GEF Asia Baseline survey	PRA checklist

Research team composition;

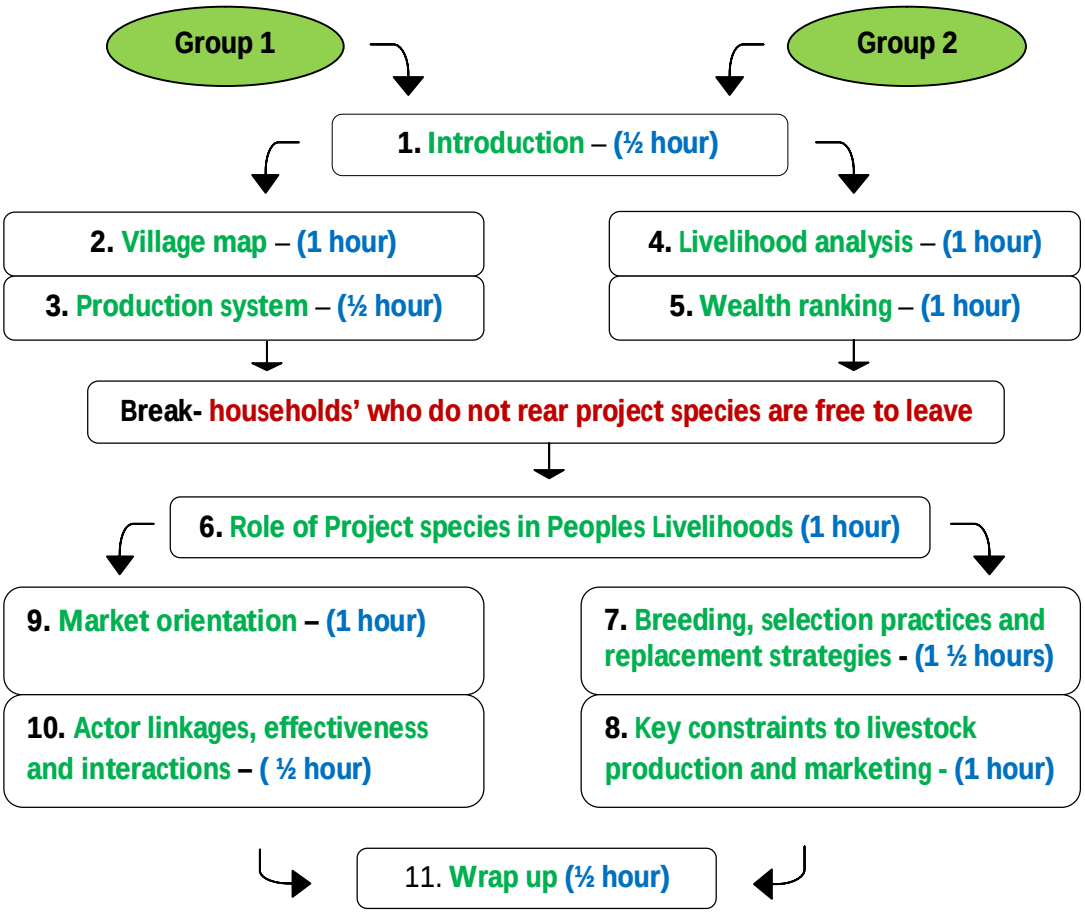
- ***Facilitator:*** Explains and guides the discussion, cross checks the analysis templates and write down Key notes on flipchart to be read by all the participants.
- ***Observer****:* Cross checks the analysis templates and reminds the facilitator about missing issues.
- ***Note taker:*** Detailed documentation of the discussions, notes observations during the workshop, cross checks the analysis templates and reminds the facilitator about missing issues.

Participants

The first part (up to section 5) is open to all villagers, including non livestock keepers and households that do not rear project species (chicken, goat and pig). The second part focuses on the project species. Although all households are welcome to stay on, it is really meant to gather information from households who rear those species.

Invite about 30 to 35 people, of which 25 should rear project species. Make sure you will have a good mix of women and men, youth and old and, small and large livestock keepers. Two groups will be formed, as detailed below.

Sequence of activities and timing



1. Introduction

Introduce the project to the participants, explain what the program is about (objectives of the discussion); agree on "rules and principles" including timing. Take some time for self introductions.

2. Village map

Objective: The main objective of this exercise is to develop an area profile by mapping the natural, social and financial resources, infrastructures, social services and land use system within the village.

Tools: Village resource map and focus group discussion

Activities: Ask the group members to map out their village and its' key natural resources, infrastructure, social services and the land use system. The checklist below would guide the discussion with community members.

1. Where are the locations of the most important area landmarks surrounding your community (give example of landmarks – external boundaries)?
2. Which resources are available in the village, which are considered to have an impact on people's livelihoods (e. g., crop fields, forests, rivers/ponds, degraded areas)?
3. Map the village infrastructure (e. g., settlement patterns, roads, power supply, network access, different types of water points/sources/irrigation systems, community buildings, shops, commodity markets, livestock market, veterinary office/clinic)
4. What social services (e. g., health clinics, schools, dwelling places of village authorities, community meeting place, or other important facilities) exist in the area?
5. What are the main land use and resource management systems in the area (e. g., allocation of cropping, forests, grazing reserves, seasonal herd movement, areas that herders associate with diseases)?
6. Which resources are plentiful? Which are scarce or lacking?
7. Where are the markets for livestock/livestock products? The input and output markets? What are the distances?

Interviewing the diagram (Questions to ask or observations to make during the Mapping process)

Expected outputs*:*

- Village map
- Identification of resources- physical, social, infrastructures…, available to households for their livelihoods, including status (scarcity, plentiful) and distance- (Table 1).

Table 1: Template for analysis – Mapping

Items on map	Specify availability, status, distance, etc (Q1 to 6)	Relevance to livestock, and for what species
1. Natural resources		
- Water		
- Crop fields		
- Forests		
- Gardens		
- Irrigation schemes		
- Habitat for wild animals		
- Communal rangelands		
- Seasonal herd movements areas		
- Others (specify)		
2. Infrastructure		
- Roads		
- Settlements		
- Commodity markets		
- Livestock market (live animals)		
- Slaughter house		
- Livestock product market		
- Vet Clinic		
- Others (specify)		
3. Social services		
- Health		
- Schools		
- Places of worship		
- Local administration		
- Extension offices		
- NGO offices		
- Others (specify)		

3. Production system

***Objective**:* to get a description of production system

***Tools**:* focus group discussion and diagram drawing

***Activity**:* Ask farmers to describe a "typical" production system, highlighting;

- The various components: crops, livestock and aquaculture
- The interactions between components
- The feeding/ management systems (grazing versus enclosed)

If possible, ask farmers to represent the system in a diagram (Figure 3.1). Also record the management system by species as per the table below (Table 2).

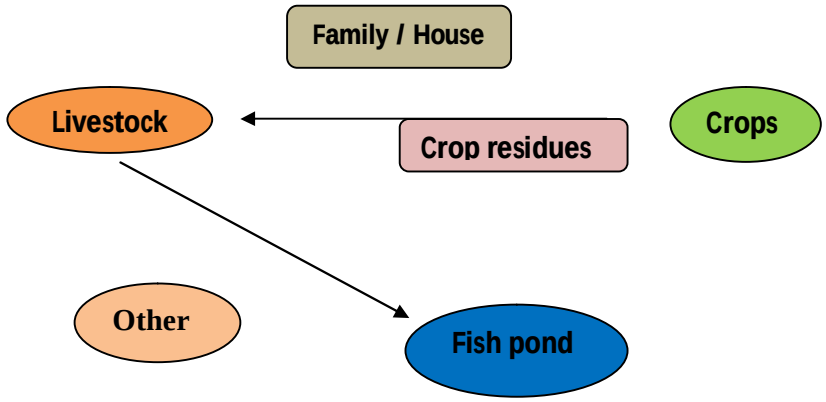


Figure 3.1. Production system in a diagram

Table 2: Management system

Livestock species	Management system

* ***Management system*:** free- range; open grazing/ stall season including seasonality

***Expected outputs**:*

- diagram showing farm system, or description of the system
- Table 2

4. Livelihood Analysis

Objectives: To identify important livelihood activities, income sources (on farm, off-farm, and non-farm) and trends. To capture the differences in key livelihood income sources by gender, or other social differentiation.

Tools: Livelihoods matrix supplemented by focused group discussion with a mixed group.

Activity: Ask group members to list and rank main sources of livelihoods and cash income both from within and outside the area. Emphasize the role of livestock related activities compared to the other activities. Discuss if the importance of livelihood activities has changed in the past five years. Discuss the situation faced by women, older people and other particular groups.

1. What are the main sources of livelihoods and cash income in the area?
2. Rank the sources of livelihoods in order of importance. What is the importance of livestock farming compared to other activities?
3. What livelihood activities are important sources of cash income? Is livestock an important component?
4. What activities are new and what other changes did farmers observe in the relative importance of the livelihoods?
5. What differences do you observe for women and men, or other social differentiation (e.g., access to land and livestock, control over production and sale)

Expected Outputs;

- Matrix showing key sources of livelihoods and cash income, as well as the changes in importance, by gender and other social differentiation

Table 3: Template for analysis – livelihood analysis

Current sources of livelihoods[1]	**Contribution to livelihoods** (Rank in order of importance)	**Contribution to cash income** (1=very important, 2=somehow important, 3=not important)	**Trends** (1=becoming more important 2= same as before 3=less important, 4=new activity)	**Differences in terms of gender, age, ethnic minorities, and explain**
1.				
2.				
3.				
4.				

1 e.g. crop, livestock, off farm, remittances etc..

5. Wealth Ranking

Objective: To determine the distribution of wealth within a community based on assets owned and income and the links between livestock ownership and well being (critical herd/flock sizes). To establish the link between wealth standards by social category, and capture farmers' interests and motivations for invest in livestock farming.

Tools: Group discussion of local criteria for wealth, Piling, and card/bean ranking can assist in categorising the community.

Activity:

1. Explain clearly why it is important for us to understand the different types of wealth categories
2. Identify (and rank) local criteria for wealth, checking for aspects such as number of livestock owned, size of land owned, education, housing type.
3. Define thresholds for wealth categories and check how many households (%) fall in each category.
4. Discuss wealth categories specificities in terms of gender, age, ethnic minority, etc.

Expected Outputs (Table 4);

- Local criteria for wealth categories and the critical herd/flock size for the different wealth categories
- Percentage of households by wealth categories
- Differences by gender, age and ethnic minorities between wealth categories

Table 4: Template for analysis – Wealth ranking

Criteria for wealth	**Wealth category**		
	Better-off	Moderately poor	Very poor
1.			
2.			
3.			
4.			
% of households in each category			
Categories specificities in terms of gender, age, ethnic minority, etc..			

Examples for criteria: land size, livestock, external income, education for children, housing standards.

6. Role of Project species in Peoples Livelihoods

***Objectives**:* to identify the various breeds of the project species (chicken, goat and pig) and understand the role of these species in people's livelihood.

***Tools**:* livelihood analysis matrix and focus group discussion

***Activities**:* Focus on the project species (chicken, goat and pig). Ask group members to list the project species of livestock they keep, and the breeds.

1. Assess how many households keep these species and breeds
2. Is there any difference between wealth categories? If yes, which ones?
3. Reason for keeping these species/ breeds
4. Is there a specific household member category (women/ children/ old people..) who benefits most?
5. How is the money spent? Regular household needs, starting new business etc..
6. Trends over the last 5 years

Expected outputs:

- list of breeds of the project species kept, names (local and English) and description (Table 5)
- livelihood matrix (table 6): % farmers keeping different breeds, importance of these breeds by wealth categories, reasons for keeping various breeds, who benefits most and how is money used for, trends over time

Table 5: breed name and description

Make sure you include indigenous, exotic and crossbreeds, including with wild relatives.

	Breed- local name	**Breed- English name**	**Description of the breed, including picture**
Chicken			
Goat			

Table 6: Template for analysis – Role of livestock in livelihoods

Breeds	**% of farmers keeping these breeds**	**Who keeps them ? - wealth category**	**Why do people keep this species and breed?** Consumption, Income, prestige, ceremonies, inputs etc..	**Who benefits most?** Hh, men, women, children?	**How's money spent on?** buy food, school/ health, starting business, social activities, savings, invest back in livestock	**Trends** (1=becoming more important 2= same as before 3=less important, 4=new activity)
Chicken						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Goats						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

7. Breeding, selection practices and replacement strategies, for project species (chicken goat and pig)

***Objectives**:*

a) Identify traits of importance to livestock keepers when selecting breeding animals and/or sourcing replacement animals.

b) Obtain other information important for breeding (such as herding arrangements, which makes breeding decision, access to breeding animal including wild relatives), including;

c) Changes that have taken place in breeds used in the last 5 years.

***Tools**:* trait ranking using beans ranking for a); focus group discussion for b) and c)

***Expected Outputs**:* tables 7a, 7b, 7c, 8a, 8b, 8c, 9a, 9b and 9c

Start with chicken, complete 7.1, 7.2 and 7.3 sections. Then, continue with goat and pig: complete 7.1, 7.2 and 7.3 sections.

Activity 7.1: Trait ranking

Get all traits of importance. Include all traits mentioned by the farmers. Then rank the breeds that farmers keep (and other they know well-see Table 5), according to these traits (1 if breed ranks first on this trait etc..). Then provide overall ranking for the breeds. If relevant, make sure to include crosses with wild relatives.

Table 7a: Trait ranking – Chicken

Traits	Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed names						
Overall ranking						

Table 7b: Trait ranking – Goat

Traits	Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed names						
Overall ranking						

Activity 7.2: Information and sources of replacement animals

Engage the group into a discussion regarding the following topics. Make sure you get the differences between breeds.

- How did you learn about, and end up with the breeds you currently keep? (Historical reasons, availability, extension service advice, due to lack of information on available breeds etc..)
- What are the different ways of acquiring animals in the area (breeding/purchase/ gift/exchange etc)?
- If you purchase, why do you not rear your own?
- If you purchase:
    - Where do you get the animals from?
    - How do you choose which animal to buy (characteristics)?
    - What information do they request from the seller?
    - If parentage not mentioned – ask if this is important etc. etc.
- If you reared your own – why did you not purchase?
- If given a choice, would farmers prefer keeping other breeds? If yes, which ones, why, and why don't they change?

Table 8a: Information and sources of replacement animals – Chicken

		Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed name							
Source of info on breeds							
Ways of acquiring animals							
If purchase, why not rearing own							
If purchase	Where do animals come from?						
	How animals are chosen?						
	Information from the seller						
	Parentage						
If reared own, why not purchase							
Would you change breeds? If yes, for which breed(s) and why?							

Table 8b: Information and sources of replacement animals – Goat

		Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed name							
Source of info on breeds							
Ways of acquiring animals							
If purchase, why not rearing own							
If purchase	Where do animals come from?						
	How animals are chosen?						
	Information from the seller						
	Parentage						
If reared own, why not purchase							
Would you change breeds? If yes, for which breed(s) and why?							

Activity 7.3: Breeding strategies

Engage the group into a discussion regarding the following topics. Make sure you get the differences between breeds.

- Is breeding controlled versus uncontrolled?
- If controlled, explain how?
    - Are males selected from own flock/ herd, or others/? How are they selected and how do you access them (if from outside own herd/flock)? Any costs, or payment received?
    - What is the preferred method for accessing breeding males? Reasons? If not used, why don't you use it?
    - Are females selected? If yes, how?
- Who are the main decision makers in relation to breeding (i.e. who selects the breeding animals? Is advice obtained from others to make breeding decisions? If so, who?
- Are livestock herders/ "grazers" use? If yes, what is the relationship between livestock owners and livestock herders? How are the herders paid?
- any involvement of wild relatives
    - if yes, describe
    - trends over time (past and future)
    - why do you do it? Better price, any other characteristics?
    - which breed do you use?
    - Constraints including infertility problems
- What are some of the changes that have taken place in terms of breeding practices in the last 5 years?
- Do any associations specifically for breeding, such as a multiplier association, exist in your area? If yes, what is the name and function of the association(s)?

Table 9a: Breeding strategies – Chicken

	Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed name						
Controlled versus uncontrolled?						
If controlled, how?						
• How males are selected and accessed? Any payment?						
• Preferred method for accessing breeding males?						
• How females are selected?						
Decision makers in relation to breeding, and advice						
Livestock herders/ "grazers" use						
Involvement of wild relatives						
• describe						
• trends over time						
• reasons						
• Breed used						
• Constraints						
Trends in terms of breeding practices in the last 5 years?						
Breeding association						

Table 9b: Breeding strategies – Goat

	Breed 1	Breed 2	Breed 3	Breed 4	Breed 5	Breed 6
Breed name						
Controlled versus uncontrolled?						
If controlled, how?						
• How males are selected and accessed? Any payment?						
• Preferred method for accessing breeding males?						
• How females are selected?						
Decision makers in relation to						

breeding, and advice						
Livestock herders/ "grazers" use						
Involvement of wild relatives						
• **describe**						
• **trends over time**						
• **reasons**						
• **Breed used**						
• **Constraints**						
Trends in terms of breeding practices in the last 5 years?						
Breeding association						

8. Key constraints to livestock production and marketing

***Objective**:* To identify key constraints in chicken and goat/pig production, their causes and effects. Highlight current coping or response strategies and to indicate whether efforts to address a particular problem have already been tried and failed or have incompletely addressed the problem

***Tools**:* focus group discussion; beans ranking

***Expected Output**:* Table 10

Activities: Ask group members to think about the key constraints to livestock production and marketing, differentiating between species (chicken and goat/pig). The group should then rank the problems according to importance and use different amount of stones to represent the ranking - the greater number of stones, the greater emphasis they place on the problem. Ask the group to discuss the causes, and which breeds is most affected. Draw a problem analysis table (see below) that lists the priority problems, the causes, the coping or response strategies, and the opportunities or proposed solutions for change.

For filling the "importance" column, group places between zero and ten stones (or equivalent e.g. beans) into each cell. Zero stones indicate no importance, one stone indicates the least importance, and additional stones indicate increasing importance with ten stones indicating the most important.

Table 10: Constraint analysis

Constraint	Importance on production (0 to 10)	Causes (describe)	Which breed is most affected? Which one is not affected?	How do you cope with such situations?	For long term solutions, what can you do locally, and what external support do you need?
Chicken					
1					
2					
3					
4					
5					
6					
Goat					
1					
2					
3					
4					
5					
6					

9. **Market orientation**

***Objective**:* Analyse the different markets for livestock and livestock production, including inputs markets and provision of services (e.g. animal health, breeding).

***Tools**:* Market chain map, focus group discussion

***Expected Output**:* 1 value chain diagram for chicken (differentiating between eggs and live chicken), 1 value chain diagram for goat/ pig (differentiating by product if relevant)

***Activities**:* draw 1 diagram by livestock species, differentiating livestock products (e.g. live chicken; eggs; etc..). If difference by breed, explain and if need be, draw a different diagram for different breeds, including crosses with wild relatives.

1. Start the drawing with a homestead and the different types of livestock and livestock products that are marketed
2. Also map inputs (e.g. feed) and services markets
3. For each product, trace the different markets to which it is sold, including if it is sold at farm gate
4. Ask farmers what happens to the product at that market and how it moves from there to the next level of the chain

10. Actor linkages, effectiveness and interactions

***Objective**:*

- Recap of actors mentioned earlier: input including training and services suppliers; extension agents; market agents; providers of breeding "stock"
- To identify actors working in the village who had not yet been mentioned, their roles and interactions with the community and each other
- Analyse the strengths of the interactions

***Tools**:*

- Venn diagrams are drawn to depict institutional relationships within each study site as regards natural resource management, livestock management and other livelihood strategies.
- These should include external organizations, internal or community based organizations such as livestock associations, women groups etc.
- The Venn diagram should start with the circle of the community in the middle.
- The group should draw circles to depict different actors, namely governmental

institutions (extension agents, local government etc), non-governmental organizations, religious bodies, community-based organizations, livestock associations and how they relate with one another.

- Each circle represents an actor and the size of the circle indicates importance (which can be discussed by the group undertaking the exercise). The circles should indicate the degree of contact among the institutions.

The following convention applies as to the overlap of the circles:

- Separate circles mean no contact;
- Touching circles indicate that information is exchanged;
- Small overlaps point to some cooperation;
- Large overlaps mean considerable cooperation.

Expected outputs

- Venn diagram
- Actor matrix (table 11)
- Text on "understand patterns and strengths of interactions"

Activities related to identification of actors, their roles and how they interact with the community and with each other

1. Who are the important actors / organizations working with you? List them all down (remember to include local organizations such as livestock associations). What type of organization are they?
2. What are the core activities that each of these actors perform?
3. Do different actors in the community link with different people, or have different types of links, for example, richer households, migrants, minority ethnic groups (target group/ beneficiaries)?
4. Which actors are specifically working on livestock? If yes, which activities?
5. To what extent are you satisfied with their performance (out of a maximum score of 10)

Summarize the discussion around the actors by an actor matrix (Table 9).

Table 11. Actor matrix

Name of actor / type of organisation	Core activities	Target group / beneficiaries	Working on livestock?	Satisfaction (0 to 10)

Understand patterns and strengths of interactions

- Once all the circles are on the map, interview the Venn diagrams to get the quality of the interactions
- How would you characterize the linkages between the community and the different organizations?

Indicate with arrows on the actor linkage map (0 = have no link, dotted line = link exists but not functioning, thin line = link exists but weak, thick line = strong and effective

- Are interactions two or one way flows? Use directional arrows to show whether interactions are one way or two ways.
- What new actors and/or new links would you like to create, or strengthen to help you with your livestock production? Identify missing actors and linkages, using different colours than previously. (focus these on those that can deal with project species)
- What actors are missing for improved livestock production and marketing in your area? What activities and achievements would you expect from the missing actors? How should they be linked to the existing actors?

11. Wrap up

Based on previous sections, identify possible project interventions (without raising expectations) and plan for next steps.