

Sample Recipes

(These samples can be changed depending on the staple food in the area)

SNOW BALLS

INGREDIENTS	METHOD
1 cup soya flour 3 cups mashed ripe bananas 1 cup mgaiwa Pinch of salt Cooking oil	1. Mix 3 cups of mashed bananas, 1 cup mgaiwa and 1 cup of Soya flour in a bowl. The mixture should form a thick batter. If the mixture is too stiff add water. 2. Heat cooking oil in a frying pan and drop batter by table spoon into the oil. 3. Fry until both sides are golden brown. 4. Remove from oil. 5. Serve with tea or give it to school children as a packed meal.

SOYA MILK

INGREDIENTS	METHOD
Soya beans 2 cups Water 6 cups	1. Inspect soya beans thoroughly, discard bad ones and remove foreign matter. 2. Wash at least 4 times or until the water is clean. 3. Boil enough water to cover the beans for 20-25 minutes. 4. Drain the hot water and cold water, then remove from water and dehull. 5. Put beans into a blender immediately grind using part of the drinking water. 6. Mix paste with remaining water, put in clean white cloth bag and fold. 7. Squeeze out as much filtrate as possible, leaving a lump cake in the cloth. 8. Cook filtrate milk for 15-20 minutes and add salt and sugar. 9. Remove from fire and use.

How to get a diversified diet

All food groups below are important and should be eaten in combination in order for them to complement each other in increasing dietary intake and utilization of various nutrients by the body.

One should eat a variety of foods at every meal for a diversified diet. You should eat at least 4 food groups every day to stay healthy. For example:

STAPLES +	LEGUMES, NUTS, SEEDS +	VEGETABLES +	ANIMAL FOODS +	FATS +	FRUITS
Rice	Lentils	Kale	Egg	Cooking oil	Mango
Millet	Peas	Spinach	Fish	Butter	Banana
Sorghum	Ground nuts	Cabbage	Meat (beef, lamb, poultry)	Lard	Papaya
Maize	Chick peas	Lettuce	Milk and dairy products		Guava
Barley	Broad beans	Mushroom			Pineapple
Wheat	Sesame seeds	Pumpkin			Orange
Cassava	Sunflower seeds	Eggplant			Lemon
Yam	Pumpkin seeds	Broccoli			Avocado
		Sweet potato			
		Carrot			
		Moringa			

6A.2 Benefits of Exclusive Breastfeeding

FOR BABY	Saves infants' lives When baby is put to breast immediately after birth, it gets the yellowish milk (colostrum) that helps protect baby from many diseases. Is everything baby needs for first 6 months of life Protects baby against illness and disease Is always clean and does not need to be prepared
FOR MOTHERS	Helps mother recover after delivery. When baby is put immediately to breast after birth, it helps to expel the placenta and reduces bleeding. Frequent suckling prevents engorgement Is economical Reduces the mother's workload (does not need to prepare) Healthy for mother
FOR FAMILY	No expenses for buying formula Mothers and children are healthier so fewer medical expenses Time is saved Births are spaced thanks to the contraceptive effect

SAMPLE COUNSELING MESSAGES FOR MOTHERS

1. Mothers, please give breastmilk as soon as the baby is born to make it healthy and not cry too much. Make sure to give ONLY breastmilk to stop baby from getting sick.
2. Mothers, give the baby only breastmilk for the first 6 months, NOTHING else to drink (not even water) or eat, for it to grow strong, healthy, and smart.
3. Mothers, please give breastmilk to your baby anytime the child wants it (at least 10 times each day) to produce enough milk and provide your baby enough food to grow healthy and strong. Please empty one breast before offering the other one for the baby to be satisfied and grow big and strong.

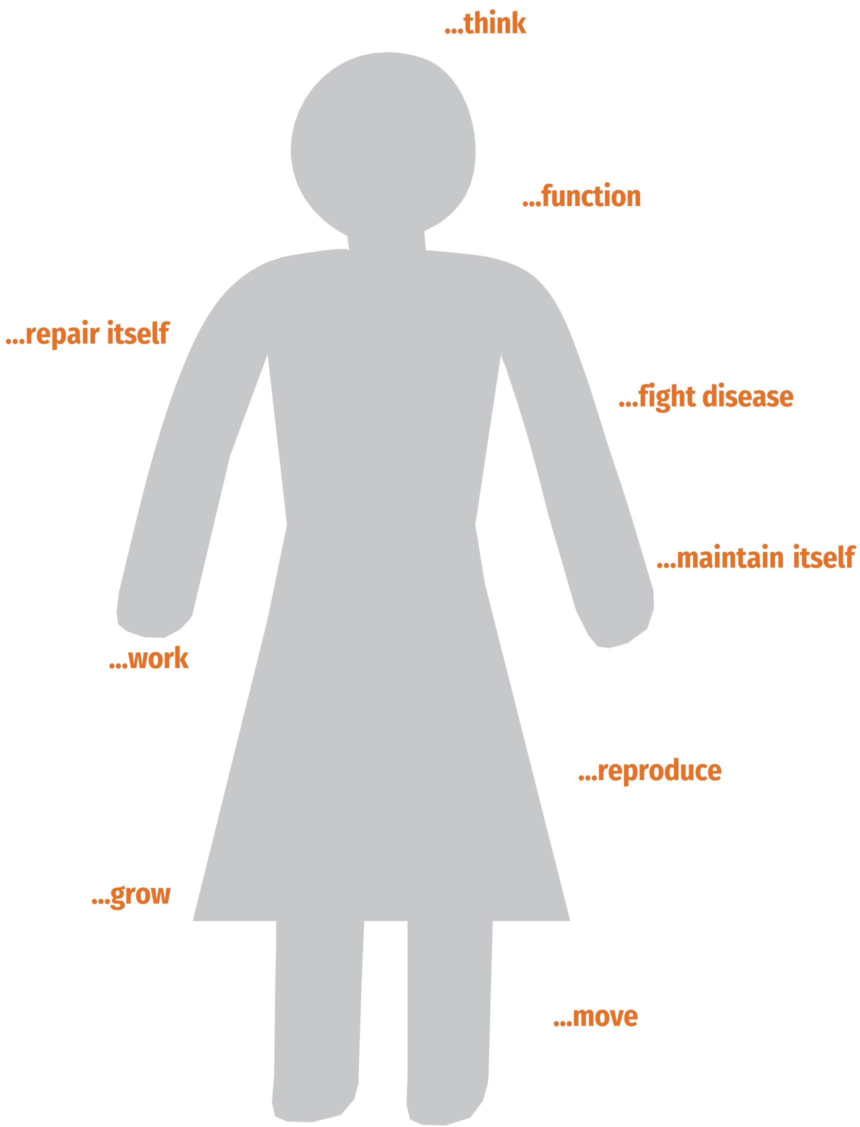
SAMPLE COUNSELING MESSAGES FOR FATHERS AND FAMILY MEMBERS

1. Father, encourage your wife to put the baby on breast immediately after birth to stimulate her milk production. Ensure that your wife gives the yellowish milk to the baby, as it is God's gift of butter to the new born.
2. Father, ensure that your wife who is breastfeeding has one or two additional meals every day to maintain her health and the health of the baby.
3. Father, encourage your wife to breastfeed on demand, day and night, so she can produce enough milk.
4. Father, give your wife enough time to breastfeed, don't rush her, so that the baby can get all the milk s/he needs.

6A.3 Food Groups & Nutrition

Diagram of Nutritional Benefits on Body[1]

Nutritious food gives our body the energy and substances to. . .



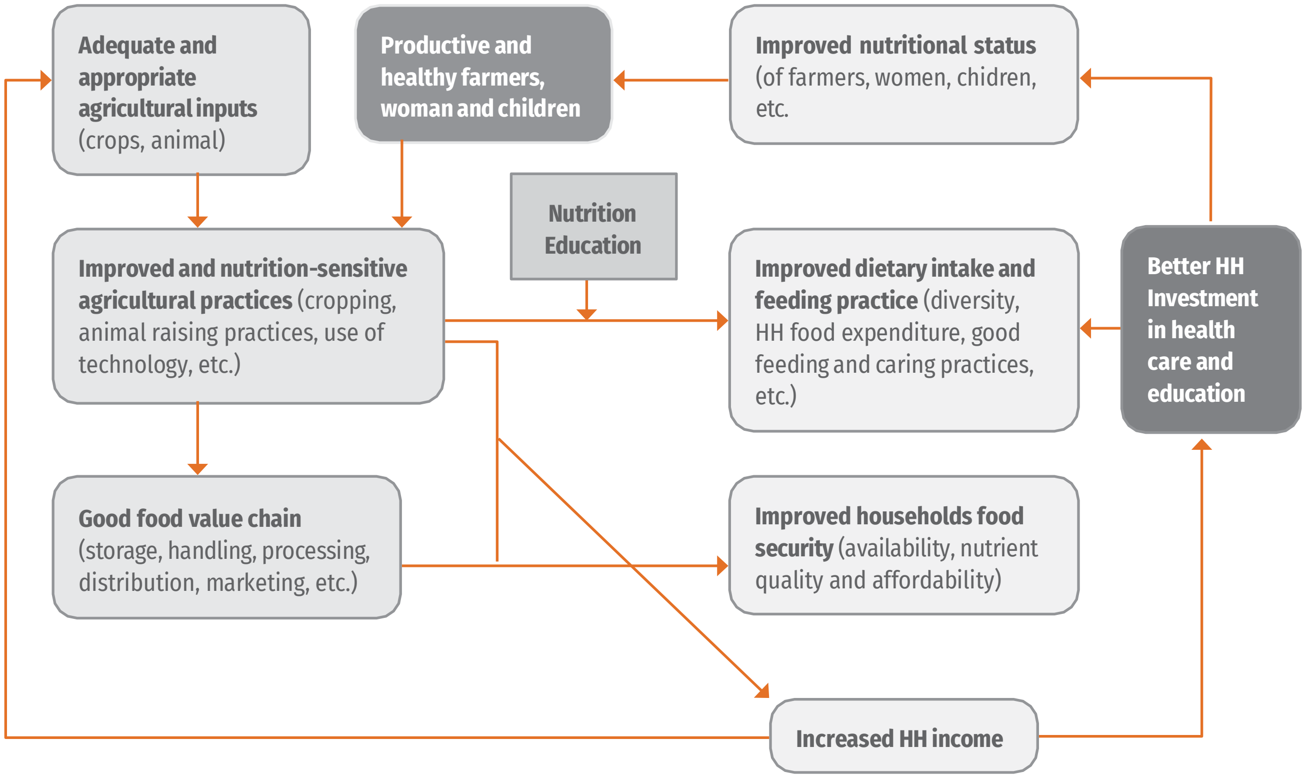
1. Reproduced from **Healthy Harvest: A training manual for community workers in good nutrition, and the growing, processing, and preparing of healthy food**. Produced by FAO, UNICEF, and Nutrition Council of Zimbabwe ISBN: 0–7974–3209–4.

6A.4 Problem Tree: Understanding Nutrition[2]

2. Relationship between agriculture and nutrition

Agriculture and nutrition are interrelated. For consumption of adequate and diversified foods, the process starts with agricultural inputs. Adequate and appropriate agricultural inputs are necessary to apply improved agricultural practices which increase agricultural productivity and ensure household food security. Increased production of foods, both in amount and quality, eventually improves nutritional status of households. On the other hand, improved nutrition practices and consumption of diversified foods is necessary to maintain healthy and productive citizens who can produce adequate amounts of nutritious foods. The figure below illustrates how nutrition and agriculture are interrelated. The explanation of each piece is described in the table that follows the figure.

Fig.1. One possible option that shows the relationship between agriculture and nutrition



2 Reproduced from Nutrition-Sensitive Agriculture Trainer Manual for Department of Agriculture Agents. Published by Save the Children, 2012 under USAID Agreement Number AID-663-A-11-00017

Table: Explanation of the ten pieces of the relationship between agriculture and nutrition

1	**Adequate and appropriate agricultural inputs** (crops, animal)	Producing adequate and diversified food starts with agricultural inputs. Agricultural inputs include crops, animals, fertilizer and other technology.
2	**Improved and nutrition-sensitive agricultural practices** (cropping, animal raising practices, use of technology, etc.)	Having adequate and appropriate agricultural inputs improves agricultural practices. Cropping and farming systems that produce a variety of foods helps to improve the consumption of diversified foods at the HH level. Food grown without synthetic pesticides is healthier
3	**Good food value chain** (storage, handling, processing, distribution, marketing, etc.)	Good agricultural practices result in better production, but only with improved harvesting, storage and proper marketing. Proper processing and storage is necessary to maintain the nutrient content of the food. The better the food value chain, the better the availability and quality of food.
4	**Increased HH food security and income**	Increased production and yield will increase HH income through selling surplus products which improves food consumption.
5	**Better HH Investment in health care and education**	When households have better income, they have the capacity for investments in health care and education for their children and other family members.
6	**Good access to food** (availability, nutrient quality and affordability)	For consumption of adequate and diversified foods there should be good access to food (both amount and quality). Better access is determined by good value chain practices .
7	**Improved dietary intake and feeding practice** (diversity, HH food expenditure, good feeding and caring practices, etc.)	When households have good access to adequate and diversified foods, the consumption of such foods will be improved. Note that good agricultural practices that yield good production are also important for improved consumption. Increased investments in health care and education will also improve the feeding practices.
8	**Improved nutritional status** (of farmers, women, chidren, etc.	Better consumption and feeding practices will result in improved nutritional status. The investment in health care and education will also contribute to improved nutritional status.
9	**Productive and healthy farmers, woman and children**	The final outcome of improved nutritional status is productive and healthy farmers. This is an important input for establishing improved agricultural practices.
10	**Nutrition Education**	Good agricultural practices alone may not result in improved consumption and feeding practices. HHs should also have access to nutrition information.

7. Monitoring, Evaluation and Learning Tools

FFBS Scaling Program Performance Monitoring and Evaluation (PME) Introduction

Purpose of this introductory note is to ensure that there is a clarity across all levels of the project team on what focus should PME have, what principles one should follow in the conduct of any PME, how will the PME managed and utilised, and how we need to plan its operationalisation. PME must be undertaken in FFBS to enhance project's performance, impact, learning for improving the programme quality and effectiveness of the project. It is to set in motion standards and norms around institutional accountability, continuous learning, and transparent sharing of project and programme performance both internally and externally.

The main purposes of the PME are, firstly, to gather insights to improve programme implementation practices; secondly, to contribute to strengthen relationship with multiple stakeholders including community; thirdly, to contribute to streamline system and process; fourthly, to serve as both accountability and learning; and fifthly, to ascertain effectiveness, relevance and sustainability of the project. The learning lens arises from our own requirement to generate a solid body of knowledge for improving quality of interventions and for sharing with others to multiply impact.

Process to be followed:

1. Development of Theory of Change and MEAL framework:

    Every project must review the proposal and its commitment, ascertain the specific context of participants, review global MEAL framework and develop a country specific menu of outcome, impact and monitoring indicators.

2. Rollout monitoring and evaluation system in a timebound manner:

    Every project needs to create a mechanism for undertaking and completing the routine monitoring and evaluation using the participatory tools (such as Participatory Performance Tracking Tool, Outcome Mapping, Gender Dialogue Monitoring Tool, Life-End of Season Reflection, Agroecosystem Analysis), within stipulated time frame of the project life span. It is, therefore, incumbent on the part of project management to ensure the completion of process is complete within planned project cycle.

3. Promote staff capacities for implementation:

    Project shall provide adequate orientation and develop capacities to use every tool required to manage the routine data collection and analysis to ensure that it is clearly understood and implemented. As appropriate, project shall earmark budget for staff capacity building.

4. Carry out internal stakeholder review and communicate key findings:

    Every Project shall develop strategies to communicate findings of the reviews and monitoring results in ways that will promote accountability and learning among internal and external stakeholders. The communication plan can have many forms that help build credibility of the programme for multiplying impact, visibility and branding of the lessons for wider use through publication and dissemination.

5. Ensure data quality:

Every data collected must ensure that there is adequate quality control mechanism for ensuring quality data. A proper system for monitoring of data collected should be put in place to check the validity and reliability of data collected.

Performance Monitoring and Evaluation in FFBS: Minimum standards

Introduction/Rationale:

Performance Monitoring in FFBS is aimed at gathering project performance information on outcomes in five critical areas of change, including yields, income, gender equality, resilience and nutrition. Monitoring on these impact areas will allow the team to analyze the current situation, identify problems and trends, measure progress, and formulate solutions. This process enables program staff to shift or retain human, financial and material resources for course correction.

Timely and effective management of the monitoring function should lead towards sustainable and significant improvements in FFBS producers conditions or well-being, reflecting enhancement in income, productivity, gender equality, resilience, and nutrition. FFBS has eight major interrelated components: Facilitation, Gender, Agriculture, Marketing, Nutrition, Monitoring, Evaluation & Learning, and Service Systems Strengthening & Social Accountability. Adherence to high quality monitoring and evaluation standards creates clear and actionable results. To facilitate management of the above, PME encompasses aset of nine tools:

1. ***Participatory Performance Tracking Self-Assessment Tool:*** This tool helps to track individual FFBS member adoption of key improved agriculture practices and group performance as promoted through the project and develop action plan to address areas of concern.
2. ***Gender Dialogue Monitoring Tool:*** To identify emerging trends and leanings from the gender dialogues to track impact on group members, spouses, and other session participants' level of behaviour change.
3. ***Life–End of Season Reflection:*** This tool helps to identify the different challenges and achievements that group members feel they have experienced during the season.
4. ***Focus Group Discussion:*** To track social and behavior changes of project's direct participants. It helps understand relationships, underlying reasons, challenges and risks in the attainment of results.
5. ***Outcome Mapping-Gender Progress Marker Monitoring tool:*** This tool helps to track social and behavior changes of project's direct participants. It serves to monitor how relationships are changing, what risks or negative changes may be surfacing, and how to respond to them.
6. ***Personal Transformation Tracker:*** This tool promotes self-reflection among staff, supports them to critically examine their own gender biases, power relations, and privileges and develop action plan to address those.
7. ***FFBS Cost-Benefit logbook:*** To be used as a monitoring tool during the season/production cycle to obtain an indication of the financial benefits. (Can be found in the agriculture section of this manual)
8. ***Data Quality Audit :*** To assess the quality of data submitted by the project in terms of the validity, integrity, precision, reliability, and timeliness of the data and to identify the areas of potential vulnerability that affect the general credibility and usefulness of the data.
9. ***AIIR Tool:*** Complete Advocacy, Influencing and Impact Reporting (AIIR) Tool to ensure constructive use of the lessons for capturing scaling up practice at multiple levels.

Minimum standards (must have) – Monitoring and Evaluation

1: Develop the performance monitoring and evaluation system of FFBS with a robust MEAL Framework looking into the expectation of all key stakeholders – participants, donors, government, private players or other community-based groups. The MEAL framework should cover indicators related to all relevant impact areas of interventions covering (**nutrition** – diversified crop and vegetable production and consumption, nutrition SBC education; **agriculture/livestock/fisheries/forestry** – sustainable and climate smart practices, **market** – access to inputs and output market local/global, access to finance, value addition and collective marketing, **gender** – access and control over information, resources, decision-making, **facilitation** – completeness, attendance and feedback knowledge/skill transfer).

2: Conduct the baseline that aligns to the project's results framework.

3: Adapt and contextualize array of tools for performance monitoring, evaluation and learning based on the crops/livestock/fishery/forestry such as Participatory Performance Tracking tool (individual practice tracking sheet and group maturity performance tracker), Gender Progress Marker Monitoring Tool, Gender Dialogue Monitoring Tool, End of Season Reflection, Post-harvest Evaluative Focused Group Discussion and the AIIR tool.

4: Establish a system for periodic review of achievements based on sound data analysis and sensemaking with reports of on track, off track and recommendations for actions.

5: Develop action planning-matrix with priorities for next month with clear accountability.

6. Ensure data validation for quality of data by verifying validity, reliability, integrity, timelines and precision.

Minimum standards – (nice to have) Monitoring and Evaluation.

1. Define a meaningful and manageable set of qualitative/quantitative indicators for feedback and accountability mechanisms to assess effectiveness and efficiency.
2. Hold annual reviews to capture lessons, challenges and issues to be acted upon for improvement and to support identification of potential for scale.
3. Document stories of success and make of collective learning for continuous improvement and adaptation.
4. Complete Advocacy, Influencing and Impact Reporting Tool to ensure constructive use of the lessons for capturing scaling up practice at multiple levels.
5. Use CARE markers – Gender Marker; Resilience Marker; Governance Marker.

MEL Principles

Following are the MEL principles:

- **Participatory monitoring and evaluation**: FFBS adopts participatory approaches for MEL for ensuring accountability. This also facilitates behavior change as we put project participants in charge of assessing themselves, identifying their own gaps, and finding solutions. FFBS uses simple tools that producers and community members can use easily for their own assessment and course corrections. These participatory tools also help management teams to generate and analyze data at various levels to identify gaps and adapt accordingly.
- **Conducive to learning and action planning**: Generating performance trends can help enable dialogue and reflection amongst participants, creating a richer experience and greater impact.
- **Conducive to adaptation**: Data collection and analysis of key programmatic insights allows us to constantly adapt and improve. These insights include changes in income, productivity, gender equality, resilience, and nutrition.
- **Consider ethical implications**: All MEL practices and methods must promote honesty, consent, and integrity while respecting the confidentiality and dignity of stakeholders.
- **Dynamic and lead to action**: Adaptable monitoring, evaluation and learning processes allow us to instill accountability and learning moments throughout the cycle of a project or initiative. These learning moments inform future changes in policy, strategy, or implementation.

- **Conducive to accountability**: By prioritizing transparency and clarity, project data can clearly communicate what we do, where we work, and how effective we are. This include accountability to participants, donors, and other stakeholders.

Reference/Guidance Documents

Minimum Set of Tools for FFBS 2.0

Must Have (non-negotiable) – what we currently have in the toolkit, and additional as in the proposal e.g.,

- PPT tool
- Gender dialogue monitoring tool
- Lifeline: End of Season Reflection tool
- FGD with FFBS producers and their household members
- Gender Progress Marker monitoring tool
- Personal Transformation Tracker tool
- AIIR Tool

Nice to Have (more added value) – Tools within thematic area that FFBS Scale-Up Program, other FWS Program

- Feedback and Accountability Mechanism
- Annual reviews
- Story collections
- CARE Markers

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

SEASON	Production
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.
TIMEFRAME	1 hour and 30 minutes
MATERIALS NEEDED	PPT tool: printouts 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 1. 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 of 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 last crop cycle 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 PPT 1 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 be also 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. **Troubleshooting:** 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 the project 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 where a few farmers are not adopting 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 by 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 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 people 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 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:

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

STEP 3. Action planning. Plan how they would overcome the challenges and prioritize course corrections for the next period. This would lead the group in developing an action plan to address areas of concern. Congratulate the group for their successes and encourage 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 Participatory Performance Tracker

Value Chain: Goat

Domain	Indicator						
Record Keeping	Calculating profit and loss						
	Women keep records of vaccination						
	Individual keep track of their livestock production						
Marketing	Using marketing information for decision-making						
	Women negotiate for better prices for their livestock						
Savings	Amount of loan taken						
	Value of savings this cycle						
Gender	Men provide supplementary feed to women livestcck regularly						
	Women call for veterinary technicians to vaccinate their animals						
	Men support cleaning household pen/coop						
Routine Health Management	Goats hoof trimmed regularly to avoid injusry						
	Animals vaccinated against PPR/Newcastle at least once a year						
	Animals dipped regularly using acracides to control ectoparasites						
	Animals dewormed every two weeks in the wet season and once a month						
Feeding	Drinking water changed regularly (daily)						
	Stored farm residues for animals feeding during dry season						
	Feeding troughs cleanded regularly						
	Supplimentary feed provided to goats regularly						
Housing	Pen/coop to have enough ventilation						
	Pen surrounding is kept clean to prevent predators from attacking the area						
	Pens fumigated regularly (at l east onces every six rnonths)						
	Droppings/ litter rernoved frorn pen regularly (at least every three days)						
	Goats/chicken housed In a well roofed pen/coop						
Breed Selection	Breeds produces strong and fast growing offspring's						
	Selected Buck have well-developed scrotum and able to mate regularly						
	Selected Doe have good mothering abilities, well developed udder and good body conforrnatlon.						
	Selected breeds are resistant to diseases						
	Selected breeds have good height and body weight						
Domain	Group Leader (Y/N)						
	Farmers Sex (M/F)						
	Farmer ID						
	Farmer Name						
	Group ID						
	Group Name						
	Community Name						
	District Name						
	Year						

Sample Group PPT

Group #		Date: ______________			
Number of Active Women:	SC: ________ ST: ________	Number of Active Men:	SC: ________ ST: ________	Total Number of Active Members	
Number of Women at Meeting:	SC: ________ ST: ________	Number of Men at Meeting:	SC: ________ ST: ________	Number of Members at Meeting	
Number of Women Group Leaders:	SC: ________ ST: ________	Number of Men Group Leaders:	SC: ________ ST: ________	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 but 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 VSLA/ SHG/ S&C as well as linked with FFI for additional financial services	In addition to VSLA/ 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	

7.2 Gender Dialogue Monitoring Tool

Facilitator Name:____

Group Number/Identification: ________________________________

Session Date:____

TA/District/Commune/Village/Sector: __________________________

Purpose:

- To identify emerging trends and leanings from the gender dialogue sessions
- To track activity outputs and participation of impact group members, spouses, and other session participants
- To allow supervisors to monitor facilitators during observations

Notes/Instructions:

- Facilitators should feel comfortable with "Facilitator Guidebook" before beginning group session
- Facilitators should take notes during introductions or have co-facilitator fill out "Background Questions" during session
- Facilitators should complete this tool immediately after each reflection group session

Part I. Facilitation Questions

1. How many people attended this session (fill out table)?

a. Impact group (IG) members:	
b. Male partners of IG members:	
c. Female partners of IG members:	
d. Community leaders:	
e. Others (specify):	
f. Total number of participants:	

2. How long (in minutes) was the session?
3. Have you discussed gender dialogues with this group before?
   ☐ Yes ☐ No
4. a) Did all participants stay until the end of the session? ☐ Yes ☐ No
   b) If no, how many participants left?
   c) If no, why did they leave?

5. What topics and activities did you present today (check)?

a. ☐ Harmony in the home	f. ☐ Acting Like a Man
b. ☐ Affirmations and Commitments	g. ☐ Affirmations and commitments
c. ☐ Daily Clock	h. ☐ Persons and Things
d. Agricultural Group Case Study d1. ☐ Land and input access d2. ☐ Nutritional decision making d3. ☐ Distribution of tasks d4. ☐ Financial decision making d5. ☐ Engaging men in household tasks	i. ☐ Cash-Flow Tree j. ☐ Joint budgeting k. ☐ Envisioning Empowerment l. ☐ Others (specify):
e. ☐ Learning to Listen	

6. What key ideas/messages did you promote in today's session?
   a)
   b)
   c)

Part 2. Gender Dialogue Monitoring Tool

1. What are three key ideas that participants discussed during this session?
    a. ______
    b. ______
    c. ______

What were some questions that participants asked?

______
______

2. Were there any issues that the participants disagreed on amongst themselves? Describe up to three:
    a. ______
    b. ______
    c. ______

3. What are some things participants said they would like to see done differently in their households/communities?

______
______

4. What are some of the participants' obstacles to making changes in their own lives?

______
______

5. What actions did the participants commit to try in their own homes?

______
______

6. Are there any gender risks, concerns, or opportunities that need to be communicated to the rest of the team? If so, please list:

______
______

7.3 Lifeline: End of Livestock Production 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 flipchart or on the ground.

Background

The lifeline is a participatory tool that allows individuals or groups to reflect over a given period on their 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 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 project activities, 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 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 the past crop season). You will be asking the participants to draw a timeline of his/her/their life over the timeline period (i.e. 12 months or crop season), marking

on it the highlights and the low points of their work in agriculture, involvement in the project, work in the house, and the relationship with their spouse (if applicable).

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 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."

- 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.
- 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.

STEP 3. Draw the Lifeline. Ask the participants to draw a line representing the duration of the project 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.

- Why were they important? Who did you share those moments with?
- How did you feel in these moments? Did you have any other feelings (besides happiness) at the same time? Why?
- How did other people look at you or think about you in those times?
- What led up to this moment?
- 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.

- What were some of the biggest challenges you have faced in this past year, since you've been part of the program? Why caused these challenges? What put you in that difficult position?
- How did you cope with difficulties? Who helped you through those times? How?
- Did any program activities or partners help you cope?
- What would have made it easier to cope during these times?
- How did your life change because of these difficult moments?

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:

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

Probe around:

- Skills, capacity, confidence
- Family and household relationships
- Group relationships
- Mobility, community participation
- Economic changes and improvements
- Negative changes

2. Concerns:

- Looking forward in the next year, what are you most concerned or worried about, regarding your involvement in this project and your crops?
- 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:

- 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?
- 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.

7.4 Focus Group Discussion Outline

SEASON	Post-Harvest
OBJECTIVE	To understand the changes that have taken place over the course of the season/year; To understand how the project can further support positive changes and address some of the challenges.
USED TO	This exercise serves as a reflection opportunity to identify the progress that has occurred over the course of the season/year.
TIMEFRAME	2 hours
MATERIALS NEEDED	Question guide, paper and pen for note taking, and recording device if needed.
IDEAL WORKSPACE	Enough space both for standing and sitting in groups.

Background

Focus group discussions (FGDs) are a great way to hear from program participants and their household members about their experiences and reflections with the program. The sections below provide suggested sections to address with single gender focus groups; the team may have additional sections or questions to ask. Refer to Chapter 1, Facilitation tools, for further guidance on conducting group discussions.

Steps to follow for the activity

The questions below are not meant to be asked directly word-for-word. They are meant to be suggestions and a memory aid that will help the interviewer to think of important gender equality questions depending on the direction of the interview. Note that FGDs should be conducted with women and men groups separately.

STEP 1. Introduction

Inform participants of the purpose of the exercise and approximately how long it will take. As a general rule, the FGD should not be more than one hour. To keep it to the time limit, focus on the most important topics or divide it into two sessions. Record the identification information of the group, and the name of the interviewer.

Date:	Facilitator:
Site:	Group name/number:

STEP 2. Agriculture

- What have been the most significant changes in your agriculture practices in the past 12 months/season? What makes these the most significant?
- In what ways has your participation in this program affected other areas of your life?
- Currently, what do you think are the main challenges to women farmers?

STEP 3: Marketing

- What have been the most significant changes in the way that you plan for and do your marketing of your product? What makes this the most significant?
- What tools, lessons, information have been challenging to apply? Why?
- What changes have you not seen that you had hoped to see?
- In what ways has your marketing training affected other areas of your life?
- In this community, do you think women are respected as capable of managing businesses and market transactions in the way that men are? Why/why not?
- Currently, what do you think are the main challenges to women engaged in business and marketing?

STEP 4. Household Relationships

- What messages have you heard in the last six months about the relations between men and women? Have you put them into practice? How easy/hard was it to make these changes?
- Have you seen any change to the workload-sharing in your household? What about in the community? How does the community react when you or your family members wants to take on a non-traditional role?
- What has been the most important change in your household relationships in the past 12 months? What accounts for this change?
- Can you tell me about a time you tried to make a change in the household in the last six months and it hasn't worked?
- In what ways have you and your spouse (and other family members) changed the way you make decisions in the last 12 months?
- Currently, what are the most important changes you would *like* to see, in household relationships and women's influence in the household?

STEP 5. Gender-Based Violence

- Do women in this community experience any forms of violence? How does the community view violence against women?
- Have you observed any trends or changes over the last 12 months in gender-based violence in this community? (increased, decreased, no change). What accounts for the change?
- Has your own perception of gender-based violence changed in the past 12 months? How so?
- Have you or a member of your group spoken up about violence in the past 12 months?

STEP 6. Group Membership, Leadership, & Influence in a Community

- What have been the most significant changes to your group in the past year/season (how you work together, group rules, cooperation, areas of interest)? How did these changes come about? Why are they important?
- What have been some of the biggest challenges you faced within your group? How have you resolved these difficulties?
- (If a mixed group) What changes, if any, are there in how men (including youths) and women (including youths) in this group participate? Do you feel that women participate as actively as men? Why/why not?
- Have members of your group taken action on any social or community issues in this year? Tell about it.
- Have you observed any changes in the way women and youths are speaking out (in public or in the community) in the past year? What are the changes and what do you think has brought them about? How do people in the community respond to women and youths who speak out?
- Has group membership changed or influenced the way others in the household or community see and respond to you? How so?

Questions for husbands/male group members

1. Program Perceptions

- (For husbands) What has been the most significant outcome of your wife's participation in the project in the past year? What makes this significant?
- What changes/improvements do you see in agricultural activities as a result of wife participation?
- How have you yourselves participated in the project activities in the past year?
- What do you think of the project?

2. Decision-Making

- In your households, have there been any changes to how decisions are made within the household in the last 12 months?
- Can you think of a type of decision where your wife and you often disagree on the solution? What are the issue and how do you usually resolve the discussion? (Probe for example)
- How would you describe ideal communication and decision-making between couples?

3. Household and Gender Relationships

- What messages have you heard in the last six months about the relations between men and women? What do you think of these messages?
- Have you put them into practice? How easy/hard has it been to make these changes?
- Have you observed or made any change to the workload sharing in your own households or in the community?
- What challenges do men encounter as they take on new roles? How does the community respond when men want to take on a non-traditional role?
- What prompts or encourages men to take on new roles?
- What has been the biggest change in your household relationships in the past 12 months? What accounts for this change?

4. Gender-Based Violence

- Do you think that women in this community experience any forms of violence? How does the community generally view violence against women? When is violence justified?
- Have you or a member of your group heard about or spoken up about violence in the past 12 months?
- Have you observed any changes in the trends over the last 12 months on gender-based violence in this community? (increased, decreased, no change). What accounts for these changes?

7.5 Outcome Mapping – Gender Progress Marker Monitoring Tool

SEASON	Post-Harvest
OBJECTIVE	To track social and behavior changes of project's direct participants. Also to monitor how relationships are changing, what risks or negative changes may be surfacing, and how to respond to them.
USED TO	This exercise allows the project staff to monitor changes in behaviors of project participants. Monitoring the Progress Markers with the communities is a way of celebrating baby steps toward change, monitoring risks, and keeping our eyes focused on the transformative change outlined in the project's outcomes. participating in the project.
TIMEFRAME	1 hour
MATERIALS NEEDED	Gender Progress Marker tool: print-out of the tool with progress markers, pen/pencil, notebook
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

Outcome Mapping (OM) is a participatory method and tool which can be used for monitoring, evaluation, planning and designing of the project. The OM emphasizes outcomes as changes in behavior of an intervention's direct participants. OM recognizes the importance of impact but focuses on outcomes that lead to impact. OM could also be used as a tool for adaptive management as it promotes learning.

Steps to follow for developing the tool

The tool needs to be developed by the project team including MEL and gender staff.

▶ **STEP 1.** First step would be to develop the vision describing the large-scale development changes that the project is aspiring for. Vision is about the big picture – what are we aspiring to achieve at the systems level. The vision statement would guide the interventions, keep the implementors motivated as they would be able to see the tangible changes happening. The project might not achieve all that mentioned in the vision in the limited period of implementation. The project is not accountable to achieve the full vision. The project would contribute to the vision if not achieving it fully. That is why it's an accountability free zone.

▶ **STEP 2.** The next thing is to develop a mission statement that spells out how the project interventions will contribute to the overall vision and the sections of the vision on which the project is focusing. The mission statement is all about

what the project would do, with whom the project would work and how. In other words, mission statement would identify the interventions and strategies that the project would implement.

▶ **STEP 3.** Identify the boundary partners. OM considers the project participants as 'boundary partners' and focuses on behavior changes of those boundary partners. It could be individuals that the project is working with. OM tool helps identify what outcome or change in behavior of the boundary partner has resulted because of the project interventions. Identify the boundary partners with whom the project engages directly and with whom it anticipates opportunities to influence and change. It could be women producers and men producers.

▶ **STEP 4.** The next step is to develop the 'outcome challenge' statement. This statement would describe the desired changes in the behavior, relationships, and actions of the boundary partner. The outcome challenge statement should describe the ideal behaviors of each of boundary partners that the project has identified. The identified ideal behaviors should be linked to the vision that developed in **step 1.**

Example of an outcome challenge:

An empowered woman is visionary and therefore uses skills and capabilities to make her food secure at a household level. She utilizes her skills to negotiate with spouses, household members and general community members to maintain a healthy status and financial stability. She actively contributes to community agendas and decision-making processes by her leadership in various structures. She speaks publicly voicing out her concerns and influences like-minded people to advocate around issues that contribute towards complete women's empowerment.

Malawi – Outcome Challenge – Women

▶ **STEP 5.** After developing the outcome challenge, develop the 'progress markers'. The progress markers could be gradual progression of changed behavior in the boundary partner leading to the ideal outcome challenge. In other words, outcome challenge is the ideal scenario whereas, the progress markers are the behavior changes that need to happen to reach or achieve that ideal scenario. The project would monitor these progress markers over the project period and should adjust those over the implementation process. Progress markers represent a change model and provide a graduated pathway – 'expect to see', 'like to see' and 'love to see'.

- 'Expect to see' are the immediate changes in behavior that happens as a result of the project interventions which are relatively easy to achieve.
- 'Like to see' represents changes in behavior that would require more active engagement.
- 'Love to see' are the truly and really transformative changes which might take time but would bring sustainable change.

Example of list of progress markers:

PROGRESS MARKERS FOR WOMEN (Malawi)					
	Category 1 Gender division of labor / workload	**Category 2** Intra-household negotiation, communication, decision-making	**Category 3** Contorl of productive assets & resources	**Category 4** Self-confidence, autonomy & leadership	**Category 5** Intimacy and Harmony in household
EXPECT TO SEE	Women ask husbands for support with household tasks (cooking, fetching firewood & water, childcare)	Women ask husbands to allocate a plot for them to grow groundnut and soya	Women purchase small household items (soap, food, clothes), and pay maize milling service	Women travel outside of villages by themselves	
LIKE TO SEE	Women cultivate together with husbands in *all* crops	Women independently decide what crop variety to plant/business to start Women negotiate collectively with community leaders for fertile land to grow own crops Women make suggestions to husbands with regard to HH decisions (education, children, school fee's, clothers, marriage, food)	Women invset in productive assets and inputs (livestock, seeds, fertilizer) and pay for school Women manage their own piece of land (family, rented, owned, etc.) Women manage their own income (& avoid conflict) Women diversify their enterprises and income sources	Women dress nicely and look good (have bathed, combed hair, put lotion, clean clothes) Widowed/divorced women freely choose not to remarry (to maintain financial independence and make their own decisions) Women negotiate for better marketing terms for agriculture crops Women stop doing casual labour	Women communicate with husbands about sexual needs
LOVE TO SEE		Women make their own production decisions around soya and groundnuts	Women decide independently how to spend their own money	Women publically speak out against GBV Married women consult local leaders for advice on their relationship and problem solving	Women resolve conflicts amicably and in a non-violent way

Who should monitor?

The analysis process should be led by a joint M&E and Gender staff of the project, while data collection should be conducted by implementing field staff with knowledge of the communities.

What sample to monitor?

Randomly select a sample of group of producers from the FFBS to monitor. This could comprise of 10 to 15% of the total producers you are working with.

When to monitor?

The ideal frequency of monitoring is semi-annually. Integrate the gender progress marker monitoring into already-planned events and activities – including the gender dialogues, community meetings, or any such events.

How to collect data/information?

This gender monitoring process should be a conversation and not a survey. Use an open-ended interview, structured around the domains of change to guide discussion and for data collection.

- In the focus group discussion, ask for the most significant changes that the group mentions in each category and listen for the progress markers that they mention. When a progress marker is mentioned, probe further with the group to get a sense (from the group) of the extent of that practice. The categories that could be used are Nil (no change), Low, Medium, and High. If you are having difficulty assessing the extent of the practice, you can ask the group to vote on it.
- Use this process to listen for and probe around the specific progress markers (PM) mentioned – although you may not get an answer for each one.
- Mark the response (Nil, L, M, H) on the PM template, and include remarks about the changes. If a PM was not mentioned, leave it blank but make a note in the remarks so that is clear that the PM was not skipped.
    - "Nil" – No one in the group has practiced this
    - "Low" – Less than half of the participants practiced this
    - "Medium" – Approximately half of the participants practiced this
    - "High" – Almost all of the participants practiced this

Sample tool for data collection:

Progress Markers (Women)		Level of Progression (indicate with a "X")				Comments (write the main positive and negative changes that happened during the period
		NIL (none of the participants affirm)	**LOW** (less than half of the participants affirm)	**MEDIUM** (around half of the participants affirm)	**HIGH** (almost all paricipants affirm)	
1	Women participate in planting, weedimg and harvesting crops such as maize, millet, sorghum etc. on family farms					
2	Women share new knowledge on proper food preparation and utilization with their households					
3	Co-wives in polygamous marriages jointly decide with husband on sharing of food grains throughout the year					
4	Women decide together with husbands about site selection, crop varieties, plant spacing, etc. on their family farms					
5	Women participate in household decision on how to use family income					
6	Women make autonomous decisions on when and where to sell their own farm produce					
7	Women sell and trade own farm produce for income					

- If a progress marker is not spontaneously brought up by the participants, probe into it with the group: is it not being mentioned because it's not a relevant progress marker? Or because it's a particularly challenging change? Or because everyone is doing it already?
- Make a note in your response sheet about adjustments that may need to be made to the overall Progress Marker map; discuss with your team.
- There may be many significant changes in practice that are not on your PM sheet. Listen also for these behavior changes and include them in the narrative section of your notes.

7.6 Personal Transformation Tracker Tool – Monitoring Staff Transformation

SEASON	Pre-sowing and Post-harvest
OBJECTIVE	To promote, among staff, self-reflection, to critically examine their own gender biases, power relations, and privileges and plan actions to address those.
USED TO	This exercise allows the project staff to engage in the very same processes of self-reflection, critical analysis, and action that they promote in the programs and communities.
TIMEFRAME	1 hour
MATERIALS NEEDED	Personal Transformation Tracker Tool: print-out of the tool with indicators, marker pens, white board/flip chart
IDEAL WORKSPACE	CARE/CARE partner office space/room where all staff can accommodate easily and sit comfortably. This session could be incorporated as part of the monthly/quarterly review meetings of the program/project.

Background

Recognizing gender inequality as a root cause of food and nutrition insecurity, CARE puts transformation of harmful gender norms at the heart of its programming. Gender-transformative approaches encourage project participants to question biased belief systems that are internalized, normalized, and entrenched in institutional structures and personal relationships. A fundamental principle of gender-transformative work is that change begins from within. To implement gender transformative interventions, organizations and the individuals within them need to be ready to critically examine their own gender biases, power relations, and privileges. In practice, many people delivering gender interventions may be telling others to make changes that they do not themselves practice in their own lives, often due to social pressure from peers and family. This "do as I say, not as I do" approach is hardly convincing to the communities with whom CARE works. This exercise allows the project staff to engage in the very same processes of self-reflection, critical analysis, and action that they promote in the programs and communities.

Steps to follow for developing and transacting the tool

The tool needs to be developed by the project team with active participation of the entire program staff. The MEL and gender staff could support and lead the tool development process.

▶ STEP 1. **Develop behavior change indicators for each category of gender change** they are promoting in their programs (e.g., workload-sharing, joint decision-making). The team identifies and agrees on the specific behavior change indicators that they themselves will be accountable to try in their own households. These indicators should match the key "messages" and actions they are promoting in their programs in the communities.

▶ STEP 2. **Divide the indicators into easier to more transformative changes** – "expect-to-see" changes as well as some more profound transformations i.e., "like to see" and "love to see".

STEP 3. **Ensure developing different set of indicators for men and women** as usually they have different behaviors to work on. For example, women might practice asking for support with household work, while men might practice doing household tasks. Both men and women might practice active listening or encouraging a colleague in social transformation.

STEP 4. **During staff meetings, program teams take few minutes to self-reflect and score their own practices and behaviors**. They would use the white board or flip chart to enter their scores for each of the indicators. The score could follow three or five scale rating. The M&E point person of the team could enter the scores in an Excel spreadsheet, so that the team can track their trends over time.

STEP 5. **One of the staff facilitates the discussion and the facilitator could be rotated as per requirement.** Based on the entries on different behaviors/indicators staff discuss the findings and go through the processes of critical analysis to identify the actions that are still challenging for them to adopt and actions they need to take for promoting those. The tool does not only provide the score for each of the indicators/behaviors, but it encourages discussion among staff and leads to problem-solving. When a colleague reports that he shared his finances with his spouse for the first time, or a staff member admits that she is uncomfortable to ask for support from her family, other staff members can share their experiences, encouragement, and strategies for tackling some of these difficult norms.

Staff, along with the facilitator identify and celebrate some of the early changes emerged out of the discussion. They also identify the areas for improvement still maintaining high aspirations for social transformation.

STEP 6. **At the end of the meeting each staff should have a clear understanding of their own progress and plan of action** for practicing and adopting the behaviors that they had not achieved. This should be the basis for analysis and discussion when staff meet the next time.

Examples of domains and indicators of change:

Workload sharing

- Share household tasks with my spouse
- Ask my spouse for support
- Ask girl and boy children (equally) to help with chores

Communication

- Practice active listening with my spouse
- Speak up confidently on issues that are important to me

Decision making

- Include my spouse in a decision that I usually make alone
- Discuss my income and finances with my spouse
- Manage important household issues jointly with my spouse

Act as a role model

- Demonstrate in public a behavior that's non-typical for my gender

Encourage my colleagues in social transformation

7.7 Data Quality Audit Checklist and Recommended Procedures

SEASON	Data quality audit can be done after any data collection period like quarterly, half-yearly, mid-term and endline reporting done during Vegetative and Post-Harvest stage.
OBJECTIVE	To assess the quality of data submitted by the project in terms of the validity, integrity, precision, reliability, and timeliness of the data to ensure that the data collected from the field is properly administered and all the collected data are thoroughly checked and validated to hold us accountable for its authenticity and reliability.
USED TO	To ascertain the internal systems used by the project to collect data in order to streamline and ensure the flow of information is timely and consistent from the point of collection to project management team and donor; To identify the areas of potential vulnerability that affect the general credibility and usefulness of the data; To recommend measures to address any identified weaknesses in the data submitted by the project.
TIMEFRAME	Validation exercise per respondent 30 to 45 minutes; Validation in groups 1 hour.
MATERIALS NEEDED	Print-outs of the Data Quality Tool.
IDEAL WORKSPACE	For group focused validation a centrally located space within the community/ village where all participants can reach easily and sit comfortably in a semicircular manner. For individual respondent focused validation can be conducted in a private and safe space. It can be in room or in an open space for example, under a tree where participants can sit.

1. Introduction

Data Quality Audit (DQA) forms an integral part of Monitoring, Learning and Evaluation (MLE) operations. It implies that the data which is collected from the field is properly collected and all the collected data are properly checked and validated to ensure its authenticity.

2. Objectives of Data Quality Audit

- To assess the quality of data submitted by the project in terms of the validity, integrity, precision, reliability, and timeliness of the data;
- To assess the internal systems used by the project to collect and analyze data;
- To assess the flow of information and feedback mechanism of data from the point of collection to project management team and donor;
- To identify the areas of potential vulnerability that affect the general credibility and usefulness of the data;
- To recommend measures to address any identified weaknesses in the data submitted by the project.

3. Parameters of Assessment

Collection of high-quality data is crucial to ensure that inferences made are correct and what it depicts is true picture representative of the ground reality. Data Quality Audit is a method to ascertain quality of data reported and there are five parameters on which DQA[1] focus.

Validity

Validity concerns whether the data presented is an accurate representation of the activities of the project. It also examines the link of the activities to the anticipated higher-level outcomes of the project. Validity is most important at the source and at collection. Validity is demonstrated through comprehensive definitions and a solid link to the source of the data. It must be demonstrated that data maintains validity throughout the data management cycle.

Reliability

Reliability of data examines the processes and procedures through which the data is collected during the data management cycle. It examines the consistency of data management processes across both time and location, the adherence to uniform/ standard processes in securing the same data. Documentation and audit trails are key to ensuring and monitoring the reliability of data. Training in the correct processes for data management greatly assists the reliability of data.

Integrity

Data integrity is primarily related to coherence of the correctness of data at all levels of sourcing and analysing data. Integrity of data refers to conformity to facts or fidelity which means the data protected from manipulation for personal or political reasons and it is consistent across the source of data and end points. Key to the integrity of data is the security of data, the monitoring of data from one stage in the data management cycle to the next to ensure that no manipulation has taken place. Data integrity is backstopped by ensuring that proper documentation of process demonstrating the source is available for audit.

Precision

Precision is related to the extent of error in the data. Precision is particularly important to maintain in collation processes (manual and electronic collation). In this area we examine the precision of applied definitions as demonstrated by existing data as well as the general understanding of an indicator and the numeric precision. In the context of various challenges of collecting and reporting data, it would be important to determine tolerable level of error/ margin of error realistically. Anything falling short of that should be rejected and data should be recomputed or collected again.

Timeliness

Timeliness relates to the real-time usefulness of data at all points in the data management cycle; The focus is on the utility of data at a time or period for the point of data use. To ensure timeliness data process timing should be specified in M&E documentation and it should be demonstrated that this timing is adhered to.

4. Process of Data Quality Audit

The process of data quality assessment includes following:

1. Data Quality (DQ) assessor should make sure that everyone auditing the data understands the precise definition of the indicator by checking the Performance Indicator Reference Sheet (PIRS). Please address any issues of ambiguity before the DQA is conducted.
2. DQ assessor should have a copy of the methodology for data collection in hand before assessing the indicator. The M&E Plan/M&E strategy of the project should be made available to the assessor for reference. Each indicator should have a written description of how the data being assessed are supposed to be collected.
3. Each implementing project team should have a copy of the method of data collection accessible to them about the data that they are collecting according to the methodology.

1 The Data Quality Assessment parameters and tool has been adopted from USAID's DQA process.

Checklist and Recommended Procedures

4. DQ assessor should record the names and titles of all individuals involved in the assessment.
5. The assessor should verify whether he/she has documented evidence about the verification of data that has been reported.
6. The DQ assessor should be able to review the implementing project team files/records against the methodology for data collection laid out in the M&E Plan/M&E Strategy. Any data quality concerns should be documented.
7. The DQ report should include a summary of significant limitations found. A plan of action, including timelines and responsibilities for addressing the limitations.

The specific roles to be paid at different levels are as follows.

Items	Description
Data Quality Assessor	Brief note needs to be developed by respective Assessor about: i. Geographical area of activity; ii. Geographical area wise intervention focusses like type of health interventions, pre-school etc.; iii. List of Performance Indicators reported by the organization; iv. Consultation with implementing project team about dates and requirements; v. Project Manager need to share all monthly quantitative reporting with the team who will be conducting DQA for review and consistency check at all levels.
Project Management level	During DQA, following points to be discussed in detail with project management team: i. Review of reporting indicator at different levels – state, district and facility level (soft and hard); ii. Procedures followed by project team to ensure Data Quality in recording and reporting mechanism; iii. Procedure for data management like monthly and half yearly MIS etc. iv. Data flow and feedback mechanism from top to bottom and bottom to top; v. How data is collated and who does it; vi. Capacity building procedures followed for collecting and reporting data; vii. What capacity building conducted on DQA prior to this exercise viii. Monitoring mechanism followed; ix. Data analysis followed; x. Data utilization and learning mechanism; xi. What process followed to ensure: a. Data Integrity; b. Data Accuracy; c. Data Consistency; d. Timeliness; e. Data Precision; Data authenticity: Discussion with beneficiaries
Staff presence during DQA	1. Project Manager 2. Monitoring and Evaluation officials and Technical teams 3. Responsible person who collects, collates and reports data

5. Methods for Undertaking data quality assessment (DQA)

1. **Orientation on DQA.** First, orient and familiarise the Data quality Assessment team on DQA process and tool and techniques of DQA. The orientation and discussion on the above can be for half-day agenda including planning for the field visit. One can select site for validation either purposively or randomly. Depending on the time and team, one can select the number of sites to be visited. It would be useful to visit at least 10 sites to arrive at some conclusive pattern. During field visit, one should follow spot check, and back check procedures. Given below are the details of spot-check and back-check process.
2. **Spot Check.** The objective of spot-check is to observe what is exactly happening on the day and time of visit. Review all the record maintained for the day and examine its correctness. Make note of all accuracies and inaccuracies and create evidence.
3. **Back Check.** The back check is instrumental to ensure that data fudging is not happening. The assessor carries all the data reported from the location and verifies the current and past data reported. The data reported from the

location has to be collected from the project office before field visit. He/she make house visit and hold interview participants to verify correctness of data recorded and reported. Checking consistency on both record and reported is essential.

The checklist below is intended to assist in assessing each of the five aspects of data quality and provide a convenient manner to document the DQA findings.

Parameters		Yes	No	Comments
VALIDITY – Data should clearly and adequately represent the intended result.				
1	Does the information collected measure what it is supposed to measure?			
2	Do results collected fall within a plausible range?			
3	Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over- or under-counting)?			
4	Are sound methods being used to collect and compute data?			
RELIABILITY – Data should reflect stable and consistent data collection processes and analysis methods over time.				
1	When the same data collection method is used to measure/observe the same thing multiple times, is the same result produced each time? (E.g. A ruler used over and over always indicates the same length for an inch)			
2	Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?			
TIMELINESS – Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.				
1	Are data available frequently enough to inform program management decisions?			
2	Are the data reported, the most current practically available?			
3	Are the data reported as soon as possible after collection?			
PRECISION – Data have a sufficient level of detail to permit management decision making, e.g. the margin of error is less than the anticipated change.				
1	Is the margin of error less than the expected change being measured? (E.g. If a change of only 2% is expected and the margin of error in a survey used to collect the data is +/-5%, then the tool is not precise enough to detect the change)			
2	Has the margin of error been reported along with the data?			
3	Is the data collection method/tool being used to collect the data fine-tuned or exact enough to register the expected change? (E.g. A yardstick may not be a precise enough tool to measure a change of a few millimeters)			
INTEGRITY – Data collected should have safeguards to minimize the risk of transcription error or data manipulation.				
1	Are procedures or safeguards in place to minimize data transcription errors?			
2	Is there independence in key data collection, management, and assessment procedures?			
3	Are mechanisms in place to prevent unauthorized changes to the data?			

Parameters	Yes	No	Comments
Summary			
Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data?			
Significance of limitations (if any):			
Actions needed to address limitations prior to the next DQA.			

After any field visit, the debriefing of the visit should be planned, and it is recommended to come up with a concrete action plan to address the gaps related to data quality and including programme operations.

8. Service Systems Strengthening and Social Accountability in FFBS

8.1 Community Score Card Tools

8.2 Advocacy Tools

CARE's unwavering commitment transcends local boundaries, as we tirelessly strive to drive systemic change that reaches well beyond the communities directly within our purview. This dedication is underscored by our resolute pursuit of six strategic pathways: sustainably scaling solutions, advocacy, systems strengthening and social accountability, supporting social movements, fostering social norms change, and embracing inclusive market-based approaches. As we forge ahead with the FFBS Program's expansion, we recognize the indispensable role that each of these six pathways plays in our quest for meaningful and sustainable impact.

In previous iterations of our toolkit, we conducted comprehensive explorations and showcased practical applications of a diverse range of tools, including facilitation tools, gender tools, sustainable agricultural tools, marketing tools, nutrition tools, and Monitoring, Evaluation and Learning Tools. These tools have been instrumental in our mission to empower farmer groups and communities to drive positive change in agriculture.

In this concluding section of our toolkit, we shift our focus to provide a succinct introduction and practical guidelines for a select few tools, of the many, drawn from the Advocacy, Service Systems Strengthening, and Social Accountability (4SA) pathways. These pathways operate in harmony, fostering citizen empowerment and how farmer can demand social accountability from the duty bearers (government). Our overarching aim is not only to scale up our efforts but also to amplify the voices of farmers, especially women and girls to enable them to shape policies that affect them in and be part the decision-making process. Most critical, tools from the advocacy and service systems and social accountability pathways empower farmers to hold decision-makers accountable for their commitments regarding resource allocation and the delivery of high-quality, equitable, and inclusive public service delivery, especially but not limited to agriculture.

Guided by our Sustainable Framework for Transformational Work, She Feeds the World (SFtW), our program framework recognizes the power of advocacy in effecting systemic change. That when farmers strategically advocatee for policy reforms and best practices, they will contribute to create an environment conducive to sustainable agriculture and that helps to strengthen government systems at various levels.

Recognizing the intricate and ever-evolving nature of systems serving CARE's target populations, we humbly acknowledge that a one-size-fits-all approach to systems strengthening is unrealistic. At CARE, we have a rich history of success in both systems strengthening and social accountability, viewing them as interdependent facets of a larger whole.

Society and governance systems are inherently complex, marked by dynamic interactions among individuals, power dynamics, norms, political and financial institutions, private enterprises, technologies, markets, and regulations. To ensure services are accountable and responsive to people's needs and rights, we employ a specially designed mechanism, the Community Score Card (CSC). The CSC promotes dialogue between service providers and citizens, leading to action plans that address community-identified issues systematically.

When the CSC is integrated into local and national programs, frameworks, or strategies, or linked to community-level and national advocacy efforts, it holds immense potential for impact at scale. We understand that meaningful change requires tailored approaches, and our commitment to systems strengthening and social accountability is our pledge to drive transformative change for the communities we serve.

8. Community Score Card Tools

PHASE ONE: Preparatory work and planning

8.1.1 Planning Matrix

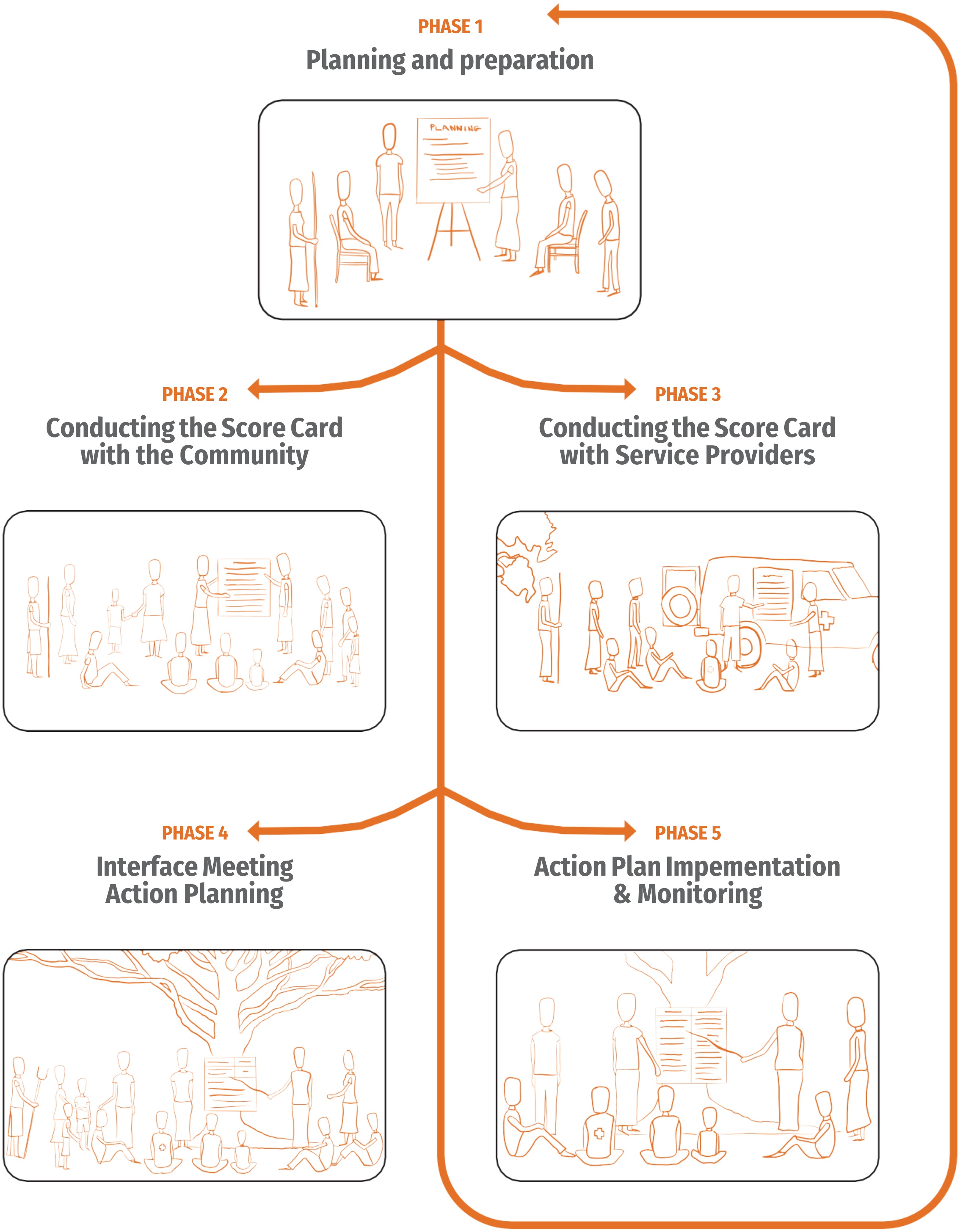
SEASON	Pre-production
OBJECTIVE	To establish the basis for a CSC process in the FFBS and align the CSC process withing the FFBS seasonal calendar.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators and participants anticipated

Background

Rural farmers should consider using social accountability mechanisms, such as the Community Score Card (CSC), to improve agriculture/livestock extension work in their areas. The CSC is a simple and inclusive approach that allows farmers and community members to actively participate in assessing, planning, implementation, monitoring, and evaluating the provision livestock services. By using the CSC, farmers can engage in a two-way dialogue with public servants responsible for allocating and utilizing resources in livestock extension work. This human rights-based and person-driven approach recognizes that both farmers (service users) and public officials (service providers) play important roles in the process. Through the CSC, farmers have an open platform to voice their needs, concerns, and suggestions, while public officials can understand the realities on the ground and collaborate with farmers to make informed decisions. By fostering dialogue and active participation, the CSC empowers farmers and public officials to work together towards the improvement of livestock extension services in a transparent and inclusive manner.

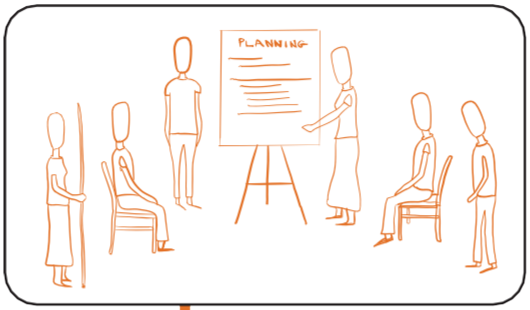
> **"The main goal of the Community Score Card being to positively influence the quality, efficiency and accountability with which services are accessed, provided and utilized at different levels. The concerns of farmers as users and public servants are aggregated into a list of indicators that can be rated or scored over time to track service change delivery after engaging in dialogue and agreeing steps to improve shortfalls identified in the list indicators presented as scare card."**

Previous Community Score Card Process

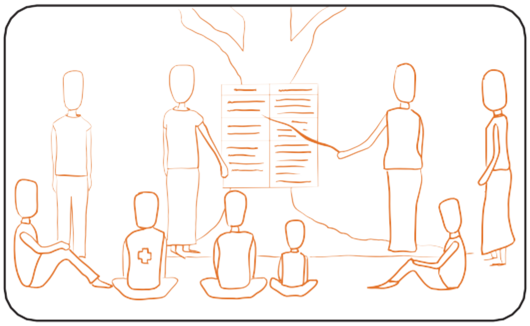


Adapted Community Score Card Process

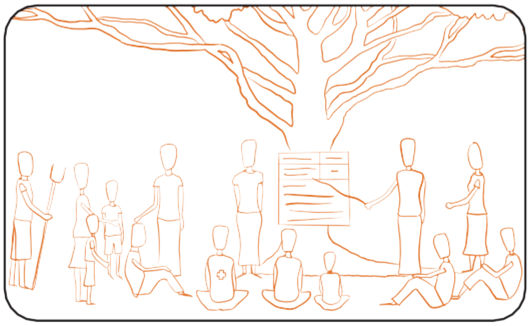
PHASE 1
Preparatory Work and Planning



PHASE 2
Implement the Community Score Card



PHASE 3
Interface Meeting and Action Planning



Tips to facilitators:

In a classroom/under the tree training session, this session is necessary for practice. After undergoing training for all the tools in this Toolkit, Tool 4.2: Master Plan, is created for to guide community roll that necessitates thorough preparation for a CSC process. This is crucial and should begin preferably a month prior to mobilizing a community gathering. First will be general preparations to establish the basis for a CSC program in an area.

The planning will involve the field staff and lead facilitators in the unit of analysis which can be several FFBS sites which are in proximity:

Steps to follow for the activity

▶ STEP 1. **Identify who is going to be leading the facilitation.** Field staff and the Master Trainers and FFBS lead facilitators mobilise participants to the planning process which include all cadres of community-based facilitators that contribute to FFBS outcomes (nutrition, CSA, Agriculture, etc) such as lead farmers, care group lead mothers and community development workers and extension officers if present in your context.

▶ STEP 2. **Introduction.**

- As opening, ask participants the question: **Have you ever been engaged in any Community Score Card (CSC) work?**
    - Get responses by participants raising hands.
- Ask the second question: **What are the main features of the Community Score Card?**
    - Get responses from as many as 8–10 participants allowing if you got lot of people saying they have been engaged in CSC.
    - Summarize points coming from the group and add that the **Community Score Card** is a participatory approach that:
        - Is conducted at micro/local level and uses the community as the unit of analysis.
        - Generates information through focus group interactions and enables maximum participation of the local community.
        - Provides immediate feedback to service providers and emphasizes immediate response and joint decision making.
        - Allows for mutual dialogue between users and providers, followed by joint action planning and monitoring and accounting for the agreed actions.
        - Main feature involves steps such as issue generation, scoring, interface meetings and joint action planning and monitoring.
- Ask the third question: **Who can participate in the process?**
    - Get responses from as many as 8–10 participants allowing for debate if you got lot of people saying they have been engaged in CSC.
    - Summarize points coming from the group and add that:
        - *Government institutions on various levels, from central ministries to local assemblies, district staff, Extension Planning Areas, Farmer Training Centers, and government agencies.*
        - *Nongovernmental organizations (national and international) operating in various sectors such as agriculture, nutrition, education, governance, gender and rights.*
        - *Community-based structures such as Cooperatives, Associations, producer groups;*
        - *Community-based organizations such as women led groups and home-based care groups. Youth groups*
        - *Community committees whose responsibility it is to represent their constituents in the community (e.g., Market Committees, village health committees, village development committees, village protection committees, village forest committees, etc.)*

- **Pair participants and let them quickly discuss advantages on engaging in CSC process:**
  - Get responses from 3–4 participants, summarize and add that in Agriculture development, The Community Score Card (CSC) offers several advantages.
    - *It brings together diverse groups with different levels of social power, creating an inclusive and safe space for everyone to participate. Through the CSC, farmers, women, youth, and other marginalized groups in society can share their unique experiences and express their specific needs. This mechanism goes beyond simply providing a platform for individual voices; it mobilizes entire communities towards collective action. Additionally, the CSC empowers marginalized groups by offering them an opportunity to challenge social norms and discriminatory behaviors that may hinder the provision of services. By addressing these issues, the CSC fosters a more equitable and inclusive environment for agriculture development, ensuring that the voices of all community members are heard, and their needs are met.*

▶ STEP 3. **Wrap up and feedback.**

- Ask participants, how useful was the session?
  - Summarize this session by pointing out that CSC is a simple and inclusive approach that allows farmers and community members to actively participate in assessing, planning, monitoring, and evaluating the provision of services in agriculture. By using the CSC, farmers can engage in a two-way dialogue with public servants responsible for allocating and utilizing resources in agriculture extension work. This human rights-based and person-driven approach recognizes that both farmers (service users) and public officials (service providers) play important roles in the process. Through the CSC, farmers have an open platform to voice their needs, concerns, and suggestions, while public officials can understand the realities on the ground and collaborate with farmers to make informed decisions. By fostering dialogue and active participation, the CSC empowers farmers and public officials to work together towards the improvement of agriculture extension and nutrition services in a transparent and inclusive manner.
  - *"The main goal of the Community Score Card being to positively influence the quality, efficiency and accountability with which services are accessed, provided and utilized at different levels."*
  - What is NOT part of the Community Score Card?
    - It is NOT about finger-pointing or blaming.
    - It is NOT designed to settle personal scores.
    - It is NOT supposed to create conflict.

8.1.2 Mapping of Agriculture Extension and Nutrition Services

SEASON	Pre-production
OBJECTIVE	To establish the basis for a CSC process in the FFBS and align the CSC process withing the FFBS seasonal calendar.
TIME FRAME	1 hour
MATERIALS NEEDED	Tool 1.1 summary report or table Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators and participants anticipated

Background

An effective CSC implementation will require:

- understanding of the local administrative setting, including decentralized governance and management at this level.
- A strong awareness raising process to ensure maximum participation from the community and other local stakeholders.

Tips to facilitators:

The livestock extension service offers technical advice on livestock management to farmers and supplies them with the necessary inputs and services to support their livestock production and marketing. It provides information to farmers and passes to the farmers new ideas developed by agricultural research stations. It is complex in that it coordinates all technical departments of the ministry of agriculture, livestock, irrigation and water development, rural development and nutrition and extends its mandate to ministries such as gender, youth, health, and trade in the delivery of agricultural extension services, nutrition specific and sensitive agriculture. Mapping of the mainstream provider, agriculture/livestock extension, will help us identify available capacities and gaps that will need to be strengthen by other support systems addressing similar issues.

In addition, our main focus is the agriculture/livestock extension system service, however depending on context private sector providers (inputs supplies and commodity buyers), might be working with the FFBS. Therefore, within the extension service providers, context by context and country by country, others might be private and mandated by government to operate and complement. Say the African Forum for Agricultural Advisory Services (AFAAS) country nodes-these provide services at a fee, if they are relevant provide a separate mapping document for them.

Steps to follow for the activity

▶ STEP 1. **Identify volunteer to lead session.** Refresh participants by summarising outcomes report from CSC Toolkit 1.1. It is recommended to always have agriculture extension and nutrition services as default sector to start with.

▶ STEP 2. **Map all the potential players** that contribute to the functioning of the agriculture extension and nutrition services systems and the FFBS**.**

- Split the group into 3 sub-groups and give each group a sheet of paper and writing materials
- Assign each of the groups a table of the planed tools to cover and give them 30 minutes to discuss the question:
    - o Who are the providers of the service at input, during production, integrated pest management experts, during postharvest handling, transporters, marketers, and consumers starting from closer to where they are community, then district and National
        - At each stage the groups should fill in the table as below.

Government		
Organisation	**Sector Focus/Skills Focus**	**Contact Name and phone number/email**
Community/Local Extension Planning Area		
Ag Extension Officer		
Senior Ag Extension Officer		
District		
Ag Extension District Officer	Extension	
District Community Development Office		
District Gender Office	Social Welfare, GBV	
Provincial or National Level		
Regional Extension Office		

- In a plenary, let each group present their outcomes and the reasons why same spaces are blank.
- At this state remind participants that listing down positions of officers will do in the interim as during the *Tool 1.3 Introductory and buy in engagements* we might visit some of the offices and it will be an opportunity to get their full details.
- In plenary, agree on way forward and how to fully populate each table aided by the Tool 1.4 Resource tracking matrix and subsequent steps.

8.1.3 Introductory and Buy in Meetings at Community, District and National Level

Relevant Government Agencies and Development Actors that Would Impact Outcomes of Agricultural/Livestock Extension Services

SEASON	Pre-production
OBJECTIVE	To establish the basis for a CSC process in the FFBS and align the CSC process withing the FFBS seasonal calendar. To introduce the CSC process and have buy from **community, district and national Level stakeholders**
TIME FRAME	1 hour
MATERIALS NEEDED	Tool 8.1 and 8.2 summary reports or tables Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators and participants anticipated

Background

Prior to actual implementation, it is important to meet and buy in with the community as FFBS users and extension service providers in all the areas where the process will be conducted to have the anticipated turnout of participants during the CSC process. This involves Introductory and buy in meetings with community, district and/or national agriculture extension and nutrition services actors that would impact outcomes of agricultural extension service. These meetings are the time to explain, inform and negotiate the purpose of the upcoming CSC process and other arrangements, such as:

- A suitable date for the process
- The duration of the process
- How and where the community and leadership will gather when commencing the process

Steps to follow for the activity

▶ STEP 1. **Call meeting to assign tasks.**

- Using the Toolkit 8.2 as a guide, refresh participants on what was gathered during the mapping exercise.
- Put each stakeholder on piece of paper and using pile sorting, put similar stakeholders on one pile and so forth. Assing each pile to specific people and inform them that, once they go through the CSC process in training sessions, they will be given a week to engage the stakeholders. This should be first conducted in a training session so that participants are well versed with the process, hence participants should engage in a mock exercise for 30 minutes.
- In their respective stakeholder group, participants should agree on standard message or purpose to relay to the targeted stakeholder by each member tasked to conduct buy in.
  Explain the blow process to participants so that they are aware of the process for securing buy in.

- To secure buy in mainly from ag extension workers, the meetings might be one on one or small group meetings, and this is the time to explain, inform and negotiate the purpose of the upcoming CSC process (Toolkit 8.1, 8.2, 8.3, 8.4 and 8.5) and other arrangements, such as:
    - A suitable date for the process. The CSC process is a bit involving and it will be ideal to align to the times in the seasonal calendar when agricultural production activities are low such as conducting CSC cycles during pre-sowing or vegetative and marketing season.
    - The duration of the process per day and to cover the whole CSC Toolkit
    - How and where the community and leadership will gather when commencing the process
    - Decisions should be made on the venue and materials.
- During the one on or small meetings probe more on who can be recommended to participate in the CSC processes from the list you anticipated.

STEP 2. Securing authorisation and willingness to participate from community partners.

- This involves one on one meetings with local chiefs, FFBS members and community members at large.
- For community member buying, if possible, utilise all gatherings during regular FFBS meetings to announce on the need for stakeholder participation.
- In this step ensure that all community structures relating to agriculture extension and nutrition services such as Climate Smart Ag, nutrition, marketing/producer group committees and other FFBS related committees) are contacted and participate.

STEP 3. Contact and secure cooperation of the relevant service providers.

- Using the pile sorting results in Step 1 contact and secure the cooperation of the agriculture extension and nutrition services providers that you have mapped.
    - Divide participants into groups of two.
    - Each assign or let them pick preferred office/s) from the consolidated pile to contact.
    - Give each other a week to visit/contact and secure the cooperation of the agriculture extension providers.

STEP 4. Fill in all engagements done using the matrix below:

Purpose	Stakeholder Engaged	Who present	Commitment Secured (who will be present when CSC happens and which steps/tools facilitation session they will be present; IG, ID, Scoring, IM, JAP)
Introducing CSC in agriculture/livestock extension services and getting commitment to participate as provider	The Livestock Extension District Coordinator	The EPA Staff and The Livestock Extension District Coordinator (LEDC)	The LEDC agreed to be present during IM but will allow delegate EPA staff to participate although Toolkit 14 both during training and during community engagement.

STEP 6. Wrap up and feedback.

- Inform participants that, they will engage an exercise to develop resource tracking matrix in the next training session.

8.1.4 Resource Tracking Matrix

SEASON	Pre-Production
OBJECTIVE	To gather all national standards or charters governing service delivery in the extension service To fill in the Resource Tracking Matrix.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators to stay in

Background

The Resource Tracking Matrix provides an overview of citizens' entitlements and current gaps in addressing these entitlements based on national standards and mandates for the sector being scored, in our context it is the **government extension service**. In the context of FFBS, inputs are the resources allocated to a service delivery point, agriculture extension and nutrition services office, to ensure the efficient delivery of that particular service. The purpose of this matrix will need to be explained to the groups during the validation of issues and scoring.

Tip to facilitators:

Collect all national, provincial and district standards and mandates that contribute to FFBS operations in your context in advance. This can be filled during the one on one buy in meetings or small group meetings with Livestock Extension Office during mapping or during CSC Toolkit 8.3.

Steps to follow for the activity

STEP 1. In Plenary:

- **Identifying relevant inputs to be tracked** focusing on livestock extension services by reading out loud the service charter or standard or strategy of the livestock extension service area where the FFBS is taking place to provide information on resource entitlements relevant to the context. Use matrix below as guide to capture discussion results.
- These resources may include the number of staff who should be employed, numbers of equipment, types of services offered, number of houses for staff, etc. Provide information on input entitlements of a particular service before discussion and reaching agreements on resource indicators. Each country has got standard on how extension services are provided and how other service providers are leveraged. All that needs to be accounted for. See the following example:

Resource Tracking Matrix

Key Issues	Indicators	Resource Entitlement (as specified by service mandate)	Actual (community perception, what is really happening in community, or at ag extension office or Extension Planning Area)	Remarks/evidence
Service providers capacity to support extension service	Availability and numbers of service provider staff	4 providers with certification or qualification for this level of extension work	2 qualified providers available (1 livestock extension worker and 1 Animal health officer 2 interns And 10 Community Based Facilitators	Understaffing of qualified staff against population but complemented by CBF. Assess capacity
Population demanding service	Program participants targeting and participation response	100 per village/group village head against 5 employed staff	1,000 per village/ group village head against 5 employed staff	High ratio of Pop against number of Staff Population growth will worsen the numbers.
Targeting of participants for agricultural extension and advisory services	Types of participants targeted	Men, women in male headed households, women in female headed households, youth, Persons with Disabilities	Target heads of households only usually men	Male dominated ag extension service recipients
Facilitation techniques	Adult learning techniques employed			
Quality of livestock services	Sustainable, climate-resilient, and livestock practices promoted	Ag extension experts on crops, natural resource management, livestock are available, and sessions are facilitated including through demo farms/ plots and based on crop/livestock production calendars for tailored advisory service per season. Prevention of food waste and loss and value addtion is integrated in each phase of the production cycle.	Only a crop expert is available and no demo-plot sessions, and training isn't structures per production calendars	The quality of ag extension service is compromised
Gender Equality	Gender transformative approaches integrated, gender awareness sessions conducted, affirmative measures taken to involve women in ag extension and advisory services provisions, women's access to productive resources including land promoted	Gender equality is promoted through ag extension services and affirmative measures are taken to support women's access to productive resources and services	The ag extension service is gender-neutral	Discriminatory social and gender norms and policies resulted in gender gap in agricultural productivity

Key Issues	Indicators	Resource Entitlement (as specified by service mandate)	Actual (community perception, what is really happening in community, or at ag extension office or Extension Planning Area)	Remarks/evidence
Markets	Extension is market-Based, Participants are linked to markets, Input markets are made accessible to participants	Extension service is provided on commodities with higher demand for market and input and output market linkages are facilitated by the ag extension services. Food safety and certification is promoted to enable linkages up to global markets.	The ag extension is production focused, and no market information is provided to small-scale producers	There is a mismatch between demand and supply
Nutrition	Nutrition-sensitive agriculture is promoted, home-gardens are promoted, poultry and diary are promoted for both commercial and household consumption.	Extension services promote good nutrition practices through the promotion of nutrition-sensitive enterprise development, mitigation of food loss and waste, and household dietary diversity	The ag extension promotes enterprises without any consideration to nutrition outcomes	The agriculture sector failed to contribute towards the malnutrition mitigation efforts
Accountability mechanism	Producers can hold service providers accountable	The extension service has feedback mechanism to allow small-scale producers hold service providers accountable and advocate for better service provisions	There is no feedback mechanism that small-scale producers can use to hold service providers accountable and advocate for better service provision	The extension service has no opportunity to learn from its success and gaps
Participatory monitoring and evaluation	Producers are engaged in participatory monitoring and evaluation to measure adoption of good practices	The extension service undertakes regular participatory monitoring and evaluation to check the level of adoption on promoted practices and behaviors	There is no participatory monitoring and evaluation for small-scale producers to learn from one another and get motivated to adopt best practices and behaviors	The impact of the extension service remains unknown

▶ STEP 2. **In plenary, identify the main group of communities that frequently use the extension service**. e.g. men, or women

▶ STEP 3. **Validate the Resource Tracking Matrix.**

- Break participants into smaller groups of 3–5 depending on the number of people present
- In the smaller groups, chose facilitators and rapporteurs
- Discuss the Prefilled Resource tracking matrix above to contextualize
- Cross reference with the extension service charter for your area
- Populate issues and indicators that will apply in your extension service area.

▶ STEP 6. **Wrap up and feedback.**

- Finish the exercise by coming up with a master Resource Tracking matrix and update it as more knowledge is being gathered on Agriculture/livestock Extension Service.

PHASE TWO:
Implement the Community Score Card

The following steps in implementing the CSC are the core of developing the Score Card and prior invites are needed to have successful participation. Using the Master Plan on Engagements Scheduled and who to invite, reminders need to be sent by FFBS facilitators.

8.1.5 Issue and Indicator Validation and Prioritisation of Indicators

SEASON	Pre-production or Production
OBJECTIVE	To agree on indicators and corresponding issues to focus on
TIME FRAME	1 hours
MATERIALS NEEDED	Prefilled Resource Tracking Matrix printed/written on A4 Proposed Indicators and its corresponding Issues written/printed on A4. Make copies to give to each of the focus groups when you meet with them for the scoring. Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators to stay in
PARTICIPANTS	FFBS Community Based Facilitators, Master trainers, field officers and Extension workers

Background

Having finished all the planning, actual engagement of FFBS communities and service providers will be a process needed to actualise the plans.

Tips to facilitators:

After resource tracking matrix have been identified and prefilled with corresponding indicators from, groups need to prioritise indicators and corresponding service-related issues to be scored and followed upon as joint action planning/ accountable manner.

The proposed list of indicators in Tool 2.1 are generic. Within your context facilitator guides the meeting to agree which indicators apply for demanding agriculture extension and nutrition service that is integrated, gender transformative, market-based and nutrition-sensitive.

Steps to follow for the activity

STEP 1. Recap on work done in Toolkit One.

In a plenary participants recall what these tools are for: Planning Matrix, Mapping of Agriculture Extension and Nutrition Services; Buy in Meetings: Community, extension service officers/government agencies and development actors that would impact outcomes of the FFBS and the Resource Tracking Matrix

STEP 2. Introduce intent of the meeting and CSC overview.

1. Leading facilitator leads the session to explain purpose of gathering and the CSC methodology.
    - Remind audience of page 1, Introduction to CSC.
    - that CSC is a simple and inclusive approach that allows farmers and community members to actively participate in assessing, planning, monitoring, and evaluating the provision of services in agriculture. By using the CSC, farmers can engage in a two-way dialogue with public servants responsible for allocating and utilizing resources in agriculture extension work. This human rights-based and person-driven approach recognizes that both farmers (service users) and public officials (service providers) play important roles in the process. Through the CSC, farmers have an open platform to voice their needs, concerns, and suggestions, while public officials can understand the realities on the ground and collaborate with farmers to make informed decisions. By fostering dialogue and active participation, the CSC empowers farmers and public officials to work together towards the improvement of agriculture extension and nutrition services in a transparent and inclusive manner.
    - "The main goal of the Community Score Card being to positively influence the quality, efficiency and accountability with which services are accessed, provided and utilized at different levels."
    - WHAT is NOT part of the Community Score Card?
    - It is NOT about finger-pointing or blaming.
    - It is NOT designed to settle personal scores.
    - It is NOT supposed to create conflict.
2. Explain the laundry list of indicators and corresponding issues and how they have been derived.
    - Explain source of the issues and how the indicators were derived.
3. Leading facilitator will read out loud one proposed indicator and its Corresponding Issues

Indicators	Issues Identified	Score (0–100)	Remarks
Availability and numbers of service provider staff	Understaffing of qualified staff against population but complemented by CBF. Assess capacity	30%	*We only have one extension office who is not trained on FFBS.* *We do not have gender expert but have CBF who sometimes fail to close GBV cases.*
Program participants targeting and participation response.	High ratio of Pop against number of Staff Population growth will worsen the numbers.		

Indicators	Issues Identified	Score (0–100)	Remarks
Types of participants targeted	Male dominated ag extension service recipients		
Adult learning techniques employed			
Sustainable, climate-resilient, regenerative agricultural and livestock practices promoted	The quality of agriculture extension and nutrition service is compromised		
Gender transformative approaches integrated, gender awareness sessions conducted, affirmative measures taken to involve women in ag extension and advisory services provisions, women's access to productive resources including land promoted	Discriminatory social and gender norms and policies resulted in gender gap in agricultural productivity		
Extension is market-Based, Participants are linked to markets, Input markets are made accessible to participants	There is a mismatch between demand and supply		
Nutrition-sensitive agriculture is promoted, home-gardens are promoted, poultry and diary are promoted for both commercial and household consumption.	The agriculture sector failed to contribute towards the malnutrition mitigation efforts		
Producers can hold service providers accountable	The extension service has no opportunity to learn from its success and gaps		
Producers are engaged in participatory monitoring and evaluation to measure adoption of good practices	The impact of the extension service remains unknown		

4. Ask participants to reflect on the example given and agree if it fits within their context as something that needs to be strengthened by engaging with service providers.

   - Ensure this process is participatory.

5. Taking turns with co-facilitators, repeat points bullets 1 to 4 until you exhaust the list of the indicators that have been listed and validate with FFBS members and service providers present that they represent the issues generated from the context

6. Prioritise indicators to focus on:

   - Ask the group to agree on the most important and urgent relevant indicators and issues to deal with first. Let the groups give reasons for their choice
   - Make it clear that the indicators are the same for all the groups in this village, as well as other villages from the same catchment area (being serviced by the same service delivery point, e.g. agricultural/livestock office, school).

7. At the end of list of the vetting process summarise prioritized indicators and corresponding issues.

8.1.6 Scoring

SEASON	Pre-Production or Production
OBJECTIVE	To assess and score service availability, provision, access and utilisation using the agreed community indicators
TIME FRAME	1.30 hours
MATERIALS NEEDED	Prefilled Resource Tracking Matrix printed/written on A4 Context Specific Indicators and its corresponding Issues written/printed on A4. Make copies to give to each of the focus groups when you meet with them for the scoring. Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators to stay in
PARTICIPANTS	All Service Providers as listed during mapping including: • FFBS Community Based Facilitators • Master trainers • Field officers and Extension workers • Service provider staff and district officials responsible for delivering the service • Local politicians (if possible) • Local NGOs and CBOs concerned with the service Service Users as listed during mapping including • Local chiefs • FFBS Participants • Community development committees concerned with the scored service • As many community people as can be mobilized
PARTICIPANTS	All Service Providers and Service Users as listed during mapping.

Tip to facilitators:

The Toolkit is designed for both classroom training and actual CSC implementation. Note that during training, a representative sample can be used for practice which can be drawn from training participants.

▶ STEP 1. **Recap on intent of the meeting and CSC overview.**

1. **Leading facilitator leads the session to explain purpose and the CSC methodology.** Open the session by ensuring everyone is clear about the process and what has been done so far and what the next steps are.

   - Ask participants: Why do we need to score?
   - Allow for two or three more responses.
   - Read out loud:

   Community Score Card is a human rights-based person-driven two-way and ongoing participatory approach for assessing, planning, monitoring, and evaluating service provision and access which presents a platform *for community members to actively engage resource allocation and service systems strengthening. Within the service provision, it has to be recognised that there are two players, the user and the provider. The core implementation strategy of CSC to achieve its goal is using dialogue in a participatory forum that engages both service users and service providers.*

> *"The main goal of the Community Score Card being to positively influence the quality, efficiency and accountability with which services are accessed, provided and utilized at different levels."*

The main aim of the meeting is to generate information through interactions and allow maximum participation of the local community and to provide a platform for immediate feedback from and to service providers and emphasizes immediate response and joint decision making.

At the end of this session do joint action plan and monitoring and accounting for the mutually agreed actions. **It needs to be emphasized that Community Score Card is looking and improving the office performance and not the individual. It is**

- **NOT** about finger-pointing or blaming.
- **NOT** designed to settle personal scores.
- **NOT** supposed to create conflict.

2. **Recall and retell the Context Specific Scoring Sheet list of indicators and corresponding issues** and how they have been derived. Inform and explain to the community that the facilitation teams have transformed issues as generated by the different groups during the FFBS seasonal calendar discussions and consolidated into common indicators for all the groups – these indicators are aimed at the provision of gender, transformative, market-based, nutrition-sensitive ag extension, and advisory services. And that these now need to be scored to identify the extent of availability, access, utilisation and provision of agriculture extension and nutrition services.

3. **Agree on scoring system**-Facilitator informs the types of scoring system numbers or symbols and how they rank from lowest to highest and leads group on agreeing on which system to adopt before going smaller FGDs. Each is suitable depending on the type and level of literacy of the people you are working with.

Example 1 of scoring system using numbers

FFBS name: ………………………… Village:………………………… Catchment area:………………………… Date: …………

Indicators	Issues Identified	Score (0–100)	Remarks
Availability and numbers of service provider staff	Understaffing of qualified staff against population but complemented by CBF. Assess capacity	30%	*We only have one extension office who is not trained on FFBS.* *We do not have gender expert but have CBF who sometimes fail to close GBV cases.*
Program participants targeting and participation response.	High ratio of population against number of Staff Population growth will worsen the numbers.	*60%*	*Most FFBS conduct gender dialogues to address this, and men are present during this time but still are not active. In subsequent activities* *Married women are supported by their spouses*
Types of participants targeted	Male dominated ag extension service recipients		
Adult learning techniques employed			
Sustainable, climate-resilient, regenerative agricultural and livestock practices promoted	The quality of agriculture extension and nutrition service is compromised		
Gender transformative approaches integrated, gender awareness sessions conducted, affirmative measures taken to involve women in ag/livestock extension and advisory services provisions, women's access to productive resources including land, livestock promoted	Discriminatory social and gender norms and policies resulted in gender gap in agricultural/ livestock productivity		
Extension is market-Based, Participants are linked to markets, Input markets are made accessible to participants	There is a mismatch between demand and supply		
Nutrition-sensitive agriculture is promoted, home-gardens are promoted, poultry and diary are promoted for both commercial and household consumption.	The agriculture sector failed to contribute towards the malnutrition mitigation efforts		
Producers can hold service providers accountable	The extension service has no opportunity to learn from its success and gaps		
Producers are engaged in participatory monitoring and evaluation to measure adoption of good practices	The impact of the extension service remains unknown		

Example 2 of Scoring System using Symbols

FFBS name: ……………………… Village:……………………… Catchment area:……………………… Date: …………

Indicators	Issues Identified	Score	Remarks
Availability and numbers of service provider staff	Understaffing of qualified staff against population but complemented by CBF. Assess capacity		*We only have one extension office who is not trained on FFBS.* *We do not have gender expert but have CBF who sometimes fail to close GBV cases.*
Program participants targeting and participation response.	High ratio of population against number of Staff Population growth will worsen the numbers.		*Most FFBS conduct gender dialogues to address this, and men are present during this time but still are not active. In subsequent activities* *Married women are supported by their spouses*
Types of participants targeted	Male dominated ag extension service recipients		

Example 3 of Scoring system using Colors

The scoring using colours works in context where literacy levels are very low and visualisation is the aim. Colours used will ned to be correspond with a performance category and is based on the percentile of the score. Universally the colours used, and scores assigned to each color are as follows Green: 76–100%; Yellow: 51–75%; Orange: 26–50%; Red: 0–25% and the Meanings are red for poor performance.

FFBS name: ……………………… Village:……………………… Catchment area:……………………… Date: …………

Indicators	Issues Identified	Score	Remarks
Availability and numbers of service provider staff	Understaffing of qualified staff against population but complemented by CBF. Assess capacity		*We only have one extension office who is not trained on FFBS.* *We do not have gender expert but have CBF who sometimes fail to close GBV cases.*
Program participants targeting and participation response.	High ratio of population against number of Staff Population growth will worsen the numbers.		*Most FFBS conduct gender dialogues to address this, and men are present during this time but still are not active. In subsequent activities* *Married women are supported by their spouses*
Types of participants targeted	Male dominated ag extension service recipients		

A womens group during scoring.

4. **Divide the community** into interest groups for participatory focus group discussions (FGDs) such as: women, men, youth, children, community leaders, CBF, etc. To ensure the vulnerable households and poorest of the poor are also represented in the groups, use the social map to identify female headed households (FHHs), HHs with orphans, child headed HHs, etc., and invite these people to the FGDs. Make sure each group is a manageable size to allow for individual participation.
    - Note that during training, a representative sample can be used for practice, but the case said above is for actual CSC scoring on the ground.
5. **Put service providers in separate one group** as they might likely be of a smaller number already.
6. **Give copies of score cards and prefilled resource tracking matrix** to each of the focus groups
7. **Assign a two-person team of facilitators for each group** and let the groups meet in separate areas (at least one of the facilitator will have a relationship of trust with the community). One facilitator leads the exercise and the other should provide support and take notes of all discussions in a notebook.
8. **In the break away groups, Read out loud one indicator and its Corresponding Issues**
9. **Ask the question,** "How are things going with related indicator in the community? What works well? What does not work well?" and What needs to be done. The rapporteur will capture emerging issues, related to the indicator pertaining to what's working and not working and what needs to be done
10. **Allow for 3–5 minutes debate** on each indicator on issues.
11. **Ask participants to assign score as per agreed format** for instance, using numbers from 0 to 100: 0 representing very poor and 100 Excellent.
12. **Allow inputs and ask for reason for score**, allow group participants to debate until a consensus is reached. Allowance for debate on score gives should be 2-3 minutes depending on list of indicators to be covered. Provide guidance using prefilled *Tool 1.4 Resource tracking matrix* where the group is not clear what are standards versus what is the actual situation in the context within which the FFBS operates.
13. **Capture score** given on sheet and reasons for final score
14. **Repeat points bullets 1 and 13** until each group exhaust the whole list of prioritised indicators.
15. **Wrap up** and at the end of list of the scoring process summarise prioritize Indicators,
16. **Corresponding Issues,** scores given and remarks of the reason for given scores
17. **Request homogeneous group to nominate 2 representatives** to stay for consolidation meeting.
18. **The service Provider Score Card** will be final only the Community Score Card from the homogeneous focus groups will need to be consolidated.

8.1.7 Consolidating the Community Score Card

SEASON	Pre-Production or Production
OBJECTIVE	To consolidate scores from community focus group so as to come with one Community Score Card
TIME FRAME	1.30 hours
MATERIALS NEEDED	Prefilled Resource Tracking Matrix printed/written on A4 Context Specific Indicators and its corresponding Issues written/printed on A4. Make copies to give to each of the focus groups when you meet with them for the scoring. Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for facilitators to stay in
PARTICIPANTS	Nominated members during Scoring

Tip to facilitators:
During training, a representative sample can be used for practice, but the case outlined below is for actual CSC scoring on the ground. This mean during training, mock practice of what the process will look like on the ground will need to be replicated.

1. Lead Facilitator recaps process from previous meeting.
2. Read out indicator and issues captured
3. Ask representative participants to give scores and reasons for such score.
4. Allow participants to debate on scores given until a consensus is reached. Allowance for debate on score gives should be 2–3 minutes depending on list of indicators to be covered
5. The facilitators guide the discussions by asking questions such as; “Looking at the different scores, what is the real picture? Which score can represent all scores and the real situation?” to come up with representative scores. Key point – The representatives should speak on behalf of their own groups.
6. When the big group has agreed on a consolidated score for that indicator, fill it into the matrix for consolidated scores, Facilitators should challenge the groups to be clear about their reasons for the scores and to write these reasons down on the matrix. Guide group discussion using the Tool 1.4 Resource Tracking Matrix
7. Be on the look-out for indicators with very different scores in one group to the next and find out from the representatives why that is the case. The final consolidated score can be a different score after probing and agreeing on the realistic situation OR it can be an average score agreed upon to represent all concerns, if the scores are varying and each of the groups seem to be convinced of their scores and are backing them up with valid reasons.
8. Capture score given on consolidation Score Card sheet and reasons for final score.

Consolidated Score Card

FFBS name: ………………………… Village:………………………… Catchment area:………………………… Date: …………			
Indicators	**Issues Identified**	**Score**	**Remarks**
Availability and numbers of service provider staff	Understaffing of qualified staff against population but complemented by CBF. Assess capacity	35%	*We only have one extension office who is not trained on FFBS.* *We do not have gender expert but have CBF who sometimes fail to close GBV cases.*
Program participants targeting and participation response.	High ratio of Pop against number of Staff Population growth will worsen the numbers.	*60%*	*Most FFBS conduct gender dialogues to address this, and men are present during this time but still are not active. In subsequent activities* *Married women are supported by their spouses*
Types of participants targeted	Male dominated ag extension service recipients		
Adult learning techniques employed			
Sustainable, climate-resilient, regenerative agricultural and livestock practices promoted	The quality of agriculture extension and nutrition service is compromised		
Gender transformative approaches integrated, gender awareness sessions conducted, affirmative measures taken to involve women in ag/livestock extension and advisory services provisions, women's access to productive resources including land, livestock promoted	Discriminatory social and gender norms and policies resulted in gender gap in agricultural/ livestock productivity		
Extension is market-Based, Participants are linked to markets, Input and output markets are made accessible to participants	There is a mismatch between demand and supply		
Nutrition-sensitive agriculture is promoted, home-gardens are promoted, poultry and diary are promoted for both commercial and household consumption.	The agriculture sector failed to contribute towards the malnutrition mitigation efforts		
Producers can hold service providers accountable	The extension service has no opportunity to learn from its success and gaps		
Producers are engaged in participatory monitoring and evaluation to measure adoption of good practices	The impact of the extension service remains unknown		

9. Repeat points bullets 1 and 5 until we exhaust the whole list of prioritised indicators
10. Wrap up and the need of list of the scoring process summarise prioritize Indicators, Corresponding Issues, scores given and remarks of the reason for given scores

PHASE THREE:
Interface Meeting and Action Planning

8.18 Interface Meeting

SEASON	Pre-Production or Production
OBJECTIVE	To provide a platform where service users and providers share and discuss the matrices, their scores and the reasons for the scores.
TIME FRAME	2–3 hours
MATERIALS NEEDED	Community Score Card on flipcharts or chalkboard Service Provider Score Card on flipcharts or chalkboard Resource Tracking Matrix Extra Flip charts, paper or chalkboard, markers, or chalk Invitations to ensure good attendance to listed participants
IDEAL WORKSPACE	Enough space for community meeting and guided dialogue
PARTICIPANTS	All Service Providers as listed during mapping including: • FFBS Community Based Facilitators • Master trainers • Field officers and Extension workers • Service provider staff and district officials responsible for delivering the service • Local politicians (if possible) • Local NGOs and CBOs concerned with the service Service Users as listed during mapping including • Local chiefs • FFBS Participants • Community development committees concerned with the scored service • As many community people as can be mobilized

Background

Preparing for joint dialogue (the "interface meeting") is necessary as this culminates the accountability part of the service being scored. Refer to Generic Community Score Card Toolkit Phase II Stage 4. When all the previous steps are completed, there will be scores from the service users, as well as the scores from service providers. The interface meeting is where the service users and providers share and discuss the matrices, their scores and the reasons for the scores. This is also where a locally led joint action plan (including district-level meetings, feedback and dialogue, consolidation of findings across communities) will be developed. The action plan has to capture who is responsible for what delivery and by when, taking into account the FFBS seasonal calendar.

Tip to facilitators:

- The interface meeting brings service users, service providers and other interested/relevant parties together. It is important that key decision makers (chiefs, group village headmen, district officials, ministry officials, local politicians, etc.) are present to ensure instant feedback on the issues and responsibility to take issues and the plan of action forward.
- The interface meeting might become confrontational if not handled carefully and correctly. It is important that a skilled facilitator with negotiation skills and a strong personality oversees this meeting. Make sure that service users, as well as service providers, are well prepared for this meeting and understand its purpose. Avoid personal confrontations.
- Prior to the meeting, assign two members from the community who will read out the Community Score Card and two from Users to read their Score Card
- Reorient the gathering on the whole process followed and how this day was arrived at.
- Environment should be conducive for community to negotiate agreements on improving the service with Service Providers
- During training, a representative sample can be used for practice, but the case outlined below is for actual CSC scoring on the ground. This mean during training, mock practice of what the process will look like on the ground will need to be replicated.

Steps to follow for the activity

1. Open the meeting and welcome everyone.
2. Explain the purpose of the meeting and expected duration for the meeting.
3. Explain the methodology – this will be a participatory dialogue between service users and providers. (Refer the tips from Toolbox 2.1 Scoring process for important points to emphasize in the introduction to the meeting).
4. Call the representatives of community service users to present the consolidated scores for that catchment area. Let them SU scorecard and the resource tracking matrix followed by their prioritized list of suggestions for improvement and how to maintain the high scores
5. Presentations should include recommendations for how to improve where there were low scores and suggestions about how to maintain the high scores.
6. Next, the service providers will present their scores and suggestions for improvement or sustaining performance, as well as their recommendations based on the suggestions for improvement made by the service users.
    - Service Provider makes recommendation based on the suggestions for improvement made by Service Users
    - Allow for an open and participatory discussion and questions for clarity.
    - Ensure that personal attacks are avoided by from time to time, explaining the objective of the process.
    - Facilitate open and positive dialogue between SP and SU and help them come up with realistic changes and action
7. At this point, allow for an open and participatory dialogue/discussion and questions for clarity with each side given ample time to respond to and question the other. Out of the discussions, identify burning issues to resolve and prioritize into action for change.

Community representatives reading Scores during Interface meetings.

8.1.9 Joint Action Planning

SEASON	Pre-Production or Production
OBJECTIVE	To provide a platform where service users and providers share and discuss the matrices, their scores and the reasons for the scores. To develop concrete measures to improve low scores and maintain good services
TIME FRAME	2–3 hours
MATERIALS NEEDED	Community Score Card on flipcharts or chalkboard Service Provider Score Card on flipcharts or chalkboard Resource Tracking Matrix Extra Flip charts, paper or chalkboard, markers, or chalk Invitations to ensure good attendance to listed participants
IDEAL WORKSPACE	Enough space for community meeting and guided dialogue
PARTICIPANTS	All Service Providers as listed during mapping including: • FFBS Community Based Facilitators • Master trainers • Field officers and Extension workers • Service provider staff and district officials responsible for delivering the service • Local politicians (if possible) • Local NGOs and CBOs concerned with the service Service Users as listed during mapping including • Local chiefs • FFBS Participants • Community development committees concerned with the scored service • As many community people as can be mobilized

Background

After the interface meeting, let the members jointly decide the order in which the indicators/issues should be dealt with, and list them in order of priority on a separate flipchart with their suggestions for improvement.

Adequate attendance and participation from communities concerned with the scored service and the SP including key decision makers for the service will lead to ownership of process. Prepare for the interface meeting by sensitizing both sides about the purpose of the meeting.

When Reviewing recommendations, the following has to be kept in mind:

Be responsible & accountable: Service providers, especially government, have a constitutional responsibility to provide services in a manner that is respectful of the service users and will facilitate equal access for all. Similarly, communities have responsibilities in addition to their rights and should take responsibility and be accountable as well.

Be realistic: The community should be encouraged to think about "services" and not to have unrealistic demands on service delivery staff.

Tips to facilitators:

During training, a representative sample can be used for practice, but the case outlined below is for actual CSC scoring on the ground. This mean during training, mock practice of what the process will look like on the ground will need to be replicated.

It is advisable to prioritise Action plans the same day interface meeting has happened based on recall accuracy. Again, it will be challenging to mobilise stakeholders in subsequent days to address the issues raised as they will fear to be held accountable.

It is best to keep the duration of the action plan to a minimum of 6 months and a maximum of one year for proper follow up and evaluation.

For each of the suggestions:

- Define action steps that will be taken in order to address the issue.
- Define realistic deadlines for implementing the action steps.
- Define who will take the leading role, who else will be involved and what they will do in implementing the actions, what external support they will need.
- Keep the duration of implementing the action plan to a maximum of 6–12 months.

Steps to follow for the activity:

1. Reorient the gathering on the whole process followed and how this day was arrived at.
2. Explain the purpose of the meeting and the methodology
3. Environment should be conducive for community to negotiate agreements on improving the service with SP
4. Ask facilitator to read out the indicators and work with participants to Group similar priorities together and agree on an overall theme or name/heading for group.
5. Allow for an open and participatory discussion and questions for clarity.
6. Ensure that personal attacks are avoided by from time to time, explaining the objective of the process.
7. Facilitate open and positive dialogue between SP and SU and help them come up with realistic changes and action
8. For each of the suggestions:
    a. Define action steps that will be taken in order to address the issue
    b. Define realistic deadlines for implementing the action steps
    c. Define who will take the leading role, who else will be involved and what they will do in implementing the actions, what external support they will need
    d. Keep the duration of implementing the action plan to a maximum of 6–12 months.

Action Item	Process	Resources	Responsible	Time frame
1. Extension Agents provide community-based nutrition sessions	Train extension service providers in nutrition sensitive technologies	Training (NGO, or government extension services board or unit)	extension services unit	2 months (Feb 2023)
2. Set more demo plots	Gather donated materials Set building day Build waiting home	In kind	Community (FFBS Community Based Facilitators	5 months (May 2023)
3. Youth ambassadors for FFBS and Male Champions	Youth ambassadors trained	Training	NGO	3 months (March 2023)

9. Assign a JAP Follow up committee and most instances will be the FFBS lead trainers who will facilitating working on Advocacy Toolkit using the JAP
10. Wrap up and Thank participants for their commitment and assigned tasks

8.1.10 Monitoring of Implementation Plans

SEASON	Monthly or Bi monthly or Quarterly
OBJECTIVE	To assess progress on jointly agreed plans so we ensure plans are being implemented and members are collectively monitoring the outcomes. To address challenges being met and strategise on how to address them. To engage with other players on the agreed joint action plans set and set up advocacy drive. To understand the importance of evidence collection to highlight impact of social accountability as well as generation of evidence for national and sub-national level advocacy. To understand the importance of monitoring through the use of different tools such as the Participatory Performance Tracker and Outcome Mapping Harvester tools.
TIME FRAME	Half a day
MATERIALS NEEDED	Joint Action Plans Community Score Card on flipcharts or chalkboard Service Provider Score Card on flipcharts or chalkboard Resource Tracking Matrix Extra Flip charts, paper or colored stickers or chalkboard, markers, or chalk Invitations to ensure good attendance to listed participants
IDEAL WORKSPACE	Enough space for community meeting and guided dialogue
PARTICIPANTS	Joint Action Plan Teams Representatives of the Ag Extension Service Providers Representatives of community groups (chairs or secretaries)

Background

It is important to recognize that the Score Card process does not stop immediately after generating a first round of scores and joint action plan. Follow-up steps are required to jointly ensure implementation of plans and collectively monitor the outcomes. Repeated cycles of the Score Card are needed to institutionalize the practice – the information collected needs to be used on a sustained basis, i.e., to be fed back into the service providers current decision-making processes as well as its M&E system. The Score Card tool generates issues which can be used in advocacy efforts to raise awareness of the problems and push for solutions. These advocacy efforts can also help integrate the solutions into local policies and systems for the sustainability of results.

Instructions

It is the responsibility of the service providers and community to implement the plan – they have to own it.

▶ STEP 1. **Plenary Discussion**

The first thing, the facilitator introduces the topic and explains 'monitoring' and its 'purpose' in the particular context. The facilitator uses a flip chart to list all the keywords followed by a discussion.

Discuss the following questions:

What is monitoring?
Why do we monitor and evaluate?

- o To understand the progress made
- o To identify challenges and how to seek a solution
- o It allows us to continuously improve our plan

Step 2. **Group work**

- Having discussed the questions in step 1, divide the participants into groups
- Ask them to draw the plan on a flip chart
- Ask each group to fill in the boxes of the JAP monitoring tool with progress made and steps needed to adjust plans and reasons using the Checklist provided.
- **Checklist of ensuring Action are followed through**
  - o *Is the issue still relevant to our members?*
  - o *Has the issue changed in any way?*
  - o *Is there any further research required?*
  - o *Are our plans still achievable?*
  - o *Have our timelines changed?*
  - o *Are we up to date with our realization and follow up?*
  - o *Are we targeting the right people?*
  - o *Are we reaching the right targets?*
  - o *Do we have sufficient resources needed for this action?*
  - o *Are we taking advantage of opportunities around and all stakeholders in the area?*
  - o *Is there a reason for us to evolve our issue to an advocacy ask?*
  - o *What steps can we take?*

- Ask each group to present their work. Allow time for questions and discussion.

▶ STEP 3. Assign teams to do further follow up or use advocacy FFBS Toolkit to link up to district and National governments intervention.

8.1.11 Creating a Master Plan for Community Roll Out on CSC Tools

SEASON	Pre-Production
OBJECTIVE	To allocate time for community rollout for the CSC Tollkit and align the CSC process withing the FFBS seasonal calendar.
TIME FRAME	2 hours
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for community meeting and guided dialogue
PARTICIPANTS	Training Participants

Tips to facilitators:

Thorough preparation for a community engagement on the CSC process is crucial and should begin preferably a month prior to mobilizing a community gathering. First will be general preparations to establish the basis for a CSC program in an area.

The planning will involve the field staff and lead facilitators in the unit of analysis which can be several FFBS sites which are in proximity.

▶ STEP 1. **Create a Master Plan on Engagements Scheduled and who to invite**;

- In order to track the toolkit engagements schedules and who the facilitators are supposed to invite, populate table on the following page.
- Split group into 4–5 participants
- Share two or 3 tasks from table below e.g.
  - o Group 1: Assign rows for Tool 8.2 and Tool 8.3: introductory meetings and Mapping of Ag/livestock Ext
  - o Group 2: Assign rows for Tool 8.4 and Tool 8.5: Resource Tracking and Prioritization of Indicators
  - o Group 3: Assign rows for Tool 8.6, 8.8 and 8.9 Scoring, Interface and Joint Action Planning
  - o Group 4: Assign rows for Tool 8.10: Quarterly and Monthly Review.
- In groups, fill in the table below as per assigned activity.
- In plenary, consolidate to come up with Master Plan of engagements scheduled and who to invite.
- Update as necessary during plenary to accommodate input from other groups

▶ STEP 3. **Wrap up and feedback**

- In plenary, finalise the exercise by coming up with a master workplan and who will be leading team during community meetigns
- Ask participants, how useful was the session?

Note: it is important that facilitators and other project team members follow-up on the implementation of the master action plan . It is important to note that, the implementation of the CSC is a pre-requisite for farmers' engagement in advocacy for enhanced agriculture advisory services .

Tool Session	Who to invite/participate	Who will be option in case first priority fails to attend	Tentative and suitable dates and Duration for the meeting	Venue for community meetings	Materials needed	Leading facilitatitors
Tool 8.2 Mapping of Ag Extension Services	e.g. FFBS Community Based Trainers (CBTs)	Field Staff and govt extension workers in case we do not have CBTs				
Tool 8.3 Introductory and buy in Meetings						
Tool 8.4 Resource Tracking Matrix Participants						
Tool 8.5 Validation and Prioritising of Indicators						
Tool 8.6 Scoring						
Tool 8.8 Interface Meeting						
Tool 8.9 Joint Action Planning						
Tool 8.10 Monitoring Monthly Meetings/ Joint Quarterly Review Meetings						

8.2 Advocacy Tools

Step One: Define Your Problem

8.2.1 What is Advocacy?

SEASON	Throughout the production cycle, but participants should have already completed the CSC tools and decided upon an advocacy objective based on the outcomes of the CSC.
OBJECTIVE	To explore the purpose and meaning of advocacy so producer groups understand the outcomes of the advocacy tools.
TIME FRAME	1.5 hours
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for participants to stay in groups of 4–5

Tips to facilitators:

The facilitator asks for volunteers from the group to lead group discussions. The volunteer is responsible for assisting the groups to follow the exercise instructions, keeping time, and calling on participants who wish to speak. The volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

▶ STEP 1. **Plenary Discussion**

1. Have the full group come together and ask participants to recall the outcomes from the Community Scorecard tool sessions to decide upon the main advocacy related issues they'd like to focus on for the rest of this tool set. All the tools moving forward, will be focused on building advocacy approaches around this mutually agreed upon issue.
2. Once one main advocacy objective has been decided upon, which most likely will have a focus on influencing extension service providers in your local context, have a volunteer write out this goal somewhere everyone in the producer group can see.
3. Now, the facilitator should ask the producer group "what do you think advocacy is?"
    a. Encourage the group to recall what the outcomes of the CSC tools were and how that process helped them decide on their advocacy issue, this may help the group brainstorm what they think advocacy is.
4. Give time for a few participants to respond. If the group doesn't know, that is alright and assure them that we will all learn together.
5. After participants have replied, tell them the following definition:

   a. Advocacy is the deliberate process of influencing those who make decisions about developing, changing, and implementing policies, practices, and structures to reduce poverty and achieve social justice. Advocacy is made up of various activities undertaken to gain access to and influence decision-makers on matters of importance to a particular group or to society in general. Advocacy as a deliberate process involves intentional actions aimed at a specific outcome based on evidence and/or good practices.

▶ STEP 2. **Group Work**

1. Divide the participants into groups of four or five.
2. As a full team, recall what their chosen advocacy initiative is again.
3. Give each team 15–20 minutes to produce a short skit (1–2 minutes) that they will present to the full team on the chosen advocacy issue and how it impacts their life.
4. Have each team present their skit and give time after each presentation for the other teams to give feedback if they have any.

▶ STEP 3. **Plenary Discussion**

1. Now, come back together as a full group and ask the participants, "why do you want to engage in advocacy on this issue?" Have a volunteer record the responses.
2. Once all the responses have been recorded, the facilitator should share with the team that there are many reasons to engage in advocacy, including:
   a. The need to solve specific problems through a process of engaging policy makers to bring about change in public programs or policies or create them where they do not exist.
   b. To ensure the need for participation of the people in decision making about policies and programs for the people.
   c. To strengthen and empower organised groups in society[1]
   d. To elevate the voices of women in communities for decision makers to support their needs and priorities
3. Give space for questions or feedback from participants, if they have any.
4. Then, ask participants "what do you think are different advocacy activities we could undertake to achieve the changes we are working towards?" Have a volunteer record the responses.
5. Once all the responses have been recorded, the facilitator should share there are many ways to engage in advocacy, some of the most common ways are:
   a. Holding conversations and dialogues with extension service providers, local governments, and other powerholders (such as traditional authorities, religious leaders, village council members)
   b. public campaigning
   c. engaging with the media, such as local newspapers or radio

▶ STEP 4. **Group Work**

1. Have the participants get back into their small group.
2. Give each team 10–15 minutes to update their original skit to now include an advocacy activity they think could be used to address their advocacy issue based on what they just learned.
3. Have each team present their skit and give time after each presentation for the other teams to give feedback if they have any.

▶ STEP 5. **Wrap up and Feedback**

1. Have the participants come back together as a full group.
2. Tell them that throughout these tools, they will learn more detailed ways to engage in advocacy to solve their advocacy issue and by the end, they should feel comfortable engaging in advocacy initiatives with the other participants in the FFBS producer group.

1 Manual para (wola.org) *Manual for Facilitators of Advocacy training* pg 13

822 Defining and Engaging in Advocacy

SEASON	Throughout the production cycle, but participants should have already completed the CSC tools before using the advocacy tools.
OBJECTIVE	To explore the purpose and meaning of advocacy and develop a shared definition of advocacy.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for participants to stay in groups of 4–5

Tips to facilitators:

The facilitator asks for volunteers from the group to lead group discussion. The volunteer is responsible for assisting the groups to follow the exercise instructions, keeping time, and calling on participants who wish to speak. The volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

▶ STEP 1. Group Work

1. Divide the participants into groups of four or five, these can be the same groups as the previous exercise. As review, share both the advocacy issue the team has decided on based on the outcomes of the CSC tools and CARE's definition of advocacy with the full group.
    a. **Advocacy Definition:** Advocacy is the deliberate process of influencing those who make decisions about developing, changing, and implementing policies, practices, and structures to reduce poverty and achieve social justice. Advocacy is made up of various activities undertaken to gain access to and influence decision-makers on matters of importance to a particular group or to society in general. Advocacy as a deliberate process involves intentional actions aimed at a specific outcome based on evidence and/or good practices.
2. Within the small groups, discuss the following questions and have a volunteer record the answers:
    a. From your experience, who begins advocacy?
    b. who carries out advocacy? Who should not?
    c. what kinds of activities does advocacy involve?
    d. what are some challenges to doing advocacy?
    e. what are the advantages to including diverse opinions in advocacy?
    f. what are some obstacles for diverse groups in advocacy efforts (such as gender, age, ethnicity, class, religion, profession)? how can these obstacles be overcome?
3. Come back together as a full plenary and have each group present on their responses to the above questions.
4. Give time for other teams to input their thoughts, if they have any, to each team's review of their responses.
5. Have one volunteer record all of the team's responses so that this information is readily available to look back on during future activities.

▶ STEP 2. **Wrap up and Feedback**

1. After the discussions, the facilitator asks the groups to think of their biggest strengths and have a volunteer record all the responses.
2. Based on the identified strengths, have the full group come up with what advocacy approaches they think would be the best for them to use based on their strengths and have a volunteer record the responses.
    - Explain to the group that they will go into more depth on advocacy approaches during later in the advocacy tools process so they can update these decisions after those exercises as well.

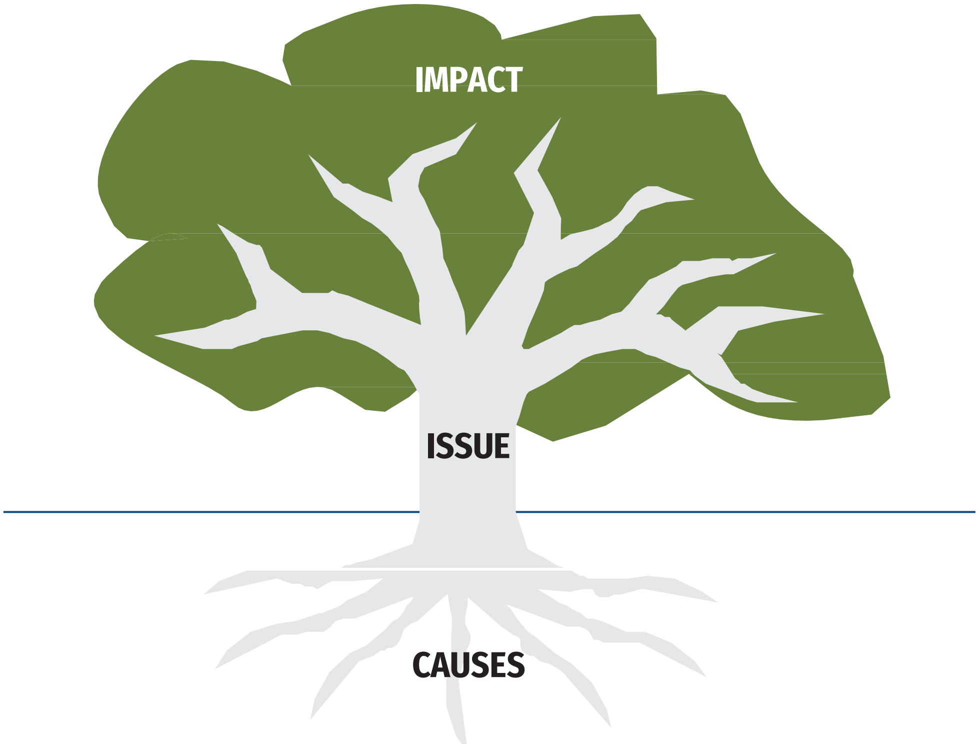
Step Two: The Advocacy Planning and Implementation Cycle

8.2.3 Identify Problems, Root Causes, and Find Solutions

SEASON	Throughout the production cycle, but participants should have already completed the CSC tools before using the advocacy tools.
OBJECTIVE	To enable the FFBS producer group participants to think about and reflect on the challenges around their advocacy initiative, address the challenges, and to identify root causes of problems affecting their advocacy initiative.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, Paper or chalkboard, markers, or chalk Image of a problem Tree, and Solution Tree Coloured stickers/cards (**Red**-Problem, **Blue**-Result/consequences**, Purple**-Cause and 2 shades of **Green-**Solution). Facilitator can decide on colours.
IDEAL WORKSPACE	Enough space for entire FFBS group to participate

Tips to facilitators:

- Facilitator starts session by recapping on key points in the last 2 tools.
- Explain what the goal and learning objective of this module is and display the pre-created image of a tree (as seen below).
- Explain to the group that the image of the tree is to help them discuss and understand how **problems** are **caused** and what the **consequences** could be and how they can identify **solutions.** This process will be similar to the problem tree presented in the nutrition toolkit.
- Using the tree image, the facilitator should explain to participants that the **roots** symbolize the **causes** and the branches the **consequences/result** of the **problem** they have all agreed to focus on based on the outcomes of the CSC scoring sheet.
- This problem can be represented through a related image pasted at the trunk of the tree.
- Highlight that a problem may have multiple consequences, root causes and solutions.
- *Facilitator can develop a wide range of picture cards for the problem/solution trees. The overall goal comes from by start identifying your advocacy priorities, where you identify the power holders and collaborators.*



Problem Tree Image Example

▶ STEP 1. **Plenary Discussion questions may include:**

1. Using already prepared images of a tree facilitator asks participants to think about their advocacy issue as identified from the CSC process.
2. Write this issue on the trunk of the tree.
3. Ask participants why this is a problem and facilitator or assistant writes this on a lighter red card and sticks it on a branch. Repeat this several times and stick answers on the branches. Explain this is what happens as a result/ consequence of problems.
4. Ask what the causes of the problem are. Write answers on purple colored sticky card and stick on the root. Repeat this several times to identify multiple causes.
5. After listing root causes, ask what the solutions are and do the same for consequences. Write answers on two shades of green sticky card and stick on the tree next to the corresponding cause and consequence.
6. Finally ask participants which of these solutions they would like to advocate on?
7. List them in order of priority decided by the participants.
8. The participants pick one solution to advocate on.

▶ STEP 2. **Wrap Up and Questions**

1. Finish by giving an overview of the last activity – from identifying a problem to identifying possible solutions using the problem tree tool.
2. Once solutions requiring advocacy action are identified, tell participants this begins to give then a guide on setting the goal for their advocacy action.
3. In the next session the group will look at how to set a goal for the advocacy action they have identified.
4. Ask if they have any questions.

8.2.4 Define Your Goal

SEASON	Throughout the production cycle, but participants should have already completed the CSC tools before using the advocacy tools.
OBJECTIVE	This activity demonstrates how goal setting and teamwork relate. Deciding on what they can finish, coming up with a tactic and creating new ways if they are not getting their objective are all valuable aspects for realizing goals as a team. We can also use this example to monitor and evaluate our advocacy strategy/plan.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, Paper or chalkboard, markers, or chalk Image of Solution tree, image of ball and a Goal post A ball which can be easily thrown and hit (such as a soccer ball or beach ball)
IDEAL WORKSPACE	Enough space for small groups to toss a ball, can be done outside

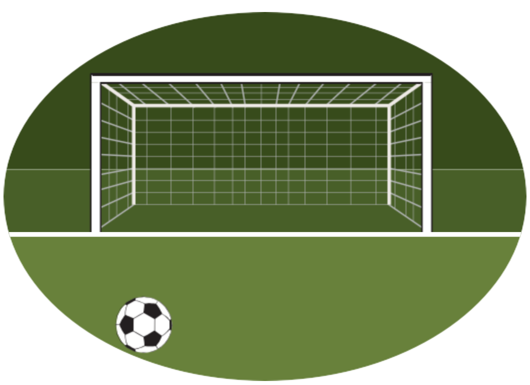
Background

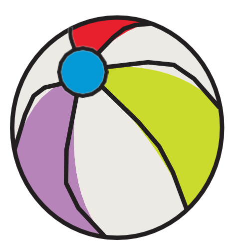
Now, the goals and objectives to tackle the identified advocacy issue should be set. Any advocacy effort must begin with a sense of its goals. Think of a long term or short-term goal. These goals need to be defined at the start, in a way that can launch an effort, draw people to it, and sustain it over time.

- Have an already prepared image of the problem tree from the previous exercise, an image of ball, and a goal post; these tools will be used to clearly explain the meaning of how to set an advocacy goal.
- In developing a goal with FFBS, you should spend time developing steppingstone actions that will help them identify the goal.

STEP 1. Plenary Discussion

1. Display the images of a Ball and Goal Post
2. Ask them to explain what comes to their mind when they see a ball and goal post?
3. Record the answers on a flipchart.





STEP 2. Team Activity

Goal: Keep the ball in the air[2]

1. Split the participants into two to three small groups.
2. Tell the groups their task is to keep the ball in the air for a specified number of hits without letting it touch the ground and that no one should touch the ball twice in a row.
3. Ask each group how many hits they think they can manage to keep the ball in the air
4. Give the groups two minutes to come up with a strategy/plan to keep the ball in the air.
5. Have the groups go one at a time and keep track of their number of hits.
6. Each group will go three times and has an opportunity to reorganize their strategy/plan before each attempt.
7. The group with the highest number of hits in one single attempt wins. Feel free to award them with a prize, but this isn't required.

STEP 3. Plenary Discussion and Questions

1. Now ask them to define what they think makes a good goal.
2. Write down key words on the flipchart.
3. Now, write out the acronym SMART on a flip chart and ask the group if they are familiar with the acronym and if they are, what it stands for.
4. Once participants have had a chance to respond, explain that successful goals must be "SMART" and that stands for: *specific, measurable, achievable, realistic and time bound.*
5. Reflect on the advocacy goal decided based on the CSC process against the SMART model, does your advocacy goal fit this acronym? If not, how can the team improve upon the goal?
6. Based on this discussion, modify your goal as needed.

STEP 4. Group Work

1. Have the teams get back into their small groups
2. Ask a participant to write the advocacy goal on the top of a flipchart.
3. Ask the participant group each of the following questions on the flipchart, and have a volunteer record the responses to each question on a separate flip chart:
   - What do you want to change?
   - When do we want to do it, what is the timeline for addressing this advocacy issue?
   - How do we want to do it?
   - What approaches do we want to use?
   - Who were the stakeholders we identified during the CSC tools?
4. Now have the group come back together and each team shares their responses and give time for feedback from the other teams.
5. Have one volunteer capturing all the group presentations on one flipchart, showing what areas the teams agreed on in the questions.

2 Adapted from A Guide to Goal-Setting Training Games in the Workplace – https://www.indeed.com/career-advice/career-development/goal-setting-training-games

8.2.5 Identify Who Can Make the Change

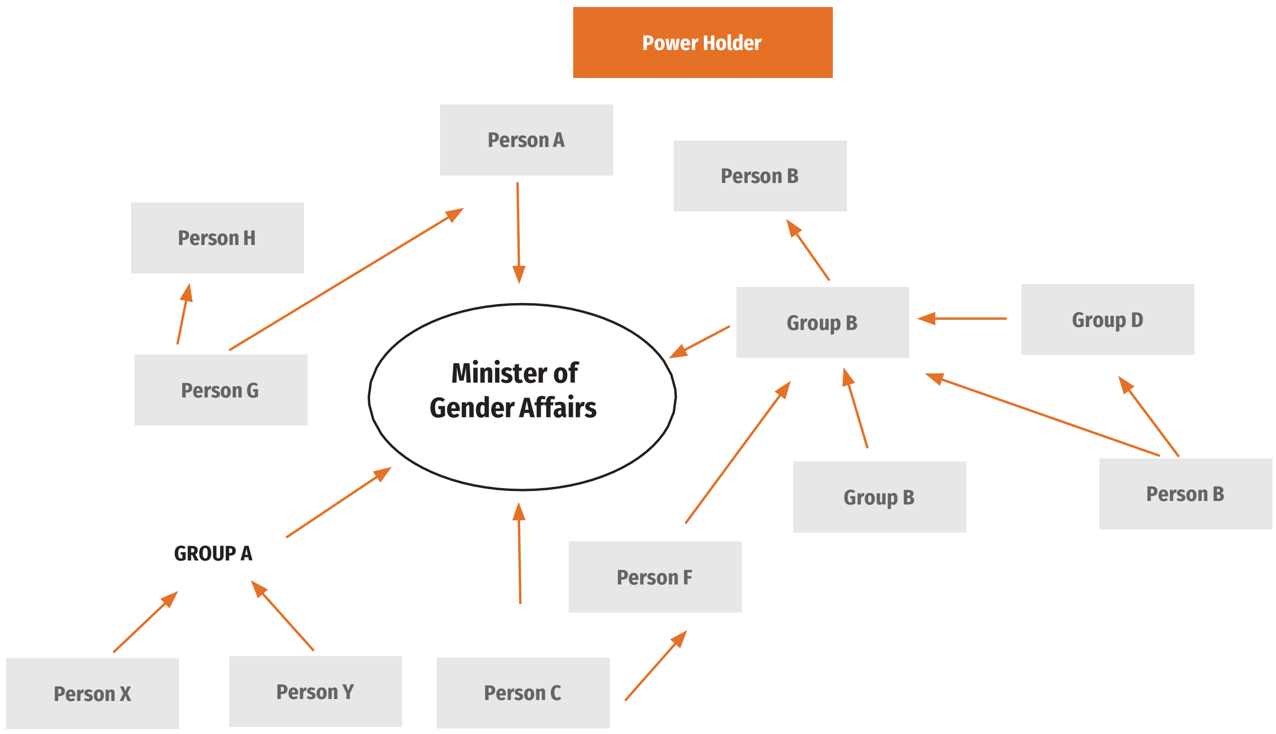
SEASON	Throughout the production cycle, but participants should have already completed the CSC tools before using the advocacy tools.
OBJECTIVE	To enable participants to think about and reflect on their understanding of key decision makers in society, especially agriculture extension agents and local government officials.
TIME FRAME	45 minutes
MATERIALS NEEDED	Picture cards depicting some characteristics of key stakeholders in their community... Iman, Pastor, Chiefs, Lawyer, Police, Parliamentarian, President, CSOs etc. 2 Flip charts, Paper or chalkboard, markers or chalk Coloured stickers.
IDEAL WORKSPACE	Enough space for 3–4 groups

Tips to facilitators:

The examples of picture cards may vary depending on the area of advocacy and location. The facilitator should prepare enough to gather relevant pictures cards before doing this session as this will allow participants to grasp the concept. The purpose of this exercise is to identify individuals and groups who have influence on key stakeholders in their surrounding who can help them achieve their goal.

STEP 1. Group work

1. Ask someone from the group to recall the chosen advocacy issue that they are focusing on and any stakeholders they have already identified during the CSC process and previous advocacy activities. You can pull out previous flipcharts or recorded responses to help remind participants if needed.
2. Split participants into three to four groups
3. Now, ask the groups to answer the following questions (and have a volunteer in each group record the answers):
   a. Who are the key stakeholders you think can help you solve this problem?
   b. What existing group/networks do you like to work with in solving the problem?
   c. What resources or information would you need from them?
4. Put the main target/Key decision maker in the middle of a large circle and those that can influence him/her on the surrounding of the circle (for example, agriculture extension agents, farmer training centre heads, development agents, etc.) as seen in the image below.
5. Use an arrow to link people who can influence the power holder in your society.



▸ STEP 2. **Group work presentation**

1. Ask group leaders to present their findings from the discussion session
2. Allow for questions and feedback from wider group
3. Now, create another powerholder map with the full group based on each small groups responses. This will decide on the main stakeholders the group decides they will target to solve their advocacy issue.

8.2.6 Identify the Advocacy Asks and Core Messages

SEASON	Throughout the production cycle, but should have the CSC tools completed and an advocacy issue to focus on identified.
OBJECTIVE	To help participants identify the most important things they want to say Help distinguish key messages from pieces of information that are facts Understand the importance of a clear message and communications plan Develop and deliver your message
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, one with an image of a man and the other with the image of a woman Coloured stickers
IDEAL WORKSPACE	Enough space for the full group to be in a circle together.

Tips to facilitators:

Designing the asks for extension service access and quality is very important. Often, advocates fail to accomplish their asks because the primary audience they are targeting does not have the capacity or resources to take the action. Key messages are the most important things you want to say, applying the KISS principle (Keep It Simple and Short). The purpose of this exercise is to help you identify the most important things you want to say, i.e., your key messages. It also helps you understanding clear and effective way of communication and how it can help in advocacy drive.

▶ STEP 1. Recap session

1. Recall that they have already discussed key decision makers in the community who impact the outcomes of their advocacy issue. If helpful, show the stakeholder mapping done during the last activity.
2. Tell them that the exercise will help participant to practice tailoring messages to their audience and will reflect on the various channels they can use to reach the targets.

▶ STEP 2. Role play

Round 1

1. Ask the participants to form a circle.
2. Ask one person in the circle to be a volunteer.
3. Tell the volunteer to think of a simple message – but do not say the message out loud. (for example, “today I fetched cold water from the river”)
4. Ask the volunteer to quietly say/whisper the message to the person sitting next to them in the circle (no one else in the circle should hear the message so be sure to whisper it directly into their ear).
5. The person who received the message should whisper it to the person sitting next to them (softly so that no one else hears the message).
6. Repeat the process until the last person in the circle has the message whispered to them.
7. The last person should say what she/he heard aloud to the group.
8. Was the message the same as the original message? Tell the group they will repeat the process again.

Round 2

1. Repeat the activity but choose a new volunteer to decide on the message.
2. Now have the group reflect on both rounds. Were the starting and final messages the same? Why do you think they may have been different? Did the group modify their approach in the second round?
3. Now, ask them to give feedback on lesson learned from the two activities and record them on a flip chart.
4. Tell them that the essence of the exercises was geared towards understanding clear and effective way of communication and how it can help in advocacy drive. It is important to tailor your messaging to the audience so that it does not get misinterpreted, like they may have experienced during the activity.

STEP 3. Group Work

1. Divide participants into groups of at least 6 and ask for volunteers to lead each group.
2. In each small group, split the participants into two groups, one being "Decision Makers" and the other "Advocates".
3. Ask the full group together to recall the main advocacy goal set after the CSC sessions.
4. Now have the advocates and decision maker groups split up and meet separately.
5. Ask the advocates the following:
    a. Imagine a situation where they will meet a decision-maker for their identified advocacy ask.
    b. Spend 10 min thinking about what they would say to the decision-maker, consider:
        i. What are the most important things you would like the decision maker to know?
        ii. How will you reach the decision maker? (Channels of communication)
        iii. What recommendation would you like to provide to the decision-makers?
6. Ask the decision-makers:
    a. Decide amongst themselves who they would like to represent (such as extension agents, agricultural bureau heads, farmer trainings centre heads, etc.). The advocate group will not know which decision maker this group has identified.
    b. Based on the teams chosen identified representative from part a., prepare the viewpoint they'd like to hold when hearing from the advocates.
7. Once both teams are ready, have the advocates present for 3 minutes to the decision-maker on their advocacy message and to convince him/her to consider their position.
8. When the three minutes ends, have each decision maker respond based on their chosen identity (give each person 1 minute to respond)
9. Now, come back together as a full team and discuss how it went, what worked well, what could be improved upon and how it could be improved. During this exercise, the advocates did not know which decision maker they were talking to, was this a challenge when developing your advocacy asks?
10. Try again, switching the roles, but this time tell the advocacy group which stakeholder the decision maker group is representing and repeat the process.
11. Have the small group come together after the second round and discuss what went well, was it easier to create your messaging when you knew the decision maker? How did this compare to the first round?

STEP 4. Wrap up and feedback

1. Have the full group come back together in plenary
2. Give around 10 minutes to discuss the activity together and have the team reflect on why it is important to know your stakeholder audience when developing your advocacy asks.
3. Have a volunteer record responses, specifically what went well and what challenges the teams faced.

Step Three: Advocacy Approaches

8.2.7 Advocacy Tactics to Consider

SEASON	Throughout the production cycle, but should have the CSC tools completed and an advocacy issue to focus on identified.
OBJECTIVE	To empower farmers as effective advocates for agriculture extension services and enable them to influence policymakers, extension service providers, and other relevant stakeholders with the authority, power, and means to address challenges in the delivery systems.
TIME FRAME	45 minutes
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for groups of 5–6

Tips to facilitators:

Absolutely, engaging with government decision-makers, administrators, and political representatives is crucial for farmers to seek support and address the problems affecting agriculture extension services. By actively involving these key stakeholders, farmers can voice their concerns, present their needs, and advocate for necessary changes in agricultural policies and service delivery. This engagement can lead to better allocation of resources, improved extension services, and the implementation of farmer-centric solutions that benefit the entire agricultural community.

Advocacy tactics are the actions or activities that one/group conducts to push toward an advocacy goal or desired change. Determining what tactics to choose is an important strategic decision that depends on several factors, including timing, risk, resources, and the external environment.

Recap at the beginning to review previous modules and establish connection between sections on problem identification, how they'll engage in advocacy, who the main stakeholders are, and how these are relevant in choosing the appropriate tactic and timing that is suitable for the context.

In this activity, participants will be introduced to two broad categories of advocacy approaches – constructive and confrontational. Participants will reflect on the types of advocacy tactics that others have used and share their experiences. The purpose of this activity is to introduce a framework for planning strategic action. Participants will begin to think about which tactics would best serve their advocacy goal.

▶ STEP 1. **Group Work**

The facilitator asks for a volunteer to lead the group discussion. The volunteer is responsible for assisting the groups to follow the exercise instructions, keeping time, and calling on participants who wish to speak. Make sure that each group has at least a volunteer who can read or write. The volunteer records participants' findings on a large piece of paper or chalkboard that is visible to all.

1. Explain to the group that there are two broad categories of advocacy approaches – confrontational and constructive. And within each of these approaches are a wide range of tactics.
   a. A constructive approach uses collaborative means to get your point across. Tactics that could be used in this approach include working with policymakers and awareness raising, such as holding an event to share FFBS progress with policymakers or directly holding dialogues with stakeholders to share ideas and develop mutually agreed upon points for action.
   b. A confrontational approach uses adversarial means to get your point across. Tactics that could be used in this approach include strikes, protests, sit-ins, and petition drives.
2. Split the participants into three groups and assign each group one of the following topics:
   a. Communicating directly with the government (also known as lobbying)
   b. Media Campaigns – this can happen through local media sources or spaces in your community where messages are easily shared with a wide audience such as through local markets, newspapers, radio, WhatsApp, or other social media.
   c. Protesting and holding a rally or event

▶ STEP 2. **Plenary Discussion**

1. Have each group identify a volunteer who can read or write in each group. *Make sure that each group has at least a volunteer who can read or write*
2. Ask each group to think of the advocacy approach they were assigned and respond to the following questions with this activity in mind:
   a. Who is their target
   b. What the activity or approach is and what it will require
   c. When is the best time to do this advocacy approach
   d. Where will it take place
   e. Why this is the best identified activity (think about your strengths and interests of the stakeholders)
   f. How the group plans on realizing this activity based on the above responses.
3. Once the groups are finished, have each present to the full group and allow for time for feedback
4. After comparing, they will finally list down the main advocacy tactics and emphasize why choosing the right tactic and timing for implementing it is important.
5. As a group decide which advocacy tactics would be the most achievable for the group to focus on.
6. How do these responses and tactics compare to the approaches the group identified during the "Defining and Engaging in Advocacy" activity, has your focus changed? Why has the response changed?

▶ STEP 3. **Wrap up and feedback**

1. The choice of advocacy tactic that the group will use may depend on the environment surrounding the change you want to achieve. Such tactics or activities should align with the chosen approach. For example, if you choose a constructive approach, you may want to plan for activities/tactics like preparing policy briefs and arranging meetings.
2. When thinking about your advocacy strategy and choosing between different types of advocacy tactics, there are several factors to consider, including strategic timing, the operational environment, the level of risk, and the organizational capacity.

3. Emphasise that when thinking about your advocacy strategy and choosing between different types of advocacy tactics, there are a number of factors to consider, including strategic timing. The timing of your advocacy activities can have a significant impact – if the timing isn't right, your advocacy tactics could go unnoticed or not have the intended impact. But, if the timing is well placed, then your advocacy tactics could succeed in getting the attention of key policymakers.
4. Based on this information, make any final updates to the team's identified advocacy approaches (if any).
5. In the next sessions, we will learn more about different nonconfrontational approaches.

8.2.8 Lobbying as an Advocacy Approach

SEASON	Throughout the production cycle, but should have the CSC tools completed and an advocacy issue to focus on identified.
OBJECTIVE	To locate and understand lobbying as a specialized form of advocacy that is used for influencing decision makers and service providers
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for participants to split into 2 groups and perform a skit

Tips to facilitators:

Lobbying can take various forms, including in-person meetings, sending letters and information, or leveraging social media platforms to reach decision-makers. It is a planned and organized approach that aims to create a favourable environment for change by engaging with key stakeholders.

In the context of addressing problems in agriculture extension services, lobbying is a powerful advocacy tactic that farmers can utilize to influence decision-makers and seek support for changes in service delivery, funding, and or other barriers that stand against improved service delivery. Lobbying involves the deliberate and strategic efforts of individuals or groups to persuade decision-makers to act in favour of their cause or identified extension service problem.

Through lobbying, farmers can effectively advocate for the improvement of agriculture extension services by highlighting the challenges they face and proposing solutions. By engaging decision-makers and presenting compelling arguments, farmers can influence policy decisions and secure the necessary support to address the problems in agriculture extension services.

STEP 1. Group Work

1. Start the training by explaining advocacy can empower farmers to address challenges in agriculture services, as we've witnessed in previous activities. Emphasize that advocacy tactics can be influential tools for bringing about positive change.
2. Explain to the group a few simple steps to impactful lobbying:
   a. Identify a group, an Institution, or a key Influencer for your advocacy initiative and make an appointment stating the issues that will be presented for discussion.
   b. Make a follow-up on your appointment regarding the time, place and key message or topic to be discussed. *Note, this will help you and the decision-makers to prepare well in time*.
   c. Select a team to meet with key decision-makers or influencers. *Note in this selection make sure to select the main speakers and supplementary speakers to allow the flow of effective communication. The team should be moderately respectable and not have issues that may make it impossible to focus on the issues.*
   d. Prepare a brief message. *Make sure that the message captures what you want to communicate to the decision-marker. These messages can be bullet points on a piece of paper, can be delivered as testimonies by farmers who are affected by the lack or poor extension services, a short video which shows the state of the situation/issue, etc. that can be handed over to the decision-maker after your presentation*.
   e. Do your presentation. *Try to establish mutual trust and respect and be bold in your presentation. Also, try to present a win-win situation; explain what the decision maker stands to gain from your goal.*

    f. Finally, try to agree on follow-up action points.
    g. After the meeting, ensure that there is a follow up to thank the decision maker for their time by the lead speaker or an appointed person by the group.

1. Divide the participants into three groups, each focusing on a specific advocacy tactic.
    a. Group 1: Conducting an in-person meeting with stakeholders
    b. Group 2: Writing a letter to the stakeholder
    c. Group 3: Using social media, radio, and/or newspapers to advocate to stakeholders
2. Give each group 30 minutes to prepare a short (5 minutes) skit or overview on their identified advocacy tactic, giving the corresponding teams the following information:
    a. **Group 1:** Preparation for an In-Person Meeting with an identified key stakeholder:
        i. What are the priorities of your stakeholder?
        ii. What key issues will you discuss during the meeting?
        iii. How will you craft your messaging so that it is clear and concise and effectively raises your concerns?
        iv. What types of communication and listening skills will you use?
    b. **Group 2:** Drafting a letter to an identified stakeholder to convey the key challenges faced and changes you'd like to see.
        i. How will the letter be structured?
        ii. What are the main issues you'd like to address?
        iii. What evidence do you have to support your claims?
        iv. What specific actions would you like that stakeholder to take?
    c. **Group 3:** Using social media, radio, and/or newspapers to advocate to stakeholders
        i. What communication platform makes the most sense to use (and you can choose multiple, such as WhatsApp and local radio)
        ii. What type of content will you need to develop (script, pictures, written post, etc.)
        iii. Can you use hashtags or tag relevant decision makers to amplify your message? Can you use influencers to help you?
        iv. What is the main action your want your targeted stakeholder to do, this is also referred to as a "Call to Action."

STEP 2. **Plenary Discussion**

1. Have the whole group come back together and allow time for each team to present their skit or presentation.
2. Allow time for feedback and guidance from the whole group after each presentation.
3. As a full group, discuss their thoughts on each of these tactics, which one seems the most achievable for the group? Are their multiple tactics they can pursue?
4. Recall back to the previous activity, has their idea of which advocacy activities the group would like the pursues changed? If yes, why? Record these answers on a flip chart.

8.2.9 Mobilization as an Advocacy Approach

SEASON	Throughout the production cycle, but should have the CSC tools completed and an advocacy issue to focus on identified.
OBJECTIVE	To understand mobilization as an advocacy tactic, focusing on its use in organizing farmer groups, fostering community participation, building alliances with like-minded organizations, and enabling effective communication to enhance a deeper understanding of challenges and opportunities in agricultural extension services.
TIME FRAME	1 hour
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for participants to split into 3 groups

Tips to facilitators:

Mobilization is a crucial advocacy tactic for agricultural producers. It involves uniting and organizing to collectively address common needs and concerns. By mobilizing, producers can strengthen their voices, increase the likelihood of their demands being heard, and advocate for improved access to extension services, better training programs, technical support, and appropriate resources.

STEP 1. Plenary Discussion

1. Opening the session by asking the group what they think "mobilization" means in reference to advocacy.
2. When finished, give the participants the definition of mobilization, as defined in the facilitator tips.
3. Ask the participants for examples of mobilization activities that could support their advocacy goal and record their responses. These could be pulled directly from previous exercises that have discussed mobilization tactics.
4. Explain to the group a few simple steps to impactful mobilization:
    a. Include those who are affected by the problem. The most powerful advocates are those experiencing the consequences.
    b. Clarify what you want to achieve by mobilizing people, making it a strategic action.
    c. Choose your methods carefully. It should be effective, appropriate, and realistic.
    d. Have a clear message, use slogans if appropriate.
    e. Encourage easy actions, so that people involved will go into action.
    f. Make events fun. Inspiring activities will build solidarity and support.
    g. Avoid violence, as it will discredit your message and not be in line with peaceful advocacy.

STEP 2. Group Work

1. Divide the participants into three groups, each focusing on a specific advocacy tactic.
    a. Group 1: Organizing and Mobilizing for Advocacy
    b. Group 2: Engaging the Community and Local Authorities
    c. Group 3: Building Alliances with Like-Minded Groups/ Organizations

2. Give each group 30 minutes to prepare a short (5 minutes) skit or overview on their identified advocacy tactic, giving the corresponding teams the following information:
    a. **Group 1:** Organizing and Mobilizing for Advocacy:
        i. Explain that an effective tactic could be organizing producers into thematic groups (such as by area, by value chain, gender etc.) and the benefits they will each get by engaging in collective action for advocacy.
        ii. How can these groups unite their voices to demand improvements in public services, particularly agricultural extension services, infrastructure like roads and marketplaces.
        iii. What are your specific advocacy objectives and what is your planned activities to achieve them?
        iv. What types of events or forums could be used to effectively advocate for your issue?
    b. **Group 2:** Engaging the Community and Local Authorities:
        i. Why is community participation in advocacy efforts important and how can the producer group engage their community members around your advocacy ask?
        ii. What types of community members should be engaged? What strengths do they bring to your advocacy goals?
        iii. How can the producer group sensitize the community about agricultural extension challenges and what role they can play in seeking improvements?
        iv. Using advocacy tactics learned in previous sessions, indicate how you can involve local authorities, political representatives, and decision-makers in advocacy activities and what these activities could look like.
        v. What are your advocacy asks and how can these demands be framed to build a mutually beneficial relationship with local authorities?
    c. **Group 3:** Building Alliances with Like-Minded Groups/ Organizations:
        i. What is the significance of forming alliances with other organizations and stakeholders to strengthen advocacy efforts? What types of alliances or organizations exist in your community?
        ii. When and where do these organizations meet? What are some mutually shared goals between this group and those organizations/alliances?
        iii. What messaging could you use to approaches these organizations/alliances?
        iv. What types of advocacy activities could be performed with these organizations/alliances?
        v. How can you leverage partnerships for resource-sharing, joint campaigns, and increased advocacy impact?

STEP 3. **Plenary Discussion**

1. Have the whole group come back together and allow time for each team to present their skit or presentation.
2. Allow time for feedback and guidance from the whole group after each presentation.
3. As a full group, discuss their thoughts on each of these tactics, which one seems the most achievable for the group? Are their multiple tactics they can pursue? Are there external organizations/alliances the group should target?
4. Recall back to the previous activity, has their idea of which advocacy activities the group would like the pursues changed? If yes, why? Record these answers on a flip chart.
5. Emphasize to the group that mobilization revolves around effective communication, which enhances a deeper understanding of challenges and opportunities in agricultural extension services.
6. Reinforce the importance of collective action and community engagement in advocacy efforts to drive positive change in agricultural extension services.

8.2.10 Media Engagement as an Advocacy Tactic

SEASON	Throughout the production cycle, but should have the CSC tools completed and an advocacy issue to focus on identified.
OBJECTIVE	Enhance farmers' understanding of the influence of media in advocacy and equip them with practical strategies to prepare for and engage with the media effectively to promote their advocacy efforts.
TIME FRAME	1.5 hours
MATERIALS NEEDED	Flip charts, paper or chalkboard, markers, or chalk
IDEAL WORKSPACE	Enough space for participants to stay in groups of 4–5

Tips to facilitators:

This session should be linked to previous sessions that revealed ways of identifying a problem, and service delivery challenges as could have been identified in CSC. The facilitator should use practical examples from previous sessions (problem identification, Community Score Card sessions) to help effective farmers with communication skills that can be used to plan for their advocacy.

The media, in its diverse forms, plays a crucial role in advocating for change and influencing decision-makers, especially in the context of agriculture extension services. Through various channels like television, radio, newspapers, social media, and online platforms, the media acts as a powerful tool for informing, educating, exposing, and disseminating messages that can impact policy and decision-making.

There is no 'one size fits all' approach to media engagement, so producers need to be clear about which parts of the public they wish to reach and why they wish to reach them. They must identify which mix of channels (media) will help reach the people they want with the messages they want to get across and in the most cost-effective way.

STEP 1. Plenary Discussion

1. Opening the session by asking the group what they think "media" means in reference to advocacy and different examples of media.
2. When finished, give the participants the definition of media, as defined in the facilitator tips.
3. Ask the participants for examples of activities using media that could support their advocacy goal and record their responses. These could be pulled directly from previous exercises that have discussed advocacy tactics.
4. Explain to the group a few advantages and tips for successfully engaging media for advocacy:
    a. Advantages:
        i. Wide Reach: Television, radio, and social media platforms allow advocacy messages to reach policymakers, stakeholders, and the public.
        ii. Information Dissemination: Media effectively informs and educates the public about farmers' issues, raising awareness and fostering understanding.
        iii. Credibility and Influence: Media coverage lends credibility to advocacy efforts, making decision-makers take farmers' concerns seriously.

iv. Mobilizing Support: Media exposure mobilizes support from communities, farmers, and like-minded organizations, creating a unified voice that demands action.
v. Immediate Impact: Media reports bring attention to urgent issues, pressuring decision-makers for prompt responses.

b. Tips:
    i. Preparation: Thoroughly prepare key messages, talking points, and advocacy objectives for clear and consistent messaging.
    ii. Authenticity: Share real stories and experiences for genuine impact on audiences and decision-makers.
    iii. Engagement with Local Media: Build relationships with local journalists for continuous communication.
    iv. Diversification of Media Platforms: Utilize traditional and social media for wider outreach.
    v. Strategic Timing: Seize the right moments to highlight agricultural extension challenges for increased attention and support.

5. Explain to the group that even though media can be an effective way to conduct advocacy, there are disadvantages to be aware of:
    a. Misrepresentation: Miscommunication or misrepresentation of farmers' messages can lead to misunderstandings.
    b. Media Bias: Some media outlets may prioritize certain issues or portray them with bias.
    c. Media Sensationalism: Overemphasis on sensationalism may overlook the complexity of farmers' challenges.

STEP 2. Group Work

1. Divide the participants into four groups, each focusing on a specific advocacy tactic.
    a. Group 1: Understanding Media Influence
    b. Group 2: Preparing for Media Engagement
    c. Group 3: Engaging the Media in Advocacy Efforts
    d. Group 4: Role of social media
2. Give each group 20 minutes to prepare a short (5 minutes) skit or overview on their identified advocacy tactic, giving the corresponding teams the following information:
    a. **Group 1:** Understanding Media Influence:
        i. What forms of media are available in your community, including television, radio, newspapers, social media platforms, and online channels?
        ii. What role does media play in influencing public opinion, shaping narratives, and influencing authorities to act of things that are not working, especially regarding agricultural issues?
        iii. Can you think of examples of how media has been used in advocacy to raise awareness and bring about change in your community?
        iv. Share your experiences using media and its impact on your community.
    b. **Group 2:** Preparing for Media Engagement:
        i. How can you engage the media?
        ii. What key messages could your media campaign focus on that address your concerns, talking points, and what you hope to achieve through the use of the media for advocacy?
        iii. You could conduct a role-play skit where a producer is interviewed on the radio about your advocacy message. What types of tough questions might the interviewer ask? How can you be prepared with your key messages to respond?
    c. **Group 3:** Engaging the Media in Advocacy Efforts:
        i. How can you engage the media?
        ii. What are the specific spaces, such as local newspapers, radio stations, events where you could share your messages via press releases, media interviews, opinion pieces, or feature stories that highlight agricultural extension challenges and proposed solutions.
        iii. What are the potential benefits and risks of media engagement and how can you navigate any negative outcomes effectively?

d. **Group 4:** Role of social media:

   i. What role does social media play in your community and what types of audiences could you reach through locally used social media?

   ii. What types of content could be created that would be engaging on locally used social media platforms that would raise awareness on your advocacy asks?
   Encourage the use of messages, videos, visual content, and storytelling to make advocacy messages more impactful.

   iii. Discuss the advantages and disadvantages of using social media for advocacy purposes.

STEP 3. Plenary Discussion

1. Have the whole group come back together and allow time for each team to present their skit or presentation.
2. Allow time for feedback and guidance from the whole group after each presentation.
3. As a full group, discuss their thoughts on each of these tactics, which one seems the most achievable for the group? Are their multiple tactics they can pursue? What are the best options to engage media for advocacy?
4. Recall back to the previous activity, has their idea of which advocacy activities the group would like the pursues changed? If yes, why? Record these answers on a flip chart.
5. Emphasize that media is a powerful tool in amplifying your voice to influence decision-makers. Media serves as a bridge, connecting producers to a broader audience and drawing attention to your challenges, but it should be used with care as it has advantages and disadvantages.
6. Now, the participants should have identified an advocacy issue, the main stakeholders involved, and various activities that can be used for effective advocacy.