Community conversations module on animal feeds, animal health and collective livestock marketing

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April 2021
CGIAR is a global partnership that unites organizations engaged in research for a food-secure future. The CGIAR Research Program on Livestock provides research-based solutions to help smallholder farmers, pastoralists and agro-pastoralists transition to sustainable, resilient livelihoods and to productive enterprises that will help feed future generations. It aims to increase the productivity and profitability of livestock agri-food systems in sustainable ways, making meat, milk and eggs more available and affordable across the developing world. The Program brings together five core partners: the International Livestock Research Institute (ILRI) with a mandate on livestock; the International Center for Tropical Agriculture (CIAT), which works on forages; the International Center for Agricultural Research in the Dry Areas (ICARDA), which works on small ruminants and dryland systems; the Swedish University of Agricultural Sciences (SLU) with expertise particularly in animal health and genetics and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which connects research into development and innovation and scaling processes.

The Program thanks all donors and organizations which globally support its work through their contributions to the CGIAR Trust Fund.
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Introduction

Feed shortage, low productivity and lack of knowledge on improved livestock husbandry are common challenges to livestock production in Ethiopia. Good livestock management promotes good animal health and involves balanced feeding and good housing. Profitable livestock markets provide incentives for livestock keepers to adopt improved livestock management practices.

However, community members perceive existing animal husbandry and marketing practices as normal and do not see the need for improvement. Creating community awareness and knowledge on improved animal feeding, health management, and marketing practices through participatory and collaborative learning approaches is essential to improve the welfare and productivity of animals.

Community conversation (CC) is a facilitated discussion and social learning process that engages men and women community members and service providers in dialogues about issues that matter most to them. Changing the mindset of community members and facilitating the adoption of improved animal feeding, health management and marketing practices is possible through engaging community members and local partners in collaborative learning conversations over a period. Community conversations aim not only to create awareness and knowledge among community members and service providers but also to take actions to change constraining factors on issues in question. They give chance for community members to listen to and learn from each other attentively and speak out about what they think is best about an issue at hand. Community members feel included and empowered in the process of problem analysis and taking actions to address the problem.

1. For methodological guidance on the community conversation approach, see the Further Reading section. This module only presents the learning activities. Community conversation facilitators are advised to consult the reference materials.
Learning objectives and outcomes

The aim of this community conversation module is to:

- Create community awareness and knowledge through exploring community perspectives and practices and introducing new knowledge on animal feeds, animal health management and collective livestock marketing.

- Facilitate community actions towards improved animal feeding, animal health management and collective livestock marketing practices.

- Facilitate interaction and collaborative learning among community members and service providers that will solve community problems concerning animal feeds, animal health and collective livestock marketing.

- Create space for implementation integration and uptake of integrated interventions by strengthening institutional capacity for partnering, collaborative learning, and joint actions among research and development partners.

Learning outcomes:

- Animal feed, health management and livestock marketing practices will be improved with changes measured through knowledge, attitudes and practices (KAP) surveys before and after community conversation interventions.

- Results from the community conversations will contribute to animal feed, animal health and livestock marketing research in Ethiopia and beyond.
The module outlines key discussion issues that will be discussed in facilitated community conversations with community members and service providers from the SmRT pack intervention sites. The module covers three sessions: animal feeds, animal health and collective livestock marketing. These discussion topics will be addressed through participatory, community-based training-cum approach. Three rounds of experiential and collaborative community training sessions will be conducted to address the learning content with a month time interval to allow knowledge application and reflection on experiences. The sequential approach will also allow the documentation of cases and monitoring learning progress over a period in the following areas.

Animal feeds and nutrition

• Types of animal feeds
• Quality of locally available feed resources
• Nutrient requirements of different animals
• Animal feeding and feed management practices
• Improved forage production
• Feeding based on production purpose

Animal health management

• Gendered identification of common animal and zoonotic diseases
• Causes, clinical signs, transmission pathways, prevention and control measures of common animal diseases
• Zoonotic diseases and handling and consumption behaviour of animal-source foods
• Antimicrobial use and resistance in animals

Collective action for livestock marketing

• Livestock marketing practices, needs and challenges
• Women’s participation in livestock marketing
• Factors influencing collective livestock marketing
• Community actions for collective livestock marketing
Learning methods and materials

Community conversations are facilitated using a set of participatory, gender-responsive, collaborative adult learning techniques. Among others, these include:

- Strategic questioning
- Storytelling
- Posters/pictures
- Role plays
- Flip chart and markers
Session 1: Exploring animal feeding and feed management knowledge and practices of community members

This session aims to explore perceptions, knowledge and practices of women and men community members about animal feeds and create awareness on improved feeding management practices. It explores how community members perceive and act toward animal feeds and its effect on animal health and productivity. It also identifies feed and feeding challenges of small ruminant farmers and shares scientific knowledge to improve their feeding and feed management practices.

Learning objectives

By the end of this session, community members will be able to:

• Describe that improving animal growth, health, productivity and reproduction performance are factors of good animal feeding practices that depend on a combination of the amount and quality of feeds and meeting the nutrient requirements of animals

• Explain that animal feeds have different nutritive values

• Explain that different animals have different nutrient requirements

• Explain why feeding practices differ by productive functions (maintenance, growth, lactation, reproduction and extra activities such as plowing, threshing)

• Apply improved feeding practices by allocating adequate and balanced feeds to their animals

Learning content

• Identification, prioritization and utilization of locally available feed resources based on importance and availability

• Exploration of perspectives, knowledge and practices of men and women community members about feed quality and feeding management

• Discussion about how feeds are allocated to different animals

• Improved feeding and feed management practices

Time: 3 hours
Learning activities

Activity 1. Exploring knowledge of community members about concept of feeds, quality, seasonality and utilization of locally available feed resources

Key questions:

What feed resources are locally available? What criteria do male and female community members use to evaluate and prioritize the utilization of locally available feed resources? How is feed allocated to different animals?

Introduce the topic. In this activity, we will identify and evaluate the quality of different locally available feed resources.

Encourage discussion and find out what men and women community members describe as animal feeds and what is perceived as quality animal feeds.

Find out the gender division of labour regarding animal feeding activities. Ask community members:

• Who does what regarding animal feeding activities in your household?
• Who does most of the animal feeding activities (males, females, children) in your household?
• Who makes decisions about feed allocation to different animals?
• Who in your household gives better care to animals? Why?
• Who in your household is more knowledgeable about animal feeds? Why?

Explore views of men and women community members. Note differences in perceptions and knowledge between male and female community members about gender roles in animal feeding activities, qualities of locally available feed resources and feed requirements of different animals. Discuss palatability and digestibility of feeds.

Discuss that different animals have different feed requirements based on age, sex, weight, production level and physiological status.

The objective is to explore men and women community members’ understanding of the qualities of different locally available feed resources. This allows identification of knowledge gaps, which you will address later by supplementing scientific knowledge.

Use the following discussion questions and adapt them, as necessary. Further probe into participants’ responses and encourage discussion from men and women participants.

Discussion question:

• What does ‘animal feeds’ mean to you?
• What feed resources are locally available?
• Do you think these feed resources are adequate year-round to make your animals productive? If not, what other feeds or feeding strategies are required and why?
• How is the availability and the utilization of improved forages in this community?
• Do you produce improved forages? If yes, how? Is it rainfed or irrigated?
• Do you think different animals have different feed requirements? If yes, why?
• How do you allocate feeds to different animals? To which animals do you give priority? Why?

• Do your feeding practices differ by production purpose? If yes, how?

• How much and which feed types do you allocate to young animals (e.g. calves, kids, lambs, pregnant and lactating cows, ewes, rams, goats, fattening purposes, bulls and oxen)? How frequently?

• When your animals are undernourished, how does this affect their health and productivity and your livelihood?

**Key messages:**

- Adequate feed supply is important because it has a direct impact on the growth rate, production capacity, reproduction capacity and health status of the animal

- Plant improved forages in different production strategies (e.g. live fence, intercropping, crop rotation) to enhance feed availability

- Enhance efficient utilization of poor-quality feed resources base

- Conserve feed resources during times of plenty by making hay and silage

- Reduce wastage through proper feed storage, balanced formulation and use appropriate feeds

- Different types of animals have different feed requirements based on age, sex, weight, production level and physiological status

- Provide different types and amounts of feeds based on nutrient requirements (i.e. production, reproduction and maintenance)

Summarize the learning activity by highlighting key learning points and messages. Ask community members if they have any questions.

**Activity 2. Exploring perceptions, knowledge and practices of community members about feed quality, feeding and feed management**

**Key questions:**

What nutrients do locally available feeds have? How can we improve the nutritive quality of locally available animal feeds?

Introduce the topic. In the previous activity, we have identified different locally available feed resources and assessed their nutritional quality. In this activity, we will expand the previous learning activity and further discuss the nutrient content of different feed types and feed management practices. After the discussion, you will be able to assess your feeding and feed management practices and act to improve your practices.

Encourage discussion using the questions below. Encourage female and male community members to share their views and practices and explore further men and women’s perceptions of the nutrient content of different feed resources.

Expand the discussion by asking men and women community members to mention their current feeding and feed management practices.

Once you have identified the gaps in knowledge and practices of community members regarding nutrient content of different feeds and feed management practices, communicate scientific knowledge. Make sure that community members get the science right.

Mention that animal feeds encompass water and dry matter and provide essential nutrients such as protein, fat, energy, minerals and vitamins.
Discuss how good feed and feed management practices will make animals healthy and productive.

Discuss measures to improve the availability and quality of animal feeds, including the establishment of grass/legume-based pasture, fodder crops, forage intercropping, use of fodder trees and feed additives.

Summarize key learning points and messages. Use the session notes provided to aid your messaging. Ask participants if they have any questions.

Discussion questions

• What feed nutrients do you think your animals need to be healthy and productive?
• Do you think locally available feed resources differ by their nutritional quality?
• If yes, how do you evaluate the nutritional quality of locally available feed resources?
• Please rank and identify the top 3–5 good-quality locally available feed resources.

What is the effect of lack of adequate and balanced feed on your animals?

• How do you improve the nutritional quality of locally available feed resources?
• How are you feeding your animals?
• Do you think your current animal feeding practices are adequate?
• What kind of animal grazing system do you practice?
• What is feed management and why is it important?
• How do you currently manage locally available feed resources?
• If you practice cut and carry feeding system, at what stage do you harvest? How do you store? Do you feed animals using a feeding trough or on the ground? How do you manage the leftover feed?
• Do your animals get adequate and clean drinking water? What is the link between feeding and watering your animals?
• How frequently do you clean feeding and watering places?

Key messages:

• Categorize animal feeds as roughages and concentrates and discuss various feed types based on nutritive content: water, dry matter, protein, carbohydrate, fat, minerals and vitamins
• Improve the nutritive value and palatability of low-quality feed resources through supplementation and simple technologies like physical treatment, urea treatment
• Mix and feed balanced cost rations for more efficient and effective utilization of the available feed resources
• Feed management involves avoiding underfeeding and overfeeding, feeding good-quality feed (clean and uncontaminated), and selecting feed properly so that the animals get a balanced diet that comprises essential nutrients
Activity 3. Learning integration, action planning and follow-up strategies

Introduce the activity. In this activity, we will recap and integrate key learning points and messages. Then, we will discuss actions that can be taken individually and/or collectively to improve the availability and quality of feed resources and improve feeding and feed management practices. What we do with feeding is critical to improving the health and productivity of our animals, and thus to improve livelihoods through increased incomes and household food security.

Ask men and women community members to share their key learnings from the conversations. Write down their responses on a flip chart.

Then, share key takeaway messages to integrate learning.

Ask men and women community members to explain how the new learning would help them improve the health and productivity of their animals. Write down their responses on a flip chart.

Then, ask community members what actions they will take individually and/or collectively to improve the availability and quality of feed resources and feeding practices.

Write down the following action planning template on a flip chart.

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<thead>
<tr>
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Encourage community members to implement their action plan by explaining the benefits they would get. They will be motivated to act when they see clear benefits in the action.

Ask local partners what action they would take to support community members and follow-up on the community action plans.

Finally, ask feedback and reflections from a few men and women community members and local partners about their community conversation experience, and how they would continue learning and sharing information with other household and community members.

Session notes

Balanced feeding is the most essential factor in the productivity and health of animals. It has a direct effect on the production, reproduction and health of animals. Poor nutrition results in low rate of productivity. In livestock production, two thirds of the productivity improvement is attributed to improved nutrition.

Animals need an adequate amount of feed both in quantity and quality to grow properly, provide desired amounts of products and stay healthy. Feeds are categorized as concentrate (oilseed meals, cereal grains, grain milling by-products, roots and tubers, brewery by-products, etc.) and roughage (pasture, crop residues, silage, hay, etc.) according to the amount of nutrients they supply. Feedstuffs contain different nutrients namely water and dry matter (carbohydrate, protein, fat, minerals and vitamins).

Pure water is most critical of all the nutrients required by animals and an inadequate amount of water supply dramatically decreases their productivity. Water dissolves and carries nutrients, regulates temperature and is necessary for chemical reactions in the body. Energy derived from nutrients provides the energy necessary for the movement and production of body heat. Proteins supply material to build body tissues, hooves, horns, hair and skin. Vitamins help regulate many of the body’s functions. Minerals provide material for bones, teeth and tissues and help regulate chemical activity in the body.
Efficiently utilize available feed resources for maximizing animals’ productivity. Prioritizing the use of available feed resources expands the use of all the available feeds in all seasons and reduces reliance on cereals. There are various means of improving the utilization of poor-quality roughages, for example supplementation (with concentrates, forage legumes, brewery by-products and minerals), physical treatment (soaking, chopping, pelleting, etc.), and chemical treatments (urea, molasses, etc.).

Preserve surplus feed in the wet season for use in the dry season to feed livestock evenly throughout the year. Any surplus forage should be conserved by turning them into hay and silage.

Feed balanced rations to provide all the nutrients the animal needs for good growth, and weight or production gain. Also, the rations must taste good (not be contaminated) to the animal and they must be economical. The right balance/mix of roughages and concentrates must be in the rations. Feed and water troughs are required to minimize feed wastage and contamination.

Feed your animals based on their production purpose and physiological status: production (lactation, fattening and plowing power), reproduction (pregnant, breeding ram or bull purposes) and maintenance. Lactating, fatting and draft animals require more feed than animals kept for maintenance or reproduction purposes. Lambs and kids have higher nutritional needs, especially with regards to protein, to maintain and increase their weight. Animals receiving inadequate feeds are susceptible to diseases and do not also perform well.

To meet the nutritional requirements of animals at their particular stage of life, farmers must mix feed ingredients into the least costly but most efficient rations. Small ruminants require a variety of nutrients to meet their basic needs. These nutrients provide energy, proteins, vitamins and minerals. Many factors affect the nutritional requirements of small ruminants, including productive level, activity and environment.

Maintenance requirement is the amount of nutrients that must be consumed for an animal to neither gain nor lose body weight.

Regarding feeding lambs, they should have free access to creep feeding. Leguminous forages and grains should be mixed and introduced to lambs progressively. At a young age, lambs prefer highly palatable feeds that are finely ground and have a small particle size. To fatten animals, apply improved fattening technologies and practices, which are limited to 90 days. Additional supplementation of their feed with grains and improved forage is necessary to increase weight gain within a short time.

Nutritional requirement of ewes, which increase during the breeding season, can be met by providing supplemental feeds such as succulent forage and grains to improve their body condition before breeding and during the early part of the breeding season. During late gestation (the last 4 to 6 weeks of pregnancy), approximately 70% of fetal growth occurs. Therefore, adequate nutrition is necessary because poor nutrition can result in pregnancy disease, lighter lambs at birth, increased postnatal losses, and lessening of mothering ability and milk production.
Session 2: Exploring perceptions, knowledge and practices of community members about animal health management

The session aims to explore the knowledge, attitudes and practices of community members about the causes, transmission pathways and prevention and control measures of common animal diseases and handling and consumption of animal-source foods. Women and men community members may have different perceptions and knowledge about animal diseases and may also play different roles in animal health management. The session explores gender differences in perceptions and knowledge about animal health management. It also explores men and women community members’ perceptions, knowledge and practices about zoonotic diseases and antimicrobial resistance (AMR) risks. The key message of the session is that prevention of infections is an effective way of animal health management. Community members need to recognize and appreciate that good animal husbandry practices (good feeding; clean and comfortable housing; good animal welfare; taking biosecurity measures; regular vaccination and deworming and management of grazing, watering and feeding places) are effective preventive measures to control spread of animal diseases. Community members also need to appreciate the benefits and costs of animal health management.

Learning objectives

By the end of the session, community members will be able to:

- Gain awareness of the causes, clinical signs, transmission pathways and control measures for common animal diseases
- Identify which animal diseases are also zoonotic
- Recognize and value knowledge women possess about animal and zoonotic diseases
- Explore and question their attitudes and practices about consumption of animal-source foods and handling of sick animals
- Appreciate the link between animal health management, animal productivity and livelihoods
- Recognize that good animal husbandry practices are key to prevent animal diseases and reduce zoonotic diseases and AMR risks
- Recognize that animal health management requires collective community action beyond individual efforts
- Act individually and/or collectively to improve the health and productivity of their animals

Learning content

- Men and women’s knowledge of animal and zoonotic diseases
- Gender division of roles in animal health management
- Seasonality and prevalence of animal diseases
• Perceptions of men and women community members about zoonotic diseases and consumption and handling practices of animal-source foods
• Causes, clinical signs, transmission pathways, and prevention and control measures for common animal diseases
• Perceptions, knowledge and practices of men and women community members about antibiotics use and resistance
• Link between animal welfare, animal productivity, public health and livelihoods
• Community action to prevent and control animal and zoonotic diseases and reduce AMR risks

Materials and methods
• Storytelling
• Pictures
• Strategic questioning
• Role playing
• Reflections
• Animal disease extension leaflets

Time: 3 hours.

Learning activities

Activity 1: Exploring men and women community members’ knowledge of animal and zoonotic diseases

To recap/recall the previous session, ask men and women community members:

• What have you discussed and learnt from the previous session?
• What was your impression about your community conversation experience?
• How have you applied and shared information and knowledge from the community conversation?
• What has changed in your household due to the community conversations?
• What did not change and why?

Write down reflections and change stories on a flip chart and address any knowledge gaps. Follow-up on exemplary change stories with home visits and interviews with household members and neighbours.

Introduce the activity. In the previous session, we have discussed about animal feeds (availability and nutritional quality of locally available feed resources and the need for improving feed management practices). We have also discussed the link between good feeding, health and productivity of animals. In this activity, we will build on the previous session and discuss about animal and zoonotic diseases and the causes and transmission pathways of common animal diseases, so that you will be able to take measures to prevent and control animal and zoonotic diseases.

To start the discussion, create motivation by asking community members to describe how animals are important for human well-being both economically, psychologically, emotionally and culturally.
Then ask community members what care humans must give for animals. Ask them to mention the moral obligations and economic reasons for giving care for their animals. Invite women and men community members to mention what care animals need from their owners or caregivers, or what care they are giving to their animals. Continue the discussion until community members mention health care.

Then, focus the discussion on animal health and ask community members to identify common animal diseases (mainly of sheep and goats) in their community and describe their clinical signs, causative agents, seasonality, transmission pathways, prevention and control measures in separate women and men groups. Separate groups allow for exploring of men and women’s perspectives and knowledge and provide the evidence to explore community perceptions about gendered knowledge of animal diseases.

Then, bring men and women groups together and share group results in plenary. As group results are shared in the larger group, observe how men and women community members react.

Write down key observations on a flip chart. Encourage reflections using the following questions:

• Who is more knowledgeable about animal diseases? Why?
• Does knowledge of men and women about animal diseases differ by types of animals? If yes, explore why.
• Who does what regarding animal health management in your household? Who does most of the animal care activities such as sanitation, feeding, or caring for sick animals?
• Who contacts the local veterinary officer when an animal gets sick?

Encourage discussion and listen for views of men and women. Ask the implications for women’s access to information on animal diseases.

Mention that women play a key role in animal health management, but they have limited access to information, training and animal health services.

Ask community members to mention the consequences of women’s lack of access to animal health information and what they can do to increase their access to information.

Go through the list of animal diseases again and ask men and women community members which of those animal diseases are also zoonotic diseases.

As community members to respond, mark on the flip chart and compare men and women’s responses. Ask again, ‘Who is more knowledgeable about zoonotic diseases? Why?’

Further discuss transmission pathways and control measures for zoonotic diseases. Explore perceptions and practices of community members about handling and consumption of animal-source foods such as raw meat and raw milk. Explore perceptions and practices about boiling milk and cooking meat. Also find out what community members think about zoonotic risks by gender and age.

Then, encourage discussion about what measures community members can take to reduce their risks to zoonotic diseases such as using preventive gear, boiling milk, cooking meat, avoiding sharing shelter with animals and applying good animal husbandry practices.

Discussion questions

• What common animal diseases prevail in this community? How do you describe these diseases?
• Do you think that humans can contract diseases from sick animals? If no, why? If yes, how?
• Which of the animal diseases listed are zoonotic?
• How do humans get diseases from sick animals?
• Do you think zoonotic disease risks differ by age and gender?
• Who is more exposed to zoonotic disease risks in your household? Why?
• Do you think drinking raw milk and eating raw meat is good for your health?
• Do you think boiling milk and cooking meat destroys their nutritional value?
• What care do you take while treating or feeding sick animals, cleaning barns, disposing dead animals or attending births?
• What can be done to prevent transmission of zoonotic diseases?

Summarize the discussion and communicate key messages. Mention that women and children are the most vulnerable social groups to zoonotic diseases.

Activity 2. Exploring men and women’s perceptions and knowledge about the causes, clinical signs and transmission pathways of animal diseases

Using the list of animal diseases from activity 1, ask men and women community members to identify the causes, clinical signs and transmission pathways of the diseases. Find out the seasonality of prevalence of common animals diseases and which animals are more susceptible to them.

Discuss causative agents of animal diseases (virus, bacteria, parasite and fungus). Expand the discussion by giving examples of diseases caused by different agents, for example, sheep pox is caused by the pox virus; mastitis is caused by different kinds of bacteria; and fasciolosis is caused by the liver fluke parasite.

Discuss that improper livestock husbandry (poor hygiene, poor infection prevention, poor feeding, poor housing) and introduction of new animals into a herd are common causes of animal diseases. Ask participants to give examples and share their experiences.

Make sure that community members know that there are different disease-causing agents and that animal diseases and their treatment actions differ by the type of causative agents. Note also that community members must not self-treat animals without proper diagnosis and advice by a trained veterinarian on the appropriate choice of treatment and dosage.

Encourage discussion from men and women community members and describe clinical signs and transmission pathways of common animal diseases.

Summarize the discussion. Communicate key learning points and action messages in clear language. Ask them if they have any questions.

Discussion questions
• How do animals get sick? What are the causes and routes of animal disease transmission?
• How do you know when your animals get sick?
• Do you isolate sick animals from others? Why and for how long?
• Do you dispose carcasses or goat or sheep heads in the environment or give them to dogs?
• Do you graze animals in marshy areas or soiled fields?
• How do you manage grazing/pasture lands? Do you practice rotational grazing or cut and carry feeding system?

• Do you practice good animal husbandry (adequate and balanced feeds, animal watering, clean and comfortable housing, biosecurity, preventive vaccination, etc.)?

Key messages:

• Categorize animal feeds as roughages and concentrates and discuss various feed types based on nutritive content: water, dry matter, protein, carbohydrate, fat, minerals and vitamins

• Improve the nutritive value and palatability of low-quality feed resources through supplementation and simple technologies like physical treatment, urea treatment

• Mix and feed balanced cost rations for more efficient and effective utilization of the available feed resources

• Feed management involves avoiding underfeeding and overfeeding, feeding good-quality feed (clean and uncontaminated), and selecting feed properly so that the animals get a balanced diet that comprises essential nutrients

Activity 3. Exploring community members’ knowledge and practices about prevention and control measures of animal and zoonotic diseases

Ask community members what would happen if they were not taking actions to prevent and control animal and zoonotic diseases.

Explore views of men and women about the consequences of animal and zoonotic diseases. Ask community members to share their experiences or stories about death of animals due to diseases and how the household has been affected.

Ask community members what they can do to prevent and control transmission of animal and zoonotic diseases. Explore views of men and women community members. Write their responses on a flip chart.

Provide scientific knowledge to supplement or address knowledge and practice gaps of community members.

Stress that prevention of infections is better than cure. Ask community members to share proverbs that signify the value of prevention.

Discuss infection prevention measures, such as improving biosecurity, good housing and ventilation, good hygiene, appropriate nutrition, regular veterinary visits and developing herd health plans.

Ask community members to give examples and share experiences of good livestock husbandry practices.

Ask the following questions:

• Who is viewed as a good livestock keeper in your community?

• What makes this person a good livestock keeper?

• How do you compare yourselves with this person?

• What will you do to improve your livestock husbandry practices?

Discuss benefits of good preventive measures. Mention that sanitation, vaccination and nutrition are primary measures to control animal diseases and reduce AMR risks.

Summarize and communicate key learning points and messages that explicitly state actions community members must take and the benefits of each action.
Mention that taking good biosecurity measures, good feeding and regular vaccination are ways to prevent animal diseases. Also, handwashing, gloves use, mask use, boot wearing, boiling milk and cooking meat reduce zoonotic risks.

Discussion questions

• How do you differentiate prevention and control of animal diseases?
• What is the difference between vaccination and treatment of animals?
• What would happen if you do not prevent and control animal diseases?
• What do you do when your animals are sick?
• Who takes sick animals for veterinary treatment? Does this differ by type of animal?
• What can you do to prevent and control transmission of animal diseases? Do you separate new animals or sick animals from the herd?
• Do you regularly vaccinate or deworm your animals? Do you follow a community-based vaccination or deworming calendar? If yes, when is that and why?
• What vaccination or deworming is given for which animal diseases and when?
• Do you keep a record of vaccination, deworming or treatment for your animals? Why?
• How do you dispose of dead animals or animal carcasses?
• Do you collectively manage grazing areas to control parasite infections? Do you practice rotational grazing during dry and wet seasons?
• How can you prevent transmission of zoonotic diseases? Do you boil milk or cook meat? Do you use protective gear when you are in contact with sick animals, attending births, cleaning barns or disposing of dead animals?
• Do you wash your hands after milking your cows and cleaning animal sheds? Why?

Activity 4. Learning integration, key messages and action planning

This activity aims to summarize key learning points and messages. It also aims to identify community actions to prevent and control animal and zoonotic diseases and reduce AMR risks.

Ask men and women community members to reflect on their community conversation experiences and share key learnings.

Write down responses on a flip chart.

Highlight the following key messages:

• Prevention is better than treatment.
• Improve welfare of your animals through good husbandry practices.
• Nutrition, sanitation, biosecurity, and regular vaccination are a primary mode of prevention of infectious diseases.
• Use antimicrobials responsibly.
• Zoonotic diseases can be transmitted through unsafe handling and consumption of animal-source foods, environment and contact with sick animals or attending parturition.
• Use protective gear correctly when you are in contact with sick animals, cleaning barns and attending births.
• Bury dead animals and goat and sheep heads.
• Apply safe grazing land management and use.

Ask community members what they can do to prevent and control animal and zoonotic diseases.

Document action points of community members.

Ask community members what changes they would expect from implementing their action plans and identify indicators for these changes.

Write down the following action planning template on a flip chart.

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Invite local partners to make closing reflections and commitments for follow-up on community action plans. Engaging local partners in community conversations helps ensure institutional ownership and commitment to support implementation and scaling up of community conversations.

Session notes

Viruses, parasites and bacteria are the most common disease-causing pathogens. Viruses and bacteria are microscopic in size (too small to be seen with the naked eye) and capable of multiplying rapidly under ideal environmental conditions.

These organisms have coexisted with humans, animals and plants for millennia, and many are essential to life and do not cause harm. Some may exist as part of the ‘normal flora’ of a human or animal in good health but can cause disease when introduced to normally sterile parts of the body, such as during surgery or penetrating injury, or when the host’s immune system is compromised. In other cases, microorganisms may exist as ‘normal microbiota’ or cause mild disease in one species but be life-threatening to another.

Prevention of infectious diseases can be done through a wide choice of tools such as improving biosecurity, good animal husbandry (good housing and ventilation, good hygiene, appropriate nutrition), regular veterinary visits to monitor animal health and welfare, and use of herd health plans.

The use of biosecurity practices can help greatly in boosting productivity and reducing the use of therapeutics with positive impacts on farm economy and food safety. Undoubtedly, vaccination strategies against bacterial and viral infections tend to reduce antimicrobial use.

Animals receiving inadequate amounts of nutrients cannot produce efficiently. In addition, their levels of resistance to diseases are lowered. Good animal husbandry helps eliminate physical defects and improves welfare of animals, thereby preventing spread of animal diseases and reducing the need for antimicrobials.

Recommended actions for community members to keep their animals healthy (FAO 2018):

• Keep animal housing and outside areas that animals use clean by clearing away manure and litter often. Waste from animals that have been given antimicrobials needs to be handled more carefully.
• When an animal gets sick, separate it from the rest of your animals to help prevent the infection from spreading.
• Where possible, practice ‘all-in and all-out’ management on your farm to reduce the risk of new animals infecting the animals you already have. Breed animals at the same time, wean animals at the same time and keep these groups of animals together at all stages of production.

• Keep animal feed dry and stored safely away from potential sources of germs such as rodents, birds, insects and other animals.

• Avoid stress for your animals. Keep them comfortable and dry and make sure they have enough space. Let young animals feed from their mothers if possible before weaning because this helps to prevent infections.

• Help your animals stay healthy and avoid getting sick by ensuring they have good nutrition and keep animals healthy by making sure their water is clean.

• Vaccinate! Ask your veterinary expert to help you administer relevant vaccines at the right times because prevention is better than cure and cheaper.

• Seek veterinary expert advice to get the correct diagnosis and treatment because buying and using the wrong treatment puts the health of you, your animals and your family at risk. Using the wrong drugs is a waste of your time and money.

• Spread the word, not the germs! Tell other community members what you have learned because everyone needs to work together for cleaner farming to protect animal health, livelihoods, and the health of all people who depend on antimicrobials working when needed most.
Session 3: Exploring perceptions, knowledge and practices of community members about collective livestock marketing

In the previous sessions, we have discussed about animal feeds and health management. We learnt that good animal husbandry practices improve the welfare and productivity of animals. In this session, we will discuss about livestock marketing practices, challenges in livestock marketing and explore collective marketing opportunities and challenges, so that community members take collective actions to improve their livestock marketing efficiency and earn good income.

Learning objectives
By the end of the session, community members will be able to:

• Identify livestock marketing challenges, needs and solutions
• Explore women’s market participation and challenges in livestock marketing
• Explore opportunities and challenges to collective action for livestock marketing
• Identify success factors for performance and sustainability of marketing groups
• Form gender-inclusive small ruminant production, fattening and marketing groups

Learning content

• Livestock marketing practices, challenges and needs
• Livestock marketing facilities/infrastructure
• Women’s participation and challenges in livestock marketing
• Community perceptions and practices about collective livestock marketing
• Community actions to address livestock marketing challenges

Materials and methods

• Provocative questioning
• Role playing
• Storytelling
• Small group discussions
• Experience sharing

Time: 3 hours.
Learning activities

Activity 1. Discussion of livestock marketing practices, infrastructure and challenges

To recap/recall the previous session, ask men and women community members:

- What have you discussed and learned from the previous session?
- What were the action points agreed from the previous community conversation session?
- How have you applied and shared information and knowledge from the community conversation?
- What has changed in your household due to the community conversations?
- What has not changed, and why?

Write down reflections and change stories on a flip chart and address any knowledge gaps. Make a verification follow-up on self-reported change stories during home visits and interviews with household members and neighbours.

Motivate participants and introduce the session by, for example, noting the following. Now that you have learned how to better feed and maintain the health of your animals, in order to get benefits from your investment into the feeding and health management of your animals, you need to have access to profitable markets and develop your livestock marketing efficiency.

In this session, we will explore the views of men and women community members in separate groups about the marketing needs and challenges of the community, community experience in informal group actions and perceptions towards collective livestock marketing actions.

Key questions:

Where and how do you sale small ruminants? What are your marketing needs and challenges?

Ask community members to name their market access and conditions of these markets. Facilitate discussion using the following questions:

- What do market and marketing mean to you?
- What livestock markets exist? Where and how far are they located?
- What market infrastructure/facilities exist for small ruminant marketing?
- What are your livestock marketing needs and challenges?

Encourage discussion around small ruminant marketing in this community.

Ask men and women community members to identify their small ruminant marketing needs, challenges and explore the reasons for these challenges. Explore how men and women community members get access to livestock market information, and what they think about marketing costs.

Ask community members what they think about addressing these challenges.

Discussion questions

- What market outlets do people have in this community? Why and how do people sell small ruminants?
- What are your challenges/constraints in small ruminant marketing?
• What marketing infrastructure/facilities are there? How functional are they?
• What is the price difference by marketplaces and seasons? Why is there this difference?
• How do you evaluate your market satisfaction? Are you receiving fair prices for your animals?
• What action do you take to fetch better prices and reduce marketing costs?
• What is your marketing cost for small ruminants?
• What is market information and why is it important? Where and how do you get market information? Are these sources credible? What costs are involved in accessing market information?
• How do you understand market linkage? Where do you get market linkage facilitation support? How do you see the role of market linkage facilitation events?

Summarize the activity and communicate key learning points and messages. Ask if community members have any questions.

Activity 2. Discussion of women’s participation and challenges in livestock marketing

Ask community members if women have equal access to livestock markets. Find out if women can equality participate in livestock markets.

Explore views of community members about women’s participation and decision-making in livestock marketing and control of income from livestock sales.

Use the following discussion questions to facilitate conversations. Explore views of men and women community members. Find out perceptions of community members about women’s participation in livestock marketing.

Find out women’s needs and challenges in livestock marketing. Summarize the discussion and communicate key learning points and messages.

Discussion questions
• Do men and women have equal access to livestock markets?
• How are decisions made on which markets to visit and which animals to sell?
• Do women face cultural constraints in livestock marketing in this community? If yes, why?
• Can women freely sell livestock in the market? If yes, which animal species or animal products?
• What factors influence women’s participation in livestock marketing? Probe: marketing skills, type of species, purpose of buyer, access to market information, market facility, financial literacy, etc.
• Do you think women are capable of selling or buying livestock in the market by themselves (confidence, negotiation skills, price information, assessing condition of animals)?
• What is market information?
• Who has more access to market information, and so has more bargaining power in your household?
• Where and how do you access market information? How credible are the information sources?
• Do you think men could be threatened if women participate in livestock marketing?
• Who buys livestock from women? What kind of livestock?
• Has there been any conflict over sale of livestock in your household? If yes, why and how has it been solved? Who controls the income from sale of livestock or animal products? Does this vary by animal species?
• Are market facilities/infrastructure favourable for women?
• How could women identify sick animals or assess the condition of animals in the market before buying?

Activity 3. Exploring community members’ perceptions and practices about collective actions for livestock marketing

Key questions:

What groups exist in this community? What is the community’s experience with collective action?

Ask men and women community members to identify what groups or informal organizations exist in their community.

Facilitate the conversation using the discussion questions below. Probe into men and women’s responses. Try to explore underlying perceptions. Ask for examples and stories. Encourage men and women community members to share their experiences.

The purpose is to motivate and sensitize community members and generate demand for collective marketing action by exploring dynamics of informal groups (purpose, membership size and composition, leadership, benefits, challenges) in the community. It is assumed that community members have longstanding experience in group actions, which can be extended to collective marketing actions. Through the discussion of their experiences in local groups, community members can form new perspectives and a vision for collective marketing actions.

Paraphrase and summarize the discussion to aid note takers to capture main points and emerging themes from the conversations.

Find out if community members have any marketing group actions.

Encourage discussion around the role of collective action in small ruminant marketing. Probe into better bargaining power, fetching better prices, reduced production and transaction costs, linkage facilitation with financial and market institutions.

Explore perceptions of men and women’s community members about self-organization and collective action for small ruminant marketing.

Explore community members’ awareness and perceptions regarding problems of unorganized marketing and encourage discussion to help them appreciate the role of collective action. Ask them to share their experiences or stories.

Discuss opportunities, success factors and challenges of collective action for small ruminant marketing.

Encourage community members to discuss the role of collective action for small ruminant marketing and ask them to identify ways of establishing and managing collective actions for marketing.

Use the discussion questions below to facilitate the discussion.

Summarize the discussion and communicate key learning points and messages. Ask if community members have any questions.
Discussion questions

- Do community members have any past successful group action experience? Example: savings groups (equib), labour sharing groups (debo, wenfel), mutual assistance groups (edir), etc.
- What informal groups exist in this community?
- What causes/invites the formation of these groups?
- How do these groups function?
- Who are members of the groups? Are these groups single-sex or mixed-sex groups? Why?
- Who leads these groups? Are women represented in leadership/decision-making positions?
- What is the group size?
- Do women and men join different types of groups? Why?
- What are the advantages of group actions?
- What challenges exist in managing groups? If there are conflicts, how are they resolved?
- What makes group actions successful?
- What is the social capital of the community?
- Is there a collective marketing initiative in this community? If yes, how does that work?
- If no, what do you see are the opportunities for collective marketing in this community?
- What are collective marketing groups? Why do you need them? What are the functions of collective marketing groups?
- What do you think are the benefits and potential challenges of collective marketing groups? How can these challenges be addressed?
- If you intend to form collective small ruminant marketing groups, how would you go about it?
- What will be the gender composition of these groups? Would you think women-only marketing groups can be effective? Why?
- What do you think are the success factors for any group action?
- What group characteristics and asset endowments facilitate collective action initiatives to improve small ruminant farmers group initiatives?

Activity 4. Learning integration, key message and action planning

Ask community groups to mention their key learning points from the conversations.

Record responses by gender.

Then, supplement community members’ key learnings by summarizing and communicating the following key learning points and messages.
Key messages:

• Marketing groups are voluntary collective action of two or more farmers to collaborate on small ruminant production, fattening and marketing.

• Collective marketing groups are formed based on self-selection among closely related farmers who know each other relatively well. The basic objective of the groups is to increase the market participation and the price per head of the sheep and goats they supply to market.

• Collective marketing action increases bargaining power and income of group members and access to services such as market information, market linkage facilitation support, and extension and advisory support.

• Success factors for collective actions include:
  • Manageable group size
  • Shared norms and values
  • Past successful group experiences
  • Appropriate leadership and management practices
  • Transparency and communication
  • Interdependence among group members
  • Similarity of identities and interests
  • A high level of trust and understanding among group members
  • More altruistic and social support behaviour of group members
  • Physical access to markets.

Then, ask community members how they would apply their key learning points.

If they have to address marketing challenges of small ruminants, what should they do collectively?

How would they go about implementing their collective action initiative for small ruminant production, fattening and marketing?

Find out who in the conversations would be interested to establish collective livestock marketing action.

What support they would need and from whom?

Invite partner staff from Cooperative Promotion and Development and Industry, and Trade and Market Development offices to explain the benefits of cooperation and how to go about forming livestock marketing cooperatives.

Write down the following action planning template on a flip chart.

<table>
<thead>
<tr>
<th>Action</th>
<th>Expected results</th>
<th>Change indicators</th>
<th>Timeframe</th>
<th>Support needed</th>
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Session notes

Smallholder farmers face many market challenges such as low prices, weak bargaining power, lack of market information, high transaction costs, lack of group action to bulk produce, distance to nearest markets, lack of marketing infrastructure, erratic and unorganized market and lack of market linkage facilitation support.
Improved market infrastructure smoothenes marketing interaction between buyers and sellers. Livestock owners exchange market information when they sell their animals and buy inputs.

Compared to men, women often lack market contacts and information. Livestock traders offer lower prices to women because they have weak bargaining power and fewer options for selling animals in far markets.

Rural communities have a long history of informal organizations, such as burial associations, labour sharing groups, mutual assistance groups and religious groups. Informal groups can give the experience and mutual trust for establishing formal marketing groups.

Benefits of group actions include access to training, market information, credit, input supply and value addition. Market linkage facilitation activities are required for farmer group actions to be effective. It is important to identify the type of linkage required and the level of support that may be necessary.

Collective marketing can:

• Increase women’s participation in small ruminant production and marketing
• Achieve economies of scale that overcome the high production and transaction costs that male and female community members face acting individually
• Enable farmer groups to access extension services, market information, credit and inputs/technologies
• Provide incentive to increase quality production
• Facilitate exchange of information and experiences among value chain actors
• Improve bargaining power to negotiate for better prices more effectively and efficiently
• Enhance market access for smallholder farmers
• Assist smallholder farmers to meet quality and quantity requirements

Collective marketing groups can be described in terms of the basic functions they serve. The functions include:

• Collecting, collating, discussing and synthesizing small ruminant market information collectively.
• Discussing and agreeing when to sell, what to sell, to whom to sell, and how many animals to sell.
• Supplying the traded product collectively and strategizing price bargaining.
• Deciding how many animals to supply to market, how to transport them and which market to supply the animals to.
• Determining the price of each sheep and goat with careful and inclusive discussion before leaving for the market and collaborating on price bargaining in the market.
• When the need arises to postpone selling decisions, (e.g. when there is limited demand or low prices), discussing options collectively and ensuring that desperate marketing does not happen among group members.
• Collectively identifying and employing best options to enable smallholder sheep and goat sellers to receive prices close to those received by traders that supply larger flocks of small ruminants.
• Being vigilant of brokers and traders’ efforts to single out group members to pressure them to lower the prices and encouraging group members to abide by group agreements and collective decisions (https://livestockfish.cgiar.org/2016/12/26/ethiopia-smart-marketing/).
But establishing and managing collective marketing groups can be challenging because of two main reasons:

1. Smallholder farmers need to see the added advantage of collectively marketing, or they will be uninterested in the activity, which can undermine the group.

2. Unreserved trust and camaraderie among group members is key to successful running of these groups. Without these, smallholders can hardly work together for long, especially when money is involved. Farmers need to know each other and be willing to make themselves known in the group to create strong trust and commitment among group members. Without trust and camaraderie no collective marketing is possible. If forced upon farmers or if done based on shallow trust, chaotic marketing results, which may end up making farmers more vulnerable.

Constraints to group action may include lack of:

- Social capital
- Trust
- Motivation and cooperating ability
- Communication, transparency and accountability
- Group leadership and management skills.

Passive group members or opportunistic tendencies within marketing group members can cause performance and sustainability challenges.
Session 4: Review, reflection and closing

This session aims to consolidate, reinforce and share key learning points and messages from the previous conversations. It aims to monitor community members’ learning recall, retention and application and document change stories from the conversations.

Participants will be guided through reflective questions to capture and document their experiences and stories about the benefits of the community conversation sessions and the changes they have made individually or as a group due to the conversations.

The session also aims to document how local partners integrated the approach into the regular extension approach and supported continued learning and social influencing of community groups based on community action plans.

Facilitate this review, learning and sharing session using the following reflection questions.

Reflection questions:

• What is your impression or experience of community conversations?
• How have you benefited from community conversations?
• How relevant were the discussion issues?
• What were your key learnings from the conversations?
• What has changed due to community conversations?
• How has interaction, information sharing and joint action and learning improved in your household or neighbourhood?
• How representative and inclusive were the community conversations?
• How have you shared information and knowledge from community conversations with your household or other community members?
• How would you continue learning, sharing and influencing in your community?
• What challenges have you faced in implementing your action plans from the community conversations?
• How was the support and follow-up from research and development partners?
• How has your interaction with service providers improved due to the community conversations?

Note down experiences of men and women community members and identify potential experiences or change stories for further documentation to generate evidence about the success of the conversations.

Ask local partners how they would continue supporting community members and scale the experience to other communities and integrate community conversations into regular extension activities.

Mention that you have learned much from community members and thank them for their active participation and knowledge sharing in the course of the conversation sessions. Express your hope that community members would continue learning and sharing information and knowledge with other community members and that local partners integrate community conversations in regular extension activities and support community members in their learning and change process.
Finally, invite community leaders and local partners to reflect on their community conversation experience and express commitment for supporting continued learning and sharing among community members and beyond. Then, close the community conversations event on a positive note.
Further reading

Alemu, B., Desta, H., Kinati, W., Mulema, A. and Wieland, B. 2016. Participatory epidemiology and gender analysis to address small ruminant disease constraints in Livestock and Fish and African Rising Project Sites in Ethiopia.


FAO (Food and Agriculture Organization of the United Nations). 2018. Healthy animals, happy community members! Top ten actions for community members to keep animals and people healthy and antimicrobials working.


Annexes

Annex 1. Community conversation report template

Introduction:

• Problem situation
• Objectives
• Participant composition
• Date and venue

Methodological approach and process:

• Team alignment on the methodology and process
• Representation and presence/interactivity of men and women community members
• Opening and closing sessions
• Activities and methods of engagement
• Observations on reactions/body language of men and women community members
• How men and women community members reacted to discussion issues (divergence, convergence and turning points)
• Context descriptions of sites

Summary of main points, agreements and actions:

• Key issues discussed
• Key themes that emerge from conversations
• What women and men community members say and how they say it
• Areas of tension and strong emotions during community conversations
• Quotes from views of men and women community members
• Key learning points and messages
• Decisions and action points that evolve from conversations
• Follow-up and monitoring strategies

Observations, reflections and lessons learned:

• Overall reflection and insights on the process
• Feedback and comments from community members and partners
• Analysis and lessons learned
Annex

• Participants list
• Community conversation facilitation checklist
• Community conversation process in pictures

Annex 2. Community conversation session facilitation checklists

Session 1. Animal feeds
Availability, seasonality and utilization of locally available feed resources

• Conception of animal feeds
• Types of animal feeds
• Locally available feed resources: adequacy, quality (palatability, digestibility), utilization
• Availability and use of improved forages
• Feed selection and allocation to different animals
• Gender roles in animal feeding: workload, decisions, better care for animals, knowledge, access to information

Feed quality, feeding and feed management

• Nutrient content of locally available feed resources
• Enriching locally available feed resources
• Feeding and feed management practices
• Clean and uncontaminated feeds
• Cleaning feeding and watering places

Learning integration, action planning and follow-up strategies

• Relationship of good animal nutrition, health and productivity
• Key messages
• Community action and benefits of acting
• Reflection and commitment of local partners

Session 2. Animal health management

Animal and zoonotic diseases

• Recap of the previous session, animal feeds (recall, sharing, application, change)
• Session motivation: importance of animals for human well-being and care for animals
• Gender roles in animal health management
• Gendered identification of common animal and zoonotic diseases

Causes, clinical signs and transmission pathways of animal and zoonotic diseases
• Identification of causes, clinical signs and transmission pathways of the diseases identified
• Seasonality of prevalence and which animal species are more susceptible
• Husbandry practices: introduction of new animals, separation of sick animals, disposal of dead animals, sanitation, good feeding
• Handling and consumption behaviour of animal-source foods

Prevention and control measures of animal and zoonotic diseases
• Consequences of animal and zoonotic diseases
• Prevention measures for animal and zoonotic diseases: biosecurity (quarantining new animals, sanitation), vaccination and nutrition
• Control measures for animal diseases: separation and treatment of sick animals, strategic deworming
• Risks of AMR

Learning integration, key messages and action planning
• Key learning points and messages
• Action points on prevention and control of animal and zoonotic diseases
• Indicators of changes

Session 3. Collective livestock marketing

Livestock marketing practices
• Conception of livestock marketing – What do market and livestock marketing mean to you?
• Access to markets – Why, where, when and how do you sell and buy livestock (mainly cattle, sheep and poultry)?
• Market as source of disease transmission – Do you quarantine new animals from markets for some time? If yes, why and for how long?
• Marketing needs and challenges
• Market infrastructure – market shade, watering and feeding trough, vet service, security, market information centre, rest rooms, etc.
• Access to market information – what, where, how, credibility, intra-household disparity?
• Access to training, market-oriented extension and advisory services
• Marketing costs – service charge, transport
• Market price – low, fluctuation, brokers, desperate selling, negotiation, trend
• Market linkage facilitation – type, facilitator, how, influence, evaluation, need
Women’s market participation

• How are livestock marketing decisions made in your household?
• Who sells animals in markets and which animals or animal products? Why?
• Determinants of women's participation in livestock marketing – confidence/bargaining skills, financial literacy, types of animal species, market facility, purpose of buyers, access to market information, types of markets, time and mobility constraints, transaction costs, men’s fear of loss of authority
• Who controls or makes decisions over the money from the sale of livestock species or animal products? Does this differ by animal species or types of markets? Why?

Community experience in group actions and perceptions towards collective marketing

• Experience in collective actions – what informal or formal groups exist in this community?
  • Membership
  • Leadership
  • Benefits
  • Challenges
• Perceptions towards group marketing practices
  • Problems of unorganized marketing
  • Past experience in group livestock marketing
  • Conception of marketing groups – what, why, how, functions?
  • Benefits and challenges of group marketing
  • Opportunities (felt needs and driving factors) for establishing marketing groups
  • Gender composition of marketing groups – single-sex groups or mixed groups? Why?

Demand generation for collective marketing

• What is market? The four market components
• What is marketing? What does it involve?
• Marketing challenges of smallholder farmers
• Benefits and opportunities for collective marketing groups
• Success factors for livestock marketing groups
• Process of establishing livestock marketing groups
• Leadership and management requirements of marketing groups
• Market facilitation and capacity development support for livestock marketing groups

Key learning points, messages and action plans

• Learning integration and key messages
• Community action plan to establish sheep production, fattening and marketing cooperative
• Reflections: community members, cooperative/marketing experts
## Annex 3. Community conversation outcome story documentation checklist

<table>
<thead>
<tr>
<th>Domain</th>
<th>Topics and probes</th>
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</table>
| **Background information** | - 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 |
| **Problem situation** | - Describe the situation before community conversations regarding the issues at hand  
- Probes:  
  - What was the problem? Who is affected? What would happen if this problem was not addressed? |
| **Response/learning recall** | - What was discussed in the community conversations?  
- What have you learned from the community conversations? |
| **Community influence through knowledge sharing and demonstration effect** | **Participant:**  
Tell us your information sharing experience.  
- Household members  
- Neighbours  
- Friends  
- Any other person  
Where and how did the knowledge sharing happen? How did people react to the information shared?  
**Probes**  
- 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?  
**Household members:**  
Tell me what was shared and discussed in your household.  
- 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 has shared information from the community conversations with you? How did that happen? How did you find household information sharing? Did you feel empowered? Was it useful? How is it useful? |
<table>
<thead>
<tr>
<th>Domain</th>
<th>Topics and probes</th>
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</table>
| Knowledge application: attitudinal and behaviour change | • In your household, what has changed due to community conversations regarding animal feeding, animal health management and collective livestock marketing?  
• If no knowledge application, find out why. Identify constraints to knowledge application/behaviour change.  
• What benefits do you get from your participation in community conversations?  
• Enabling and/or constraining factors for knowledge application  
• Probe for stories/examples/lessons learned. |
| Evidence: qualitative or quantitative information to demonstrate change | • Performance of vaccinated or treated animals  
• Improvement in the availability and quality of feed resources  
• Consultations with animal health practitioners  
• Adoption of improved livestock husbandry practices and infection control measures  
• Opinions/views of households and local partners  
• Use of community conversation module by local partners/service providers |
| Sustainability: potential for scaling and policy influence | • Access to advisory and training support from animal production and health practitioners  
• Demonstration effects on neighbours and other community members  
• Learning/educational opportunities facilitated by service providers |