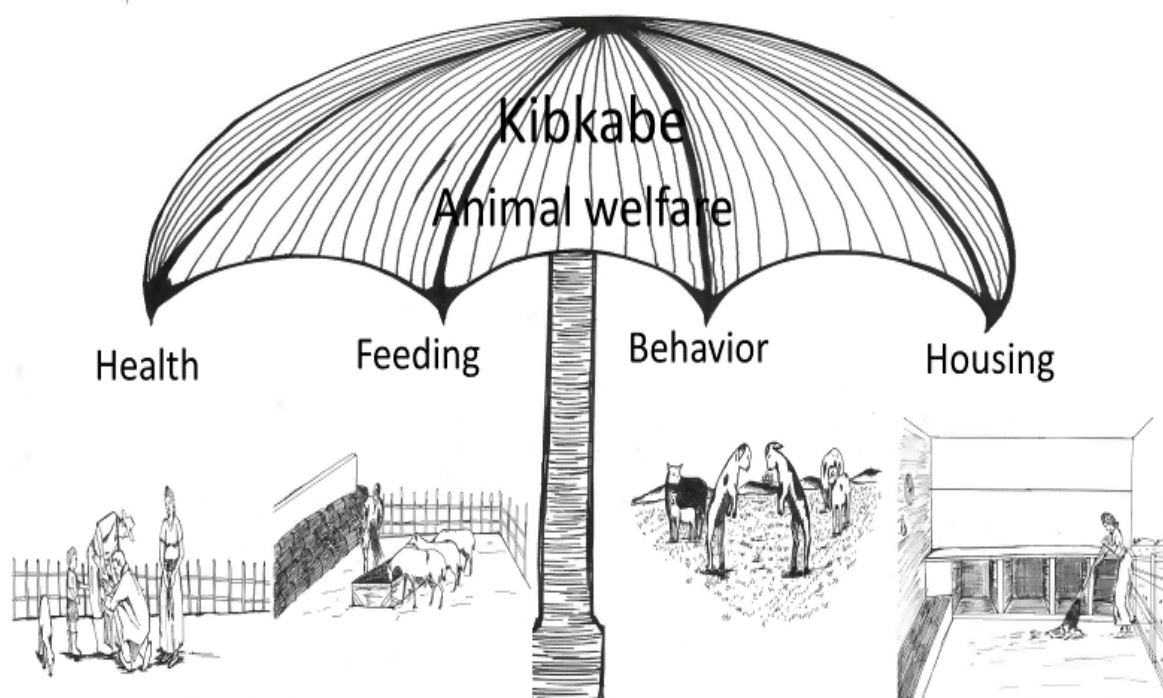


Community conversation on animal welfare: a guide to facilitators

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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 CGIAR Research Program on Livestock 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 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.


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Abbreviations and acronyms

CIAT	International Center for Tropical Agriculture
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
ICARDA	International Center for Research in the Dry Areas
ILRI	International Livestock Research Institute
KAP	knowledge, attitudes and practices
SLU	Swedish University of Agricultural Sciences

Introduction to animal welfare

The World Organisation for Animal Health defines animal welfare as healthy, comfortable, well nourished, safe, able to express innate behaviour and absence of suffering¹.

Animal welfare can be placed into three categories: (1) the biological functioning of the animal, which reflects aspects of its physical health, growth and reproduction; (2) animal natural behaviour, i.e. the ability of animals to carry out behaviours that they are highly motivated to perform; and (3) animal affective state, which relates to how the animal is feeling, i.e. if it is suffering, stressed or in a positive state. These three categories encompass the overarching issues of what is important from an animal's perspective, while also reflect varying community views around animal welfare.

Considering the biological functioning, natural behaviour and affective state together leads to a thorough understanding and ability to evaluate animal welfare. Meeting animal welfare needs requires a focus on providing adequate nutritional, health, husbandry and environmental resources for animals.

Animal welfare has clear benefits for animals and people. Good animal welfare is linked to good farm productivity. It is also related to food safety, worker safety, economics and environmental impact of livestock production. Understanding and improving animal welfare benefits the animal, the farmer/pastoralist and the community.

Gender relations have implications for meeting animal welfare needs. Women play a major role in managing and conserving animal genetic resources. Women make deliberate breeding decisions, generally preferring animals that are easy to manage, resistant to diseases and that do not increase their workload.

¹A new definition for the Terrestrial Animal Health Code: 'animal welfare' <https://www.oie.int/doc/ged/D5517.PDF>.

Why should community members worry about animal welfare?

Animal welfare can generate benefits to livestock keepers and their animals—food security, nutrition and rural income.

Improving the welfare of their animals will help community members:

- Increase livestock productivity to generate more household income, thereby improving livelihoods.
- Reduce livestock losses due to injuries, stress, malnutrition and diseases, thereby saving on animal health costs.
- Meet livestock marketing standards and thereby generate more household income.
- Improve animal and human health by having safer animal-source foods.
- Increase their satisfaction when giving care to their animals.

Why community conversation on animal welfare?

Many factors constrain community members' ability to improve the welfare of their animals. Socio-economic, cultural and environmental conditions such as attitudes towards animals, community members' knowledge and skills about giving care for animals, and resources and services determine the welfare status of farm animals. Addressing these issues requires engaging community groups in active dialogues and social learning to discuss their animal welfare needs and to find solutions together to improve animal welfare.

Community conversations are facilitated discussions among community groups to improve their knowledge, attitudes and practices (KAP) about welfare of their animals. This group approach engages community members in active dialogues to explore attitudes and behaviours related to animal welfare and together find solutions and take actions. The ultimate objective is improving animal welfare and livelihoods of households through community-based actions.

Community conversations are based on the recognition that community groups have the capability and motivation that can bring about positive animal welfare outcomes individually and collectively. Community members are motivated to learn and act on their knowledge when the learning environment and content is related to their experiences and livelihood objectives.

Community conversations aim to help community members identify and analyse their perceptions and practices about animal welfare and discuss how these affect the welfare of their animals and their own livelihoods. Community conversations create spaces for dialogue and mutual learning leading to new understanding and community action to improve animal welfare.

Specific animal welfare actions

Based on direct conversations with community members, our work and published research from Ethiopia and across the world, common welfare issues that affect all species in a wide variety of locations include providing enough water; poor body condition/nutrition, caring for wounds and appropriate handling. These four issues may not be the most serious (compared to health-driven mortality and veterinary support), but they likely affect a very high number of animals, are relatively easy to manage, and will affect both animal welfare and productivity.

Below is some information to guide the actions for animal welfare improvements on these issues.

Providing water

Just like us, animals experience thirst and need to drink water to survive. Also like us, when conditions are hot or when the animal has been doing a lot of work/activity, demand for water will also be higher.

Water also affects production. Milk is composed of nearly 87% water. An adequate supply of quality water for milk-producing animals is extremely important; this is the case for cows that produce milk for the family as well as for dams that are feeding young (sheep, donkeys). For example, it is estimated that ewes with lambs need 4–10 litres of water per day. Milking cows need much more, 40 litres.

Water at regular intervals is essential if livestock are to be sold in a marketable condition. Water access also influences feed intake, and dehydration is one of the most common problems among working horses, donkeys and mules. Water requirements depend on species/breed, diet, temperature, frequency of water provision, type of housing and environmental stress.

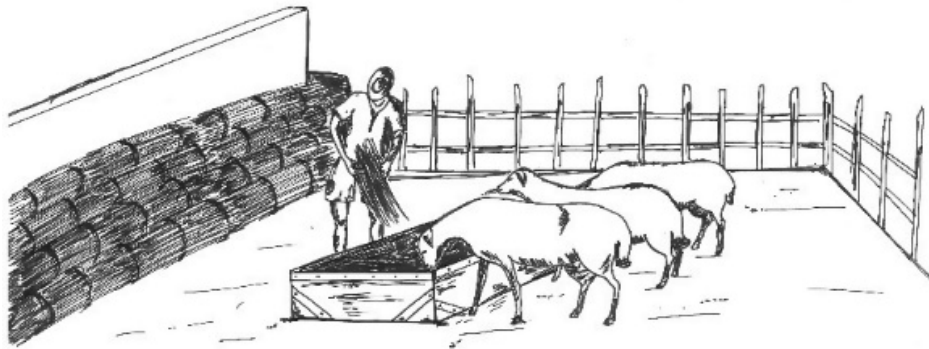
The best approach is to either provide free access to clean water or access to water several times a day. Animals also need time to drink undisturbed; they may need some time before they will drink the water, so time and space must be given to them². In most of the communities, provision of water both for home use and livestock is mainly the responsibility of women. Provision of adequate water will depend on women's workload and access and availability of clean water sources.

Body condition and adequate nutrition

Measuring and monitoring an animal's body condition helps achieve a balance between economic feeding, good production and welfare. Middlemen/butchers will often purchase animals in good body condition or pay higher prices for animals in good condition. Knowing how to body condition score animals can be a useful tool to help allocate feed to animals in need or targeted for sale; it can make livestock holders feel more in control of feed resource constraints, encourage proactive feeding and help community members feel more knowledgeable when negotiating sale prices for animals.

²Sources: Pallas, P. 1986. Water for animals. FAO AGL/MISC/4/85 <http://www.fao.org/3/R7488E/r7488e00.htm#Contents> and FAO. 2018. Water use of livestock production systems and supply chains—Guidelines for assessment (Draft for public review). Livestock Environmental Assessment and Performance (LEAP) Partnership. FAO: Rome, Italy <http://www.fao.org/3/I9692EN/i9692en.pdf>. The Brooke: Improving the lives of working animals in the world's poorest communities ANNUAL REVIEW 2011/12 <https://www.thebrooke.org/sites/default/files/Strategy%2C%20annual%20reports%20and%20accounts/Annual-Review-2011-12.pdf>.

Figure 1 Adequate nutrition improves the body condition of animals and leads to higher market prices.



Animals lose body mass when their energy needs are not met. This may be because of poor feed quality/quantity, access to feed or disease. Thin animals may suffer from chronic hunger, are at a greater risk of health issues and are more likely to have reduced fertility.

Poor nutrition is a key reason for poor reproduction in female animals. On the other hand, female animals that are fat are at risk of difficulty during parturition, are more likely to develop metabolic diseases and are prone to lameness and infertility. Gender dynamics in access to and control of feed resources influence fulfilment of these animal welfare needs.

Caring for wounds

Wounds on animals, even minor ones, can be painful and put the animal at risk of infection and longer recovery, and can negatively affect productivity.

Minor wound care includes flushing it with a large volume of water, with moderate pressure—not too hard, not too soft—to clean the wound. Clean, boiled water that is cooled after boiling should be used to keep the wound clean. Cold water can help reduce swelling, stop minor bleeding and clean the wound of contamination. However, avoid embedding contaminants deeper into the wound by using too powerful a stream of water.

Cleanse the wound fully using a gauze swab or cotton wool and antiseptic wound solution, diluted according to the instructions on the pack. Examine the wound every day and clean and reapply until a scab has formed. Seek veterinary advice if there is a concern that the wound may be infected.

Veterinary advice is necessary if there is excessive bleeding, penetration or puncture through the entire skin thickness, a wound close to a joint, or if the animal starts biting, rubbing or itching at the wound site.

For serious wounds, veterinary help should be obtained as soon as possible. Care should be taken around an animal in distress to avoid being injured by the animal. If the wound is bleeding significantly, keep the animal as calm as possible and use a clean, dry pad to apply direct pressure to the wound. If the blood seeps through the first layer of padding, do not remove the first pad, simply apply a second, fresh pad on top of the first³.

³The Donkey Sanctuary: Treating your donkey's wounds <https://www.thedonkeysanctuary.org.uk/what-we-do/knowledge-and-advice/for-owners/treating-your-donkeys-wounds>.

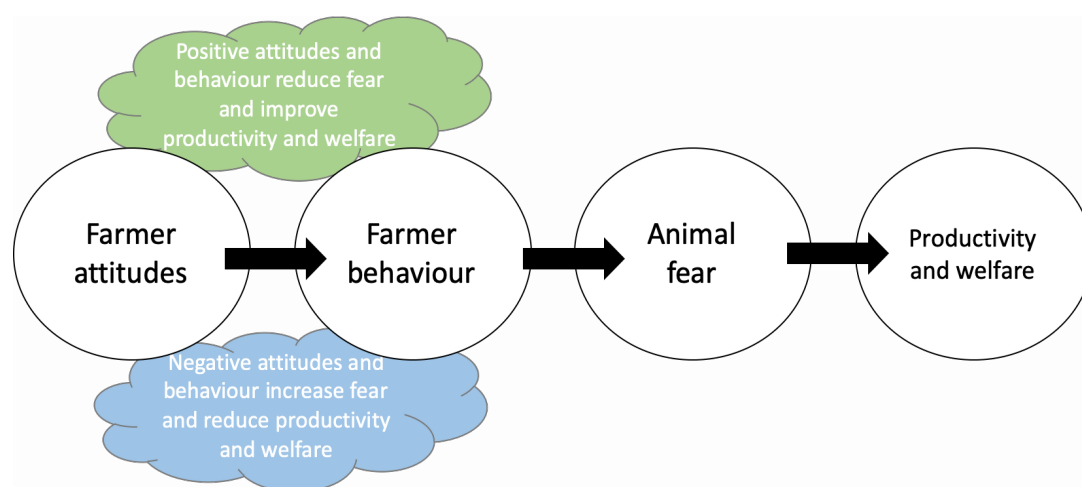
Appropriate handling

Animals learn to either feel fearful or comfortable with people based on how they are handled. When handled poorly, animals will be fearful of people and so will be harder to move. Animal fear is also associated with negative welfare and productivity outcomes, including increased aggression to handlers, reduced milk yields and poorer meat quality.

Giving community members skills to handle their animals better—so changing their behaviour—is one important way that handling improvements can be made. Encouraging behaviours like never approaching animals from behind; do not hit animals and avoiding yelling and loud noises when moving animals will all help to reduce fear.

A handler's attitude also influences how animals behave. Making people aware that how they handle their animals influences how they behave and produce is another important way to encourage practice change.

Figure 2. Human-animal handling relationship (adapted from Hemsworth 2003⁴).



⁴Hemsworth, P.H. 2003. Human-animal interactions in livestock production. *Applied Animal Behaviour Science* 81: 185–198.

Approach and methodology

Learning goals and objectives

The community conversations on animal welfare aim to:

- Explore how communities, and the different groups within the community, understand and describe animal welfare and how important it is to them.
- Identify animal welfare needs in communities and barriers to improvement.
- Develop community-based actions towards animal welfare improvement through a participatory process of exploration, learning and reflection about animal needs and welfare practices.
- Strengthen the capacity of extension and animal health service providers to develop appropriate strategies and provide support to community members in improving the welfare of their animals.
- Bring the voices of community groups and integrate community concerns and decisions into animal service provision plans and strategies of local development partners.

Specific learning objectives

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

- Identify and evaluate men and women's knowledge, perceptions and practices about animal welfare.
- Identify their own animal welfare needs and challenges to improving the welfare of their animals.
- Set their own objectives for improving the welfare of their animals;
- Plan, implement and evaluate their own initiatives for improving the welfare of their animals.
- Share knowledge and experiences about animal welfare with household members, neighbours, other community members and beyond.

Expected outcomes

At the community level, animal welfare will improve with changes measured through a KAP survey before and after the intervention. This will be complemented by capturing evidence on behaviour change. Results from the community conversations will contribute to animal welfare-themed research in ILRI's programs in Ethiopia and beyond. The community conversations will capture similarities and differences in animal welfare KAP of men and women community members and issues experienced by animals and their owners in and between communities.

Other outcomes include:

- Act as a baseline to measure change in KAP over time;
- Identify other animal welfare interventions needed; and
- Inform monitoring and evaluation programs around animal management, health and welfare.

Learning content

- What is animal welfare and why is it important?
- How can men and women community members tell what their animals need?
- What resources are needed for animals, what are the constraints to meet animal needs, what is important and why?
- How can improving management and monitoring of all animals improve their welfare, health and productivity?

Learning methods and materials

Community conversations are facilitated using a set of participatory and collaborative learning techniques such as visuals, role plays, strategic questioning and storytelling to stimulate discussion and reflections around animal welfare issues.

The following materials can be used for facilitating conversations:

- Stories around animal welfare issues
- Role playing scripts
- Posters/pictures of farm animals with good and bad welfare
- Videos clips about good animal management practices
- Body condition scoring charts
- Animal welfare leaflets
- Checklist of animal welfare indicators (resource- and animal-based welfare indicators)

Role plays

Role playing takes place between two or more people who act out roles to explore a scenario or problem situation. It helps get a sense of what other people are likely to think and feel in the situation and engage them in reflective discussions exploring their views, attitudes and perceptions about animal welfare.

Panel discussions

A panel of community members and extension agents can discuss issues regarding animal welfare challenges in the community and actions to improve animal welfare. Community facilitators must identify discussion points to engage panellists in discussions and reflections followed by questions and feedback from participants. They then reflect on and summarize key points from the discussion.

Storytelling

Stories are about people and what they do. They are ways of understanding social life—its dynamics, influences and impact on individuals. Asking people to create a story allows them to share their experiences in their own words and in spaces where the stories are listened to and respected.

Stories can be gathered or created around animal welfare challenges and solutions. Community members' KAP about animal welfare can be presented as a story used to prompt conversations and explore emerging issues. Community members feel comfortable telling stories of their experiences, perceptions and challenges, and they become open to others' views, values, experiences and perspectives. This can help them engage in meaningful discussions to identify concerns and find solutions together.

Provocative questioning

Provocative questioning is a way of soliciting information and perspectives that invites several options for answers. Asking insight-provoking questions stimulates exchange of experiences, description of a problem situation and elaboration of solutions. It can help community members reflect on issues that affect them and deepen their understanding of concerns and options for transformation (imagine and envision possibilities for change). Open questions are good for developing an open conversation, finding out more detail and finding out other people's opinions or issues.

Team reflections

A deeper level of learning is achieved with personal reflection and insight making. At the end of community conversations, engage local facilitators and note takers in reflective discussions to capture lessons, insights and experiences. The social learning will be a rewarding experience for the team. Such an after-event reflection and insight-making session is key to the analysis and interpretation of community conversation outputs.

Process documentation

Documentation is an ongoing process of community conversations. It must be conducted in a rigorous way to capture information on activities, outcomes, (including decisions and changes) and outputs. Community conversations require thorough documentation including the capture and reflection of sentiments, tone, actions and the significance of interactions among community members.

Community entry and mobilization

Community entry is an important task that community facilitators perform to understand the community and mobilize community members.

The process of community entry and mobilization to organize and facilitate community conversations includes:

- Identifying local partners.
- Introduction to local partners and community leaders.
- Clarifying expectations and roles of local partners and building relationships.
- Explaining the purpose of the community conversations to local partners and community leaders.
- Obtaining the support of community leaders in community mobilization.
- Requesting the presence of community leaders in the opening and closing sessions.
- Facilitating community conversations.
- Documenting the process.
- Making visits to community members to document knowledge application and changes due to community discussions.

Local partners include:

- Regional research centres
- District agriculture and livestock development offices
- Community animal health workers and development agents;
- District government communications affairs offices
- District women's and children's affairs offices

Community groups include:

- Community leaders
- Women's affairs representatives
- Community-based sheep breeding groups' leaders
- Men and women community members

Community conversation facilitation process

Session 1. What is animal welfare? Why is it important?

This session involves an open discussion about what animal welfare is and why it is important. It aims to enhance awareness raising of community members on animal welfare issues. It explores gender differences in the understanding of animal welfare. The discussion starts by understanding how men and women community members and other community members view animal welfare, what they need to provide to their animals to ensure their welfare and identifying the actors responsible for animal welfare.

Through this part of the conversation, we learn about community perspectives and current knowledge about animal welfare. Part of the objective of Session 1 is to expand community understanding of animal welfare which stretches beyond health and biological functioning to also include natural behaviours and affective states. This forms a qualitative basis of KAP studies that will be combined with a quantitative survey for animal welfare changes in the future. It also helps to understand the indicators that community members use to identify the needs of their animals (and what they think is important) and begins to identify resource constraints limiting animal welfare and productivity.

Learning objectives

The session explores how people think, react and behave regarding animal welfare, and how these factors affect animals' productivity and health.

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

- Describe animal welfare as being a combination of nutritional, health, husbandry and environmental needs of animals.
- Explain that animals have feelings (pain, hunger, thirst, happiness, sadness, satisfaction) and that this applies to all animals, not just those of high value.
- Describe the causal relationship between treatment of animals and ease of animal handling.

Duration: 40 minutes

Methods and materials

The conversation can be facilitated using a picture of a sheep on which animal resource needs can be drawn. The indicators community members use to evaluate animal welfare can be discussed by posing the question, 'If you were this animal, what would you need to feel good?' Breakout buzz groups of men, women and youth only can ensure that participants are at ease in voicing their opinions among their peers so that various perspectives can be heard.

Discussions, buzz groups (pairs) and illustrations to spark conversations include:

- Pictures of animals in good or bad body condition.
- Picture of the 'animal welfare umbrella' concept.
- Picture of bad and good animal handling.
- Role play scenario.

Learning activities

- Welcome and introductions. Warmly welcome participants and invite community leaders or elders to open the community conversations. Observe local traditions and customs.
- Introduce the facilitation team.
- Explain the purpose of the community conversations. Ask community groups if they have questions before proceeding.

- Establish conversation ground rules, e.g. respect every one's ideas, keep mobile phones on silent mode, active participation, open discussion etc.

Activity 1: What is animal welfare?

After introducing the focus of the community conversations, facilitate a discussion about what community members describe as animal welfare or *kibkabe* (giving care).

Prompt the discussion with Figures 3 and 4. Hand out the images and ask participants to buzz in pairs.

Figure 3. Example of good animal care

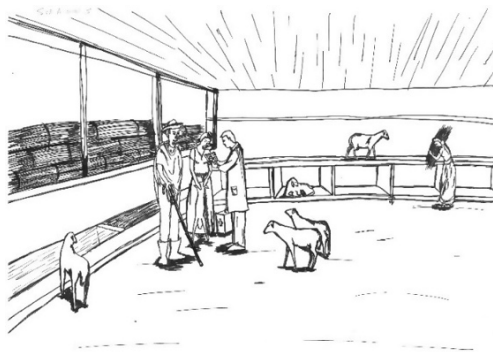


Figure 4. Example of an animal with poor body condition.

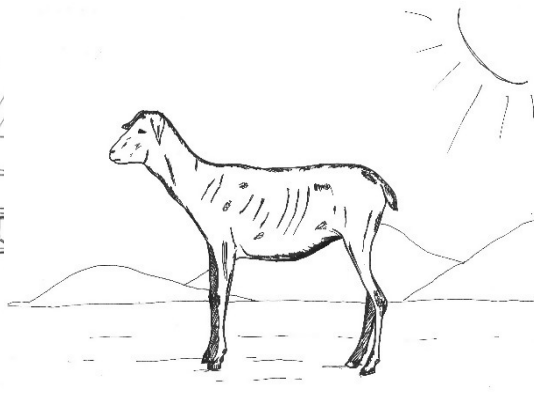


Figure 3. 1

Obtain feedback from a few men and women participants:

- What do the images show?
- What is happening to the animals in the images?
- How do these images reflect the animal welfare situation in this community?

Identify the local term for animal welfare and consistently use the term throughout the discussion. Pay attention to differences in terms among men, women and youth, and agree on one term.

Pay attention to differences in perspectives/understanding among men, women and youth about animal welfare.

Use the following questions to facilitate the discussion. Listen actively and probe as necessary.

Discussion questions: What is giving care?

The objective of these discussion questions is to learn what giving care means to men, women and youth.

- Is it important to help your animals feel good? Why?
- What does an animal need to be happy, healthy and productive for your family?
- When your animal is not feeling good, how does this affect you and your family members?
- What does animal welfare/*kibkabe* mean to you?
- What do you do to care for your animals?
- What are the social or cultural values related to giving care to animals? Is there any saying or expression in your community related to animal care giving?

Discussion questions: What care is needed?

These questions will help to elucidate the resources people think their animals need.

- What resources do your animals need to be happy, healthy and productive? For example, if you were an ox, what do you need from your owner?
- What care do animals need, and who does this in your household or at work?

Use image below (Figure 5) to facilitate the discussion. Take note of any additional resources people think that the animal needs.

Figure 5. Animals need clean and comfortable shelter and enough feed



After the image has been discussed, follow up by asking, 'Do all animals in your household need the same things or feel the same way?'

Prompt the discussion to make sure you have asked questions about health, feed, water, behaviour and housing.

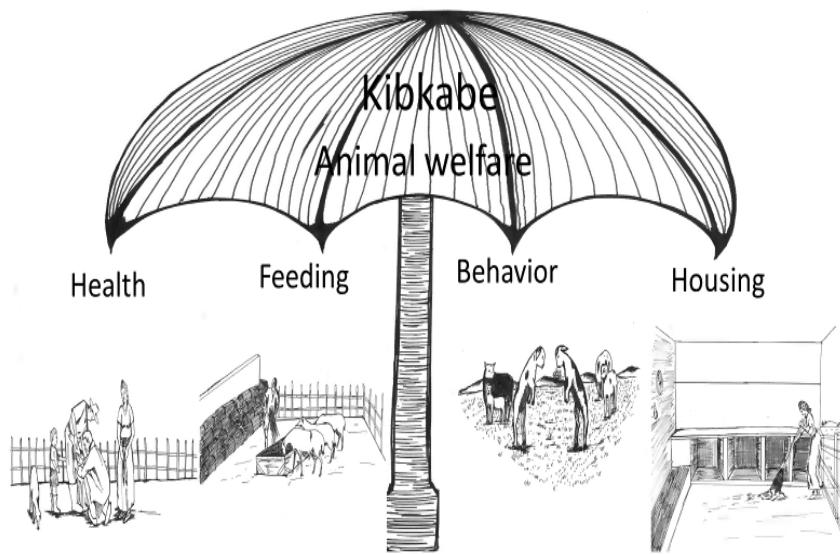
Summarizing the concept, reinforcing messages.

After the discussion has progressed, introduce the 'animal welfare/*kibkabe* umbrella' using the below image (Figure 6). This image helps convey that giving care to animals involves different things (health, feeding, behaviour, housing), that all types of animals need this care and that good animal care benefits the animals as well as people.

Hand out the 'animal welfare umbrella' picture and then ask participants to buzz in pairs: 'What do you learn from the picture?'

Ask a few participants to share their responses and write them on a flip chart.

Figure 6. Animal welfare umbrella



Reinforce that animal care/*kibkabe* encompasses various activities and outcomes that constitute animal welfare and that this level of care is needed for all animals in a household.

Each animal requires support and care in the form of feed/water, health care, housing and husbandry. Just like people, animals have feelings and require resources to be happy, healthy and productive. Animals rely on people, everyone in a household, to provide care for them. In the same way, all household members rely upon healthy and happy animals to increase household members' wellbeing.

Activity 2: Human-animal relationship

These activities encourage participants to discuss bad and good animal handling behaviours and the impacts of these behaviours on the animal and the handler.

Hand out the Images (Figures 7 and 8) and ask participants to buzz in pairs.

Figure 7. Using force to handle animals



Figure 8. Building animal trust



Ask for reflections from a few men, women and youth participants.

- What do the pictures say?
- Which picture reflects the situation in this community?
- What are the effects of the actions in the pictures on the animal and the handler?

Then follow up and enrich the discussion with a role play.

Role play scenario

Using other facilitators or volunteers, demonstrate the human-animal relationship. Have one person be an 'animal' (donkey/cow/sheep) and one be a handler.

- Ask the 'handler' to approach the 'animal' gently from the side, so the 'handler' can be seen clearly and does not startle the 'animal'.
- 'Animal' should be still and not scared.
- Have the 'handler' raise their arm as if they were going to hit the 'animal'.
- The 'animal' will try to move away.
- Have the 'handler' and the 'animal' demonstrate this behaviour a few times.

After the role play, engage participants in reflective discussion.

Reflection questions:

- What happens if you rush quickly towards your animal?
- What happens if you raise your arms?
- What may the animal do if this continues? How will the animal behave?

Possible responses:

- Animal would be shocked and may step away.
- You hit the animal. Eventually the animal anticipates being hit and is scared of the handler. The animal will start to expect this when they come close to the handler.
- Animal may be scared or may be aggressive.

Mention that moving animals calmly helps the animal trust the handler.

By hitting and yelling/making loud noises the animal learns to be fearful of the handler. This will make them scared of the handler. This feeling of fear in the animal will grow and can make animals more difficult to handle and can even make them aggressive towards the handler.

Fear in animals then encourages more negative handling, and so this negative cycle continues. The relationship between handlers and their animals can also be positive if handlers treat their animals well and understand their animals' behaviours.

Tips for approaching animals: demonstrate these to the group to reinforce the points.

- Be gentle and approach your animals from the side, so they can see you.
- Approaching from behind can startle animals because they can't see you.
- Steady movements can move animals quietly.
- Waving your hands and slowly moving, rather than loud noises and yelling, can encourage your animal to move, without creating fear.
- Animals will learn to either feel scared or safe with you, depending on how you treat them.

Facilitator's notes

Animal welfare is the protection of the health and well-being of animals. This includes three components: biological functioning of the animal, its natural behaviour and its affective state.

The biological functioning of an animal reflects aspects of its physical health, growth and reproduction. Natural behaviour includes those that the animal is highly motivated to perform, or it could be described as 'the behaviours that make it a sheep'. For example, this can include grazing and time untethered (which may also act as a barrier to increased water access and feed intake) and dam-young contact (which may also act as a barrier to adequate nutrition for young animals).

Affective state is a technical term for emotions. 'Feelings' and situations that make an animal feel good or bad can be used to explain the concept of affective state during community conversations. For example, good feelings include comfort created by clean, dry bedding, which fosters hygienic conditions, and bad feelings include painful conditions. Minimization/reduction of/treatment for pain reduces recovery times and 'fall back' or growth restrictions. Minimization of pain includes effective castration and treatment for eye injuries/cuts/breaks etc.

Session 2. What are the community's needs related to animal welfare?

This session aims to encourage discussion among community members about their animal welfare needs, the challenges they have in meeting them and actions to improve the welfare of their animals. During this session, specific animal welfare issues are identified, the reasons community members experience constraint in addressing these issues are discussed, and issues and constraints are ranked in importance for taking actions by gender. This is the start of pathway to action.

Learning objectives

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

- Identify resource constraints influencing the welfare of their animals, the issues it causes, and how this affects both animal welfare and households.
- Prioritize the most important issues affecting animals and households in terms of severity and frequency, disaggregated by gender.
- Explain the importance of giving water access to all animals.

Duration: One hour

Methods

- Discussions
- Ranking/voting

Materials

- Different counters, e.g. beans and corn
- Local materials to represent resources
- Flip chart or clear ground
- Marker pens

Learning activities

Activity 1: What challenges do you face in providing care to your animals?

Encourage discussion about the *needs* of participants' animals, the *challenges* they face in meeting their animals' needs, and *who* in their households is responsible to meet these challenges/animal needs.

Ask participants, 'What problems do your animals experience?' Probe further to ask why this is a problem for them and their animals.

- Do community members find that this issue constrains production, is hard to manage or they find it unpleasant?
- Is the issue associated with mortality in their flock, long recovery rates or change in animals' behaviour? Does it affect many of their animals or is it very severe?

Then, ask participants, 'Who in your household cares for these animals' needs?' Encourage responses from both men, women and youth.

Explain that to see how much each household member does regarding meeting animal welfare needs, you will use scores. Use different counters to represent men's, women's and youth's scoring.

- A score of 3 means most of the time
- A score of 2 means sometimes

- A score of 1 means occasionally
- A score of 0 means not at all

Table 1. Example for identifying responsibilities for animal welfare

Animal welfare issue	Who is responsible				Comments
	Adult men	Adult women	Young men	Young women	
Feed	•• •••	••• ••	••• ••	••	
Water					
Wound care					
Other					

Ask participants, 'How well do you think you're meeting the needs of your animals right now?' Ask for a show of hands from poor to ok to very well.

Ask a few men, women and youth participants to give examples of good animal welfare actions that they have undertaken. Record responses on a flip chart.

Probe further and encourage a discussion on the magnitude of these good animal welfare examples in the community. Find out differences among the participants on achievement of animal welfare.

Then, ask participants, 'What is preventing you from meeting your animal's needs?'

Invite men, women and youth to share their challenges in meeting the needs of their animals. Write responses on a flip chart. Possible responses could include resource limitations, lack of awareness, attitudes about animal welfare etc.

Encourage a focus on good handling, feed, water and wound care if needed.

Extend the discussion based on the issues: health/disease, feed/water/shelter, time/need etc. The discussion should also focus on handling, injuries (from tethering for example), training of farm animals, heat stress, disposal when old, working, suffering lameness, castration etc. As issues of nutrition, water access and wound care come up, share extra information with the group as needed.

From the discussion, if there are many common animal welfare issues, create a list and collate these into categories/overarching topics such as health, feed/water, shelter/housing, wound care, handling etc. Use Table 2 below to help participants prioritize the animal welfare issues.

To do this, divide the participants into groups of men, women. Explain and demonstrate the ranking exercise. Ask participants if they have any questions.

Follow the steps below:

- On clear ground or on a flip chart, draw a matrix with common animal welfare issues. Write the welfare issues on the vertical axis and the gender categories on the horizontal axis as indicted in the example below.
- Community members in the meeting must agree on a maximum of seven issues.
- Split men and women into two groups and give each group 20 counters to distribute among the variables based on the relative importance of the issue. Once a generic list of welfare issues is generated, let each group (men and women) discuss and give scores.

- When each gender group has given scores, probe for reasons for the high scores and a few for the low scores. Take note of the groups' justifications for their scoring.
- This tool will reveal similarities and differences in gender perceptions of priority welfare issues.

Table 2. Example for prioritization ranking

Welfare issue	Men	Women	Comments /reasons
Feed shortage	•••••	•••••	
Water shortage	•••••	•••••	
Lack of veterinary services	••••	•••	
Poor shelter	••	•	
Diseases	•••	•••••	

In addition to key issues brought up, there are the four core issues described that should also be discussed:

- Body condition scoring and better feeding
- Providing water
- Wound caring
- Improved animal handling

Discuss the importance and relevance of these four issues (outlined in the 'Specific animal welfare actions' section above). These issues may not be identified by participants' as the most serious, but they are likely to affect a very high number of animals, are relatively easy to manage and will affect both welfare and productivity. However, ask about the scenario in this village as resources or seasonality may affect how common or severe these issues are. Make sure they're included in the ranking activity.

Discussion questions

Ask participants:

- Which issues affect the most animals/are most common?
- Which issues are the most severe (not necessarily for the greatest number of animals, but which conditions cause the most suffering)?

For example, disease outbreak may cause mortality in a per cent of the flock, but undernutrition may affect more animals for a longer period. In this scenario, disease outbreak may be uncommon but severe, whereas, undernutrition may be more common but less severe.

From the ranking exercise, encourage a discussion about important welfare issues that cause suffering for animals. This will invite a discussion among community members to develop action plans to improve the welfare of their animals.

Facilitator's notes

The session explores community members' wishes for their animals. Community members will discuss what care their animals need and who provides this in their households. Animal needs include health and growth, but also involve feelings and behavioural opportunities. These are expressed through the animal's behaviour (body language). Community members will develop their ability to listen to the 'voices' of animals.

Following on from Session 1, identify some key issues affecting the welfare of participants' animals. With the issues identified, probe further to ask why this is a problem for participants and their animals.

During this session, reinforce the learning points of Session 1—be sure to ask questions and prompt for the impact the issues have on an animal's behaviour or their feelings. Both community members and animals can be important here; community members may feel dissatisfied when they know their animals are suffering, but they cannot solve issues.

For the goal of these community conversations is continuous improvement of animal welfare and productivity, not necessarily solving all problems at once. It is important that this conversation is presented in a way that supports this. In order to accomplish this, focus on activities that community members are doing well—what are the positive examples of animal welfare that they gave? How common are these to the community? If it is not common, how easy would it be for more community members to adopt activities that have resulted in better animal welfare?

Session 3. Community action to improve welfare of animals

This session will focus on important welfare issues identified and prioritized in Session 2, and how they can be addressed. Community members will discuss the specifics around each issue, and strategies and actions to address these issues. During this process, community members will identify knowledge and resource needs to make these practice changes.

In addition to any key issues that are identified above, there are the four core issues that should also be discussed:

- Body condition scoring and better feeding
- Providing water
- Wound care
- Improved animal handling

Learning objectives

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

- Identify a course of action for prioritized welfare issues and their needs to undertake these actions.
- Reflect on the four core welfare issues, including their importance and whether or not action should be taken to address these issues.

Duration: 45 minutes

Methods and materials

- Interactive discussions
- Images of four steps for action (Figure 9)
- Image of wound care (Figure 10)
- Responsibilities, indicators that will show that change is being made or checklists to encourage improved animal welfare

Learning activities

Activity 1: Identifying actions

Look at the four core issues (if appropriate) and 2–3 of the most important issues ranked above (if different from the four core issues), one by one.

Prompt the discussion with the ‘four steps for action’ poster (Figure 9) to discuss possible actions for improvement and benefits of acting.

Figure 9. Four steps for action poster

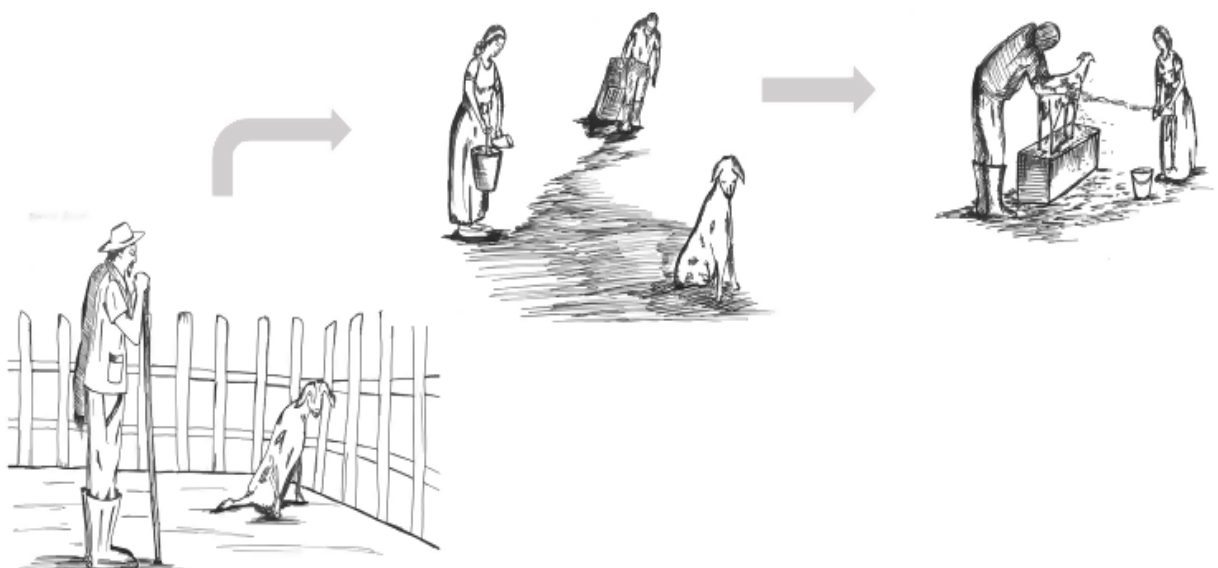


Hand out the poster and ask participants to buzz in pairs. Then tell participants that when we think about improving animal welfare, we can move through four steps:

1. Observe: The animal and its surroundings.
2. Feel: What the animal is feeling, e.g. anxiety, confusion, struggle, contentment, pain, distress, comfort or playfulness.
3. Reflect: Think 'In this situation I would...'
4. Action: Try something. If successful, great; if not, reflect and adjust the plan.

Then hand out the wound care image (Figure 10) and discuss it.

Figure 10. Wound care image



Discussion questions

Ask a few men and women participants to share *what they would do* to manage these issues in their animals. Is there someone in the community who does this well? What are the challenges that people face to solve these issues?

- What can be done at the household and community level?
- What are the benefits of acting?
- What are the constraints to acting?

Document the discussion outputs (Table 3).

Table 3. Community action points

Priority animal welfare issues	Actions (household and community level)	Expected changes/change indicators	Resources/support required to implement these actions

Examples of actions:

- Household level: teach children to handle animals in a better way, take a pledge as a family to not hit animals, track the body condition scoring of animals every few months.
- Community level: hold another workshop that includes private/government veterinary experts on nutrition and health, community action for water access, plant trees in grazing areas.
- Other actions may need additional meetings/support from private/livestock officials/other partners. An action to take is to connect with these groups.

Encourage discussion around the costs and demands of acting. Ask participants what support and from whom they might need to implement their actions.

Ask local partners (livestock offices) what action they can take to support community members in efforts to improve the welfare of their animals, and how they can integrate animal welfare issues in their regular livestock extension activities.

Ask participants to identify change indicators/markers to monitor changes in the welfare of their animals due to actions taken.

Activity 2: Monitoring and evaluation

Ask participants if they assign a body condition score to their sheep or goats. If some say yes, ask them when, how and why they do this?

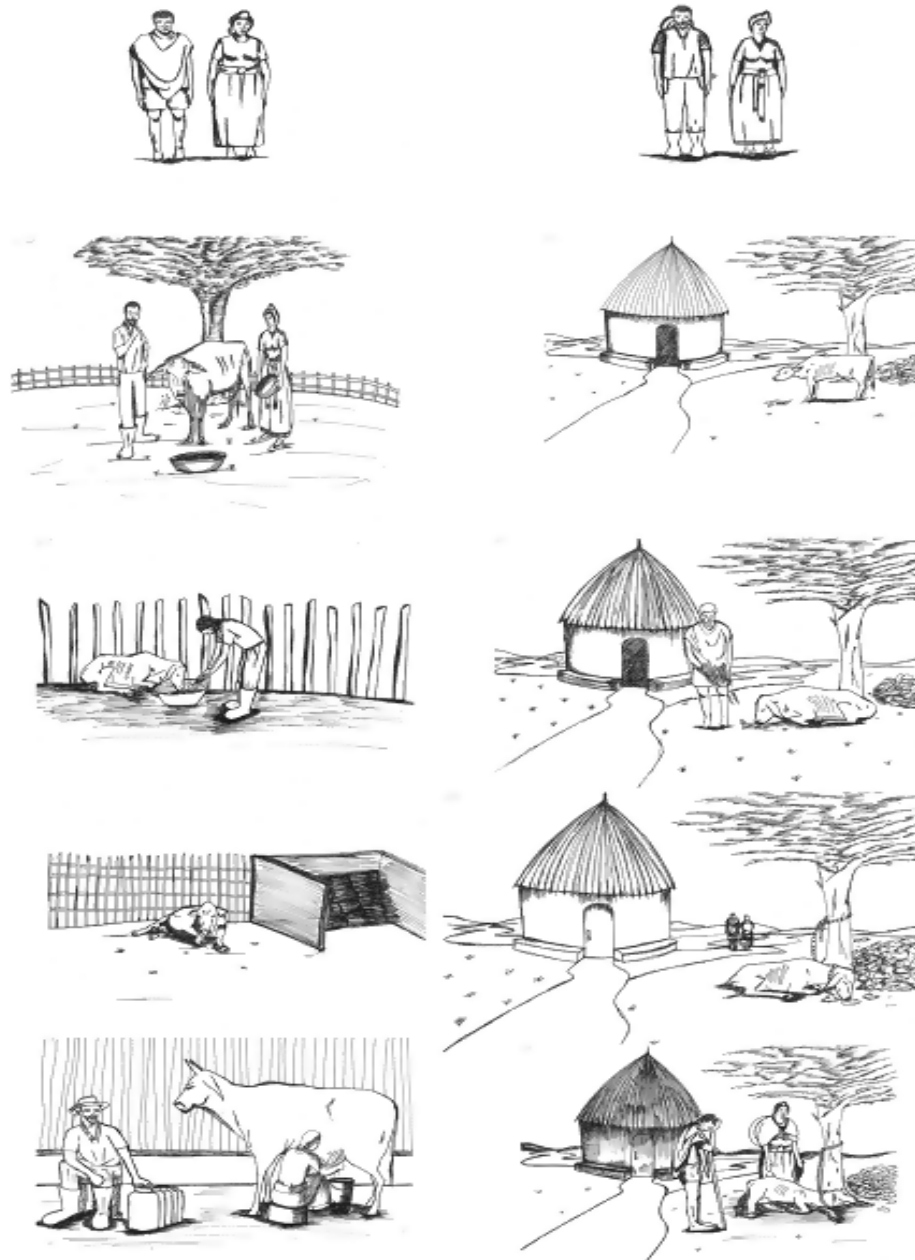
Explain that it is important to set up from the beginning an effective system for monitoring and evaluation of the community action plans.

Use the image below (Figure 11) to introduce the concept of monitoring and evaluation. The graphic is easy to understand regardless of one's education level.

Hand out the image below (Figure 11) and then ask:

- What do you observe in the image?
- What are the community members doing in the image?
- What is the different between the two images?
- Establish the local term for 'montoring and evaluation'.

Figure 11. Examples of actions leading to good or poor animal welfare



Discussion questions

The facilitator can lead the discussion about the importance of monitoring and evaluation based on the discussion generated by the images. For example, monitoring and evaluation:

- Is stopping to think and reflect before continuing.
- Helps to ensure that we do not go off track.
- Helps us correct mistakes.

Activity 3: Review and reflection

Review the conversation process and summarize main points and actions.

Ask participants to reflect on and share their experiences. Encourage women and men community members to share their views and the benefits of participation in the community conversations.

Help empower participants to make changes by moving through the four steps below:

1. Observe: The animal and its surroundings.
2. Feel: What the animal is feeling, e.g. anxiety, confusion, struggle, contentment, pain, distress, comfort or playfulness.
3. Reflect: Think, 'In this situation I would...'
4. Action: Try something. If successful, great, if not, reflect and adjust the plan.

Use the 'four steps for action' image (Figure 9) to support this.

Facilitator's notes

Start by consolidating Sessions 1 and 2, then look at the issues that the community (and the different breakout groups if using) had given highest priority to address.

Start the conversation about how these issues can be solved and the support or resources community members will need to address the issues. Discuss what is needed to make an improvement on the issues and who will assume responsibility. Keep in mind the aim is small, continuous improvements, not necessarily complete/perfect solutions.

When thinking about improving animal welfare, move through four steps:

1. Observe: The animal and its surroundings.
2. Feel: What the animal is feeling, e.g. anxiety, confusion, struggle, contentment, pain, distress, comfort or playfulness.
3. Reflect: Think, 'In this situation I would...'
4. Action: Try something. If successful, great; if not, reflect and adjust the plan.

This can be a great way to encourage positive action and empower people to keep trying to make improvements to animal welfare without the pressure of having to get it right first time.

When it comes to addressing issues, the different roles in the household may influence who has responsibility to act. How can we make sure this is balanced across all family members? Can family members pitch in together to share the load?

Along with asking for actions from participants, we're also reinforcing the lessons from the previous sessions and up-skilling participants on body condition scoring animals.

Annexes

Annex 1: Community conversation report checklist

Introduction

- Context/background
- Objective
- Composition of participants
- Date and venue of event

Process and approach

- Interactivity and group dynamics
- Methods used to actively engage participants

Main points and actions

- Emerging themes from the conversations
- Action points evolved out of the conversations

Observations, reflections and lessons learned

- Did the place and time work well for the conversations? Why/why not?
- What went well? What did not go so well? Why? How can this be improved?

Annexe

- Participant list
- The community conversation process in pictures

Annex 2. Outcome story documentation template

Use the following template to document changes due to community conversations on animal welfare improvement. It is only a checklist and may be adapted as necessary.

Domain	Topics and probes
Background information	<p>Name</p> <p>Age</p> <p>Gender</p> <p>Education level</p> <p>Family size</p> <p>Location</p> <p>Agro-ecology: altitude, climate, soil, rainfall, vegetation...</p> <p>Land size</p> <p>Major crops and livestock types</p> <p>Organizational membership: cooperative, community breeding group, marketing group...</p> <p>Leadership in the community</p> <p>Distance from district town</p> <p>Access to infrastructure and services</p>
Problem situation	<p>What was the situation before community conversations regarding animal welfare?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Health of animals • Nutrition • Physical pain • Human-animal interaction • Conception about welfare of animals
Response/learning recall	<p>What was discussed in the community conversations about animal welfare?</p> <p>What did participants and facilitators learn from the community conversations regarding animal welfare?</p>
Community influence through knowledge sharing and practice change	<p>Ask participant:</p> <p>Tell me about your information sharing experience with:</p> <ul style="list-style-type: none"> • Household members • Neighbors • Friends • Any other person

Domain	Topics and probes
	<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, why not? • What will you do next? • What support do you need to do it? From whom? <p>Ask household members:</p> <p>Tell me about what was shared and discussed in your household:</p> <ul style="list-style-type: none"> • What has your partner, father and/or mother shared with you and discussed in the household? • Did you agree with what was discussed/shared? • Who else shared information from the community conversations with you? How did that happen? What did you think about household information sharing? Did you feel empowered? How is it useful?
Knowledge application	<p>In your household, what has changed due to community conversations regarding improvement of welfare of animals?</p> <p>If no knowledge application, find out why. Identify constraints to knowledge application/behavior 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>
Evidence	<p>Observation of condition of animals</p> <p>Reduced costs on animal health</p> <p>Improved productivity of animals</p> <p>Satisfaction of animal owners</p>
Sustainability	<p>Demonstration effect on other community members</p>

Further reading

Australian Wool Innovation and Meat & Livestock Australia. 2008. *Making more from sheep*. Module 10, Tool 10.1 Condition scoring. (Available from http://www.makingmorefromsheep.com.au/wean-more-lambs/tool_10.1.htm) (Accessed 23 November 2019).

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