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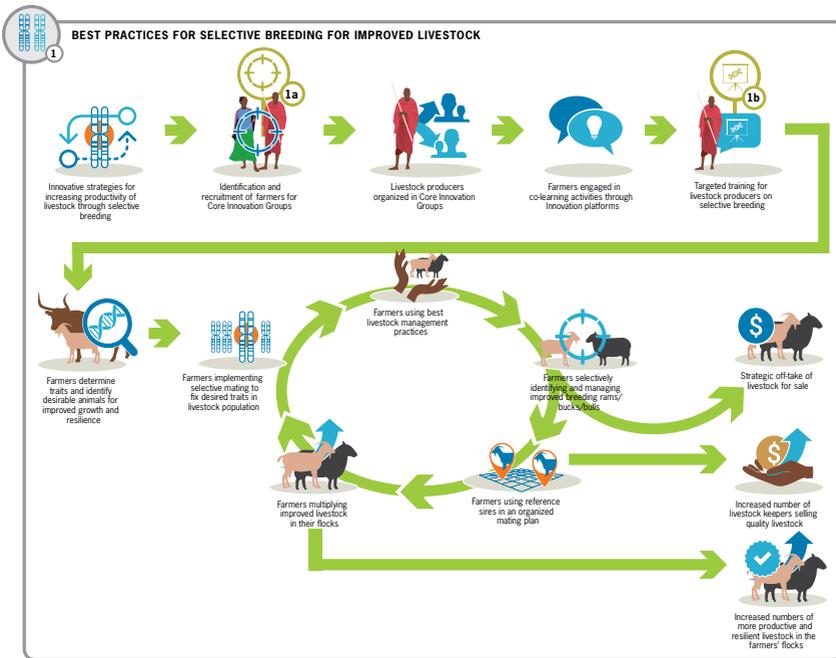The U.S. Government's Global Hunger & Food Security Initiative

Kenya Accelerated Value Chain Development
Livestock Component

BEST PRACTICES
FOR SELECTIVE BREEDING
FOR IMPROVED
LIVESTOCK PRODUCTIVITY

THE IMPACT PATHWAY

BEST PRACTICES FOR SELECTIVE BREEDING FOR IMPROVED LIVESTOCK

Innovative strategies for increasing productivity of livestock through selective breeding

Identification and recruitment of farmers for Core Innovation Groups

Livestock producers organized in Core Innovation Groups

Farmers engaged in co-learning activities through Innovation platforms

Targeted training for livestock producers on selective breeding

Farmers determine traits and identify desirable animals for improved growth and resilience

Farmers implementing selective mating to fix desired traits in livestock population

Farmers using best livestock management practices

Farmers selectively identifying and managing improved breeding rams/bucks/bulls

Strategic off-take of livestock for sale

Farmers multiplying improved livestock in their flocks

Farmers using reference sires in an organized mating plan

Increased number of livestock keepers selling quality livestock

Increased numbers of more productive and resilient livestock in the farmers' flocks

This module focuses on this section of the Impact Pathway:

Innovative strategies for increasing productivity of livestock through selective breeding

Identification and recruitment of farmers for Core Innovation Groups

Livestock producers organized in Core Innovation Groups

MODULE 1

ENQUIRE

This module is intended for use by extension personnel who are seeking to introduce innovative strategies for improving livestock productivity in a pre-determined area.

The Feed the Future Kenya Accelerated Value Chain Development (AVCD) program seeks to widely apply technologies and innovations for livestock, dairy and staple crop (root crops and drought-tolerant crops) value chains in order to competitively and sustainably increase productivity, contributing to inclusive agricultural growth, nutrition and food security in 23 counties in the country. Supported by the United States Agency for International Development as part of the US government's Feed the Future initiative, its main goals is to sustainably reduce poverty and hunger in the Feed the Future zones of influence in Kenya.

In partnership with the International Crops for Research Institute for Semi-Arid Arid Tropics (ICRISAT) and the International Potato Center (CIP), International Livestock Research Institute (ILRI) will lead the implementation of AVCD. The three CGIAR centres will work closely with partners—county governments, NGOs, CBOs, private sector actors and other USAID-funded projects/programs, as well as leverage knowledge and best practices from academic institutions and foundations.

Patron: Professor Peter C Doherty AC, FAA, FRS
Animal scientist, Nobel Prize Laureate for Physiology or Medicine–1996

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FOREWORD

This is the first in a series of modules developed through the USAID funded Accelerated Livestock Value Chain project- Livestock component, to be used by livestock practitioners and development partners seeking to Improve livestock productivity in pastoral communities through better herd management. The main focus of these modules is to add value to the sustainable production, management and marketing of sheep and goats in pastoral systems using community focused interventions.

Community-based core innovation groups (CIG) form the backbone of the entire intervention. The CIG are common interest group platforms through which producers learn and practice improved herd management, through adoption of selected technologies and mutual sharing of knowledge and skills. It is also through the CIGs that the technology spreads among other producers and communities.

Through adoption of the practices presented in these modules, it is anticipated that the quality of animals, meat and milk products from local breeds of small ruminants raised in pastoral systems will improve, resulting in increased resilience, improved incomes and improved nutritional status of pastoral households.

LISTEN, JOIN AND NAVIGATE

A.1	**Develop a County profile**

A County profile is required in order to:

- Understand the area selected, its demographic characteristics, resource endowment and key infrastructure developments

- Identify actors in the livestock sector and existing institutional arrangements around livestock

- Understand the institutional and policy frameworks

- Identify the critical opportunities and constraints related to livestock production in the area

RECOMMENDED TIMEFRAME
FOR IMPLEMENTATION:
ONE MONTH

OBJECTIVE
Identify and document opportunities, constraints and other information necessary to support decision-making for improving men's and women's livelihoods through livestock.

A1.1. DESK STUDY ON TARGET AREA

SECONDARY DATA
COLLECTION AND COLLATION:
2 WEEKS

Identify key information about livestock production in the county of interest. Collate statistics and information from official reports, published articles, area maps (information that can be legitimately referenced).

This will include:

- *Who are the key actors in livestock management and breeding development?*

- *What are the main activities undertaken by the key actors?*

- *What are the expected outcomes from activities, and the achievements attained thus far?*

- *What are the future prospects for livestock development?*

KEY OUTPUTS

✓ Short report detailing findings

✓ List and contact details of key informants on livestock development to contact in the area

✓ A Check list indicating questions to ask different key informants

✓ A planned outline for a field visit arranged collaboratively with support from county key informants

NOTE: Budget costs for field visit should include: transport costs, accommodation, team member payments, and contingencies

Reconnaissance Visit

A.2.1 PROCESS

This involves face to face interactions with key informants within the selected area.

Use the key informant checklists developed, engage and listen to what is going on at the ground level, and within the county administration.

OBJECTIVE

Engage with the key informants and listen to their vision and strategy in order to build relationships and trust.

LEADERS TO BE ENGAGED

National government, County government

KEY PEOPLE TO BE ENGAGED AT THE COUNTY AND LOCAL LEVEL

- County commissioner

- Line ministry directors at County level (agriculture, livestock – veterinary and animal production – social services-gender)

- Development Agents/ organizations involved in livestock development (NGO's)

- Other Private sector actors (Key market agents)

- Local Chiefs in different sites

A.2.2

LISTEN

The discussions with different key informants should focus around:

- *What are their key roles in the area*

- *What are the current on-going activities related to livestock production in the county*

- *What are the Main goals and targets when it comes to livestock production*

- *Who are the Key partners engaged in livestock development in the area, and how do they collaborate (how they are linked)*

- *What are the main challenges in the livestock sector in the area*

- *What are the Key county policies related to livestock*

- *Key facts about livestock such as the contribution of livestock to the economy of the county; livestock species diversity; livestock market infrastructure and dynamics of export within and outside the country; main species and products marketed; main market players; role of farmers in market regarding meeting market demand for the products and influence marketing of products; main methods of communication*
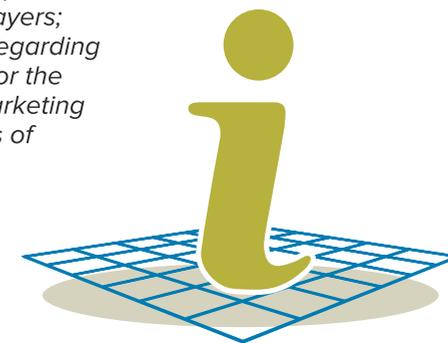
ADDITIONAL TOPICS TO DISCUSS WITH SPECIFIC QUESTIONS INCLUDE:

- **LINE MINISTRY STAKEHOLDERS:**
  - ✓ What are the county livestock characteristics
  - ✓ What are the main sources of influence/ drivers of the livestock sector (human populations densities, livestock densities, seasonal livestock / human migration patterns; security for long term activities, community involvement in development projects, agro-ecological zones, access to water, etc)

- **GENDER STAKEHOLDERS:**
  - ✓ What are the county gender characteristics (gender inequalities, access to education and services)?
  - ✓ What are the key gender and agriculture interventions and what have been the outcomes?
  - ✓ Who is involved?

- **DEVELOPMENT / PRIVATE SECTOR ACTORS:**
  - ✓ Who are the main actors in the counties and what do they do in relation to livestock development and livelihoods?
  - ✓ Specifically focus on the role that the actor providing information plays in the county

A.2.3

SHARE (JOIN)

Explain the background, interest and objectives of the project using the "impact pathway" (on inside cover page) of the project. Highlight how the planned activities will add value to on-going activities in the county (Layering), and to the lives of the targeted communities.

Focus on the key objective which is to **improve the quantity and quality of livestock and livestock products**:

- Improve the **quality of livestock products** through management interventions, including flock productivity, breeding practices, animal heath, feed and environmental management

- **Enhance knowledge and skills** of key partners and target communities using innovation platforms, experiential learning and training of trainers. This will be augmented with the development and availing of need based learning resources for the target areas

- Improve **marketability of livestock** and livestock products through introducing measures for traceability of various livestock products

- **Enhance inputs and services** in the livestock sector through implementing demand driven collaborative actions with county livestock sector actors to improve livestock productivity. These could include improved availability of pasture and fodder seeds, animal health services, access to improved breeding stock (breeds or lines)

A.2.4
NAVIGATE

Make a general site visit based on information obtained from key informant discussions.

Following discussions with key informants make a cursory visit to different sites, and if possible meet with chiefs and elders/ local authorities within locations of sizable population densities.

OBJECTIVE OF SITE VISIT:
To get a "feel" of the terrain, distances and existing infrastructure, and to get a sense of the perspective of the local leadership regarding interventions in the livestock sector within their community.

It is advisable that you make the site visit involving the county livestock office, and use an experienced local facilitator and language translator for communication.

Ask questions from the checklist that help to establish:

- The role of livestock at the local level, opportunities and challenges faced. *These will help verify information collected through the desk study and key informant interviews.*

- The community structure (values, gender roles and key decision making structures; community cohesiveness)

- Seek to understand previous community group activities related to livestock and the social dynamics of beneficiaries (rich, poor; men, women; young, old)

- **Physically observe** the area (take pictures where suitable), note; physical features and communication access through road and phone; resource endowments, water reservoirs, species diversity, security.

OUTPUT FROM RECONNAISSANCE

Report illustrating the actors and institutions working on livestock within the county; key policies and county priorities in relation to livestock within the county; key challenges and opportunities; people met *(not more than 5 pages)*

TIMELINE: **TWO WEEKS TO PREPARE**

A.3 Site Selection

Using information generated through reconnaissance, use criteria listed below to determine which sites in the area will be used for initiating project activities. Seek input and feedback from the county livestock office in determining the sites for to be selected.

- ✓ For purposes of enhancing activities by other development partners aligned with project, identify communities with any infrastructure developed through government and related project activities with other partners; leveraging existing initiatives; laying their efforts and providing potential for systematic sequence that can promote project goals

- ✓ Ensure area of interest is aligned with the priority areas of the county leadership

- ✓ Seek initial areas where communities are cohesive in order to facilitate directional planning of productivity improvement groups

- ✓ Identify communities with a higher human population within the community wherever possible—in order to ensure impact on a larger population

- ✓ Identify communities where there has been some previous community development in order to facilitate uptake of changes proposed.

- ✓ Target communities with reasonable access to livestock markets

A.4 Community Sensitization (once the site has been selected)

PROCESS

Engage national and county livestock offices in livestock activities. Contact community leaders on the ground. Share a more detailed outline of the project plans and seek their buy-in (bottom-up approach). Request the community leaders to invite participants who will participate in a community meeting for more information on the project.

At this point it is critical to *manage the expectations* of the community **by clarifying that there will be no direct cash benefits** - but rather benefits will be through knowledge and longer term change in their livestock populations.

SECTION B

ENGAGE TARGET COMMUNITIES

Communities in the selected sites need to been informed on the proposed interventions, and involved in outlining their needs, identifying priority actions for determining key pivot points for planned activities. Community engagement can be achieved using Community Platform Meetings (CPM), and one-on one discussions with community members.

Phase 1: PREPARATION

B.1 ## Community Platform Meetings (CPM)

A community platform meeting is a formal engagement with a sub-group of community members in a specified location. Based on the social structure of the community, determine if the CPM should be held separately for men and women.

B1.1 PREPARATION FOR A CPM

1. **Facilitation team**
   Determine members of the facilitation team—and the role of each person at the CPM. Key people include:
   - Lead facilitator
   - Note taker / Chart writer
   - Administrator: *noting attendance, ensuring refreshments are available, managing expenditures around the CPM)*
   - Translator: *to interpret/simplify information for understanding by the CPM participants*
   - Photographer: *to take pictures of process*

2. **Participants**
   Decide on the key stakeholders that are needed in order to have an effective CPM. The participants should be informed at least one week before the day of the CPM. The CPM should have between 30 – 40 participants. These should include Men, Women and youth from the target community, a local leader (Chief/ chief's representative), representative from the county livestock office.

Manage expectations of participants:
It should be clear from the outset that the CPM is a facilitated interactive discussion, and no payment will be provided for participation.

3. **Venue**
   In collaboration with the leadership at the local level, identify an area that is easily accessible and acceptable as a meeting point for men, women and youth in the community. Make sure the venue is available at the desired time, clean and able to accommodate the number of participants you are expecting.

4. CPM materials

Prepare materials prior to the meeting. These include: Coloured pens, and coloured cards, Flip charts, masking tape, beads/grains, voice recorder, notebooks, pens and camera.

Prepare various charts and tables needed for the meeting and interactive activities- have a spare copy of the charts as a back-up.

USE A CHECK-LIST:

☐ Participants
☐ Venue
☐ Colored marker pens (Different colors)
☐ Colored cards (Different colors)
☐ Flip charts
☐ Masking tape
☐ Beads/sticks/grains
☐ Voice recorder
☐ Notebook and pens (For facilitation team)
☐ Camera

5. Budget

Ensure you have the finances required to cater for all the costs of the platform meeting. The key cost items for the CPM could include: Venue hire, participants refreshments and lunch, transport, facilitator team allowances.

NOTE: Carry copies of the CPM tool for use by the facilitation team a guide during the discussions. A copy of the CPM tool should be provided to the local leadership for reference.

B1.2 PROCESS OF A CPM

1. Welcome participants and introduce yourself and the facilitation team; allow for community meeting norms (e.g. opening prayer).

2. Request participants to introduce themselves assure participants that their identities will not be used in any way that may inconvenience them –*to break the ice*, request participants to say their name, which location they come from, and perhaps ask them to state their favourite meal/ the activity they like to be engaged in best?

3. Provide information on the facilities available for their convenience.

4. Explain the general purpose of the discussion, and how the CPM will help to educate the facilitator team on the area.

5. Explain the presence and purpose of documenting and recording equipment and introduce observers.

6. Interactively determine the rules of engagement: general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time, and being prepared for the moderator to interrupt to assure that all the topics can be covered, and the Use of coloured cards.

7. Reaffirm the issue of confidentiality.

8. Inform the group that information discussed is going to be analysed as a whole and that participants' names will not be used in any analysis of the discussion.

9. During the discussions, ensure equal participation. Encourage the quiet participants to contribute to the discussion and control the very active ones

NOTE: Each session of the discussion should last about 1 to 1.5 hours and the group can be divided according to gender for some gender related questions. The questions are to guide the discussion. There is no requirement to stick to the order provided, however, ensure that all the questions provided are covered in the course of discussions. The discussion should flow as naturally as possible and the facilitator should follow the lead of the group members, probing relevant topics they raise during the discussion.

RULES OF ENGAGEMENT (FACILITATOR TEAM)

- Do not dress formally
- Sit at the same level
- Make proper introduction and avoid using titles (Dr, Prof, Honourable etc)
- Never show signs of boredom, fatigue or impatience
- Ensure all participants including women have a chance to contribute

Example CPM session timetable

TIME	ACTIVITY
9:00-9:30	Welcome and introduction
9:30-10:00	Ground rules
10:00—11:00	Discussion session 1
11:00-11:15	Break / refreshment
11:15- 12:15	Group discussions/activity
12:15- 13:00	Joint discussion session 2
13:00-13:30	Wrap up and administration
14:00	Lunch and departure

## Engage Community at the Household Level: BASELINE SURVEY

The aim of the baseline survey is to enable the project team develop a profile of the existing production systems and their characteristics, and to understand the demographic of the farming community households. The information generated through the baseline provides a basis for engagement through dialogue, and for determining the needs for capacity building (a bottom-up approach).

B2.1 PREPARATION FOR A BASELINE SURVEY

Check-list

- ☐ *Enumerators*
- ☐ *Paper questionnaire*
- ☐ *Tablets/Smart phones*
- ☐ *Notebooks and pens*
- ☐ *Venue*
- ☐ *Flip chart/White board with makers*
- ☐ *Projector*
- ☐ *Internet source*
- ☐ *Laptop*
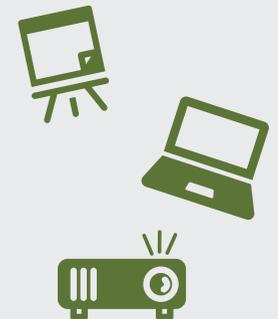
1. **Mapping and Sampling**

   The site for which the baseline survey will be conducted has to be mapped to show the population density, main settlement areas and physical features within the site selected.

In order to be able to use the data generated for analyses, a sample size of households to be interviewed is determined, and the households to be interviewed are randomly selected using GPS coordinates in relation to the mapping of the area. Where possible strive to sample 30% of the households headed by women.

2. Tool development

The tool for data collection needs to be developed in a paper format first. The paper questionnaire should have the important sections and questions needed to collect the data required. This includes both socio-economic information, and information on the livestock production system. The paper format for the tools used to collect data from the pastoral systems can be obtained at:

> http://avcd.wikispaces.com/file/view/AVCD-LC-Baseline%20tool-SR-Pastoral-2016.pdf/599159558/AVCD-LC-Baseline%20tool-SR-Pastoral-2016.pdf

3. Paperless data tool development

The paper questionnaire is then converted to a paperless data capture tool using the Open Data Kit (ODK). The conversion requires some programing. Once the tool has been developed in ODK, it has to be tested to make sure it works as needed.

Instructions on how to access ODK tools developed for the baseline survey are provided in **Annex 2**

4. Community sensitization

On the ground, in collaboration with the county livestock department and community leadership, community members need to be sensitized regarding the baseline and the need to provide accurate information when interviewed.

B2.2 PROCESS OF IMPLEMENTING A BASELINE SURVEY

1. Training enumerators

Before starting the data collection, enumerators have to be trained to understand how to use the ODK system and administer the tool. The enumerators are first trained on the paper questionnaire so that they understand the flow of the questions. Afterwards, they will be trained on how to use the ODK (Annex 2).

The training of enumerators should take 1-2 days.

It must be clarified that each farmer to be interviewed must give his signed consent to participate in the Baseline. The enumerators must be able to clearly outline the purpose of the baseline to the farmer.
Train enumerators on conduct when administering questionnaires. They should always be respectful and responsive.

2. Pre-testing the tool

It's very important to pre-test the tool before the survey. This helps in identifying challenges of the enumerators or with the tools developed. The pre-test involves:

a)   *Role playing:*
the enumerators work in pairs. One acts as the respondent and the other as the interviewer, and they go over the questions in the baseline tools.

b)   *Actual interviewing:*
the enumerators are taken to use the tools with some actual farmers in a pre-selected area.
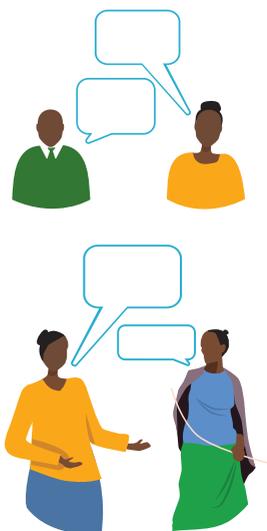
After the pre-test, the enumerators report back to the group on the challenges they faced, and how they addressed them. Any technical challenges related to the use of the data capture tools should be addressed before the survey begins. The pre-test should take a maximum of one day.

3. Administering the survey

After training and pre-testing, the survey can be administered. Make sure the enumerators are well equipped with the following:

- Tablet for data capture
- Power bank,
- Pen,
- Paper,
- Internet access,
- Any other logistics.

The enumerators should also clearly understand what is expected of them in terms of number of questionnaires to administer per day and the expected remuneration.

One enumerator should be able to administer 3 or 4 questionnaires a day. Therefore the number of days needed to carry out the survey in one site will be determined by the sample size and the number of enumerators engaged in the survey.

4. Daily review

At the end of each day of implementing the survey, the team should meet to carry out the following:

1. Send the data collected to the main database
2. Review what went well and what did not go well
3. Plan for implementation the following day

This will ensure that all the data collected for that day is submitted and any challenges faced during the data collection solved.

5. Reference

Ensure enumerators have a copy of the paper questionnaire for reference when seeking information from the farmers.

Enumerators should also use note-books to document any additional information that would be of interest to the project and is not captured through the tools.
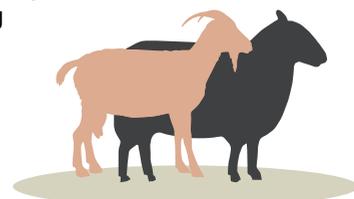
1 Community Platform Meeting (CPM)
(UNDERSTAND THE COMMUNITY)

A tool for Community Platform Meeting 1 is provided in **Annex 1**

The first community meeting provides a guided platform for the community to discuss and outline existing practices and needs for livestock improvement. The overall goal of the CPM is to facilitate participatory activities and discussions with the community members for a good understanding and buy-in to the proposed project activities.

The specific objectives of the CPM-1 are:

1. To understand the importance of sheep and goats in terms of ranking relative to other species within the community

2. To understand different roles/ functions for sheep and goats within the communities

3. To obtain information on the main breeds of sheep and goats reared within the communities

4. To understand general seasonal pattern and its possible influence on sheep and goat populations

5. To understand the main opportunities and challenges experienced by the communities when it comes to sheep and goat production and how these influence the choice of breeds to rear (e.g. Feeds/ fodder, Diseases/ healthcare, Mortality etc.)

6. Understand the gender perspective in sheep and goat management practices

7. To understand existing arrangements for acquisition disposal/replacement of sheep and goats by communities—and which main marketing points are used by the communities

OUTPUT: A CPM REPORT

2 Baseline Survey
(UNDERSTAND THE COMMUNITY)

OUTPUT: BASELINE REPORT

3 Community platform meeting II:
FEEDBACK FROM BASELINE AND SETTING OF HOUSEHOLD SELECTION CRITERIA

The second CPM should focus on providing feedback on the data collected through CPM I and the baseline survey. During the CPM II meeting, the community members will also be involved in determining the criteria for determining which members of the communities would be suitable for engaging in the project activities through participating in **Core Innovation Group (CIG).**

To conduct the CPM II, the checklist and process for conducting a CPM should be followed. The CPM is divided into two sessions as described below:

1. **Feedback session**

   Results are shared from data collected at baseline and information generated through the first CPM on:
   - Livestock species owned in the area
   - Goat and sheep breeds kept by the community
   - Goat and sheep flock composition
   - Goat and sheep management practices implemented by the community (Breeding, mating and feeding)

- Goat and sheep inflows and outflows in the flocks owned by community members

- Sources of water for both household use and livestock production

- Challenges to water access for livestock production

- Traits of importance in sheep and goats

- Constraints to livestock production

Use charts, graphs, photographs and pictures to illustrate different results. Use print-outs of results on A3 paper. Distribute the printouts to the CPM participants in groups of 4 or 5 people for reference.

The main facilitator then presents and discusses each result with the participants for them to verify and validate the information documented.

Members of the facilitation team will need to distribute themselves among the CPM participants in order to help them understand and interpret the results presented.

> *Each member of the facilitation team should also have a print out of the results in A4.*

2. Selection criteria for Core Innovation Group members

The concept of training trainers within the community to implement best practices and then teach others the same should be introduced. The CPM participants should then be requested to outline criteria they feel would be important

in determining which members of the community should be trained and recruited to form a "Core Innovation Group" (CIG).

To initiate the discussion, the following criteria will be introduced by the facilitator:

- A CIG member should have participated in the baseline survey

- Seek for representation across different villages in the area

- Ensure both men and women are represented

- Ensure those selected actually own sheep and goats

- Ensure disadvantaged groups in the community are represented

- Members should have a basic level of Literacy

The CPM participants will then discuss the type of person (soft skills) who should join the CIG.

OUTPUT

1. Documented selection criteria for CIG members
2. Report on Feedback from baseline data collection
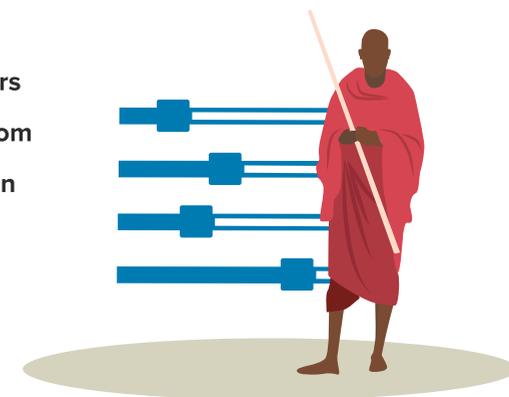
4 Gender Disaggregated Focus Group Discussions

Both men and women engage in livestock management and breeding activities in different ways, therefore may have different expectations, motivations and face different challenges in livestock breeding and management. Overlooking the preferences and capabilities of a significant section of society may undermine the extent to which a project is demand driven.

This activity aims to identify means of maximizing benefits received from and utility of the project for all beneficiaries. Results from the baselines survey regarding gender can also be explored in more detail.

PREPARATION

1. Establish key objectives based on initial observations from the reconnaissance visit and results from the baseline survey.

2. Design a group discussion checklist working closely with project partners and county officials. Relay the checklist with field staff who may be assisting with facilitation, seek their inputs on translating questions into local languages and ensure sensitivity of questions has been approved.

3. The group discussion checklist could cover various overall issues of interest, including:

   - Understand gendered participation in livestock breeding and trait preferences for livestock

   - Identify the gendered opportunities and constraints faced by livestock keepers in SR management and along SR value chains

   - Explore the norms and customs that condition gendered access to and control over livestock and their products

PROCESS

1 Introduction and purpose of FGD

- Thank participants for attending the discussion

- Introduce yourselves and the AVCD livestock breeding project briefly – perhaps with an update from the last AVCD field visit

- Explain purpose of discussion and explain clearly how the information collected may be used

2 Conduct

- Establish neutrality and emphasise that the participants are the experts of their life worlds. Their honest contributions to the discussion will therefore increase the likelihood of better AVCD outcomes

- Let the participants know that they should express and respect each other's opinions

- Let the participants know that they can feel free to ask questions at any point during the discussion

- Ensure that the participants know this work will be treated in all confidentiality (no names will be included in the project reports)

- Importance of being culturally sensitive (time, dress, speech, may also be required to start with a prayer)

- If the participants agree to the above, request consent for discussions to be recorded using a device as well as from taking notes
- Ask the same questions to both men and women CIG member discussion groups regarding livestock management and marketing activities in order to identify differences and synergies that would inform the study design.

3 **Analysis**

- Use content analysis by reading through the prose and identifying responses that are recurrent as well as unique across all the discussions between men and women, and across sites.

4 **Outputs**

- Transcribed notes from recording device
- Report highlighting key emerging topics from male and female discussions; as well as unique topics
- A comparison of results with the baseline survey results with explanations for observations – seek complementarity between the tools
- Recommendations on which gender sensitive strategies are likely to yield livelihood benefits– and minimise conflicts.

SECTION C
ENROLL CORE INNOVATION GROUP MEMBERS

From the baseline survey data, using the selection criteria agreed upon with the community, select a number of farmers who meet the criteria for enrolment in CIG. Each CIG should have at least 20 people and at most 30 people.

The list from the baseline should have an additional parallel list with alternative farmers to be engaged in case some of the people initially selected are not able to participate for one reason or another.

The verification process of CIG members involves going door to door to each selected member and asking questions to ensure they meet the selection criteria outlined.

The members selected are then informed on a day which they will meet as a group and discuss the way forward. During this meeting, each member will be requested to sign a consent form (Annex 3). The facilitator will take the members through the consent form so that they understand and ask questions where it's not clear. It must be clarified that a members is free to leave the CIG at any given time and new members can be recruited to replace them.

During the first meeting, the members are taken through the impact pathway so that they can understand what is expected of them. They are also taught on group dynamics so as to ensure cohesion between the group members.

FEED FUTURE
The U.S. Government's Global Hunger & Food Security Initiative

ACCELERATED VALUE CHAIN DEVELOPMENT PROGRAM

LIVESTOCK VALUE CHAIN COMPONENT

Community Platform meeting (CPM)

J.M.K. Ojango[1], E. Oyieng[1], D. Milia[2], J. Audho[1] and S. Jakinda[2]

[1] International Livestock Research Institute (ILRI)

[2] Neighbours Initiative Alliance (NIA)

Objectives of the CPM

1. To understand the importance of sheep and goats in terms of ranking relative to other species within the community

2. To understand different roles/ functions for sheep and goats within the communities

3. To obtain information on the main breeds of sheep and goats reared within the communities

4. To understand general seasonal pattern and its possible influence on sheep and goat populations

5. To understand the main opportunities and challenges experienced by the communities when it comes to sheep and goat production and how these influence the choice of breeds to rear (e.g. Feeds/ fodder, Diseases/ healthcare, Mortality etc.)

6. Understand the gender perspective in sheep and goat management practices

7. To understand existing arrangements for *acquisition/ disposal/replacement* of sheep and goats by communities—and which main marketing points are used by the communities

Introduction

- Welcome participants and introduce yourself (the team)

- Request farmers to introduce themselves and assure them that their identities will not be used in any way that may inconvenience them.

- Explain the general purpose of the discussion

- Discuss the purpose and process of group/ platform discussions

- Explain the presence and purpose of recording equipment and introduce observers.

- Outline general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time, and being prepared for the moderator to interrupt to assure that all the topics can be covered (Use coloured cards)

- Address the issue of confidentiality.

- Inform the group that information discussed is going to be analyzed as a whole and that participants' names will not be used in any analysis of the discussion.

Notes:

Each session of the discussion should last about 2 to 3 hours and the group can be divided according to gender for some gender related questions. The questions are given only as a guide and there is no requirement to stick to the order provided here. The discussion should flow as naturally as possible and the facilitator should follow the lead of the group members, probing relevant topics they raise during the discussion

WORKSHOP PROFILE

Country	
County	
Other administrative unit	
Name of village	
Date of village workshop	
Venue for the workshop	
Number of village participants	Female:
	Male:
Name of facilitators	1. 2. 3. 4.
Name of observers	1. 2. 3. 4.
Special conditions	

A: General familiarization questions to set the discussion rolling

1. Which are the major farming activities in this area?

2. How important are sheep and goats for livestock keepers in this area (*relative to other farm enterprises*) i.e., *how do farmers decide what farming enterprises are more important*

   a. Approach: Allocate beads/ sticks / beans to different options (Cattle, sheep, goats, camels, wildlife)

Rank of livestock	By Gender		
	Men	**Women**	**Overall**
Cattle			
Sheep			
Goat			
Camel			

3. Area Mapping exercise - use beans, sticks, maize + chart on ground—groups: (*Get community members to draw and locate different resources, infrastructure and social services available in their area*)

Items on map	Detailed information (Specify availability, status, distance, Relevance to livestock and sheep in particular etc)
Natural resources	
Water sources	
Pasture/ grazing areas	
Forests	
Habitat for wild animals	
Infrastructure	
Roads	
Settlements	
Commodity markets	
Livestock market (live animals)	
Slaughter house	
Livestock services (name what is available	
Social services	
Health	
Schools	
Places of worship	
Local administration	
Offices (name types)	

B1. Objective: to outline different roles/ functions for sheep and goats within the communities by different gender groups

Breed / type of sheep or goat	Number of farmers keeping these breeds	Why do you keep this species and breed? (Consumption, Income, prestige, ceremonies, inputs etc)	Who uses it most for the given function? (Hh, men, women, children)

B2. What are the main breeds / types of sheep and goats kept? Rank the most important characteristics for choice of the various breeds

Breed name (Local name)	Characteristics of breed	Relative importance of trait (scale 1-5— where 1 is most important, 5=less important)	Number of farmers who own these breeds		Rank which of the breeds is most predominant (count votes)
			Men	Women	

C. Objective: To outline general seasonal pattern of rainfall and how it is aligned to the sheep and goat population dynamics and management practices adopted.

Which month of the year do you normally have rainfall –proportional piling according to amount of rainfall (have charts by at least two different groups

Month	J	F	M	A	M	J	J	A	S	O	N	D	Number of farmers
Group 1													
Group 2													

Which month of the year do you normally aim to have Lambs/ kids born and why?

Month	J	F	M	A	M	J	J	A	S	O	N	D	Number of farmers	Reason for using method
Sheep														
Goats														

Discuss with community members patterns evident in the lambing/ kidding patterns. Also discuss with the communities times/ seasons when they sell more animals and when they are most likely to move their flocks to other areas.

D. Objective: To understand who makes the decisions when it comes to the *acquisition/disposal/replacement* **of sheep and goats in the communities; the main sources of information on marketing and the kind of information available on marketing of animals for the different gender groups within the community**

1. Suppose you want to sell or buy sheep or goats, who makes the decision on animals to be sold—men, women or both?

	Within the household, who makes the decision to buy/ sell an animal		
	Men	Women	Both
Sheep			
Goats			

2. How do you get information about where you to sell the animal i.e. who provides this information, and what type of information is provided?

|	Type of information on where to sell animals	Sources of information on where to sell animals	*Group responses by gender*
Sale of sheep			
Sale of Goats			

E. To understand the main opportunities and challenges experienced by the communities when it comes to sheep and goat production and how these influence the choice of breeds to rear (eg Feeds/ fodder, Diseases/ healthcare, Mortality etc) *(Group all responses by gender)*

Constraint/ Opportunity	Rank, its Importance on production (1-5)	Cause	Affected breed/ Which one is not affected?	How do u manage	For long term solutions, what can you do locally, and what external support do you need

How to install ODK Collect and entry data

Note: These guidelines are for use on ANDROID based devices

1. **Download the ODK Collect APK from Google play using your device. (Done once)**
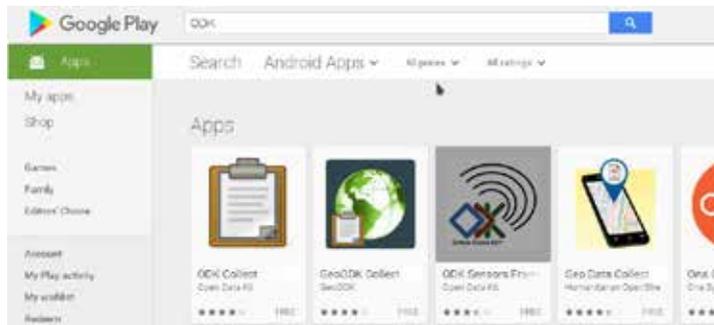
2. **Open ODK Collect and go to the general settings. (Done once)**

In the general settings change the platform settings, username and password.

(Done once)

Username: XXXXXX (to be provided during workshop)

Password: XXXXX (to be provided during workshop)

URL

https://data.ilri.org/collect/XXXXXXXXX

Username

XXXXXXXXX

Password

****

3. **Update the navigation to buttons. (Done once)**

• In ODK Collect's Main Menu, press the Menu button on your device

• Select **General Settings**

• Scroll down until you get to the **User Interface**

• Click on **Navigation**

• Select **Use forward/backward buttons**, suitable for the Qwerty phones.

• Select **Use horizontal swipes**, (this setting is suitable for touch devices.)
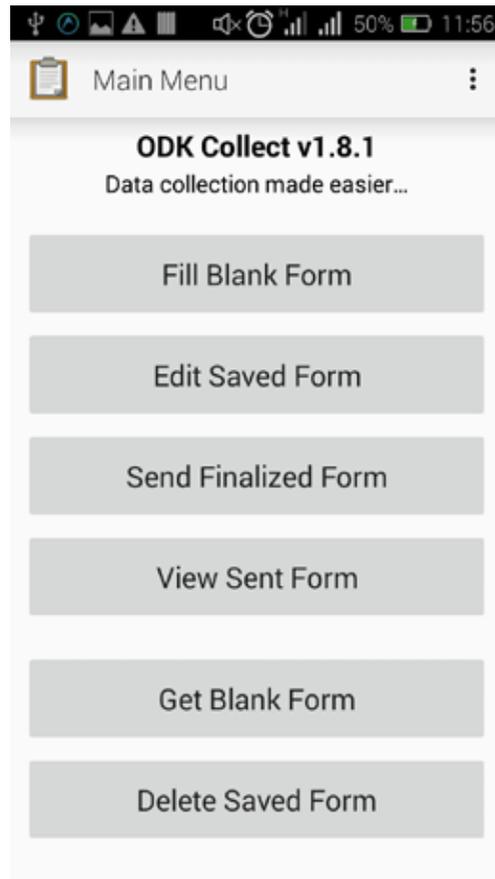
4. **Download the new forms.**

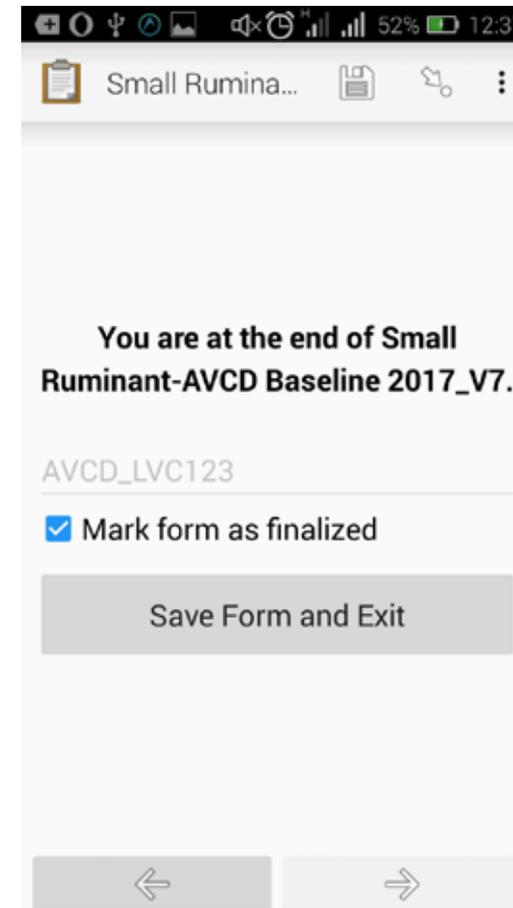   **(Done once or when instructed to download a new version)**
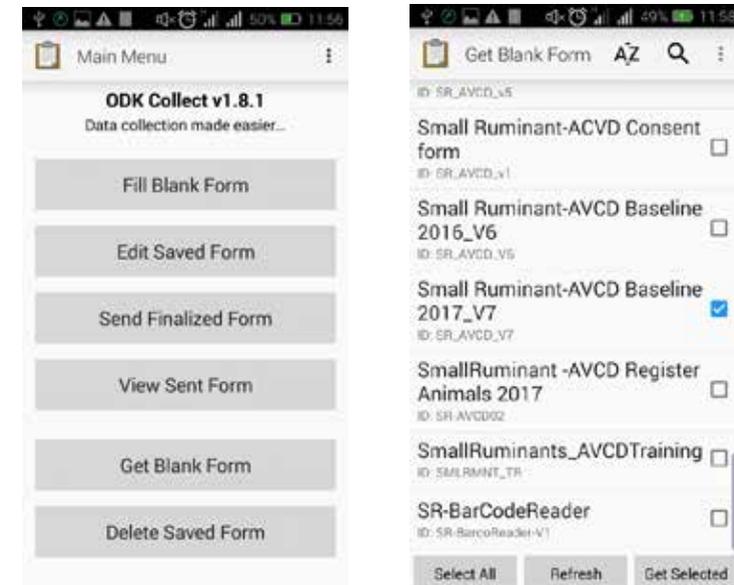
5. **Turn on the GPS in the tablet**

6. **Fill a blank form**

7. **Enter data. Down forget to swipe down the screen to see all questions**

8. **Save Form. Mark form by Ticking box then form is finalized**

(At the end of a form in ODK collect the form is already marked as finalized by default)

9. **Send Finalized Form:**

• Make sure your device is accessing the Internet, either via a WiFi connection or a data plan on a cellular service**.**

• Open ODK Collect and select "Send Finalized Form."

• Hit "Send Selected." Your files will send over the network to your ODK Aggregate server: **Note**, if form is not send you will see a number indicated beside the send finalized form eg:

"Send finalized form (1)"

Introduction

Open Data Kit (ODK) is a suite of tools to help organizations collect, aggregate and visualize their data. ODK Collect is powerful phone based replacement for paper forms. ODK Collect is built on the Android platform and can collect a variety of form data types: text, location, photos, video, audio, and barcodes.

In order to master ODK Collect, surveyors or enumerators must first learn the basics of survey implementation and how to use an Android.

Setting up the Android Phone

Here are some simple tips to prep the Android phones to be used as data collection devices.

• Install the current version of ODK

• Airplane mode! Saves battery.

• Turn off automatic orientation. Rotating the screen is no benefit in ODK.

The Golden Rules of ODK Collect

1. Calibrate your GPS using the Compass application at least 20 minutes before you go into the field

2. Always finish your survey before you begin another

3. Do not skip questions

4. Have SIM cards in the Android phones to use the internet to transfer data

Accelerated Value Chain Development Program Livestock Value Chain

Core Innovation Group – Consent Form

County		Constituency	
Ward		Location	

Household head		Household head	
FIRST NAME		OTHER NAMES	
Gender		Age	
National ID		Phone Number	

PART A: Project Information

I am _____ and I work with **AVCD-Livestock Value Chain program.** I will take time to explain more about the project, please stop me whenever you need any clarification.

Part of the project seeks to improve the productivity of livestock. We will do so through a Core Innovation Group (CIG) and I therefore invite you to be a member of the CIG in your area. The livestock improvement activities will go on during the project period (up to September 2018). As a CIG member, you will be requested to carry out activities following training and guidance by the project implementation team. The project team will strive to provide feedback information regularly on the progress of your livestock improve-ment. It is our hope that the feedback will help you improve your husbandry practises and hence the productivity of your livestock.

Any personal information collected through this project will be kept confi-idential. To retain anonymity, any information about you will have a barcode on it instead of your personal details. Only the researchers in this project will have access to it. The knowledge that we get from doing this project will be shared through community meetings before it is made widely avail-able to the public. Confidential information will not be shared. Before you decide to be part of the CIG, you can talk to anyone you feel comfortable with about the project.

PART B: Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to par-ticipate as a participant in this project.

Name of Participant_____ National ID number:_____

Relationship to Household head [Self, Spouse, Son, Daughter, Relative]

_____

Signature /Thumb print of Participant   Date:

_____   _____

GENDER-SENSITIVE SMALL RUMINANT LIVESTOCK BREEDING

Focus Group Discussion

Objectives

1) Understand gendered participation in SR livestock breeding and trait preferences for SR.

2) Identify the gendered opportunities and constraints faced by livestock keepers in SR management and along SR value chains.

3) Explore the norms and customs that condition gendered access to and control over SR.

Respondents

The FGDs are to be administered with separate groups of men and women from the same Core Innovation Group (CIG) in each study county.

Note

If it is not possible to meet with more than 5 CIG participants of either gender:
- Consider an additional purposively selected 3 - 5 members who participated in the AVCD Breeding baseline survey

FGD Introduction

Introduction and purpose of FGD

- *Thank participants for attending the discussion*

- *Introduce ourselves and the AVCD livestock breeding project briefly – perhaps with an update from the last AVCD field visit*

- *Explain purpose of FGD and offer suggestions for how the information collected may be used*

Conduct

- *Despite collecting data on AVCD, establish neutrality and emphasise that the participants are the experts of their life worlds. Their honest contributions to*

the discussion will therefore increase the likelihood of better AVCD outcomes

- *Let the participants know that they should express and respect each other's opinions*

- *Let the participants know that they can feel free to ask questions at any point during the discussion*

- *Ensure that the participants know this work will be treated in all confidentiality (no names will be included in the project reports)*

- *Importance of being culturally sensitive (time, dress, speech, may also be required to start with a prayer)*

- *If the participants agree to the above, request consent for discussions to be recorded using a device as well as from taking notes*

FGD Questions

> **Key**
>
> - Main question
>
>   o Follow up / probing questions
>
>   ▪ Discussion questions (especially to solicit norms)

1. **Livestock ownership**

- The results from the baseline survey show that XX% MHH, YY% FHH and own livestock, while AA% and BB% of the FHH own sheep and goat respectively in this ward. How is ownership defined in this community?

    o What does it mean that a person owns 'this' goat, and another person does not own 'this' goat?

- According to the definitions provided on ownership (XXX), in MHH, who tends to own livestock?

o   Individual and/or joint?

o   Species-specific ownership?

o   How do you (men / women) normally acquire livestock?

o   How do you (men / women) normally sell of livestock?

  ▪   Purpose for and reasons for acquisition and sale?

  ▪   Who decides when to acquire / dispose?

-    What happens in households where there are multiple wives as far as ownership, acquisition and disposal is concerned?

o   Do you consider the ownership of livestock (according to species mentioned) positive or negative for yourself and/or other members of your household?

  ▪   Why?

Purpose:

Offer insights on gendered perceptions of de jure and de facto owner-ship (Objective 3)

Discussion on norms and customs influencing access to and control over SR, presently and over time (Objective 3)

Explore perceptions around opportunities and constraints in SR owner-ship and management (Objective 2)

2.   *Trait preferences*

-    Do you tend to own individual animals that you 'know', perhaps due to behaviour, or appearance (eg. bulls, ewes, etc)

-    What is meant by a 'good' sheep or a 'good' goat?

o   What are traits of importance?

  ▪   Discuss why

-    What is meant by a 'bad' sheep or a 'bad' goat?

o   What are the traits of importance?

  ▪   Discuss why

-    Do you have more good goats and sheep today compared to when you are growing up?

o   Has the definition of good and bad changed?

1.   Discuss why

Purpose:

Explore gendered livestock trait preferences (Objective 1)

3.   *Division of Labour: Breeding management*

-    What activities are you (men / women) engaged in to ensure the qualities of the good goat / sheep are reproduced?

o   Are you managing breeding females?

  ▪   Drying off a female shoat before mating (i.e weaning the kid/lamb at the right time) or pregnant

  ▪   Selection of breeding females

  ▪   Tail docking

o   Are you managing breeding males?

  ▪   Methods to stop 'bad' males from mating (castration, selling, separation of rams from ewes)

  ▪   Heat detection

- ▪ Controlled mating (ensuring correct mating ratio of male to female/ managing number of fertile rams and ewes)

  o Are you practicing general herd management?

  - ▪ Practice record keeping (could be just by 'knowing' which animals are related by blood or more formal with stud book) to avoid inbreeding (rotating rams) or promote genetic diversity;

  - ▪ Manage flock composition through systematic inflows and outflows (culling, selling, purchasing of male/female shoats)

  o Are there any traditional approaches?

  - ▪ For all of the above, how are decisions made regarding who shall do what and why …

  - ▪ Do you engage in these activities independently? Or do you get advice, approval from others?

  o What are the dynamics in households with multiple wives?

- Does the division of labour for the breeding activities mentioned above change according to season?

  o If so, do you perceive changing roles as an opportunity or a constraint?

  - ▪ Discuss why?

Purpose:

Understand gendered participation in SR livestock breeding (Objective 1)

Identify the gendered opportunities and constraints along SR value chains (Objective 2)

Explore norms and customs that condition gendered access to and control over SR through breeding activities (Objective 3)

4. ***Division of Labour: Feeding***

- Earlier, it was discussed that XX makes a good goat / sheep. What activities are you (men / women) engaged in to maintain / enhance and reproduce the good qualities of the goat / sheep?

  o Possible suggestions for probing: Feeding, watering, grazing …

  - ▪ If feeding is mentioned: which pasture / forages are considered the best for maintaining or reproducing the traits of preference? Who can access feeds?

  - ▪ If watering is mentioned: what is the difference between water for human vs livestock consumption?

  - ▪ Are there any special feeding arrangements for pregnant ewes, in preparation for and after lambing/kidding? Or for breeding rams/bucks?

  - ▪ Are some livestock species offered preferential feeding over others?

  - ▪ For all the above, who decides, how and why?

- Before a female shoat is pregnant, do you practice a drying off period?

Purpose:

Identify the gendered opportunities and constraints along SR value chains (Objective 2)

Explore norms and customs that condition gendered access to and control over SR through breeding activities (Objective 3)

5. ***Division of labour: Health management***

- Do you (men / women) detect sheep / goat illnesses?

  o If so, how?

- If an illness is detected, what are the next steps?

o   Suggestions for probing: Spraying, indigenous treatments, culling, additional feeding, seeking help from external service

o   Who decides? Who pays?

o   Are there priorities over which type of shoats (young/old; male/female) or livestock (camel/shoat/cattle) receive treatment if whole flock is affected?

-   If external advice is mentioned (or access to training)

o   For whom, from whom (GoK/NGO) and for which livestock species?

o   If one person in the household /community has access to advice/training, is this advice shared?

o   Was the advice that you received helpful?

Purpose:

Understand gendered participation in SR livestock management which influences breeding outcomes (Objective 1)

6.   *Changes over time*

-   Of the dynamics that you have mentioned above on livestock breeding and management (XXX), can you describe any social, environmental, economic, legal or political changes that have occurred which may have altered shoat / breeding management (and outcomes) since you were a child?

o   Discuss activities under different conditions (climate change, education, pastoralist drop outs)

Purpose:

Document and understand gendered participation in SR breeding management over time (Objective 1)

A better understanding of the gendered opportunities and constraints faced by livestock keepers in SR management (Objective 2)

Explore changing norms regarding access, use, control related to SR management

7.   *Overall experiences and thoughts on AVCD SR Breeding component*

-   What do participants think is the main strength of the AVCD SR breeding component (rank)

o   Why?

-   What do participants think is the main weakness of the AVCD SR breeding component (rank)

o   Why?

-   How can the AVCD SR breeding component produce better outcomes for men and women SR keepers?

o   What would be your priority outcomes as women / men

o   Why?

Purpose:

Capture the gendered opportunities and constraints that AVCD may introduce for SR livestock keepers (Objective 2)

Conclude

-   Thank respondent for their time and inform them of the next steps in AVCD project

-   Welcome further questions

-   Adhere to local customs

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