Value Chain Rapid Assessment Toolkit

Tool 2: Livestock and Fish Producers

# Background

This document contains Tool 2, to be implemented at the L&F producer level for Value Chain Rapid Assessment as part of the diagnostic phase of the Value Chain Development theme of the CGIAR Research Program on Livestock and Fish (CRP3.7). It provides a description of different PRA and group discussion exercises, to identify constraints and bottlenecks that limit the delivery of high quality and affordable animal sourced food to poor consumers in the target countries. For a full overview of all the tools and further instructions on data analysis and reporting please refer to the other sections of the VC-RAT Toolkit document.

The objectives of the tool components described here are to:

* Characterize the L&F production systems and value chain in a particular site
* Identify constraints, barriers to participation by poor men and women, opportunities for value chain upgrading and expansion, and associated risks with particular regard to domains of feeds, breeding, animal health and food safety
* Identify solutions and opportunities for improvement

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# Participants

The group discussion participants for this set of tools should comprise of L&F producers. Ensure that different social groups such as wealth groups are included in the discussion and include equal numbers of men and women. The proposed number of participants is 20 men and 20 women. Try to get men and women from different households if possible. The participants will be split into smaller groups (two groups of men and two groups of women in the morning and three mixed groups of men and women in the afternoon) and each group will work through the tool components indicated in the timetable below.

**Time estimates and type of groups for each tool**

|  |  |  |
| --- | --- | --- |
| Tool | Duration (hr) | Type of group |
| Introduction | 0.5 | Plenary |
| A-Livelihoods analysis | 0.5 | Genders separated |
| B-Seasonal calendar | 1 | Genders separated |
| C-Gender roles (activity clock) | 1 | Genders separated |
| D-Decision making | 0.5 | Genders separated |
| E-Group membership / collective action | 0.5 | Mixed gender |
| F-Objectives and systems for L&F production | 1 | Mixed gender |
| G-Value chain mapping | 2 | Genders separated |
| H-Feeds and feeding | 1 | Mixed gender |
| I-Breeding / Seed input | 1 | Mixed gender |
| J-Constraints and solutions | 1 | Plenary |
| Closing | 0.25 | Plenary |

**Proposed time table for producer focus groups**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 9.00-9.30 | Opening and introduction | | | | | |
|  | Men | Women | | Men | | Women |
| 9.30 – 12.00 | A-Livelihoods analysis  B-Seasonal calendar  C-Gender roles (activity clock) | A-Livelihoods analysis  B-Seasonal calendar  C-Gender roles (activity clock) | | D-Decision making  G-Value chain mapping | | D-Decision making  G-Value chain mapping |
| 12.00 – 13.00 | Lunch | | | | | |
|  | Mixed | | Mixed | | Mixed | |
| 13.00 – 15.00 | E-Group membership / collective action  F-Objectives and systems for L&F production | | H-Feeds and feeding | | I-Breeding / Seed input | |
| 15.00 – 16.00 | J-Constraints, solutions, opportunities | | | | | |
| 16.00 – 16.15 | Closing | | | | | |

Introduction

1. Welcome the participants and have one of them open with a word of prayer (or whatever is appropriate in your setting)
2. Introduce yourself and the team.
3. Have them introduce themselves.
4. Setting the scene: Introduce the organizations involved and the project, highlighting the objectives and the important role of the participants in meeting the objectives.
5. Take them through the planned process of the PRAs and FGDs.
6. Ask for consent to use tape recorders, if tape recorders are being used.
7. Set the ground rules together with them.

Component A - Livelihoods analysis

## Overview

Material needed: recording sheet

Time: 0.5 hour

Group participants: Separate groups of men and women

## Objectives

The objective of this component session is to understand the composition of people’s livelihoods (in terms of food and cash income) in the community and the role of the target L&F in it, and to assess whether livelihoods have changed over the years.

## How to facilitate

This is a guided discussion around this topic. Use the guiding questions below. The note-taker should record the discussion on the recording sheet provided.

Start by listing:

1. What are the primary sources of income?
2. Now make a list of the main sources of household income, including both sources of cash and sources for barter. Be sure to include the crops and L&F species discussed above, and also the target L&F species. Indicate whether each income source is generated by men or women or both.
3. Rank the sources of household income in order of importance for the group participants (can do a pair wise ranking if they are many).
4. Do you engage in casual wage labour off-farm (agriculture)?
5. Are you engaged in Non-agricultural employment and small business?
6. Discuss whether the importance of livelihood activities has changed in the past five years. What activities are new? What other changes have farmers observed in the relative importance to livelihoods?
7. Why have these changes occurred?
8. Generally, when is the most difficult part of the year in terms of household finances? List reasons for difficulties

Component B - Seasonal calendar

## Overview

Material needed: Large sheets of paper, pencils, at least five different types/colours of markers or beans / sticks – about 25 markers/beans of each type/colour.

Time: 1 hour

Group participants: Separate groups of men and women

## Objectives

The objective is to learn about seasonality of rainfall, income from and workload for agriculture, livestock and fish production, off-farm labour, non-agricultural activities and inputs of hired labour.

## How to facilitate

Ask the participants to draw a large circle divided in 12 sections, indicating each month, with three concentric rings to indicate: rainfall, income and expenditure. Ask the group to put stones/beans under each month of the calendar to represent relative amounts of the items listed below (i.e. more stones means more income).Use different colours of beans/markers to indicate rainfall and each different type of income discussed. Use two beans/markers to indicate ‘high’; one bean/marker to indicate ‘low’; and no beans/markers to indicate ‘none’. If you don’t have enough different types/colours of beans/markers for the different types of expenditure, then the same types/colours as income can be used since they will be placed in a different ring of the circle.

How to record

Take a photograph of the completed calendars. Use the information from the calendar to complete the tables provided on the recording sheet.

Guiding questions **(Organize responses in a matrix form):**

1. When does the household have high and low income from agricultural (aside from L&F)?
2. When does the household have high and low household income from L&F?
3. When does the household have high and low household income from other sources (include the main sources, based on the previous discussion session about livelihoods)?
4. When does the household have high and low household expenditure on agricultural activities (not L&F)?
5. When does the household have high and low household expenditure on L&F activities?
6. When does the household have high and low household expenses on other major items? Specify what the major items are.

Component C - Gender roles (activity clock)

## Overview

Material needed: Large sheet of paper, markers

Time: 1 hour

Group participants: Separate groups of men and women

## Objectives

The objective is to understand specific roles of men, women, boys and girls in the daily activities undertaken by household members at different times of year. Also, it can help to facilitate the discussion on changes in the gender division of labour and how this is relevant to L&F activities.

## How to facilitate

Explain that you would like to learn about what they do in a typical day. Provide an example of what you would like the group to do: draw a large circle on a large piece of paper and indicate a point to show when they woke up and label what time this is. Now ask roughly what time they went to bed and indicate this at an appropriate point on the circle and label it. The circle represents 24 hours, so if they slept for roughly eight hours, the sleeping period should cover roughly one-third of the circle. Explain that the next task is to indicate all the activities on the clock, as illustrated by the example shown below.

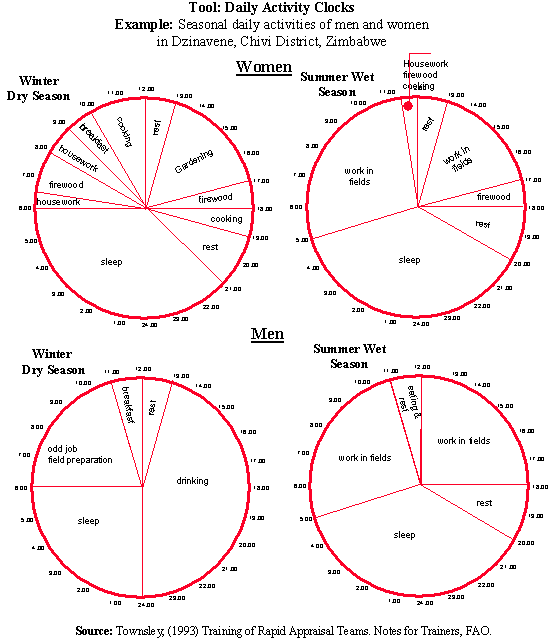
How to record

Take a photograph of the completed activity clocks. Use the information from the activity clock to complete the table provided on the recording sheet.

1. Having described the example, ask the participants to produce their own clock, focussing on the activities of a typical day in this season, building up a picture of all the activities carried out at various times of day and how long they took. Plot each activity on a pie chart (to look like a clock). Activities that are carried out simultaneously, such as child care and gardening can be noted within the same spaces. Review the clock when it is complete. Anywhere where they indicate an activity they conduct for livestock, probe for the different livestock species.

**Note:** Make sure that you get the women’s group to focus on their activities and those of girls below 15 (and indicate this separately in two different clocks) and ask the men to focus on their activities and those of the boys below 15 years of age.

1. When the clock is completed ask the participants, whether this is the same at other times of the year. If necessary create a second clock for another season.
2. Now ask the participants whether there have been any changes in responsibilities and time spent on different activities in the past 5 years. Describe what and why.



From: <https://www-secure.ifrc.org/dmis/response/humanresources/Gender_web_Version/Tools/programmes/24_Hour_clocks.htm>

1. What are your specific tasks for each of the 4 main crops grown and what part of the year do you carry them out? Get the information for each crop (including production and marketing).

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Crop name: \_\_\_\_\_\_\_\_\_\_\_** | **Months of the year** | | | | | | | | | | | |
| **Activity** | **J** | **F** | **M** | **A** | **M** | **J** | **J** | **A** | **S** | **O** | **N** | **D** |
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1. Is labor hired for any of the activities? How much are the hired labourers paid?. Indicate payment per person per activity.
2. Which crop are you in charge of in terms of making most of the decisions related to its production, marketing and income?
3. Crop-related activities undertaken by HH members
4. Livestock / fish-related activities undertaken by HH members
5. Casual wage labour off-farm (agriculture) undertaken by HH members
6. Non-agricultural employment and small business undertaken by HH members

Indicate on another ring of the calendar the high and low periods for when you hire non-household labour for:

1. Crop production / processing

L&F production / marketing / processing for that proportion of hired labour are men, women, boys and girls?

Component D - Decision making

## Overview

Material needed: recording sheet

Time: 0.5 hour

Group participants: Separate groups of men and women

## Objectives

The objective is to identify the areas that men and women make decisions on and the control they have over the income derived from different sources.

## How to facilitate

For the first part of the discussion, the questions should be asked about decision-making on the production aspects listed for the target value chains in the table.

|  |  |  |  |
| --- | --- | --- | --- |
| Pigs | Sheep and goats | Dairy | Fish |
| To buy an animal for fattening? OR selection of breeding males? | Selling a breeding female? | Selling a breeding female? | Where to buy fry |
| When to sell fattened pigs? | Selection of breeding males? | Selection of breeding males? | When to sell fish |
| Selling a breeding female? (if applicable) | Where to sell goats / sheep? | Where to sell milk? | What feed to use |

Ask the following questions for each of the three production decisions for your target value chain:

1. Who makes the decisions for each of the three relevant production decisions in the table? (men, women, joint)
2. For each production decision, how are these decisions made? Who is involved in the decision? (PROBE)
3. For each production decision, has the decision making process changed in the past 5 years? Why?
4. Can it change in the future? Under what circumstances?

Then ask for the products below, according to your target L&F. Who controls the proceeds from sales of:

1. Milk?
2. Cattle?
3. Fattened pigs?
4. Piglets?
5. Goats for slaughter?
6. Kids or lambs?
7. Fresh fish?
8. Related L&F products processed at home?

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)

Component F – Purposes for and systems of L&F production

## Overview

Material needed: recording sheet

Time: 1 hour

Group participants: Mixed group men and women

## Objectives

To identify the production systems in which the target L&F species are produced and the main purposes for which households keep the target L&F species.

## How to facilitate

Facilitate a discussion around the questions below. Record the responses on the data recording sheet provided.

1. What are the three main purposes for keeping L&F? (List purposes for men and women)
2. For these three main purposes, have you been successful in achieving them in the last two years? Separate hand count for men and women for separate lists (include total number present)
3. What are the indicators of success in meeting each purpose? (List indicators for men and women separately)
4. What has made it difficult for you to achieve these purposes? List the constraints and ask participants to identify the two key constraints for each of the purposes for men and women separately.
5. What type of L&F production system do people in the community practice? (For example: Pig: breeding, fattening, other; Dairy: primarily beef, primarily dairy; Small ruminants: occasional sale, fattening for sale; Fish: pond / cage / tank; monoculture / polyculture - integrated / non-integrated). For fish also ask which fish species are kept.
6. From their point of view, what **number of L&F would they consider a farmer who** is a smallholder, medium-holder and large holder: (*record minimum and maximum per category).*  Adapt to L&F specie.
7. In your community, what proportions of farmers belong to each group? *(group exercise giving 100 beans to each group, for them to allocate to the different groups)*
8. Have the numbers of people in the community who practice the different systems (and producing each fish species) been increasing or decreasing over the last 5 years? What are the reasons for the increases and decreases?

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 H - Feeds and feeding

## Overview

Material needed: recording sheet, 120 markers or beans / sticks

Time: One hour

Group participants: Mixed group of men and women

## Objectives

The objective of this component is to learn about feeding and watering systems, the different feeds used and their availability, and related aspects of animal husbandry.

## How to facilitate

Start by determining the common feeding systems for the target L&F used in the community. For example: Pigs – housed/ scavenging/ tethered; Dairy – housed, cut and carry/ grazing/ tethered; Small ruminants - grazing only/ supplementary feeds used; Fish - no feed /fertilisation (determine whether chemical or organic fertilisation)/ home-made feed/ purchased fresh material/ commercial feeds (determine whether pellets or floating feed). Then discuss the questions below. Note that some questions are for livestock producers only, and some for fish producers only. The last question (Qu. 16) is for both livestock and fish producers.

1. How many men and women in the group are using each feeding system?
   1. Is this representative of L&F producers in the community as a whole?
   2. If it is NOT representative, try to ascertain roughly what proportions of L&F producers in the community use each feeding system.
2. How has your feeding system changed in the past 5 years?
3. How do the feeding systems used vary throughout the year? (This question is not relevant to fish.)
4. For the feeding systems that are used in this community, what are the advantages and disadvantages of each?
5. Which strategies/coping strategies are available during times of feed shortage?
6. How many men and women have capacity for feed storage?
   1. Is this representative of L&F producers in the community as a whole?
   2. If it is NOT representative, try to ascertain roughly what proportions of L&F producers in the community have capacity for feed storage
7. Are feed analytical services available?
   1. If yes, who provides it?
   2. If yes, is it affordable?

*For livestock only:*

1. Which forages give the highest production?
2. Which forages are resistant/ tolerant to drought?
3. Is it profitable to buy and use feeds and supplements?
   1. If yes, under which conditions (for which type of production system, which type of feeding system?)
4. Do you practice feed conservation?
   1. If not, why not?
   2. If yes, which feeds, which conservation technologies, for which classes of animal?
5. What are your main sources of water for livestock in the wet and dry seasons?
6. Are calves/piglets separated from their mothers before weaning?

*For fish only:*

10. What type of water source is used for your pond? (List and hand count)

11. What type of water circulation system do you have? (Do you add water on regular basis (i.e. flow-through system) or only when necessary for topping up? (Hand count)

12. Where is water discharged to from your farm? (List and hand count)

13. What type of power do you use for your fish farms? (Electricity; Diesel generator; Solar; etc.: List and hand count)

14. Is mortality considered a major problem?

15. Is mortality mostly related to weather or disease?

*For livestock and fish:*

1. For each feed type, what are the problems/ constraints faced? List and ask them to nominate the 3 main constraints related to feed and feeding. Do this for men and women separately.

Component I - Breeding / seed input

## Overview

Material needed: recording sheet

Time: One hour

Group participants: Mixed group of men and women

## Objectives

The objective of this component is to understand the different breeds that are kept, their characteristics and sources of breeding stock, and any changes in breeds in the past five years.

## How to facilitate

Discuss the questions listed below. Note that there are separate questions for fish and livestock.

*For livestock:*

1. Which breeds are kept by livestock producers in this community?
2. How has this changed in the last 5 years? Why?
3. What mechanism did you use to change breeds? (e.g. AI, purchase of dams, purchase/rent of sires, change in breed of piglets purchased for fattening etc.)
4. Would you like to change breeds now?
   1. If yes, to which breeds?
   2. What stops you doing this?
5. Did any organisations support breed changes in the last 5 years? If so, which ones?
6. For each of the main breeds, list the production and marketing characteristics. Indicate both positive and negative characteristics.
7. For the characteristics listed (for all breeds), rank the top three characteristics in order of their importance (1 to 3).
8. List the most important traits of a breeding or lactating livestock female.
9. List the most important traits of a growing animal for sale.
10. Rate the breeds listed above according to these trait criteria (1= best; 5=worst)
11. What is your source of sires?
12. What is your source of dams?
13. Do you practice controlled mating to influence seasonal patterns of production?
    1. If yes, what is the main influence (e.g. price fluctuations, seasonal feed supply, age of animals, avoiding in-breeding, time after last parturition)
    2. Does your controlled mating procedure differ between breeds?
14. Do you keep records on performance and productivity?
    1. If yes, which records?
    2. Is this different between men and women?

*For fish:*

1. Which fish species do you raise?
2. List the production and marketing characteristics of the main fish species. Indicate both positive and negative characteristics.
3. Rank the fish species characteristics in order of their importance
4. Would you like to change species now?
   * + - 1. To which species?
         2. What stops you doing this?
5. Did any organisations support species changes in the last 5 years? Which ones, if so?
6. Do you produce your own fingerlings / fry or do you purchase?
7. If you purchase fingerlings / fry where do you buy it from? (local hatchery / fry trader)
8. What do you purchase? (fingerlings / fry)
9. Do you purchase mono sex or mixed sex fingerlings / fry
10. List the three main seed-related constraints. Do this for men and women separately

Component J - Constraints and solutions

## Overview

Material needed: Compiled list of constraints previously listed in each component session that has already taken place (see below for instructions); Recording sheet; Large sheets of paper; marker pen; beans or markers of two colours

Time: 1 hour

Group participants: Mixed group of men and women, in a plenary session (all groups together)

Instructions for compiling the constraints

The compilation of the constraints needs to be done by the most senior member of the facilitation team, or the overall person in charge. Although the compilation is not difficult, it is important that it is done properly. Four of the components above gathered information about constraints, i.e. Objectives for and systems of L&F production; Value chain mapping; Feeds and feeding; and Breeding / seed input. Compile a list of the constraints that emerged from these component sessions, and remove any duplication. This list will be used as the basis for the discussion on constraints.

## Objectives

The objective of this plenary session is to identify opportunities for improving local L&F production systems, to review and rank the constraints previously identified, and to identify potential ways of addressing these constraints.

## How to facilitate

This is the final plenary session that will require a clear introduction. The introduction should thank people for their participation in the various discussions that have taken place during the course of the day, and say that the purpose of this session is to summarise some of the points that emerged from the previous discussions. It will focus on two main issues: (i) opportunities for improving L&F systems; and (ii) ways of addressing constraints. Start by discussing the following question:

1. Can you identify any opportunities for enhancing your livelihood and incomes through improvements to your L&F production system? List the opportunities that are mentioned and determine the top three that are supported by the majority of group members
2. For each of the top three opportunities, ask if anyone has tried to take advantage of the opportunity and how.
   1. Was it successful?
   2. If yes, what were the benefits that accrued to men and women, rich and poor, producer and trader etc.?
   3. What were some of the negative consequences for men or women, rich or poor, producer or trader etc.?
   4. If it was not successful, why not?
3. Present the list of constraints (see above instructions for compiling the list) to the participants and let them review the list to identify any gaps.
4. Discuss each of the constraints to determine whether they are related to land and water, labour, capital, policy, information and knowledge, or other constraining factors. The purpose of this discussion is to help elaborate each constraint and to get a clear understanding of the factors that cause it. For example, “shortage of land” might be related to a lack of capital with which to purchase land, or it might be related to a policy that prevents some people from accessing land.
5. Construct a matrix, as shown on the Recording sheet. Provide each participant with three beans (use different colours for men and women) and ask them to place their beans according to their own individual three most important constraints to their L&F activities.
6. For each of the constraints indicated by a majority of the group members, ask them how they have tried various solutions to minimize the constraints
7. For each solution:
   1. Was it was it successful?
   2. If yes, what were the benefits that accrued to men and women, rich and poor, producer and trader etc.
   3. What were some of the negative consequences for men or women, rich or poor, producer or trader etc.?
   4. If it was not successful, why not?
   5. What other solutions do you suggest for overcoming these constraints?

Closing remarks

Any questions

Follow up