Component G - Value chain mapping

## Overview

Material needed: Large sheets of paper

Time: 2 hours

Group participants: separate groups of men and women

## Objectives

To examine:

* the composition of the value chain, including the main actors, services, and enablers, the main market channels and their relative importance and requirements, and geographical spread, to visualize linkages and demonstrate interdependencies in the chain
* the major sources of inputs and services and their accessibility to different types of producers
* the relative access to and control over the different market channels and services by men and women respectively
* major constraints in selling products and buying inputs and accessing services

## How to facilitate

Tape six flipchart pages to the floor to allow sketching of actors and transaction linkages. This is a discussion focused on the place of the producer in the L&F value chain and uses an interactive diagram-based process, which successively:

* sketches the actors buying from and selling to producers
* identifies and characterizes marketing channels
* describes the transactions and relations between buyers, sellers, and others
* tests awareness and enthusiasm surrounding potential interventions, including collective action and hub-type arrangements
* provides checks/triangulations for research investigations for specific domains (feeds, breeding and animal health)

The outputs are a map of the value chain and discussion notes recorded in the recording sheet.

Use the following guiding questions for discussion:

### Market map

1. Ask the participants to draw themselves on the sheet of paper
2. Draw the main locations where product buyers operate, and their distance from the community
3. Then, ask them to identify and draw the sales channels (buyers from the producer), Indicate this for each product type separately (include also home processed product types).
4. How many buyers are there in each channel? Indicate this on the map
5. To whom do these buyers sell onwards to? Draw the next product destination(s)
6. What are the final products at retail or consumer level? Indicate on the map
7. Who are the final consumers? Are they in urban or rural places? Draw on the map
8. Identify the channels through which producers buy animals for fattening and/or breeding / purchase fry / fingerlings
9. Identify and draw purchase channels for feed and other inputs (indicate which inputs)
10. Identify and draw credit sources available
11. Discuss whether sales to these channels/locations vary during the year, due to fluctuations in demand or supply

For each of the product sales channels now indicate:

1. Proportions of men and women selling into / buying from each of the channel/location (indicate on the map whether men or women dominate a market channel or whether they have equal access)
2. Do men and women have any particular roles in selling?
3. Proportion of sales into each channel, by season. Indicate on the map.

Based on the diagram now discuss the following

About product prices

1. What are the prices TODAY in each channel?
2. What is the unit used (per head or per kg/other, per litre)?
3. Are prices any different when paid to/by a man or woman?
4. When do the seasonal high and low prices occur in each channel? What were the high and low prices during the last 12 months?
5. Why do prices vary between channels for each product?

About product quality:

1. Which quality attributes do buyers look for? Do buyers inform you about product quality? How is this communicated?
2. For the product you are selling are quality grades in place? (List)
3. What are the grades? (record discussion)
4. For which channels are these in use? (record for each attribute and each channel)
5. Do buyers in any channel pay a price premium for good quality?
6. Do buyers in any channel pay lower prices for poor quality?
7. Do buyers in any channel reject product due to quality? What is the experience with rejection in the group?
8. Do buyers test the product for any quality attribute?
9. Are you able to meet the quality requirements of your buyer?"

(This to some extent duplicates the SFFF material, but is best addressed all together - so should be retained here as well).

About payment:

1. What is the payment mechanism in each channel?
2. Do buyers in any channel offer advance payment or advances of inputs?
3. Are check-off arrangements available in any channel? (when inputs are advanced to a producer and the costs later deducted from the buyers price this is called check-off)
4. How long does it take to receive payment after sales for each channel?
5. Are there long term relationships with particular buyers? Specify that relationship?
6. Are there long term relationships with particular sellers of inputs? Is this the same for men and women?
7. Are formal or informal agreements or contracts (of any kind written, verbal, customary) used for sales or purchases? In which channel and for which product? Is this the same for men and women?

About transport:

1. Who pays for transport to the market/buyer in each channel?
2. If you pay for the transport what is the mode of transport? What is the average cost of transport per unit (define unit) for each channel? How much time does it take to get the product to market (return trip) each time product is sold?
3. Does transport affect product quality or result in losses or death?
4. What your transportation related constraints? *(record separately by gender)*

About other issues:

1. Is packaging required by the buyer?
2. Once you have made the decision to sell, how long does it take you to find a buyer?
3. Are the proceeds from sales of product allocated to particular uses? Does this differ by men and women?

### Animal health product and service provision

Direct the attention back to the market map drawn by the participants. Confirm with them the channels/locations/kind of products or services provided related to animal health. Adjust the map as required. Then discuss the following.

1. Designate public or private providers. Indicate on the map.
2. Discuss with the producers which animal health services they require.
3. Are you able to get these services, and if so, through which channels?
4. If not, why not?
5. Is this the same for men and women?
6. Are the products of good and reliable quality? Are they affordable?
   * Drugs (which ones?)
   * Vaccines (which ones?)
   * Chemical treatments (which ones?)
7. For livestock: Are you vaccinating a larger or smaller proportion of your animals than you did 5 years ago? / For fish: Has your usage of chemicals and other treatments changed in the past 5 years and how?
8. Is a reliable service provided?
9. What do you do when drugs and/or services are not available?

### Feed (for L&F)/ fertilizer (for fish) / chemicals (for fish) inputs and services

Direct the attention back to the market map drawn by the participants. Confirm with them the channels/locations/kind of products or services provided related to feed. Designate public or private providers. Adjust the map as required. Then discuss the following.

1. Designate public or private providers. Indicate on the map.
2. Is each of these channels equally accessible to men and women?
3. How many producers buy feeds (for L&F) / fertilizers (for fish) / chemicals (for fish) from each channel/type of seller?
4. At what locations are the various sellers of feeds / other inputs operating? How far is this from the village?
5. What are the prices TODAY in each channel for each type of feed/feed product / other inputs?
6. Are there any differences in quality of inputs provided by each of the channels?
7. What is the unit used (per kg/bag/bale)?
8. Are prices any different when paid to/by a man or woman?
9. What are payment terms for feeds / other inputs bought? (cash / credit)
10. When do the seasonal high and low feed / other input prices occur in each channel? What were the high and low prices during the last 12 months?
11. Why do prices vary in each channel for each feed products / other inputs?
12. Would you pay a price premium for high quality feed / other inputs?

### Animal breeding inputs and services

Direct the attention back to the market map drawn by the participants. Confirm with them the channels/locations/kind of products or services provided related to animal breeding. Adjust the map as required. Then discuss the following.

1. Is each of these channels equally accessible to men and women?
2. How many producers are supplied from each channel/type of seller?
3. At what locations are the various suppliers operating? How far is this from the village?
4. What are the prices TODAY in each channel for breeding services?
5. Are there any differences in quality of inputs provided by each of the channels?
6. What is the unit used (per straw/service/animal purchase)?
7. Are prices any different when paid to/by a man or woman?
8. Do prices vary between channels/providers for breeding services?

### Credit provision services

Direct the attention back to the market map drawn by the participants. Confirm with them the channels/locations/kind of products or services that are providing credit. Make sure to include all types of credit both formal and informal and credit provided in kind (e.g. product buyers, informal credit sources and record these sources). Adjust the map as required. Then discuss the following.

1. Designate public or private providers. Indicate on the map.
2. Are sources of credit equally accessible to men and women?
3. How many in the group get credit from each channel?
4. What is the credit for?
5. Which channel is the preferred source of credit? Why?
6. What interest rates are charged TODAY in each channel? (Define terms and conditions of loan).
7. Do you have difficulties in getting credit? Why?

### Information and extension services

Direct the attention back to the market map drawn by the participants. Confirm with them the channels/locations from which you receive market or technical information and extension services. Adjust the map as required. Then discuss the following.

1. Designate public or private providers. Indicate on the map.
2. Where do you find market information? (Price, quality, quantities demanded and location of buyers). Does this differ between women and men? Is the available information reliable?
3. Where do you find information about breeds? Does this differ between women and men? Is the available information reliable?
4. Where do you find information about feeds? Does this differ between women and men? Is the available information reliable?
5. Where do you find information about animal health? Does this differ between women and men? Is the available information reliable?
6. Who provides extension services? Are they also sellers of farm/animal/fish inputs?
7. Is the service of good quality?
8. Last year, how many times did you receive advice from an extension agent?
9. What subject was the advice on?
10. How was extension delivered (e.g. demonstration plot, farm visit, training course)?
11. On which topics do you need (more) training and/or extension?

### Constraints and solutions

After completing the market map and discussion, now ask the participants to identify the main constraints they face related to all issues discussed in the market map. This is just to summarize the constraints and will be discussed in more detail in a plenary exercise. Ask the participants to discuss the questions below. Make a list of constraints and then ask them to nominate the top 3 constraints for product sales and the top 3 for inputs and services. For each constraint, ask a possible solution. Probe if solution has been tried and the associated results.

For each product:

1. What prevents you selling more?
2. What prevents you achieving better quality?
3. What prevents you achieving better prices?

For each input or service:

1. What prevents you using more?
2. What prevents you using better quality inputs?

Component E - Group membership / collective action

## Overview

Material needed: Large sheets of paper, pencils, markers

Time: 0.5 hour

Group participants: Mixed group men and women

## Objectives

Identify the types of formal and informal groups that are active in the community and whether there are any boundaries for men / women or other sub-groups to belong to and participate in these groups.

## How to facilitate

Discuss the questions listed below and record them on the recording sheet provided.

1. Are there any ways in which people collaborate with each other in the village? (List ways)
2. What kind of groups are these? (formal/ informal, based on production activity / family-ties, geographical location etc.). Are they formally organized?
3. Why do you belong to the group(s)?
4. Which ones facilitate L&F production and marketing?
5. How many people in the focus group benefit? (do a hand count separately for men and women)
6. What external support is available to the group? (training, credit, etc.)
7. What are the challenges to the continued activities of these groups?
8. What are the reasons that people would NOT be interested to join a group? (record reasons by gender)