

A guide to integrate community conversation in extension for gender-responsive animal health management

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Introduction

Gender norms and practices remain a major challenge in access to and control of resources and decision-making in livestock management in Ethiopia. Given that women and men carry out different roles in animal health management, they are impacted differently in terms of access to markets, human health and livelihoods. Predominant gender norms portray men as ‘superior, dominant and decision-makers’ while women are considered ‘subservient, passive and obedient’ (Alemu et al. 2016; Kinati et al 2018). This has implications for livestock health management and access to animal health services. The division of labour and decision-making in managing livestock health and zoonoses needs to engage women and men equally to facilitate lasting and meaningful changes.

The community conversation (CC) approach has been tested in Ethiopia by the CGIAR Research Program on Livestock as a mechanism for facilitating change in knowledge, attitudes and practices on both gender norms and different aspects of livestock health management (Lemma et al. 2018). Community conversations use participatory methods to engage community members and local service providers in discussions about the issues that matter most to them. The conversations have been successfully used to create community awareness and actions around gender relations in animal health management (Lemma et al. 2019).

Through community conversations, community members and local service providers work with a team of trained facilitators to collectively identify community strengths and constraints, analyse community values and practices, and explore strategies for addressing challenges (UNDP 2004; Gueye et al. 2005; FHI 2010; Born 2012). Community conversations create forums that enable community members to discuss issues in informal social environments, thereby opening spaces for new ways of thinking and questioning (Campbell et al. 2013).

Community conversations are based on the recognition that people have the knowledge, motivation and capability that can bring about positive development outcomes individually and collectively. This interactive group process can lead to the evolution of collective ideas and a critical consciousness, which can contribute to changes in restrictive gender norms (De Cao et al. 2017) and livestock management practices.

This guide aims to integrate a gender-responsive and inclusive community conversation approach into animal health extension. The approach provides a platform for integrating gender considerations in animal health management. The intended users of the guide are district-level animal health workers, but it can also be used by development organizations seeking to apply inclusive community engagement processes.

Community-based animal health management

Human activities affect animal health in various ways by exposing animals to different pathogens. Human health has in turn been influenced by exposure to zoonotic diseases. Humans therefore have a responsibility to manage animal diseases in order to improve livestock health, production and welfare, and to protect and promote human health. Both animals and humans are beneficiaries of good animal health management.

It is necessary for all people involved in animal handling to understand how diseases are transmitted, why and how to control them, which animal populations are susceptible and how to create barriers between pathogens and susceptible animal populations.

Disease prevention usually is more cost-effective than control after the event. The main tools for prevention of infection and disease are the application of biosecurity measures and vaccination.

Biosecurity measures aim to exclude pathogens from farming operations and to prevent within-herd spread. They include restricting entry to the farm and access to the animals, maintaining a closed herd, quarantine measures for new additions to the herd, quality control of feed and water, providing protective clothing and footwear for workers and other people who come into contact with the animals, cleaning and disinfection, and all-in/all-out management systems.

Some of these measures can be implemented easily in on-farm systems, such as, for example, poultry production in confined animal housing but can be more challenging in extensive livestock production as is often practiced for ruminants.

Management of parasites, gastrointestinal parasites in particular, is often a primary animal health issue for many livestock keepers. Accordingly, parasite control should form a central part of every livestock health management strategy. The seasonality of helminth infection in Ethiopia, for example, is considered an advantage as it enables community-level strategic use of anthelmintics for control.

Therapeutic medication with antimicrobials can be costly and most producers will avoid it if possible and wrong use or dosage contributes to antimicrobial resistance. Prophylactic medication is also not advised, and there is increasing pressure on producers to reduce the use of antimicrobials in order to avoid residues in meat, milk and eggs. Although withdrawal periods are prescribed for all the drugs, there are fears that these may not always be respected.

Control measures for vector-borne diseases include vector control, protection of target animals by avoiding contact with vectors, vaccination and chemotherapy. Most of the diseases require a combined approach that is tailored to local conditions, taking into consideration factors like the economic losses caused by the disease compared to the cost of control.

Effective animal health management requires collective community engagement and action. This again requires gender-responsive and inclusive interventions to bring about community awareness and attitudinal change for community members to be able to take collective actions to prevent infectious diseases. One of the constraints to community-based animal health management is restrictive gender norms and practices that constrain women's active engagement, their access to information and services, and decision-making in animal health management.

Effective animal and human health management at the household and community-level cannot be achieved without the active engagement and empowerment of women community members. Addressing underlying gender norms and practices requires community dialogues to change attitudes and behaviour. Facilitated community conversations increase men and women's engagement by creating community awareness and knowledge, leading to community actions.

Community conversations also provide informal spaces for women and men community members to talk about gender perceptions and roles in their households and community, leading to community awareness and equitable gender relations and decision-making within the household and the community.

What is community conversation?

Community conversations are a facilitated discussion and social learning process which enables men and women and local service providers to identify and explore issues and collectively or individually take actions. It is a participatory and inclusive engagement process that gives community members informal space to listen to each other attentively and speak out about what they think is best about an issue at hand (Figure 1).

The CC process creates an informal interactive space for community members to share their experiences, explore their perceptions and practices, and learn from one another with mutual respect and trust. This leads to community-wide practice change because it brings together a wide variety of community members and encourages them to think, discuss and explore their perspectives and practices around an issue in question.

Figure 1: Outline of a community conversation.



Community conversations:

- Make community members feel included and empowered in the process of problem analysis and community action and solutions about the problem at hand.
- Facilitate collaborative learning and sharing among community members and local service providers leading to joint actions to address community issues.
- Provide a learning environment centred around people's own experiences to facilitate learning and understanding through feedback and new knowledge supplementation, leading to changes in perspectives and practices.
- Facilitate wider community outreach through social networks and peer influence.
- Inform local planning process and interventions through feedback about community concerns and actions.
- Engage community members in discussions among themselves to listen to and learn from one another leading to new understanding and insights and community action to address community issues.
- Generate new connections and partnerships for behavioural change within the communities.

Why community conversations?

Changing the knowledge, attitudes and practices (KAP) of community members in livestock health management is complex and challenging. Their actions are influenced by several factors. Limited awareness and knowledge of community members about animal disease causes, transmission and control measures can influence their livestock health management practices.

Knowledge and attitude gaps of community members can partly be addressed by introducing factual information and knowledge through training or other learning mechanisms. But to change their perceptions and practices, community members need more than technical knowledge and information. Addressing underlying sociocultural values, norms and perceptions of community members regarding animal health management requires inclusive and participatory processes and contextualizing and communicating messages that suit local thinking and perspectives.

Information provided in conventional formats does little to influence attitudes, knowledge and practices. When men and women community members understand the need for learning and consider and discuss solutions, they proactively think through the implementation of solutions and identify the changes that they are likely to make.

Not surprisingly, change happens when community members recognize and own the problem, analyse the underlying constraining issues, identify practical solutions, and commit to their implementations. New learning and insights into an issue in question happen through dialogic and self-reflective practice, resulting in attitudinal change and motivation to act. Participatory community engagement processes such as community conversations facilitate change in attitudes and practices of community members. As such, community conversations are useful for understanding the social and cultural context in which community members operate. This, in turn, is vital for service providers to see how technical solutions would fit within the cultural practices and local realities of communities.

Community conversations facilitate collaborative learning and joint action among community members and local service providers. Engaging community members and service providers in mutual learning and co-creation of knowledge promotes understanding of one another's perspectives and reduces social distance. Action points from community conversations can inform (feedback into) local-level planning processes and interventions. Local research and development partners can use actions from community conversations as the basis for providing continual coaching and mentoring support.

Overview of the community conversation process

As shown in Figure 2, the community conversation approach follows an iterative learning process, which involves four interlinked phases:

- Phase 1: The conceptualization and planning phase.
- Phase 2: The delivery and action planning phase.
- Phase 3: The action plan implementation and influencing phase.
- Phase 4: The review, reflection and sharing phase.

Figure 2. Process overview of community conversations.

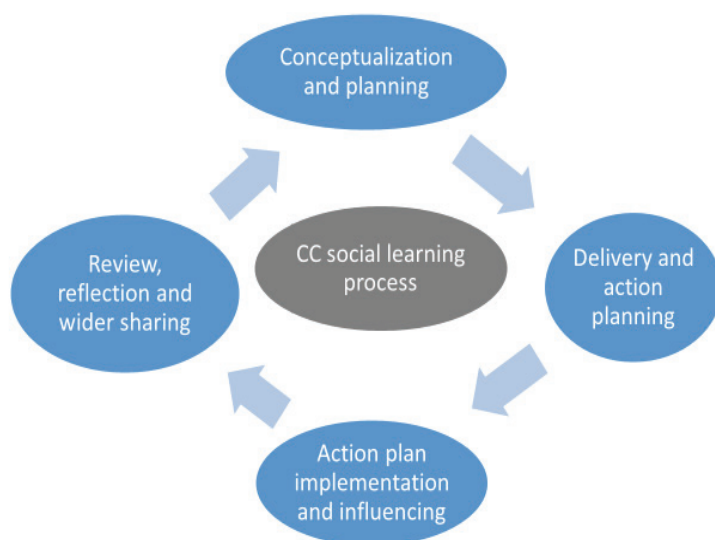


Table 1 provides a description of each phase, including dimensions of a gender-responsive and inclusive process. The conceptualization and planning phase involves outlining and designing the methodology, identification of discussion issues, defining the learning outcomes, formation and training of local facilitation team, and community mobilization, taking into consideration the gender differences in capabilities and social relations.

The delivery and action planning phase involves community members actively engaging in facilitated discussions to explore issues, perceptions, and practices and identify community actions that address the concerns of men and women, including the youth.

The action plan implementation and influencing phase involves implementation of community action plans, sharing of information with other household members and neighbours, and provision of social and technical support by community leaders and development agents.

The review, reflection and sharing phase aims to engage community members in reflection and storytelling about changes they have made and the challenges they faced. The purpose is to review the overall learning process and share experiences and change stories with wider community members and service providers. Information is disaggregated by gender to aid gender analysis and address gender-based constraints.

Table 1. Description of the community conversation process

Phase	Activity/purpose	Outputs
Conceptualization and planning	<ul style="list-style-type: none"> • Clarify purpose and process • Identify discussion issues and content • Form and train local facilitation teams • Develop module and process guide • Mobilize community 	<ul style="list-style-type: none"> • A process overview and outline structure for developing a facilitation agenda • Community conversation module
Delivery and action planning	<ul style="list-style-type: none"> • Baseline KAP survey • Open discussions to explore and analyse perspectives and practices of community members around an issue in question and identify community actions that address the concerns of men and women 	<ul style="list-style-type: none"> • Awareness/attitudinal and behavioural change • Community ownership of the problem and action
Action plan implementation and influencing	<ul style="list-style-type: none"> • Community action plan implementation • Information sharing and influencing • Follow up and monitoring support 	<ul style="list-style-type: none"> • Influencing through knowledge sharing and demonstration effect • Practice change
Review, reflection and sharing	<ul style="list-style-type: none"> • Engage men and women community members in reflection and storytelling about changes • Capturing change stories from women and men • Identifying new discussion issues • Opportunities and institutional plans for scaling/wider sharing • End line KAP survey 	<ul style="list-style-type: none"> • Motivation and influencing of wider community members • Documentation of change case stories • Local partners plan to scale the community conversation process

Format of community conversation

Depending on local context and the topics to be discussed, community conversations can take different formats and use different methods to engage community members.

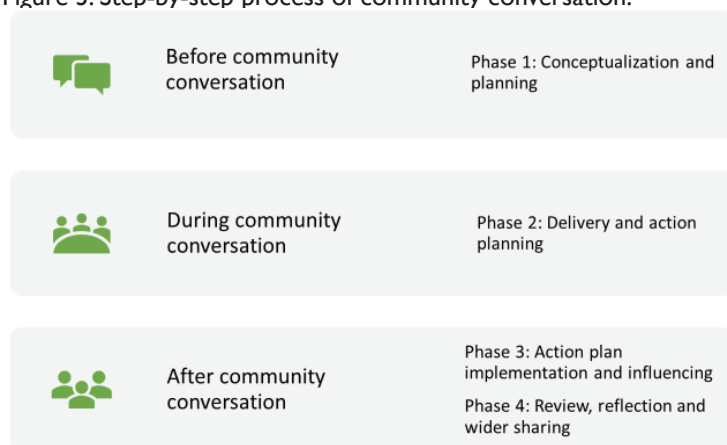
Some guidelines independent of content are:

- Three to four facilitators per conversation session with one acting as a lead facilitator and the others as small group facilitators and process note-takers.
- Two to three hours per session.
- Four to five rounds of conversations per community around an issue depending on the intensity of the problem.
- Fortnight to a month time interval between conversation sessions.
- A recommended site for community conversation is a community centre where there is a wide space for breakout sessions if necessary and that is accessible to participants.
- About 40 to 50 community members per conversation session ensuring women's representation.
- About 10 to 15 community members per small group in discussions.
- Facilitators/note-takers for each small group discussion.
- The sitting arrangement should encourage face-to-face contact and should be favourable for women.
- All in attendance should have a chance to talk/share their views.

Step-by-step community conversation process

In this section, the four phases of the community conversation process will be discussed in detail.

Figure 3: Step-by-step process of community conversation.



Before a community conversation

Phase I of the community conversation process, which is conceptualisation and planning, involves a set of activities that should be completed before fieldwork begins. The key tasks in this phase are:

- Identify discussion issues related to gender and animal health management (or other issues important for livestock production and/or agriculture) in the community.
- Define community conversation purpose and outcomes. What do you hope to achieve through community conversations?
- Identify content/discussion points.
- Develop learning module/activities and process agenda.
- Form and train local facilitation team, including women members.
- Team alignment on the methodology and facilitation process.
- Share team tasks: lead facilitator, co-facilitators, note-takers.
- Decide on meeting place and time accessible to both women and men community members.
- Community mobilization. Identify who to attend and inform them (invite both men and women community members, including couples).

- Community entry is an important task for community facilitators to understand and mobilize the community and get the buy-in of community leaders. Build rapport with community leaders.

In selecting and inviting community members and institutional partners:

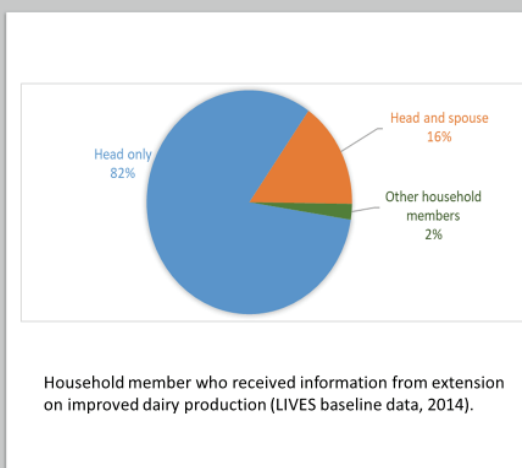
- Strive for a diversity of opinions and perspectives to achieve a richer discussion.
- Avoid inviting only the obvious people such as model farmers or community leaders to community conversations.
- Aim for more representative and diverse groups of the community.
- Invite couples, women in male-headed households, women household heads, community leaders, religious leaders, women's groups leaders, cooperative leaders, informal groups leaders and relevant local partners such as officials from the women's affairs office, government communication office, agriculture and livestock development office, and community development agents.
- The participation of couples in community conversations can improve intrahousehold interactions, relationships, sharing of information, collective household decision-making and action, and family harmony. It increases access to knowledge and information by women in male-headed households and enhances their ability to share knowledge and information within the household and beyond. Figure 4 shows the benefits of couple's participation in community conversations that were held under the Livestock and Irrigation Value Chains for Ethiopian Smallholders (LIVES) project.
- Involve community members who have a vision for their community and who can actively participate and contribute to the conversations.

Ensure that community members realize their voice is essential. Consider delivering invitation messages using local channels through which women are reached.

Figure 3: Couples participation can increase women's access to information.

Couples participation

- Women in male-headed households face significant barriers in accessing livestock information
- Husbands may not share information with their wives or other household members
- Participation of both couples at the same time or in different sessions can increase women's access to information and joint household decisions.



Process documentation of activities and team reflections are important actions that happen in all phases of the community conversation process. It is a good practice to review and document processes and results of each activity.

During community conversation

Phase 2 of the community conversation process, which is **delivery and action planning**, is implemented during community conversations in the field.

Key tasks here include:

Warmly welcome community members and open the discussion. The welcome and opening session of community conversations sets the stage for open, frank, and active discussions. Invite religious or community elders to open community conversations with prayers and blessings.

Explain the purpose and clarify expectations. Explain the purpose of the community conversations and clarify expectations and roles of participants and facilitators. It is important to introduce the key issues to be explored through the conversation. Why are the issues important to the community? What would happen if the issues were not addressed? What is hoped to be achieved by the end of the community conversations?

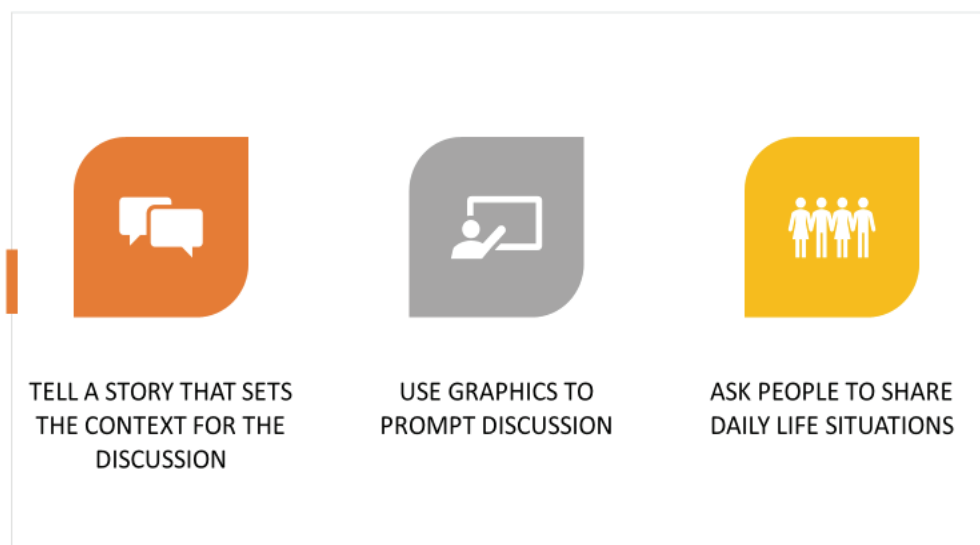
Set the context for participation. Explain that the facilitators are there to create space for community members to explore issues together, learn from one another, reach a shared understanding about the issue, and agree on actions to address some of the issues discussed.

Make clear from the beginning that it is a facilitated community discussion where women and men community members actively participate, and the facilitators only introduce new knowledge to supplement community knowledge or address knowledge gaps.

Encourage community members from the beginning to attend all rounds of the conversations. Continuity in participation makes it easier to monitor and capture changes and experiences of participants throughout the process.

Put community members at ease and introduce the topic. Start the discussion smoothly with an informal warm-up conversation asking people about general life situations and leading to the discussion topics. This helps community members start talking freely and building rapport with the facilitators.

Figure 4: Techniques of introducing a discussion topic.



Facilitate and manage the discussion. Using a facilitation agenda/process guide, engage community members in active exploration and discussion of the issues.

Invite women and men community members to share their views, experiences and tell their stories.

Using active learning methods and probing techniques, exhaustively explore existing knowledge, perspectives and attitudes of men and women community members around the issues in question.

Make sure that every participant gets a chance to express their views and encourage quiet members to share their views.

Appreciate contributions and help community members feel a sense of achievement as they share their experiences. When they are stuck, give scenarios, tell a story or ask provocative questions.

Summarize the discussion using paraphrasing techniques, such as “What I can understand from the discussion is Is this the situation in your community? Do we agree with this?”

Once the group has fully explored the existing knowledge, attitudes and practices of community members around a discussion topic, then introduce new knowledge to fill knowledge gaps or supplement community knowledge. Make sure that community members get key messages of the discussion and ask if they have any questions.

Summarize key messages and identify action plans. Finally, ask community members to identify actions that they would take individually and as a group to apply the knowledge from the community conversation. Encourage community members to agree on simple indicators of change and follow-up and monitoring strategies.

Set agenda for next meeting. Introduce the topic and agree on the date for the next round of the community conversation.

Thank participants for their active participation and express that you have learned a lot and enjoyed the discussion.

Close the meeting positively. Invite community leaders or religious leaders to share reflections from the meeting and close the meeting.

Notes for facilitators

The learning activities of community conversations usually go through a process of divergence (exploration and expression of divergent and often opposing viewpoints about the issues in question), convergence (acknowledgement of a problem and critical examination of attitudes and practices around the issue), before leading to community actions to address the issues in question. It is important that the facilitator pays attention to the differences in expressions among men and women and the points at which they reach consensus.

Allow participants time to make sense of, and draw meanings, from the discussions, which leads to the point of convergence.

Encourage quiet community members (both women and men) to speak up.

Remember that people have different learning styles, so use a diversity of learning techniques to engage participants in a discussion. These include visuals, storytelling, provocative questions, role-plays, community theatre, among others.

Visual tools foster interactions and lasting memories and facilitators are encouraged to use them.

Telling stories helps maintain the momentum of the conversations and allow community members to go deeper into the cultural values that underlie perceptions about the issue in question.

Provocative questions make community members rethink and question their views and perceptions about an issue.

Community members may not be open and critical initially, and they may only portray the ideal behaviour. But as they develop confidence and trust, they start to acknowledge the issues under discussion and question their attitudes and practices.

Depending on local context, women-only groups, men-only groups or mixed groups can be used in community conversations to provide a platform for participants to speak freely without fear or favour. Adjust group compositions based on the cultural context. For example, in some communities, the elderly cannot be grouped together with the young people.

If separate group discussions are used, start the conversation process with the whole group to explain the purpose and clarify expectations. After this introductory and warm-up conversation, break community members into men, women and youth discussion groups and assign group facilitators and process note-takers.

Then bring separate discussion groups together and have them share their key learnings, emerging issues, and insights in plenary. Further facilitate conversations among community members to address issues arising from separate groups, introducing new knowledge and communicating key messages in the process.

Then encourage community members to develop action plans and commit to their implementation. Encourage them to form an action and learning group, which will oversee implementation of the community action plans.

Encourage community members to identify change indicators and simple tools for monitoring and documenting early signs of changes.

Summary points:

- The opening is an important step of community conversations. It sets the stage for open, frank, and active discussions.
- Invite religious leaders or community elders to open and close community conversations with prayers and blessings.
- The facilitator's role is to create space for community members and facilitate the discussions, helping them identify and analyse issues and develop community action plans to address issues.
- Ensure that the sitting arrangement is appropriate and that the displays can be seen by everyone in attendance.
- Start the conversations using informal warm-up conversations asking people about general life situations that lead to the discussion topics. This will help the members start talking freely and building rapport with the facilitators.
- Begin successive community conversation sessions with a recap of the previous conversation session.
- Hold conversations in community centres which are accessible to men and women community members. Avoid places such as roadsides which can cause distractions/interruptions.
- Introduce discussion topics in a provocative way to invite exploration of multiple perspectives.
- Start simply, contextualize topics in a simple way to get started and get community members engaging and talking.
- When participants get stuck, encourage discussion by sharing stories and get them to reflect and share their own experiences and stories.
- Interact at the same level with community members, either everybody sits on chairs or if community members are sitting on the ground, sit on the ground too to reduce social distance.
- Contextualize and make learning activities meaningful to community members. Use local examples, cases and contexts when you present new information.
- Paraphrase and summarize the discussion to feed back to community members and note-takers.
- Keep conversations on track and manage time.
- Utilize active learning methods to engage illiterate community members.

- Use visuals to prompt conversations. Once people start talking, focus on their experiences and stories using a set of probing questions.
- Monitor the atmosphere and direction of the discussion.

Community conversation facilitation principles:

- Explore multiple perspectives.
- Respect local norms and understand cultural influences.
- Start and end discussions on time.
- Pay attention to non-verbal communication signals.
- Apply a variety of interactive learning activities and methods.
- Make sure that women and men community members are heard and contribute.
- Paraphrase and summarize to structure the discussion and keep focus.
- Deep dive and explore views of community members using probing questions.
- Make sure that the discussion point in question is fully explored and that community members agree with the outcome before you move to the next discussions point.
- Make sure that community members listen to and respect one another during discussions.
- Remember that every idea counts and encourage women and men community members to contribute.
- Ensure open, active and transparency participation.
- Make sure that there is shared ownership of decision-making processes and outcomes.

After community conversation

This section discusses phase 3: **action plan implementation and influencing** and phase 4: **review, reflection and sharing** of the community conversation process.

Some actions that would be done after community conversation sessions include:

After-action team review and reflection:

- At the end of each community conversation session, engage the facilitation team in reflective and generative discussions to capture emerging themes, action points and insights.
- Reflection is an interpretive and insight-making process. Document the process, main points discussed, emerging themes, action points and lessons and experiences.

Team reflection questions:

- What were the key outputs of the community conversation session?
- What went really well?
- What were the challenges encountered?
- Did we deal with these in the best way possible? If not, what could have been done differently?
- Were participants equally engaged (men and women)? What were the issues raised by women and men community members?
- What do we need to change for the next conversation session?
- Has there been evidence of change in attitudes and practices from the previous session?
- How do we consider the level of learning in the community, any evidence?
- How can we follow-up on this session in the next conversation session

Action plan implementation and influencing:

- Provide follow-up social and technical support to community members.
- Conduct monitoring visits and capture changes and social influencing through information sharing and demonstration effect of practice changes.
- Support community development agents to monitor and document change stories.

Evaluation and documentation of changes:

- Evaluate outcomes of community conversations based on planned changes.
- Tracking the progress of behaviour change initiatives can be challenging but is critical to understanding how positive change occurs and what hinders change.
- Monitoring helps strengthen the approach, assess its impact, identify unintended consequences and to ensure positive social changes relating to animal health.
- This can be done using participatory tools such as activity clocks and seasonal calendars.

Process documentation

Documentation is an ongoing activity of community conversations to capture the process, results, and experiences of the discussions. Process documentation is a systematic process of recording activities, processes and their results and sharing of useful information. It must be conducted in a rigorous way to capture information on activities, process and outcomes.

Community conversations require a rich documentation process that includes the description of context, processes, emerging issues, reactions, agreements and decisions of community members.

In a rich description, the sentiments, tone, actions and the significance of interactions among community members are captured and reflected upon. It is very important to disaggregate your data by gender to be able to tease out what is working for men and women. This enables the extension worker to adjust the process and tailor it to the needs and preferences of women and men. Analyse your data further by looking at variations by age, education, wealth categories and marital status.

What to document and disaggregate by gender:

- Group dynamics.
- Reactions of community members.
- Reflections and observations.
- Emerging issues.
- Action points.
- Recap sessions.
- Change stories.
- Information sharing and social influencing.

Process note-taking techniques

- Capture the process, key issues discussed, insights made, agreements, action points and quotes from community conversations without your judgment.
- Do not try to put down everything. Summarize key words/phrases.
- Listen for statements that might be useful quotes later and write those down as best as you can including the gender/representation of the speaker.
- Listen for why women and men community members are saying what they say. Think about what is going on beneath the surface. Body language can give important clues.
- Note what women and men community members say and how they say it. Watch for areas of tension and strong emotion.
- Listen when the facilitator(s) takes a moment to summarize the discussion.

- Look for turning points in the discussion, where community members were able to break through disagreements, find compromises and/or reach a new level (agreements and decisions).
- Compare what women and men community members say at the beginning of the discussion with where they have arrived at the end.
- Actively take notes during opening and closing sessions when local partners make reflections and remarks.
- After the discussion, interact with women and men community members and try to capture their impressions and feelings about the discussions.
- Review the notes with the facilitator(s) immediately and organize the notes into a report as soon as possible after the conversation.

Further reading

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Annexes

Annex I. Community conversation design process

Process outline	Description
Identify topic	Define technical area(s); propose working title
Description of the problem situation	<p>Assessment of gaps in knowledge, attitude and practices of farmers/pastoralists</p> <ul style="list-style-type: none"> • What is the problem? What needs to change? What do we hope to change/achieve? • What knowledge, attitude and practice gaps do farmers/pastoralists have in the technical area(s) identified? • What should change in knowledge, attitude and practices of farmers/pastoralists to achieve the desired change/situation?
Define learning objectives and outcomes	<p>What is the overall purpose of the community conversation event? What do we want out of the process?</p> <p>By the end of the community conversation</p> <ul style="list-style-type: none"> • What should farmers/pastoralists know and be able to do to improve the problem situation/ achieve the desired change/situation? • What attitudinal change should farmers make to improve the problem situation? • What should local service providers know and be able to do to facilitate change?
Identify issues and content	<ul style="list-style-type: none"> • Outline thematic discussion issues • Identify content and discussion points for each issue • Outline probing/provocative questions • Unpack issues: manifestations, causes, consequences, solutions/actions and enabling factors/ commitment to actions (influencers, opinion leaders, discussion circles, information dissemination)
Identify key messages	<p>What are the key messages that we want to bring across through community conversations?</p> <p>Define what must be communicated in each discussion issue</p> <ul style="list-style-type: none"> • What is critically important (clear, concise and consistent messages) for community members and local service providers to know and be able to do to change the problem situation? • Messages that state explicitly the actions that farmers should take and the benefits of the recommended behaviour that they will value
Learning materials and facilitation guide	<ul style="list-style-type: none"> • What illustrations (audio-visual aids) will be needed to support messaging? • What cases, stories or examples would be needed to stimulate engagement, learning and reflection? • What facilitation process agenda and core reading notes need to be developed?
Application, sustainability and sharing	<ul style="list-style-type: none"> • How would you plan to follow-up on community conversation events? • How would you plan to complement community conversations with other project? activities/ knowledge development interventions? • How would you know if community conversation events have contributed to changes in farmer/ pastoralist practices? • How would you document and share outcomes of community conversation interventions?

Annex 2. Community conversation outcome story documentation checklist

Domain	Topics and probes
Background information	<p>Name Age Gender Education level Family size Location Agro-ecology: altitude, climate, soil, rainfall, vegetation, etc. Land size Major crops and livestock types Membership and leadership of community members Distance from town Access to infrastructure and services</p>
Problem situation	<p>Describe the situation before community conversations regarding the issue at hand. Probes: What was the problem?</p>
Response/learning recall	<p>What was discussed in the community conversations? What have you learnt from the community conversations?</p>
Community influence through knowledge sharing and demonstration effect	<p>Participant:</p> <p>Tell us your information sharing experience. Household members</p> <ul style="list-style-type: none"> • Neighbours • Friends • Any other person <p>Where and how did the knowledge sharing happen? How did people react to the information shared?</p> <p>Probes</p> <ul style="list-style-type: none"> • If you have not shared information with any person, what was the problem? What will you do next? • What support would you need to do it? From whom? <p>Household members:</p> <p>Tell me what was shared and discussed in your household.</p> <ul style="list-style-type: none"> • What has your partner, father, mother or both shared with you and discussed about in the household? • How did you find the information? • Did you agree with what was discussed/shared? • Who else shared information from the CC with you? How did that happen? How did you find household information sharing? Did you feel empowered? Was it useful? How is it useful?
Knowledge application – attitudinal and behaviour change	<p>In your household, what has changed due to community conversations regarding animal health management and measures to reduce infections?</p> <p>If no knowledge application, find out why. Identify constraints to knowledge application/behaviour change.</p> <p>What benefits do you get from your participation in community conversations?</p> <p>Enabling and/or constraining factors for knowledge application</p> <p>Probe for stories/examples/lessons learned.</p>

Domain	Topics and probes
Evidence – qualitative or quantitative information to demonstrate change	<p>Prescriptions</p> <p>Records/history of vaccinated or treated animals</p> <p>Consultations with animal health practitioners</p> <p>Adoption of improved livestock husbandry practices and infection control measures</p> <p>Opinions/views of households and local partners/health practitioners</p> <p>Use of CC module by local partners/service providers</p>
Sustainability – potential for scaling and policy influence	<p>Access to advisory and coaching support from animal health practitioners</p> <p>Demonstration effects on other community members</p> <p>Learning/educational opportunities facilitated by service providers</p>

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