
SHARING
THE LOAD

Praise for this book…

'"How do we apply PRA for animals?" was the rather strange query from a participant of Praxis's international workshop. That was the beginning of a journey of exploration of the use of participatory tools for the cause of animal welfare, and Praxis has been fortunate to be associated with that journey. *Sharing the Load* is commendable for its innovation and its deep commitment to participation. It is a must-read for all those involved not only in animal welfare, but also social development in general.'

Mr Tom Thomas, Chief Executive, Praxis, Institute for Participatory Practices, India

'This long-awaited book will help practitioners and animal welfare agencies improve the effectiveness of their operations both with working animals and with the people who own or work them. The authors have combined advanced knowledge of animal welfare (Pritchard and Wells) and community-based participatory methods (van Dijk and Pradhan) to produce a beautifully accessible and practical book. An essential guide for anyone providing development assistance where there are working equines, and applicable to other working animal species.'

David Hadrill, veterinary consultant, member of the Board of Directors Vetwork UK

'This is a pioneering work of its own kind, which I am sure will contribute directly in improving the livelihoods and well-being of millions of poor people in Asia, Africa and Latin America who depend primarily or partly on income from working animals. Extensive use of participatory tools with visuals for a better and easier understanding of local situations make the manual more user-friendly, appropriate and attractive.'

Dr Kamal Kar, Chairman, CLTS Foundation, Kolkata, India

'This charming book conveys a great deal of knowledge and compassion for working animals in a most accessible form. It does not preach. Readers are first set free to develop their own understanding of animal welfare and the mutual dependence of working animals and their owners. They are then given a practical toolbox for use in the field with communities, however little or large their literacy. A lot of people and a lot of animals are going to feel better as a result of this book.'

John Webster, Emeritus Professor of Animal Husbandry, University of Bristol, UK

'*Sharing the Load* is a unique and comprehensive field guide for community facilitators working on animal welfare. The language used is simple and readable, and the illustrations are attractive. A must for all working on animal welfare and community participation.'

Somesh Kumar, Indian Administrative Service

'The important field experience of the Brooke gives an immense value to this guide and makes it a unique read. It is rich in clear and motivating cases that I found fascinating to read. Feedback from real life and practical examples are precious and I would have been happy to read them years ago when I was a practitioner trying to persuade farmers to invest their efforts in caring about the welfare of their animals.'

Dr Andrea Gavinelli, Head of Animal Welfare, Health and Consumers Directorate General, European Commission

Sharing the Load

A guide to improving the welfare of working animals through collective action

Lisa van Dijk, Joy Pritchard, S.K. Pradhan and Kimberly Wells

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Preface

Why did we write this manual?

Many people have knowledge of community facilitation and collective action. Many others have knowledge of working animals and their welfare. For the first time we bring together both areas of knowledge in a field manual for community facilitators. The manual describes the practical steps and tools needed to stimulate collective action for long-term, sustainable improvement in the welfare of working animals.

The tools in this manual have been developed and tested with owners of working horses, mules and donkeys. These tools are in daily use with animal-owning communities. We believe that they are useful for improving the welfare of other species of traction and transport animal (such as bullocks, buffalo, camels and yaks) because their working conditions and the livelihoods of their owners are similar to those of working horses and donkeys. We also believe that they can be adapted for improvement of the welfare of farm livestock and hope that some readers are motivated to develop them further for this purpose.

Who can use this manual?

This manual is written for community facilitators and anyone else who has direct contact with working (traction and transport) animals and their owners, including vets, community-based animal health workers, government extension workers and development workers.

This manual assumes that you, the community facilitator, already have the following skills, knowledge and attitudes:

- Basic skills in community mobilization, including building rapport, organizing people, listening skills, understanding how community groups work, and understanding the local language and conditions.
- Participatory rural appraisal (PRA) skills or similar training in the use of tools for stimulating community action for any kind of benefit.
- A desire for community empowerment and ownership of the project.
- Compassion for animals and a calm attitude towards them.
- A basic knowledge of animal care and husbandry is useful, but not essential.

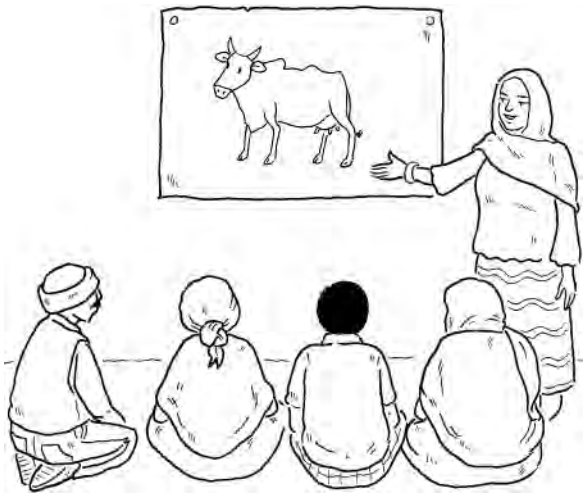
How to use this manual

This manual has three parts:

- Working animals and their welfare
- Interventions for lasting change
- Toolkit for facilitators

The manual can be used in different ways.

If you are a community facilitator working with animals for the first time, we recommend that you read the book all the way through. You can then use the steps and tools to design and facilitate your programme, referring back to them regularly and building on them with your own ideas as your experience grows.



If you are an experienced community facilitator with an agricultural or animal health background, we suggest that you read Part 1 to become familiar with considering animal welfare alongside productivity and the needs of people. This part also describes the important differences between working animals and livestock. Then have a look at the Toolkit (Part 3) and incorporate some specialist animal welfare tools into your existing activities.

If you are a vet, animal health worker or extension worker who wishes to prevent disease or poor health through sustainable improvement in animal husbandry and management of working practices, we suggest that you skim the manual to familiarise yourself with the main headings and things that look most relevant to your work. Then read these chapters in depth. If you do not yet have the skills in community facilitation described above, you may wish to find further training or advice before starting to carry out a community programme.

Expectations when using this manual

Sharing the Load was written by a group of experienced community facilitators, vets and animal welfare scientists who have been working in this field for several years, making mistakes, learning from them and continuing to grow new ideas all the time. It has been developed with many groups of people who use working animals as a major part of their livelihood system. The communities who tested and adapted the tools have been a vital part of the process and taught us a lot about what is and is not useful for them.

Using this manual does not guarantee success in stimulating collective action for lasting improvement in animal welfare. This will require time, skill, experience and perseverance in working with communities in a participatory way, blending in the new knowledge found in this manual and adapting to the feelings, needs and wishes of each community and their animals. It also requires a 'climate for change' to be created within the community, the facilitator and the facilitating or funding organization. Further information can be found in the chapter 'Interventions for lasting change'.

This book is not suitable for use in disaster or conflict situations, where the time and conditions needed for effective community participation are not available. See the reference list at the back of the manual for further information on improving animal welfare in emergencies.

Most importantly, success relies on commitment to long-term improvement in the welfare of working animals because they are important for themselves and for the communities that depend on them.

Acknowledgements

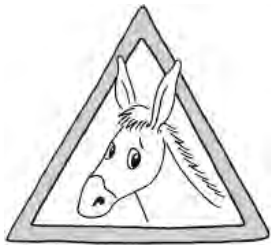
We would like to thank all the owners, users and carers of working horses, mules and donkeys whose experiences have formed the basis for this book. Many thanks go to the Brooke's facilitators and those from our partner organizations worldwide, for their contributions arising from daily sharing and learning with animal-owning communities. In particular Ramesh Ranjan, Murad Ali and the Brooke India community development team have ensured that this manual reflects their real experiences with animal welfare facilitation in the field.

We are grateful to Anindo Banerjee, Tania Dennison and Helen (Becky) Whay whose participation in the initial 'writeshop' for this book is much appreciated. We would like to thank the Brooke UK staff and supporters who funded its production and Dorcas Pratt, Director of International Development, for her comments on the final draft.

Thanks to Martha Hardy from Graham-Cameron Illustration and to Amitabh Pandey for their beautiful illustrations which bring our writing to life.

Finally we would like to thank working animals all over the world for their invaluable contribution to the daily livelihoods of so many people and communities. We hope that this book is one more step towards making their lives better.

Symbols used in the text

	**Theory box** In a theory box you will find some theoretical background about the information discussed in the paragraph or chapter. Often there is a reference to further reading for a deeper understanding of the theory. The further reading and reference section is at the back of the manual.
	**Process box** A process box presents further explanation of a specific issue mentioned in the text, or summarises the key points or steps in a process described in the text. This will help you to use the process with the community.
	**Case study box** In a case study box you will find a real life example of the processes described in the text. These case studies provide you with an insight into how facilitators have used the process to mobilize animal owners to take action to improve the welfare of their working animals.
	**Warning box** There is one warning box in the book, in Chapter 4. If you see it, please take note of it!

Acronyms

AAAAQ	Accessibility-Availability-Affordability-Acceptability-Quality
APA	Appreciative planning and action
CBAHW	Community-based animal health workers
PLA	Participatory learning and action
PRA	Participatory rural appraisal
PWNA	Participatory welfare needs assessment
SHGs	Self-help groups

Introduction

Sharing the Load aims to improve the lives of the millions of animals that work – pulling carts, ploughing fields and carrying loads on their backs – by stimulating collective action among animal-owning communities to improve their animals' welfare. In doing so, people's livelihoods and relationships with their working animals may also be improved. Essential to this process is a community facilitator (motivator, extension worker, promoter or change agent) who can help create the right conditions for the community to act.

People working in the international development sector have devised processes, methods and tools to facilitate community development and action for change in healthcare, water and sanitation, agriculture and many other areas. In the course of our own work to improve the welfare of working animals, we identified a gap in the availability of field-based tools and methods for understanding and creating change in animal welfare.

Changing human behaviour is particularly challenging when the benefit is for a third party (the animal) rather than a person and his or her immediate family. There may be short-term costs in terms of effort, time, money and productivity in order to gain longer-term improvements for animals and the community. In addition, it is difficult to know how animals would describe their own welfare, if indeed they were able to tell us, and what they would choose to do to improve their welfare. Facilitators working with animal-owning communities can find it hard to adapt the existing tools and processes they know well, to a situation with which they are less familiar. This is why the idea for this manual was conceived.

Working animals and their welfare

Achieving good welfare, or well-being, for working animals can be considered more complex than for any other use of animals by people. As with farmed species, they are completely dependent on their owners and carers for food, shelter and other aspects of good husbandry. Unlike cattle, sheep, pigs and poultry, however, they tend to be kept and worked individually or in small groups with restricted opportunities for the social interaction and comfort gained from others of their own type.

Traction and transport animals experience more varied environments than any other animal, from carrying packs up the Himalayan foothills where no motorized transport can reach, to ploughing, harrowing, seeding and weeding farms in Africa, to moving every imaginable

type of goods through the crowded and polluted streets of the world's biggest cities. These animals draw and distribute water, drag sand from rivers, pull minerals from mines, transport bricks and metal for building, thresh corn, take goods to market, move tourists and refugees, carry the sick to hospital and are often a vital part of weddings and ceremonial occasions. To shift their infinitely varying loads, working animals suffer many kinds of physical and mental stress. They may be subjected to extreme heat or cold, or to wet or dry climates; they may have to carry heavy and awkward burdens or walk over difficult terrain. They share the same hardships in life as their owners.

Interdependence between working animals and their owners: benefits and dilemmas for welfare

There is a strong bond of interdependence between a working animal and those who depend on it for a livelihood. People all over the world tell stories of their animals' importance and value. In these cases, it may be expected that a working horse, donkey, bullock or camel is always well-cared for and appreciated by those who interact with it and by society as a whole. Unfortunately, this is not necessarily the case.

Animal-owning communities are frequently constrained by factors such as poverty, low-status and restricted access to resources for their families or their animals. Compared with other sections of society they have few opportunities to improve their lives and will naturally prioritize their own health or their children's education, for example, above the well-being of their animals. Even among animal species, working animals are often the last to benefit from extra food or other resources that may become available, because their productivity (measured as work output or traction energy) is not recognized when compared to directly marketable products such as meat or milk.

To address these challenges, this manual suggests tools and methods to increase collective interest in working animals among their owners and communities and to translate this interest into action for improved welfare. As a result, it is hoped that people will choose the best course of action for themselves and make their own decisions about where, when and how to act. Along the way, you, as a facilitator, will witness heated discussions and even some resistance to focusing on the needs and feelings of animals when their owners face so many other problems. The changes that are agreed are likely to be small steps, rather than great leaps forward, but in our work all over the world, we have found that every community engages in the challenge.

Collective action for animal welfare improvement

What is collective action?

Collective action means working as a group, rather than as individuals, to achieve a common goal. In this case, the common goal is to improve the welfare of working animals.

Why is collective action essential to bring about change in animal welfare?

Experience from the human development sector shows that two important conditions are needed to bring ownership of any action by the community and enable the action to continue after the facilitation process is over. These are:

- A high level of motivation and enthusiasm for the action (animal welfare improvement) within the community.
- Effective community organization which can support and maintain the process and take it forward into the long-term future.
- Without these, there is little chance that welfare-promoting activities will be sustained by a community without continuous external support. Externally-motivated projects often fail once support either diminishes or is withdrawn.
- The basis for successful action is participation, so it is essential to create conditions for this right from the start.

Benefits of community-led participatory approaches

There are many benefits to community-led participatory approaches.

Knowledge

- International experience of participatory projects shows that local knowledge and wisdom are crucial for successful development processes.
- Participatory learning approaches encourage, support and strengthen a community's ability to identify their own animals' needs, set their own objectives for improving welfare, and to plan, implement, monitor and evaluate their own initiatives.
- Participatory learning approaches provide local communities with invaluable experience and skills for animal husbandry and handling, which are shared among everyone.
- Traditional wisdom which may be harmful, is questioned, while that which benefits animals is preserved or revived.
- People are encouraged to look for examples, within their communities, of approaches that have dealt successfully with similar problems in different ways.

Self-reliance

- Participation helps achieve self-reliance by breaking the dependency which has become inbuilt into many social systems and reinforced by free services or heavily subsidized external inputs from supporting agencies or charities.
- Community participation promotes awareness of animal welfare issues and the confidence to change.
- Participation can create and enhance a force which binds the community together and encourages acceptance of joint responsibility for their animals.
- Marginalized or deprived groups of people build their own capacity to examine their animals' problems and seek solutions collectively.

Effectiveness and sustainability

- Community participation makes it more likely that resources will be used efficiently and that processes will be effective.
- Participation enables the programme to expand its scope and incorporate a broader range of ideas than was first thought.
- Sustainability is built as the community takes on the existing activities of external agencies. It also develops local management systems to maintain these activities once external inputs are withdrawn.
- A participatory approach promotes collaboration within and outside the community, through networking activities or small animal-owning groups forming into federations, for example. This increases the likelihood of bringing about change and maintaining it.

How is collective action initiated and maintained?

Animal welfare is an unfamiliar issue for the owners, handlers and carers of working animals and initially it may be difficult to motivate them to focus on this topic. They are likely to be carrying out many good welfare practices in their daily animal husbandry, but may not recognize these as 'welfare' – a word which does not translate directly into most languages. As a facilitator, your first priorities will be to identify the key concerns about the welfare of working animals which the community would like to address and to unite them around a common activity or goal ('entry point'). People will only be motivated to take action when they identify such issues themselves and then discuss and formulate them into clearly-expressed needs for both animals and people, along with a common vision of the expected improved situation.

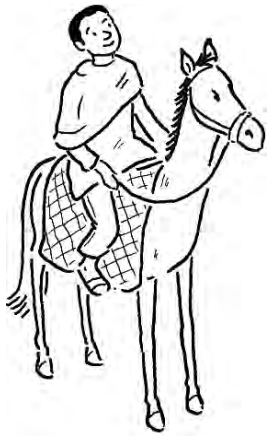
Following an initial discussion around common topics of interest, the participatory learning and action (PLA) process follows a series of phases or steps. These are not a fixed prescription; they are guidelines which can be adapted according to the local situation and your relationship with the community and the way it has responded to the challenge. Do not be put off by the sequence of steps described in this manual – they do not necessarily mean lots of elaborate planning and implementation. The important thing is that the community's wishes should come first and your own agenda for improved animal welfare should come after – it will be strengthened in the later stages of the process.

Owners of working animals have variable livelihoods. Different members of the family or community are often involved in managing animals whilst working and at home. If the experiences or interests of owners, handlers and carers are very mixed, they may not form a strong group. In this case, forming smaller groups of similar people (such as the wives of animal owners or the boys who hire donkey carts) may be more effective than larger mixed groups. These smaller groups can then decide how to associate and network with others to form a larger organization if and when they wish to manage broader issues of common interest.

Community groups will evolve their own rules, regulations and systems of management. These can lead to effective collective action within their local environment and will enable a group to sustain animal welfare interventions over long periods of time. A well-organized group will continue to function even after the withdrawal of your supporting agency and will provide a strong, stable institutional base from which to meet the requirements of the community and its animals.

Empowering animal-owning communities

In the context of this manual, empowering people means enabling the community (animal-owning families and other local stakeholders) to understand the reality of their present situation, to reflect on the factors leading to poor welfare of their working animals and to take steps to improve the situation. The community decides where it is now, where it wants to go, and makes a plan to reach these goals, based on self-reliance and sharing of power. Most importantly, it breaks the mind-set of dependence on others, so the community acquires the ability to decide its own path.



Empowered local groups will analyse their problems and think of possible solutions according to their own knowledge and understanding. They will examine alternatives that may be suggested by you or your supporting agency, consider the options and then decide what is most appropriate for them.

Your role as a facilitator is to introduce various participatory tools and methodologies to help the community to identify the issues, prioritize them and then discuss and act on the factors responsible for these issues. Special skills needed by a group facilitator or promoter include a clear understanding of the participatory approach, the ability to organize people and a willingness to listen and co-operate closely with others in partnership.

Theory box 1. Some challenges of empowerment

- Animal-owning communities have many problems of their own. A supporting agency's 'mission', 'programme', or 'target' is not necessarily seen as the most important thing or even as particularly relevant to them.
- Participation is not a one-off activity or input into projects. It is a process which evolves over time and whose direction and outcome are not always predictable or manageable.
- Participatory learning approaches enable the community to express their understanding or concerns about problems they consider to be important. The principle is to move the analysis from a problem towards possible solutions. This may sound simple but it can be very challenging to field staff from a supporting agency, who have to match their agency's mission and targets with the often very different concerns of the community.
- As a facilitator, you should bring in your own knowledge or that of an external agency only after the local community and groups have considered various options to deal with the problems that they consider important and have requested supplementary information.
- Action is only worth considering when the benefits of a solution become substantially more than the costs involved. This applies to any type of effort towards self reliance, including sustainable improvement in the welfare of working animals. Therefore it is important to try to ensure that the benefit-to-cost ratio is positive.

Theory box 2. Motivation to improve animal welfare

Animal welfare scientists and practitioners are constantly seeking new ways to motivate animal owners and carers to improve welfare. Different methods of motivation are appropriate for the various circumstances in which animals are kept and used. Here we illustrate some of the differences between externally-generated motivation, such as that found in many animal welfare training, accreditation and prosecution schemes, and the motivation generated internally within groups of animal owners working together to improve welfare.

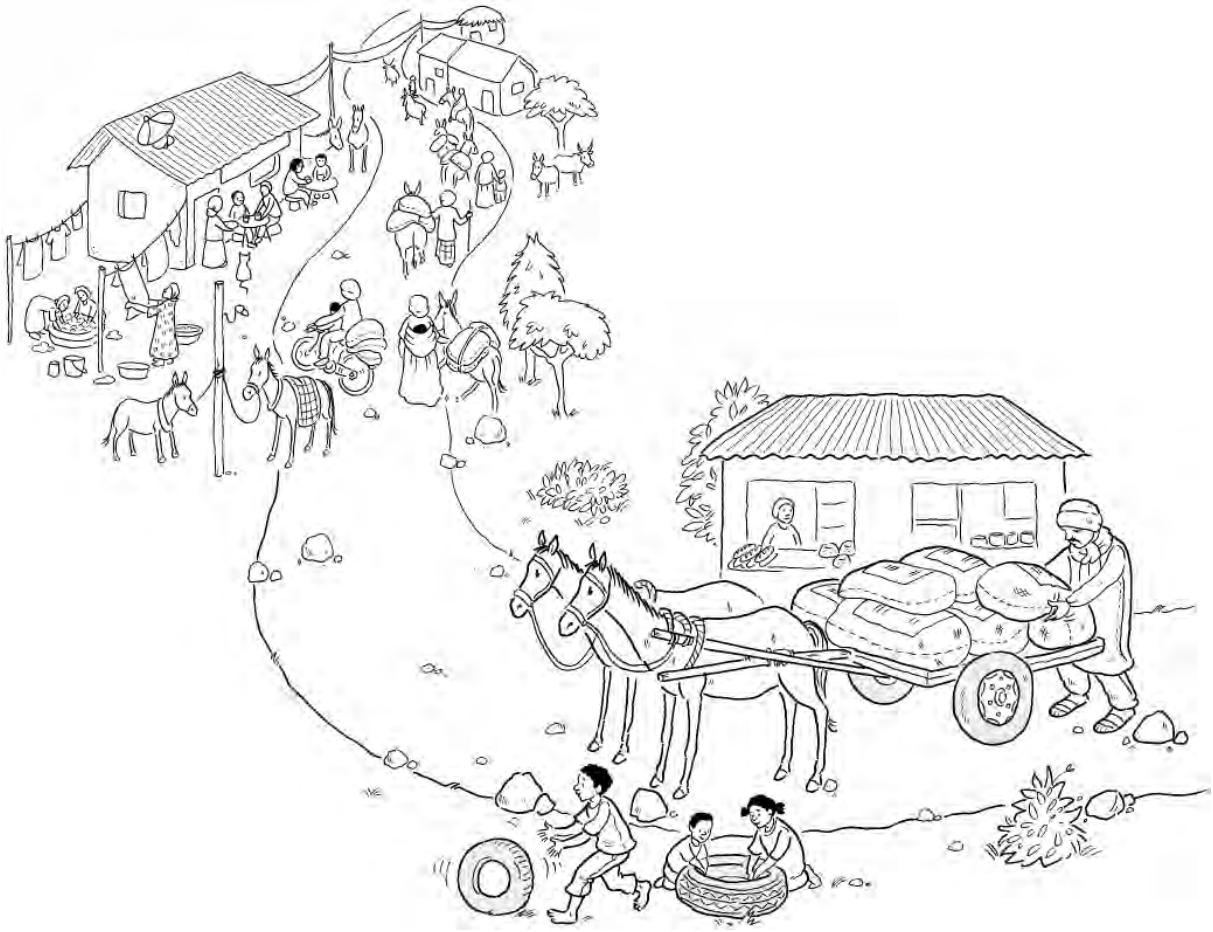
Externally-generated motivation to improve animal welfare	**Equivalent motivation generated internally by community participatory approaches**
Education Animal welfare knowledge is introduced to owners from the outside through teaching, training or reading published materials.	***Sharing knowledge*** Animal owners sit together to share and develop their existing local knowledge through discussion and joint analysis of problems.
Encouragement Trainers and supporting agencies give encouragement and reward for welfare improvement. Incentives may be created with external inputs such as farm subsidies, animal welfare benchmarking, free veterinary treatment, or paying a premium for animal products produced in a welfare-friendly way.	***Peer motivation*** Members of the group encourage each other to attend regular meetings and participate in activities which will help improve animal welfare. A positive competitive spirit develops within the group, with each owner trying to get their animal into a better condition than the others.
Enforcement Quality assurance certification or accreditation schemes exclude farmers whose animals suffer poor welfare, so income from contracts or premium payments is lost, for example. In extreme cases, national or local legislation is used to prosecute animal owners and they are fined or imprisoned as a punishment.	***Peer pressure*** Members of the animal-owning group put social pressure on each other to comply with the agreed rules of the group and to implement action plans for welfare improvement. Fines and penalties for breaking rules or norms are agreed collectively and followed up by the group.

Source: van Dijk, L. and Pritchard, J.C. (2010)

For further reading on Education, Encouragement and Enforcement: Main, D.C.J., Kent, J.P., Wemelsfelder, F., Ofner, E., and Tuyttens, F.A.M. (2003) 'Applications of methods of on-farm welfare assessment', *Animal Welfare* 12, 523–528

PART I

WORKING ANIMALS AND THEIR WELFARE



What you will find in Part I

This part contains an introduction to working animals. In Chapter 1 we look at the animals at work and their relationship of mutual dependency with people, exploring:

- what working animals are.
- why people have working animals.
- how working animals and their owners, families and communities depend on each other.

In Chapter 2 we look at what animal welfare means: the needs and feelings of working animals. We consider the behaviour used by animals to express their needs and feelings, and how to observe and interpret this behaviour in order to hear the 'voice of the animal'.

We also discuss:

- why good welfare is important for working animals;
- what determines their welfare state;
- what can be changed in order to improve their welfare.

How to use Part I

The chapters in this part of the manual are organized as a learning experience. You will need to read them in a place where you can walk around outside and look at animals as they are working. Ideally find a comfortable space, such as a tea stall near a market place where animals are gathered together, or on a street where they pass by regularly. You will then be able to read and do the short written exercises, and also walk around to observe the animals nearby. Each section is laid out in a similar way:

1. A short exercise or a few questions to answer in the spaces provided (or on a separate sheet of paper if you are sharing this book with others). These will stimulate your thinking and draw from your past experience. Some exercises will ask you to walk around, look at animals and make notes of your thoughts and observations.
2. Most exercises then have a picture which illustrates some things to consider in your answers.
3. A statement answers the question and helps you to test your knowledge. You may wish to make extra notes to go with the statement, based on your own experience and observations.

After you have read Part I, you should be able to think about the questions and exercises when you are out in the field and see animals at work. Look at the ways in which they are used by people, how people and their working animals interact with each other and how the interactions affect the animals' welfare. This will help to expand your experience and generate new questions or discussion points when you come to work with the community.

CHAPTER 1

Working animals and the communities who own them

In Chapter 1 you will become familiar with what working animals are, why people have them and how working animals and people depend on each other.

After reading this chapter you will be able to:

- identify what working animals are and what they do;
- recognize how people and animals are connected through their livelihoods and working systems;
- describe why people have responsibilities towards their working animals and what these responsibilities are.

What are working animals and what do they do?

Question 1

Start by looking at the animals around you in the village, market or street. Write down what they are doing. Which ones are working animals and which are not? What do we mean by 'working'?

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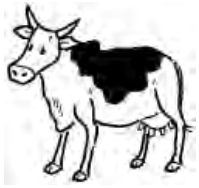

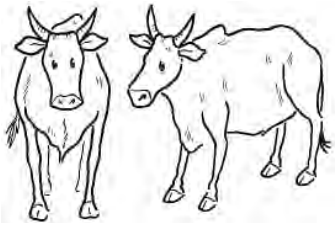

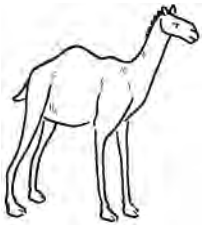

How do working animals contribute to people's lives? How does this differ from the ways in which other livestock benefits people?

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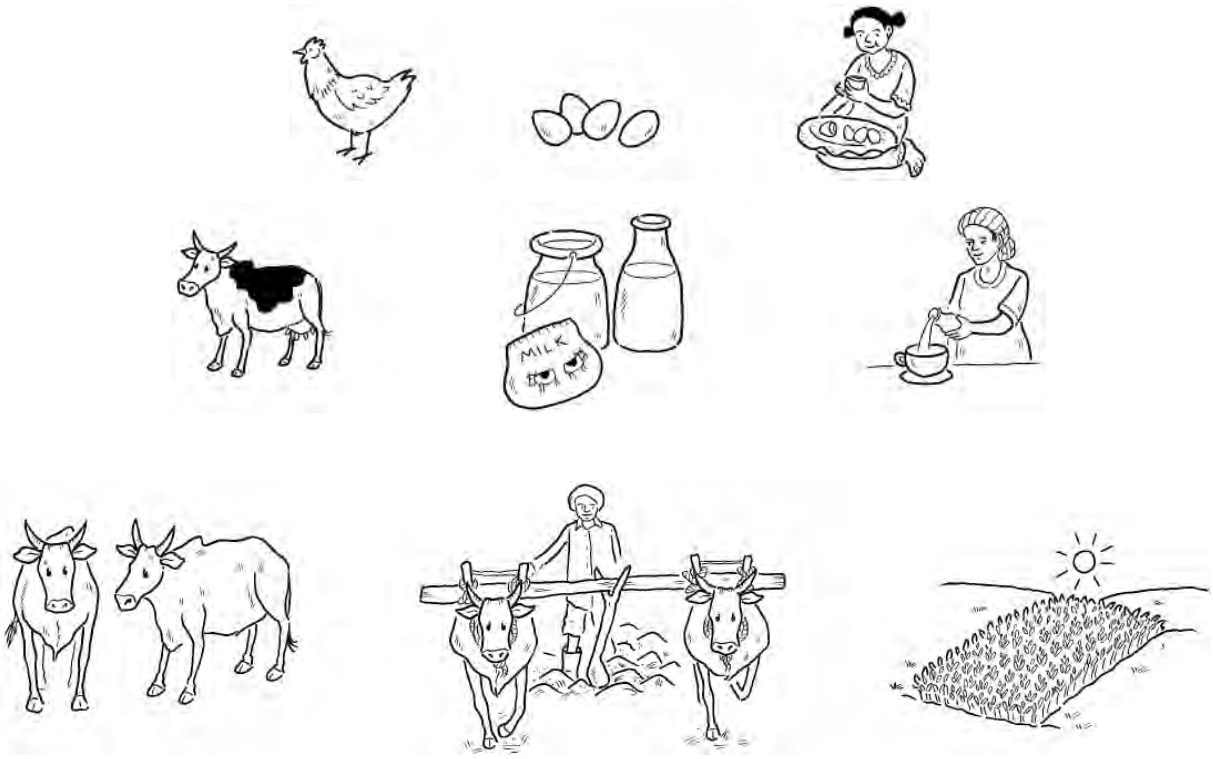

Livestock such as cows, sheep, goats and poultry produce food or fibre to support a livelihood such as milk, meat, eggs or wool. Working animals such as horses, donkeys, camels, bullocks or yaks pull or carry things or people using their energy and body power, by, for example, ploughing and harrowing fields or transporting people and goods. We refer to this use of their body energy for power as their productivity.

Question 2

Look again at the animals nearby and think about other working animals you have seen. What are they pulling and carrying? Ask the people working with them if their animals ever pull or carry anything else.

Pulling	Carrying
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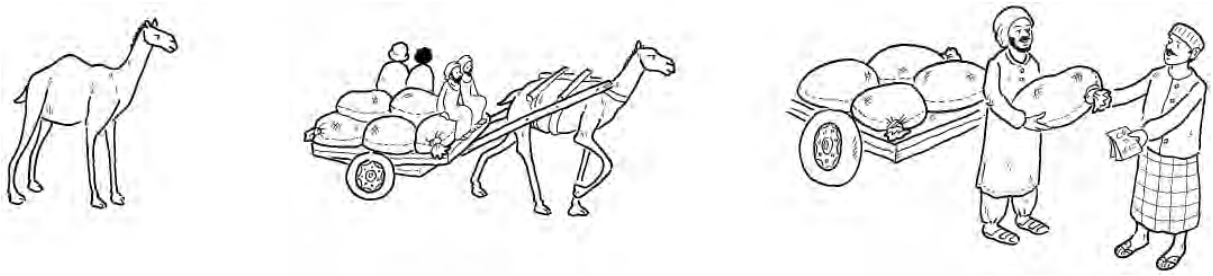

Animals that pull are usually called 'draught' or 'traction' animals. Those which carry various kinds of loads are called 'pack' animals. Some animals do both types of work at different times. As a community facilitator, it will be important for you to find out which types of work are commonly done by working animals in your area, and the local names for the parts of their harnesses, saddles, packs, carts and other equipment.

How do people depend on working animals?

Question 3

Look around you again and think about your answers for Question 2. Describe how the work carried out by draught or pack animal contributes to people's lives. There may be several ways.

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Working animals can help to earn money by transporting people, farm produce, animal feed, construction materials and many other things. They can also benefit families and communities indirectly, for example by relieving the burden of human labour, acting as a cheap alternative to expensive motorized transport or machines, providing social status and even boosting self esteem and happiness.

Question 4

Where people use working animals, what would happen to a family if their working animal was in a poor state and could not work? Would their lives be different if their animal was sick or if they no longer had a working animal? Write down how each family member's life might change. Ask animal owners nearby if they have experienced this situation and how it affected them and their families.

Husband.....

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Wife.....

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Girl child.....

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Boy child.....

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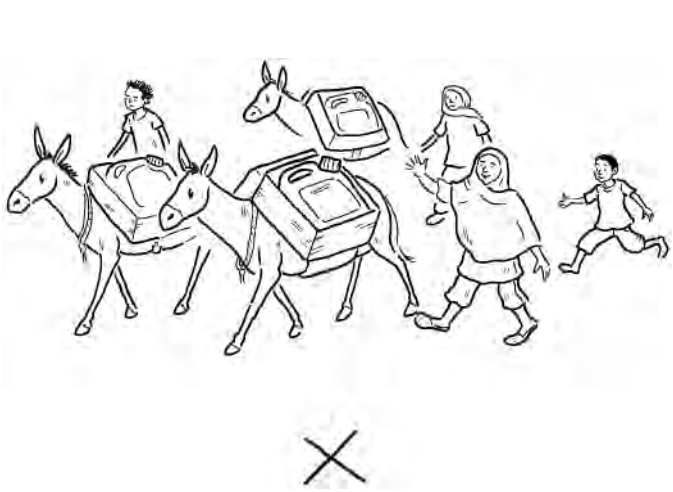

Elderly person.....

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Without a productive working animal, the whole family may have to work harder and longer to fetch and carry water, food, animal fodder, firewood and other goods. What answers were given by the people you talked to? Did their family members have less time to spend on other duties or on resting? Did the family have a lower income? Did they spend more money from the household budget on paying veterinary fees or taking a loan for a new animal? Were they less able to afford important things like children's education, or did their children have to spend their time on household work instead of going to school? Many people rely on their working animals for daily tasks or to help them earn an income.

How do working animals depend on people?

Question 5

Think about the working animals that you have seen. How can they meet their own needs for food and water, shelter and comfort, rest and relaxation, good health and the companionship of other animals? Do they need the help of people to get some of these things? Describe which ones and why.

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Wild or non-domesticated horses, donkeys, cattle and camels carry out natural behaviour to look after themselves. They graze on plants in family groups, travel long distances in search of water and shade, and roll or rub against trees to remove dirt and parasites from their skin. Draught and pack animals work hard for people. This means that they do not have the freedom and time to carry out much of their natural behaviour. Working animals depend on people to get what they need and help them stay in a good, healthy state with enough energy to work productively.

Question 6

Look again at the animals around where you are sitting or walking. Think about the animals' working time and their resting time. Describe who working animals depend upon to stay in a good, healthy state with enough energy to work and be productive for the family. Who gives them feed and water? Who cleans the area where they are kept? Ask someone with an animal about what care it needs and who does it.

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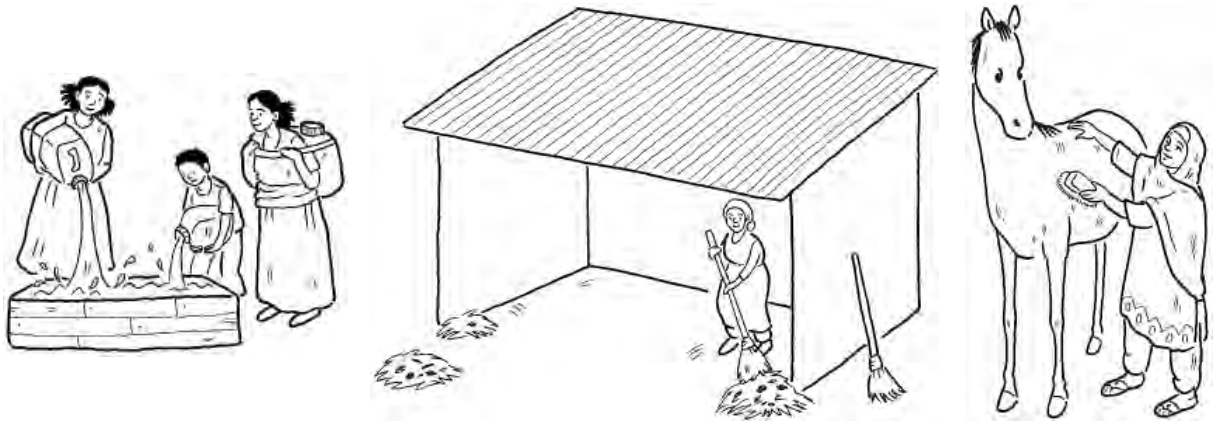

People have control over the lives of working animals. People choose when their animals can eat, drink and sleep, what they can do, where they can go, and which other animals they can meet. People are responsible for their animals' well-being because they use animals for their own benefit and this prevents the animals from looking after themselves.

How are people's lives influenced by the way that they care for their working animals?

Question 7

Watch the owners and users of working animals around you and think about other working animals you have seen. Take some time to consider how people think, react and behave towards working animals and how this can affect the animals' productivity and health. Then fill in the brackets with a plus sign (+) or minus sign (-) to show how the statement after the equals sign (=) was achieved.

- working animal ( ) responsible owner = more healthy and productive animal
- working animal ( ) available water = more dehydrated and unproductive animal
- working animal ( ) clean, dry saddle and harness padding = more comfortable and productive animal

- working animal ( ) veterinary check-up = more healthy and productive animal
- working animal ( ) beating = more painful, sad and unproductive animal
- working animal ( ) grooming = more clean animal which is free from disease and productive
- working animal ( ) shouting = more confused and anxious animal which is less productive
- working animal ( ) nutritious food = more hungry and unproductive animal
- working animal ( ) ability to move around = animal which is more comfortable and can perform some natural behaviours
- working animal ( ) wounds = more painful and unproductive animal
- working animal ( ) companionship of other animals = more comforted and relaxed animal
- working animal ( ) fear = more nervous, unhappy and unproductive animal
- working animal ( ) overgrown, dirty feet = more unhealthy, lame and unproductive animal
- working animal ( ) quiet and comfortable lying area = more rested, relaxed and productive animal

People's reactions and behaviour towards their working animals can have positive or negative effects on the animals' well-being and this affects their productivity. As you continue with the exercises, note down how people's actions influence their animals' health and ability to work.

Question 8

In this exercise, read the first half of the statement then fill in the second half, showing the benefits for (a) animal-owning families, and (b) the working animals themselves.

If working animals were healthier and lived longer:

(a) How would their owners and families benefit? .....

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(b) How would the animals benefit? .....

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If working animals were more productive:

(a) How would their owners and families benefit? .....

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(b) How would the animals benefit? .....

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If working animals were easier to handle:

(a) How would their owners and families benefit? .....

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(b) How would the animals benefit? .....

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If working animals recovered from stress and tiredness more quickly:

(a) How would their owners and families benefit? .....

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(b) How would the animals benefit?.....

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If working animals had fewer injuries and days when they could not work:

(a) How would their owners and families benefit? .....

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(b) How would the animals benefit?.....

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If people cared more about working animals:

(a) How would their owners and families benefit? .....

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(b) How would their animals benefit?.....

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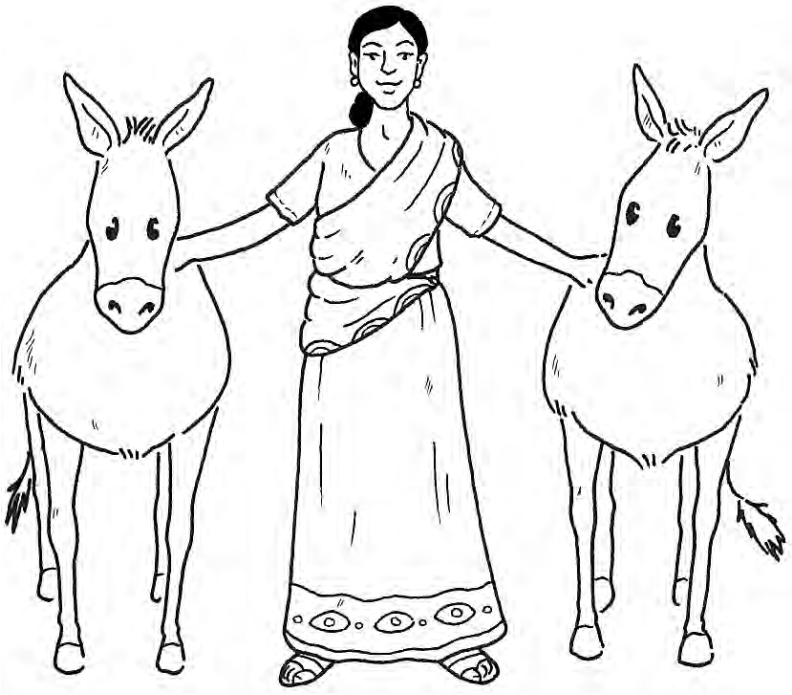
Every harm that people do to working animals, or positive action that they fail to take, can result in a problem for the animal and a loss for the owner and his or her family. An investment in caring for working animals and looking after them better will result in benefits for people and for the family's livelihood, as well as for the animal.

You should now be able to:

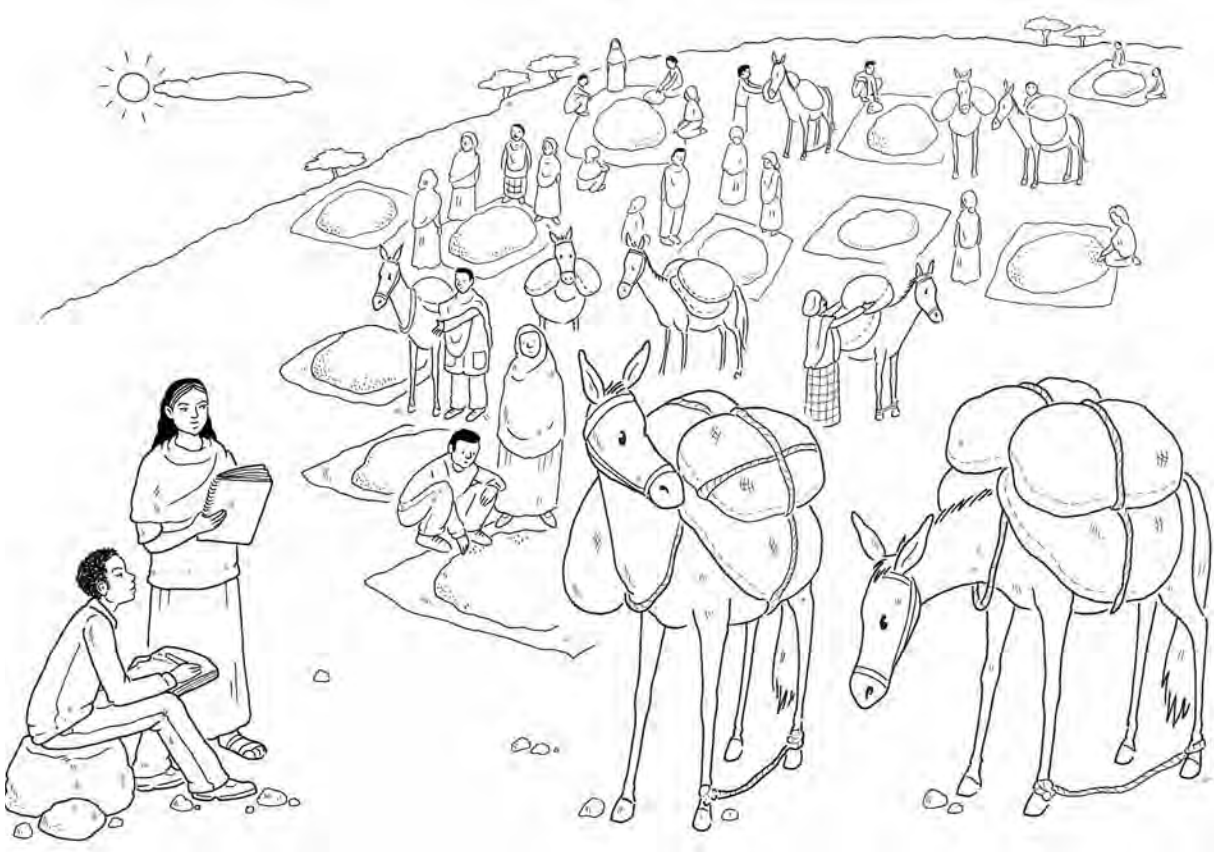
- state how working animals use their energy and power productively to help people;
- explain how wild animals can usually look after themselves, and why working animals are not able to provide themselves with everything they need;
- describe why being used for work prevents working animals from performing the natural behaviours that they would choose, such as grazing, finding water, playing and resting;
- discuss how working animals rely on people to consider their feelings and provide well for their needs;
- give examples of how working animals that are well cared for will be productive and contribute to the lives of the family and the life of the community.



Look after your working animals and they will look after you.

CHAPTER 2

Animal welfare



What you will find in this chapter

This chapter contains an introduction to animal welfare, including:

- what good welfare is;
- how to recognize it by observing animals and their behaviour;
- how welfare is affected by the different factors influencing animals' lives.

The chapter is organized in the same way as Chapter 1: first a question or short exercise to stimulate your thinking and draw from your existing experience, then a picture and a statement which answers the question and helps to test your new knowledge. The principles of animal welfare apply to all kinds of animals, so think about these questions and exercises when you are out in the street or the field and see animals of any species – working animals, farm livestock, pets or wildlife. This will help to expand your experience and generate new questions.

What is animal welfare?

Animal welfare is the term used to explain what animals need and how they feel. It is sometimes called animal well-being, state or quality of life. Animal welfare can be thought of as a continuum: it can be good or bad or somewhere in between. If animals are fit, feel good

and have what they need, they have good welfare. The aim of this manual is to stimulate collective action to improve the welfare of working animals, taking them from whatever state they are currently in towards a better state.

After reading this chapter you will be able to:

- state why observation of animals is important in order to assess what animals need and how they feel;
- observe how animals interact with their environment, resources and people;
- list what 'inputs' are needed in order for working animals to be in a good welfare state at home, during work and during rest periods;
- give examples of how the needs of animals may differ or change according to their living, working and resting environments.

Look out for the theory boxes which will show you more ways to think about animal welfare.

Practise observing working animals

Watching animals closely (observation) is a great way to learn about them. For the next few exercises you will need to spend about one hour in an area where working animals are present. Walk around with this manual or your notebook, looking carefully at the animals and their surroundings.

Question 1

Observe an individual working animal or a group of animals for five to ten minutes. What did you notice about what was happening to the animals and around the animals? Were the things that happened good or bad for them? Were they things that the animals might like or dislike? Write down what you observed about the animals' behaviour and their reactions, including their interaction with people, resources and the environment.

What is happening? .....

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Do you think it is good or bad for the animal? .....

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What is the animal doing? Describe its behaviour and interactions.....

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What else is happening? .....

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Do you think it is good or bad for the animal? .....

.....

What is the animal doing? Describe its behaviour and interactions.....

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Observation can tell you many things about animals, including what they are doing and how they are doing it (animal behaviour). You can also observe how animals are affected by people's behaviour, resources and other things in the environment. Observing animals closely is important because it helps you to assess what animals need and how they feel – and to decide whether their welfare is good or if it could be improved.

What do working animals need?

Question 2

What do working animals need in order to be fit, healthy and productive for the families who own them? List all the things that you can think of.

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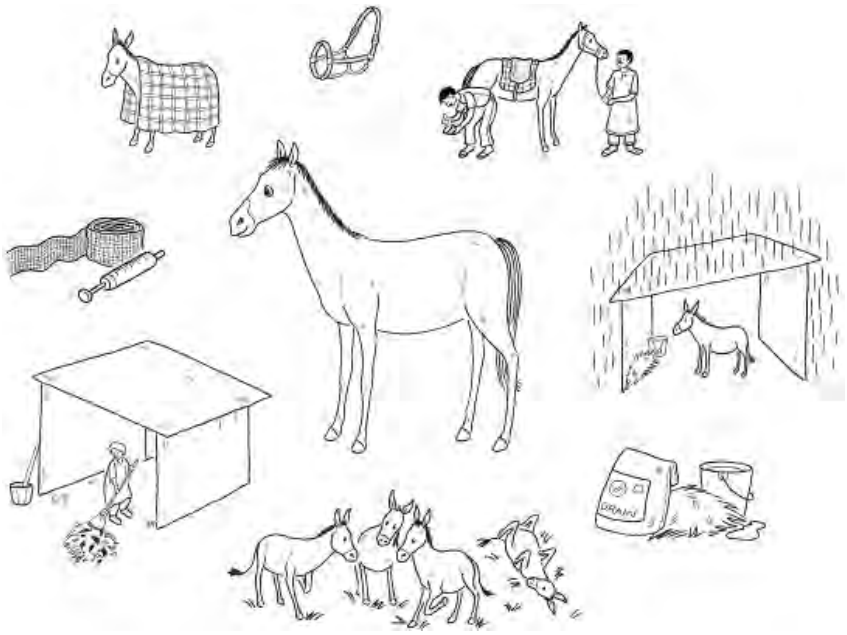
Like people, animals need a variety of things to make sure that they stay healthy, feeling good and working productively. In order to improve animal welfare for the benefit of animals and people, it is important to know what working animals need in order to be fit and to feel good. The theory box on page 24 tells you what animals need for good welfare.

Theory box 3. The welfare needs of working animals



Draught and pack animals use up a lot of energy during a working day. They need adequate access to water and nutritionally balanced food each day, and sufficient time to eat and drink regularly. They need to feel relaxed in order to eat and drink enough to meet their needs. Good food and water give strength and energy, which ensure that animals can stay productive for their owners.

There is a limit to how much work an animal can do each day. If they are forced to do more work than they can mentally and physically manage, they will soon be in a poor welfare state. Enough good rest is another way to ensure that working animals can stay productive.

Working animals are on their feet all day, even when their owners are sitting or resting. If their feet are not looked after well, they will become damaged and painful. Regular foot care will help to keep animals working well for their owners.

Every type of work requires safe equipment to prevent animals from suffering pain and injury; for example carts, harnesses, ploughs and saddles. Equipment should be made with appropriate local materials, be well-fitted to the individual animal and always kept clean and dry.

Good health is an important part of good welfare. Disease influences welfare not only by its effect on the animal's body but also on the animal's mental state and feelings. Good health helps to create mental and physical stability so that the animal can function well in a variety of environmental conditions. Accessible, affordable and available health care and first aid are factors which help an animal to stay free from pain and distress and remain productive.

Good animal husbandry and management involves the provision of resources such as food, water and a clean, dry place to rest. It is also important to provide animals with appropriate handling and humane care during work and rest periods. Both resource provision and calm handling are essential to achieve a lifetime of good welfare. Animals are more likely to work effectively if they are well cared for.

Working animals need to conserve their energy in order to work well each day. If exposed to bad weather they will use up their energy trying to keep warm or cool, making them more prone to exhaustion and disease. They need a well-ventilated, sheltered resting area and protection from rain, sun, wind and extreme temperatures. A comfortable environment will keep animals healthy and working well.

Working animals are often deprived of their natural environment. This includes opportunities for self-care behaviours (such as rolling, running or scratching) and social interaction with other animals of the same kind (such as calling to each other or playing). Animals like to be near other animals and have natural curiosity. They enjoy the opportunity to inspect, manipulate, evaluate and interact with things in their environment and will choose to do this whenever they have the opportunity. It is important to give them an appropriate **physical and social environment** in order that they can feel safe and relaxed, which also helps them to stay productive.

Question 3

Watch some more animals for five to ten minutes. Which things that they need are they getting from their environment or the resources and people around them and which ones are they not getting?

Getting	Not getting
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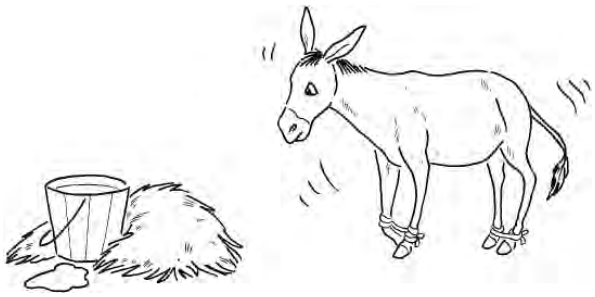
Although people and animals are not the same, they are living beings so have very similar basic needs. What you will need in order to feel good or work productively, a working animal is likely to need too. It is important to try to see the world through the animal's eyes. Think: 'If I was this animal, what would I want or need in this situation to ensure that I was healthy and feeling good?'

Question 4

How can we ensure that animals are getting what they need? Look at the pictures below and answer the question that goes with each one.



Why might it be difficult for this donkey to eat?

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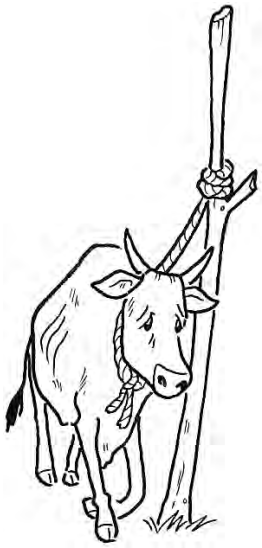

Why might it be difficult for this animal to rest?

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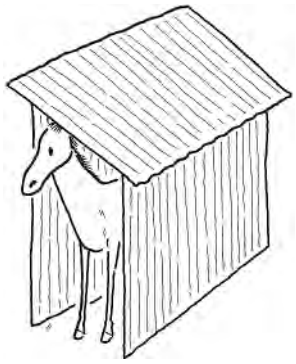

What are some consequences for this horse if it doesn't have enough space?

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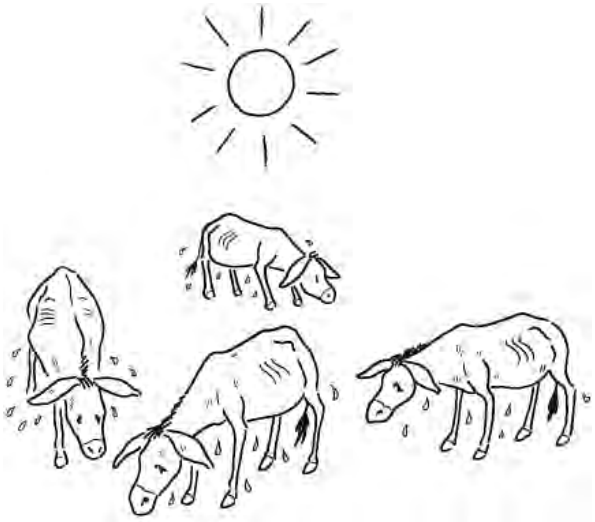

What might happen to these animals if they don't have enough shade?

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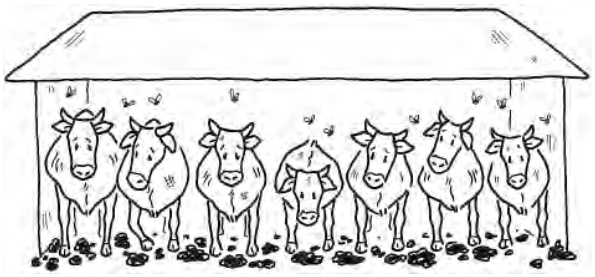

How might these bullocks be exposed to the spread of disease?

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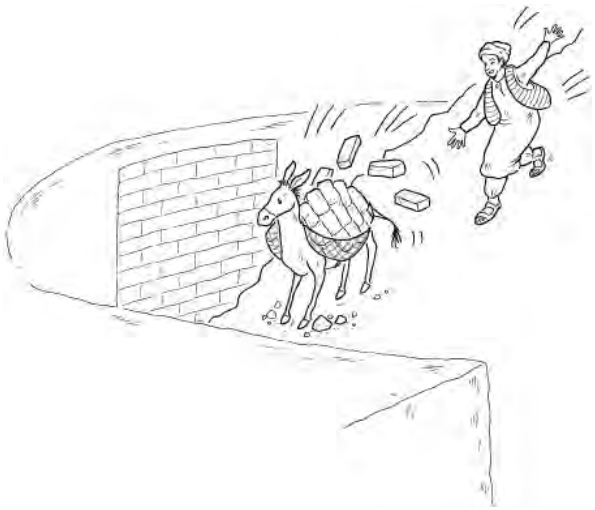

How might this donkey become injured?

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Sometimes people make provisions for their animals, but the animals still cannot meet their needs. For example, people may provide food and water but tie up the animals so they are unable to reach it. Or one animal may have a sore mouth so that even when food is right there, it is unable to eat properly. In order to look after working animals and ensure that they can be productive for their owners, it is important to check that they are benefiting from the resources provided. This is why we try to see things from the animal's point of view. Not only do we ask: 'Is the owner providing inputs or resources?', but also: 'Is the animal really getting what it needs?'.

Question 5

Look again at the animals around you. Can you see any examples where a resource is being provided near to the animal, but the animal is not actually getting what it needs? Write down the reasons for this.

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How do animals feel?

After completing the next set of questions you will know what animals can sense and feel, and also why animals' feelings are important for their welfare.

People and animals are similar in their needs and also in their basic feelings or emotions. They are likely to feel quite like you about things which affect their needs and their daily life. Keep practising trying to see the world through the animal's eyes. Ask yourself: 'If I was this animal, how would I feel about what is happening here? How would I feel about getting this need or not getting it?'

Question 6

Watch another animal for five minutes, preferably one which is with a person. First write down how you think that animal feels about getting or not getting its needs from the surrounding environment.

Needs from environment	Getting them or not?	How might the animal feel?
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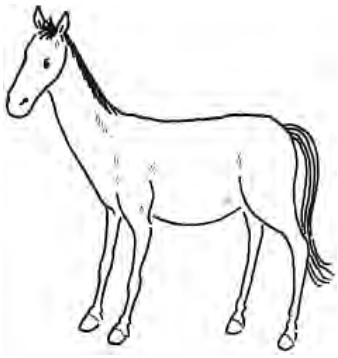

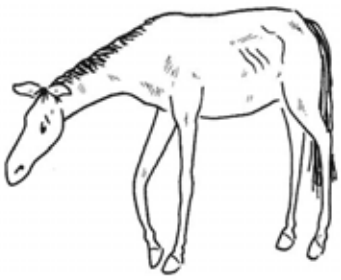

If you were the animal, what (if anything) would you want to avoid in the environment or surrounding area? Why?

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Now consider how the animal feels about its interaction with the person it is with. Think: 'If I was the animal, how would I feel about this person? How would I feel about what they are doing to me, or for me?'

Needs from person?	Getting them or not?	How might the animal feel?
.....	.....	.....
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If you were the animal, what (if anything) would you want the person to stop doing? Why?

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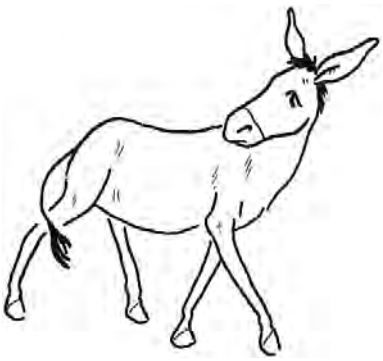

One way to decide whether a person's action towards an animal would make it feel good or bad is to observe **how** the action is being done. Choose your own words which best describe what is happening in the interaction between the person and the animal. For example: gently, firmly, quickly, slowly, unkindly, kindly, hurriedly, maliciously, impatiently, angrily or considerately. This helps you to think of **the way** in which something happens to an animal and whether this would make the animal feel good or bad.

The next step is to think: **why** is the animal getting or not getting its needs? Why is the environment positive or negative for animal welfare? Why is the person acting or not acting in a particular way towards their animal? Why are they providing or not providing a resource? There can be many reasons!

Question 7

Look at your earlier observations. List some reasons why these things happened to the animal. You may want to ask the person who is with the animal, to see if the reasons they give are the same as yours.

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Question 8

Now that you have completed some animal observations, have you thought of any more things that animals need in order to be fit and feel good, which you did not consider before?

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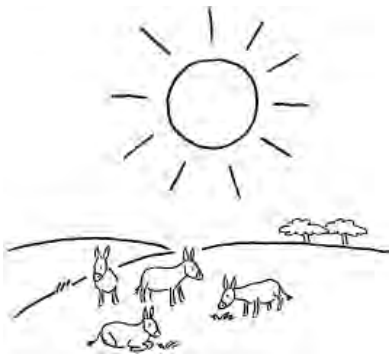

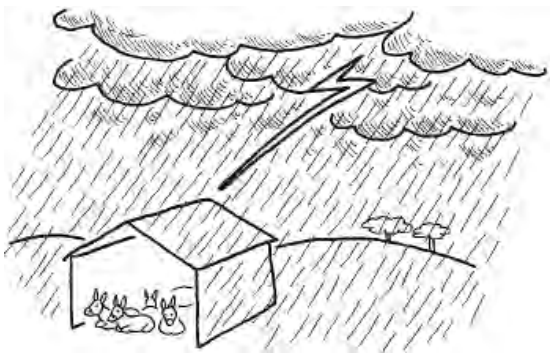

Question 9

Go outside, walk around and have a look at some more working animals in the village, market or street. Observe one of the animals in particular. If it was a wild animal and could choose anything that it wanted to do, what do you think it would naturally choose? Then think about whether, as a working animal, it is being treated in a way that it would choose in the situation that it is in right now. Is it likely to be feeling something that it wants to avoid, such as pain, fear, thirst or heat? Does the animal want something that it doesn't have? Is it deprived of a need, such as food, companionship or the ability to stretch, scratch or rest?

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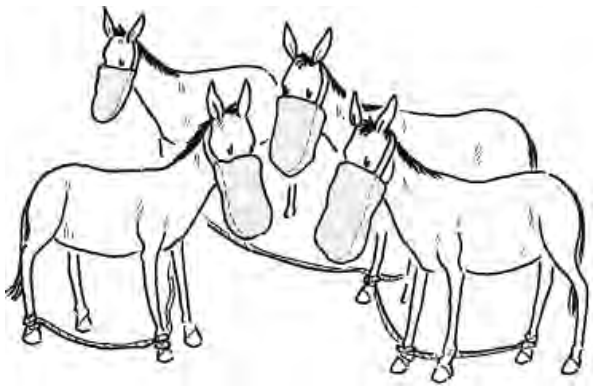

Wild animals have a lot of choices about how they spend their time. Even farm animals can often choose where and when to walk, scratch, eat or lie down. Working animals often have a very restricted and unnatural life. The cart, plough or pack load deprives them of their freedom to interact socially with other animals, explore their environment and behave in the way they would choose to do. The long hours of work put a lot of stress on them; they have little rest and may be overloaded, beaten or roughly handled. People are responsible for the life experiences of working animals.

It is possible for people to help animals to avoid the things they dislike and offer them opportunities to do what they would naturally choose to do.

Question 10

Animals constantly gather information from all their senses (sight, smell, taste, hearing and touch) to inform them about their surroundings. Look at several animals nearby. Who or what in their surroundings are they gathering information about? How are they gathering the information? How can you tell?

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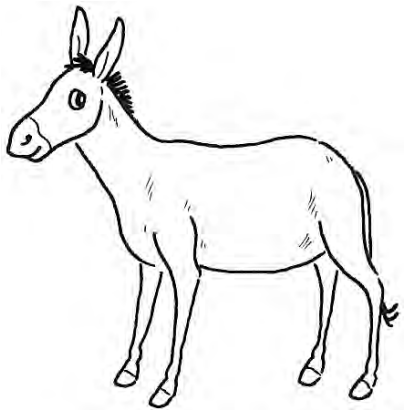

Why might the information be important to them?

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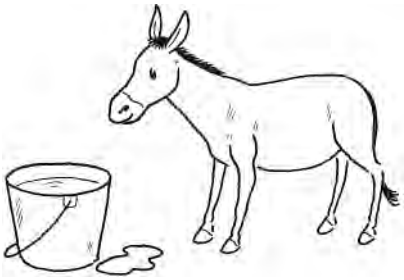
Wild animals use information from their senses to help them find food, water and shelter and to avoid predators. Their first priority is to survive, so they look for changes in their environment and determine what is safe and what is threatening. Domesticated working animals use the same senses to help them stay safe, to live comfortably with other animals and people, and to look after their own needs as much as possible.

Theory box 4. Prey species and animal senses

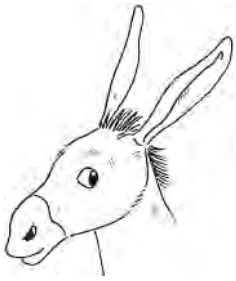
Working animals are all prey species – in the wild they would be hunted and eaten by predator species such as lions and wild dogs. In order to survive and avoid predators, prey species normally live in social groups and have very well-developed senses which inform them about their surroundings. Their senses tell them:

1. What is present in the environment?
2. How much is there?
3. Where is it? ('It' can be anything present in the environment).
4. Is it moving or changing?
5. Is there more or less of it than before?
6. Is it good or bad for them?

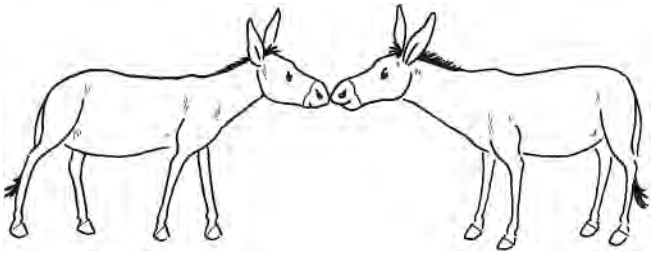
Animal senses:



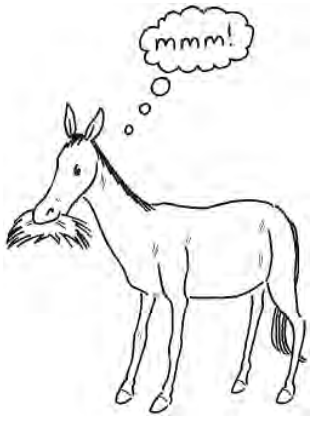
Sight



Hearing



Smell



Taste

Touch

When prey species sense something in their environment which is threatening, they are frightened and want to run away with their group. If working animals cannot run away and do not have a social group to make them feel safer, they may stand very still and stiffly, or may try to defend themselves by kicking or biting. This is normal fear behaviour. By being aware of their natural behaviour, you can find ways to prevent or reduce their fear and help them to feel safe.

Question 11

Spend ten minutes looking again at the working animals near you. How do you know that the information gathered through their senses leads to them having feelings about people, other animals and the environment? List as many clues as you can find that the animals may have feelings, based on what is happening to them or around them. What feelings are they showing and how are they showing them?

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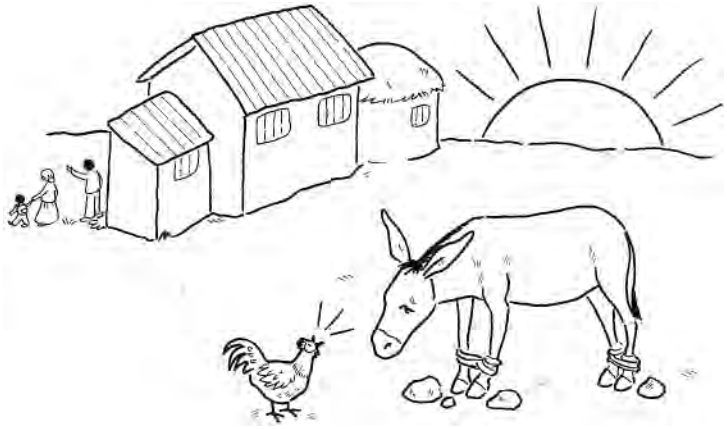


When animals sense or experience things in their surroundings, this generates feelings about their environment and the people or other animals in it. As with people, these feelings can include pleasure, relaxation, fear, anxiety, frustration and many others. In the wild, these feelings cause animals to behave appropriately in order to meet their needs, protect themselves and maximize their chances of survival.

Domesticated animals (including working animals) also have these feelings about their environment, people and other animals. If they can behave appropriately to their feelings, such as eating the food they smell, running away from dangerous sounds or playing and socialising with each other, they will feel good and so their welfare will be good. However, working animals can be vulnerable if their living or working situation does not allow them to react to their feelings. For example they may smell danger but be unable to run away or seek the safety of companions. Or they may see food and be hungry but be unable to reach it. The environment of a working animal can help it to feel good, or can present a challenge, depending upon how the animal is allowed to interact with its surroundings. When working animals are unable to behave or respond appropriately this leads to poor mental or physical welfare: they feel bad.

How can you tell if animals feel good and have what they need?

At this stage you may be wondering how to tell whether a working animal's needs have been met, so that it feels good and can maintain a productive working life. In Question 6 you considered how you would feel if you were the animal, but how does the animal tell you how it really feels?

Animal behaviour is the expression of animal needs and feelings. At the end of this section you will be able to describe what an animal's behaviour can tell you about its feelings and welfare state.

Question 12

How might a working animal behave or react in response to the following situations? What feelings might the animal experience that would cause it to react in the way you described?

(a) Noise?

Reaction/behaviour.....

Feeling that leads to the reaction.....

(b) Being alone, or isolated from other animals of its own kind?

Reaction/behaviour.....

Feeling.....

(c) Seeing familiar people or animals?

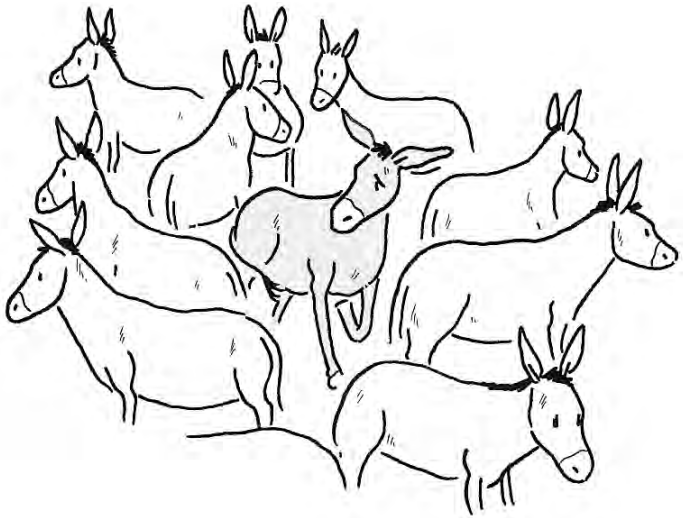
Reaction/behaviour.....

Feeling.....

(d) Seeing unfamiliar people or animals?

Reaction/behaviour.....

Feeling.....



(e) Being handled in a calm, gentle way?

Reaction/behaviour.....

Feeling that leads to the reaction.....

(f) Being handled in a jerky, angry way?

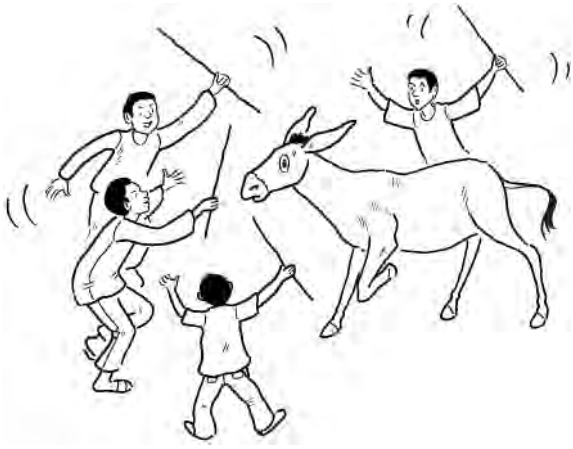
Reaction/behaviour.....

Feeling that leads to the reaction.....

(g) Something frightening coming closer to it

Reaction/behaviour.....

Feeling that leads to the reaction.....



(h) Something frightening staying far away from it?

Reaction/behaviour.....

Feeling that leads to the reaction.....

(i) Travelling to a new location?

Reaction/behaviour.....

Feeling that leads to the reaction.....

(j) Doing a new type of work?

Reaction/behaviour.....

Feeling that leads to the reaction.....

(k) Having cool water to drink on a hot day?

Reaction/behaviour.....

Feeling that leads to the reaction.....

Behaviour is the way in which an animal expresses its feelings. If it feels frightened, it may show this through behaviour such as putting its ears back, standing very still, kicking or trying to run away. This is sometimes called 'body language'. It is important that you can understand from their behaviour what animals are trying to tell you about their feelings. If you recognize that they are feeling bad, you can start to improve their welfare by meeting their needs. When they start to feel better, you will also see this expressed in their behaviour – they will look relaxed with their ears forward and show calm behaviour towards people and other animals.

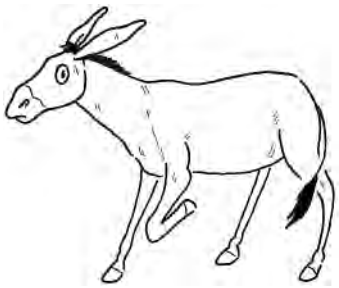
Question 13

Now that you have more information and have started to gain experience of looking at working animals, go outside and observe them for another five to ten minutes. For each animal you see, first write down what the animal is doing, for example, pulling a cart. Then observe how or in what way the animal is doing it. For example, in what way is the donkey carrying the goods or pulling the cart? Add describing words, such as pulling easily, stiffly, comfortably, struggling, stumbling.

What is the animal doing?	How is it doing it?
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

Theory box 5. Listening to the 'voice' of the animal – unwanted behaviour

Working animals can sometimes behave in a way that their owners and users do not like, such as biting, kicking, running away or refusing to move forward. People may say that the animal is being stubborn, aggressive or vicious. Remember that these behaviours are normal – they are the **animal's way** to show how it feels, protect itself and feel safe. They indicate that the animal is not fit or not happy.



It is important to listen to the 'voice of the animal' when it behaves in this way. Encourage the owner to check for injury, illness or disease. Check for discomfort or pain from its harness, pack or other equipment. Check for fear or distress as a result of other animals around it, the environment, a resource issue or a person's behaviour towards the animal. If none of these are present, it may be that the animal does not understand what it is being asked to do. With **kind training, good management and calm handling**, these behaviours will disappear, making life easier for both the animal and the people who work with it.

If you practise looking at **the way** in which animals behave when they experience things in their lives, you will begin to be more aware of the animal's point of view. You will become more sensitive to small changes in the body language and even the facial expressions of animals. Eventually you will find that it comes naturally to interpret what an animal's behaviour tells you about its feelings, and to see the world from the animal's point of view.

What are the signs of good and poor welfare?

You can tell how working animals **feel**, physically and mentally, by looking carefully at physical signs on their bodies and observing their behaviour. After the next set of questions you will be able to identify physical and behavioural signs of good and poor welfare.

Question 14

If an owner understands and provides what his or her animal needs, what signs would you see on the animal's body which indicate good **physical** welfare?

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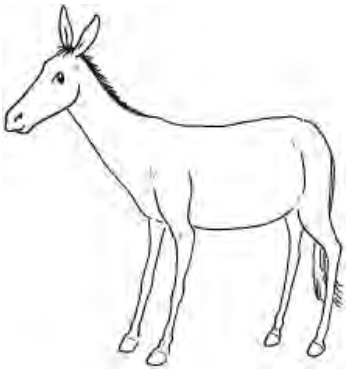

If its owner does not provide what an animal needs, what would you see on its body that indicates poor physical welfare?

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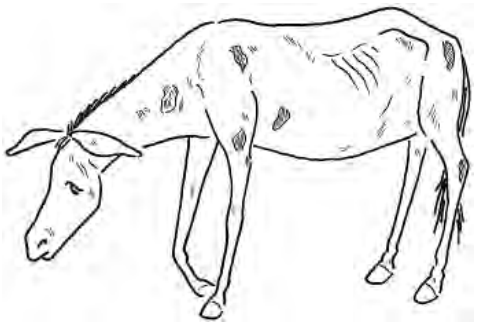

Look around you. What signs of good or poor physical welfare can you see on animals in the market or street? Write them down here.

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An animal that is not fit and healthy will inevitably be suffering from poor welfare. To be fit, the animal needs to have good health and vigour throughout its working life. If welfare problems are prevented and the needs of working animals are met, they are more likely to show positive physical signs, such as good body weight, clean coat and feet, strong movement, energy to interact with the surroundings and willingness to work. They are more likely to feel good. As you saw in Chapter 1, working animals are dependent on people to provide their care. When people no longer provide for their needs or treat them well, working animals become unfit and unhealthy.

Question 15

If its owner understands and provides what a working animal needs, what signs from the animal would indicate good **mental or emotional** welfare?

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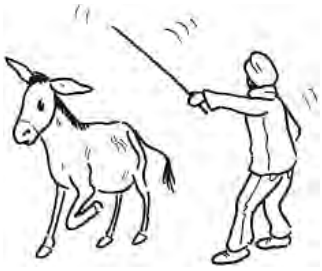
If its owner does not provide what the animal needs, what signs would indicate poor **mental or emotional** welfare?



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Did your answers include examples of behaviour or body language? Remember that behaviour is the way in which the animal expresses how it feels – it is the 'voice' of the animal. Look at the animals nearby again. What signs of good or poor **mental and emotional** welfare can you see? Write them down here.

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An animal which is not mentally calm and happy will also be suffering from poor welfare, even if its body is healthy. Indicators of positive mental and emotional welfare include: alertness, a relaxed posture and facial expression, playing, investigating surroundings and interacting in a friendly way with people and other animals of the same kind.

Like people, animals need to be in both a good physical state and a good mental (or emotional) state in order to feel good. Having either one or the other is not enough for good welfare. To feel good, working animals need to be in good physical condition and have fewer episodes of disease or injury. They also need to experience plenty of positive emotions, and live through fewer negative emotional experiences. If people care about their working animals and provide for their needs (inputs), working animals are more likely to have good feelings such as pleasure, comfort, satisfaction and companionship (positive outputs) and to avoid bad feelings such as frustration, stress, pain, fear, discomfort and loneliness (negative outputs).

Question 16

Animal needs can be thought of as the 'inputs' into the animal – the resources and management practices which help it to achieve good welfare. The signs and indicators of good welfare seen on the animal are the 'outputs'. Which of the animals in the following picture will support its owner's livelihood best? What was it about the animal's needs (inputs) and the signs or indicators seen on the animal (outputs) that led you to this decision?

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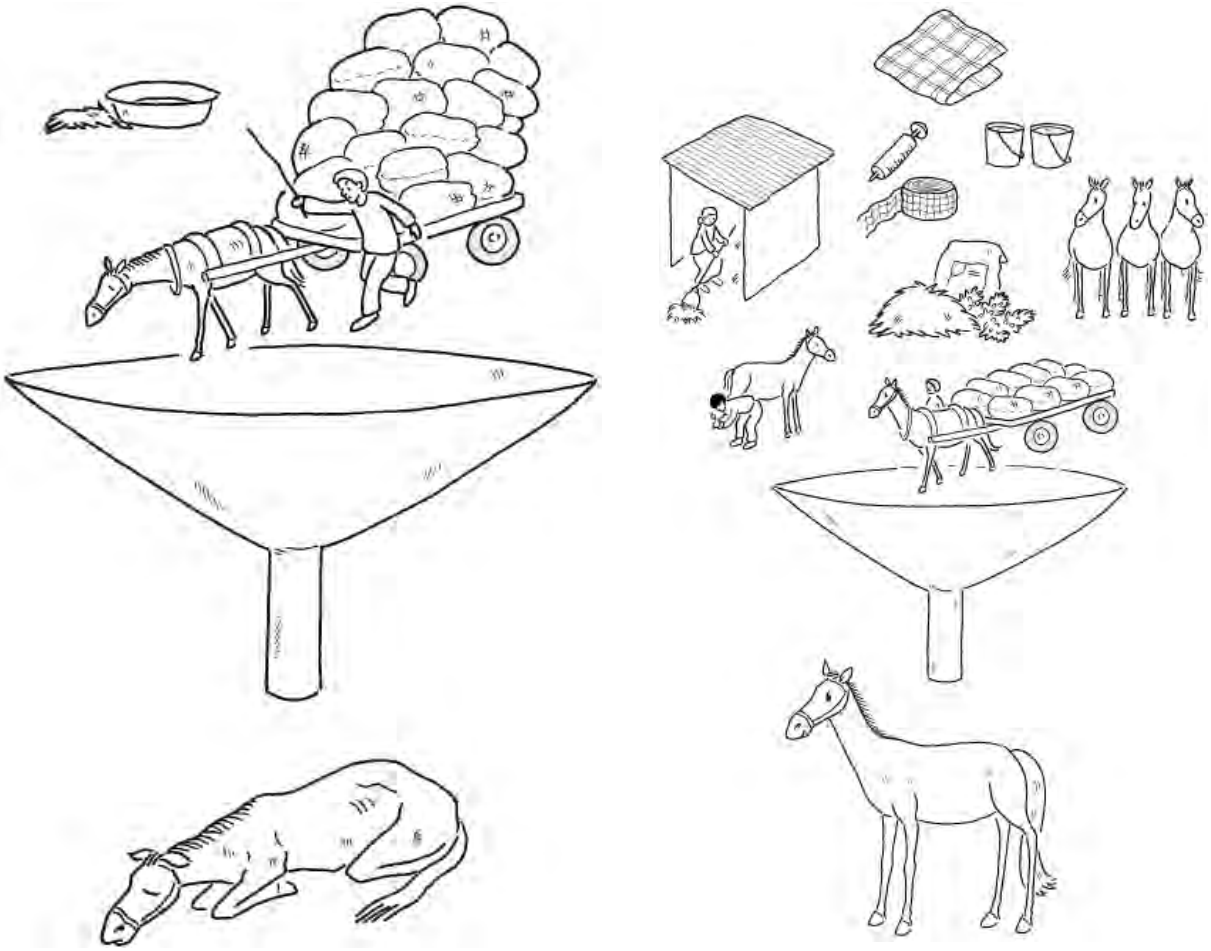

Considering and providing for the animal's needs and feelings as much as possible will help to prevent welfare problems from developing. The most powerful way to improve animal welfare is to prevent problems before they start. Part of your role as an animal welfare facilitator will be helping people to recognize the early signs that an animal feels bad and take action quickly to improve welfare.

Question 17

How much or how many inputs or resources (food, water, rest and all the other animal needs) are necessary for a working animal to have good welfare?

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It is not usually practical or realistic to give a working animal absolutely everything it needs to keep it feeling good all the time, every day, every season, throughout its life. However, the more of the animal's needs that are met and the better its feelings are understood, the better its welfare will be. Increasing good resources and management practices and decreasing poor resources and management practices will make a difference to the animal. Some changes will make an immediate, short-term difference, while others will make a sustainable, long-term difference. All of them are valuable and even small steps are better than no action at all.

Theory box 6. Animal welfare frameworks

Animal welfare can be a complex subject. Several animal welfare scientists have created frameworks for defining and understanding welfare in ways which are simple to understand. As there is no single 'right answer', it is useful to know some of the most common frameworks in order to have different perspectives on animal welfare for your work as a facilitator.

Fit and feeling good

This definition says that an animal has good welfare if it is 'fit and happy' or 'fit and feeling good'. Fitness means that the animal can sustain health and vigour throughout an effective working life. 'Feeling good' recognizes that animals are sentient, in other words they have feelings that matter. We should aim to ensure that they do not suffer and have the positive feelings gained from comfort, companionship and security.

Physical welfare, mental welfare and naturalness

This view of animal welfare emphasizes three components. Like 'fit and feeling good', it recognizes that both physical and mental welfare are important. It also includes 'naturalness': the ability of an animal to do what it would choose to do in a natural or wild state. For example, the opportunity for a working donkey to be still a donkey – grazing, braying, socialising in a herd with other donkeys – rather than just a machine for people's benefit.

Five freedoms

This framework looks at welfare outputs in terms of 'freedoms': ideal situations for animals which we should work towards achieving. Each freedom is then linked to the inputs (resources and management practices) which are needed to reach that freedom.

- *Freedom from hunger and thirst* through ready access to fresh water and a diet to maintain full health and vigour.
- *Freedom from discomfort* by providing an appropriate environment including shelter and a comfortable resting area.
- *Freedom from pain, injury or disease* through prevention or rapid diagnosis and treatment.
- *Freedom to express normal behaviour* by providing sufficient space, proper facilities and company of the animal's own kind.
- *Freedom from fear and distress* by ensuring conditions and treatment which avoid mental suffering.

After you have completed Chapters 1 and 2, see if you can identify how we have used each framework in the exercises.

Further reading

Webster, A.J.F, Main, D.C.J., Whay, H.R. (2004). Welfare assessment: indices from clinical observation. *Animal Welfare 13, S93-98*

Fraser, D., Weary, D.M., Pajor, E. A., Milligan, B.N. (1997). A scientific conception of animal welfare that reflects ethical concerns. *Animal Welfare 6, 187-205*

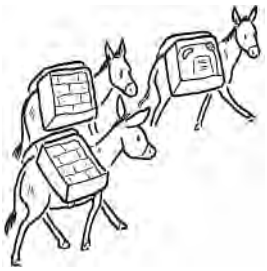
Five Freedoms. (1979). Farm Animal Welfare Council, UK.

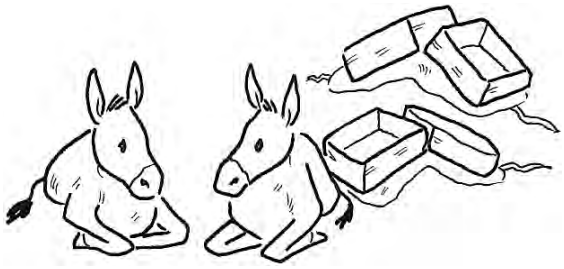
How does welfare change over time and in different situations?

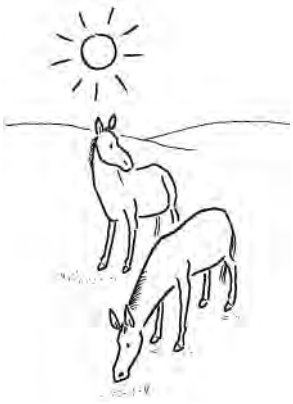
When you have finished the next three questions you will know how animal welfare changes in different situations and over short and long periods of time.

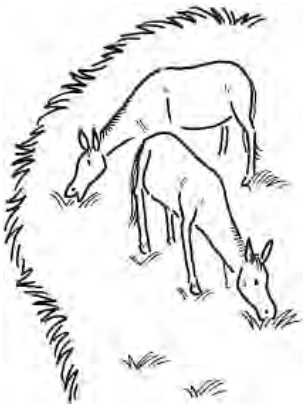
Question 18

Think about the working animals you have observed today and others you have seen or heard about in the past, living in different places and doing different kinds of work. List some environments where animals live and work. How might the needs of animals change in these environments? Would they have different or extra needs in order to stay healthy and productive for their owners?



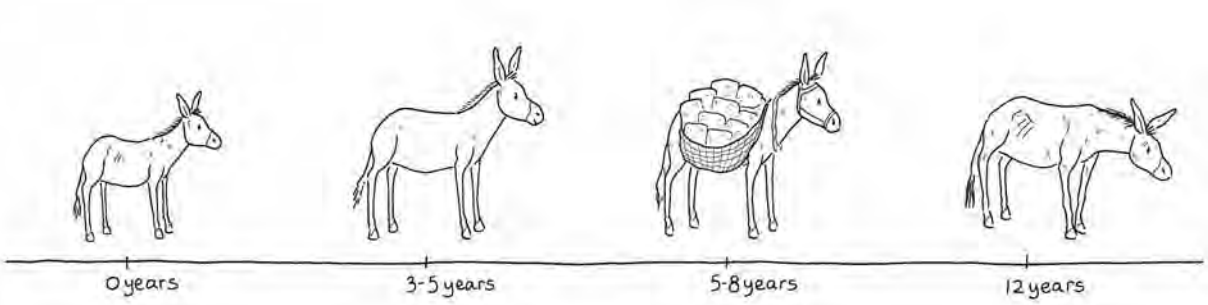






Living or working environment	How this affects animal needs
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

The resources and management practices required in order to meet the needs of working animals may change depending on the situation that they are in at any particular time. During your work as a facilitator, it is important to become familiar with the variety of environments in which animals live, work and rest. You may wish to repeat the exercises above in several places and at different times, so that you can see these different needs for yourself.



Question 19

What are the changes and challenges to the welfare (needs and feelings) of working animals at different stages in their lives? Why do these changes happen? How do their experiences at work and at home affect them as they get older?

.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
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.....	.....	.....	.....

Just like people, animals experience mental and physical changes and challenges during their lifetime. The needs and feelings of animals are likely to change as they reach middle and older age. There are many reasons for this, such as changes in nutritional needs, working ability and the amount of rest or care needed by the animal and actually provided by its owner.

Question 20

Now consider the changes and challenges to working animals' welfare (needs and feelings) that you might expect to see in different seasons during one year. Why do these happen?

Ploughing Season

Harvesting Season

Hiring season

....

....

....

Within a single year, people and their working animals will experience many changes and challenges according to the climate, work load, food availability, income and other livelihood and environmental factors. In different countries and regions there will be different **seasons** or times of change within a livelihood system in one year and these will affect the welfare of working animals.

Question 21

Consider the changes and challenges to the welfare of working animals that can occur during a single working day. Why do these happen?

....

....

....

Within a single day, working animals will experience changes and challenges to their welfare. These will be influenced by their living, working and resting conditions and their health status. They will also depend on the opportunities to experience positive feelings that are provided by their environment and the people and other animals around them.

People understand how their own needs and feelings change as they get older, in different seasons of the year, and during a single day. It is a good rule of thumb that when the needs of animal owners change, the needs and feelings of their working animals will also change. Animal welfare is not a static condition, but a changing, dynamic situation. Your role as a facilitator is to enable animal-owning communities to commit to improving welfare over the course of each day, each season and the lifetime of the animal. This will ensure that their animals live longer and remain productive for the family.

Who knows about and influences the welfare of working animals every day?

After the last two questions you will have learned who knows most about working animal welfare on a day-to-day basis and why this is important to you as a facilitator of animal welfare improvement.

Question 22

What will happen to a working animal if its needs and feelings are not cared for? What will happen to its owner and his or her family?

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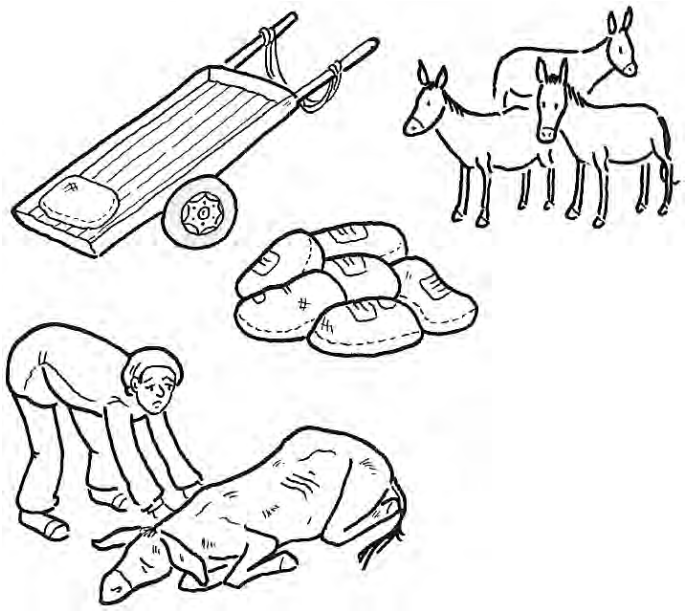

Without good care, animals quickly become sick, weak, unhappy and unproductive. A working animal in a poor welfare state cannot thrive and provide a family with income in the way that a fit and healthy animal does.

Question 23

Who knows the most about a working animal's daily life and about its needs and feelings? Why?

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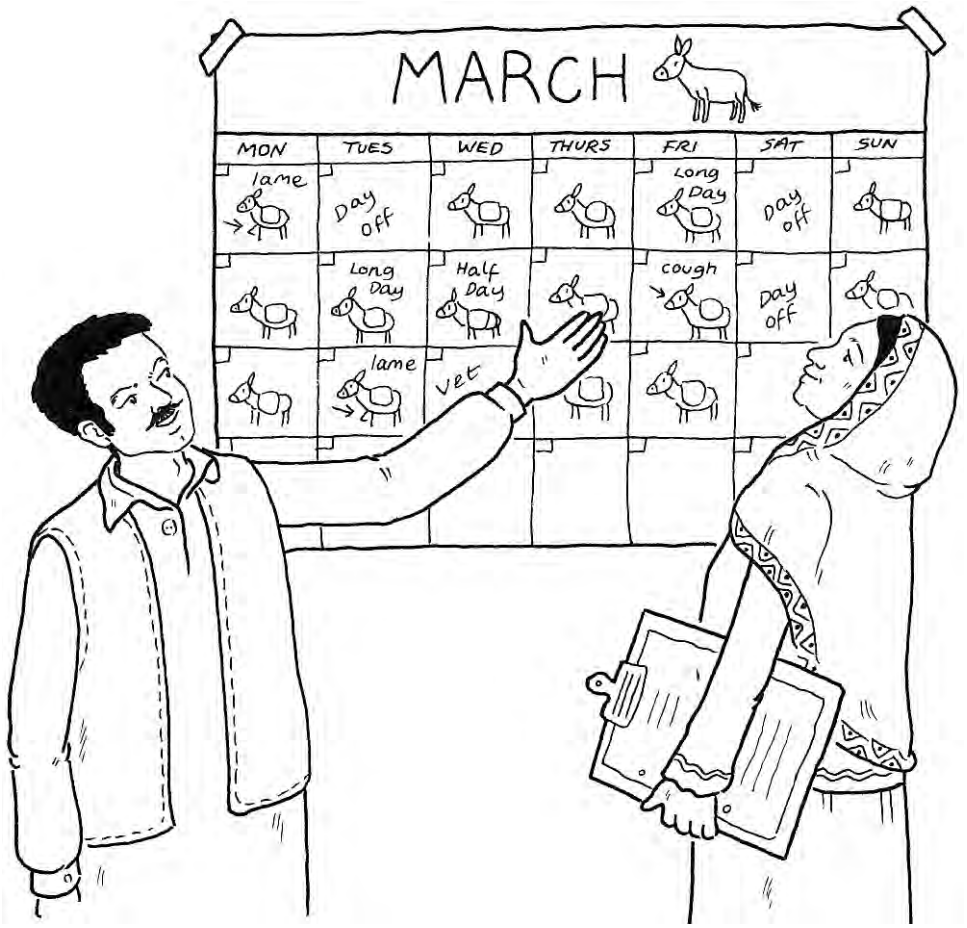


Animal owners and their families are with their animals for long periods of time every day. They know when working and living conditions change for themselves and their animals. They know that when animals are in a poor welfare state they are less productive than when they are fit and happy. As a facilitator, you will not see the daily, seasonal and lifetime changes in animals' needs and feelings which occur within different livelihood systems. Veterinary and animal health workers, harness-makers, farriers and other stakeholders do not have such detailed knowledge either. Animal-owning families are the people who are most familiar with the indicators of physical and mental welfare shown by their own animals. They are the people who can make the biggest difference. With your facilitation, animal owners, users and carers can share their real daily experiences. Then they can use this wealth of experience to plan for collective action to improve the welfare of their working animals.

You should now be able to:

- observe working animals and describe their interactions with people, resources and the environment around them;
- describe the senses of animals and why animal feelings are important;
- list the resources and management practices that working animals need to help them feel good and stay productive;
- recognize signs of good and poor welfare by looking at animals' bodies and behaviour;
- describe how the welfare of working animals can change over time and in different situations;
- explain why it is important to work with animal owners, users and carers in order to improve welfare.

In Part II we will explore in detail how to facilitate groups of animal owners, their families and other stakeholders to improve the welfare of working animals. If you would like to read more about animal welfare before continuing on to Part III, have a look at the further reading and reference list at the back of this manual.

Case study A. Our donkeys live longer now!

Source: Mohamed Hammad, Ahmed El Sharkawy and Amro Hassan, Brooke Egypt, January 2010

In the Helwan region near Cairo, a huge collection of brick kilns produces 200 million red bricks every month. The kilns use over 1500 donkeys and 324 mules to pull brick carts. Brick kiln donkeys have many welfare problems, including dehydration, poor body condition, foot problems and wounds from saddles and from beating. Due to the harsh conditions, their mortality rate is high and many donkeys die young.

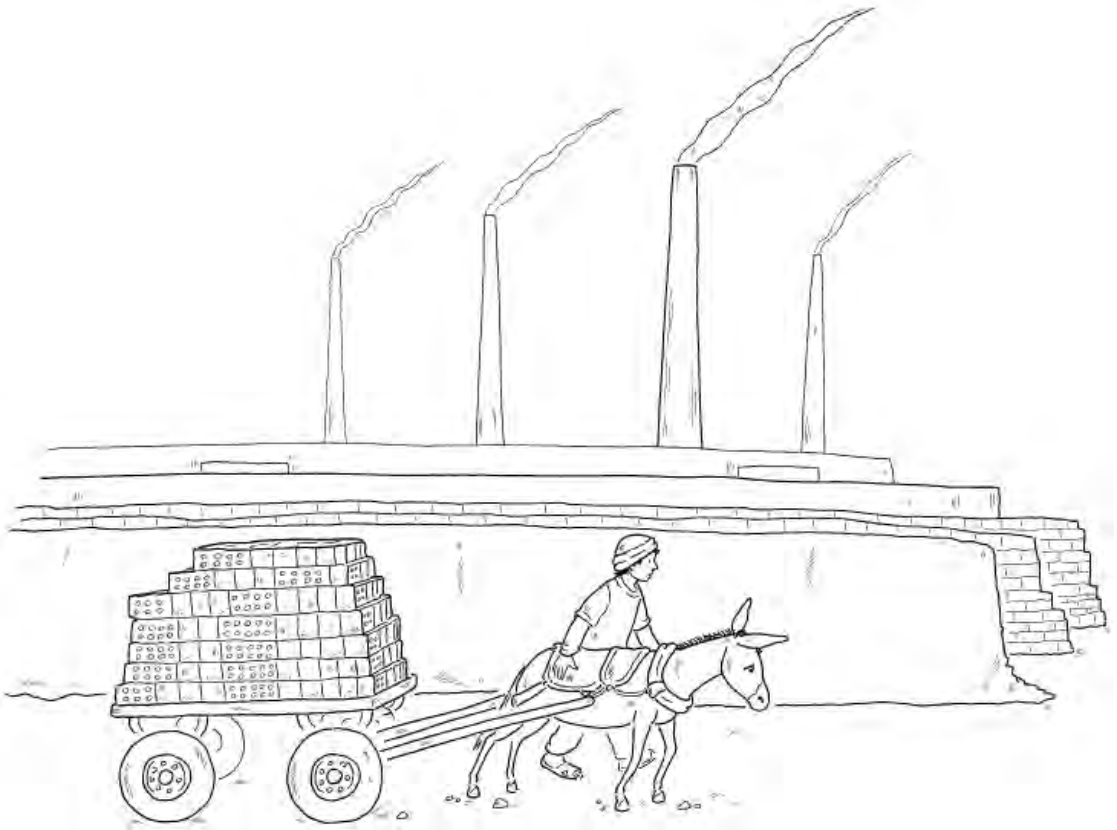
The Brooke's Community Mobile Clinic Team visit Helwan regularly to provide veterinary treatment and organize animal handling and husbandry training for animal caretakers and brick cart drivers, who work with the donkeys and mules on a daily basis. The team also facilitates meetings with the brick kiln owners, to discuss the benefits of looking after working animals well.

In 2003 an assessment of welfare was carried out on a random sample of animals in the brick kilns. Only 17 per cent of the donkeys were aged over 16 years. This welfare assessment was repeated in 2009 and the number of donkeys aged over 16 years had increased to almost 40per cent.

The community mobile team met with several factory and animal owners to find out if they had noticed this change and what they perceived to be the main reasons for it. Brick factory owners recognized that the turnover of working animals had sharply decreased. Now their animals live for longer and produce more income which makes them more valuable. Abdul Satar, a 45-year-old factory owner said 'The longevity of our donkeys has increased through provision of timely treatment and by keeping the stables clean, with water troughs inside'. Another factory owner mentioned that with the help of the mobile team he had improved feeding in the donkeys' peak working season, based on what was available and affordable in the area. He said 'Our donkeys are fed properly throughout the year, no wonder they live longer now!'

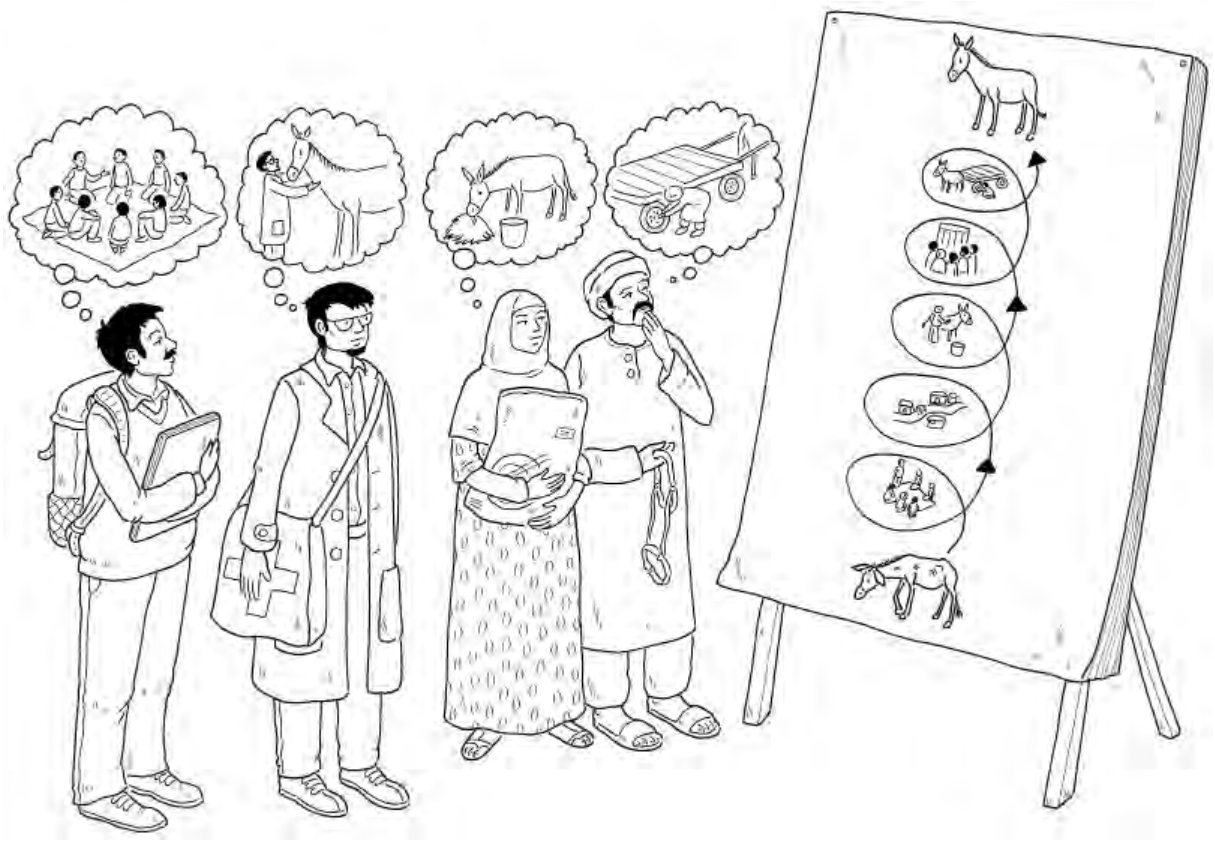
Emad Abo Ghorieb, the 32-year-old owner of several donkeys, explained that water was a problem. In the peak season his donkeys were suffering. He worked out how to provide more water for the donkeys by moving the water source inside the stable, giving more opportunities for the animals to drink. He said 'Right after that I noticed an improvement in my animals' health and felt so happy'.

Over the years these very small adjustments have made a real difference to the welfare of the donkeys, reducing mortality rates and prolonging their lives at the brick kilns.



PART II

IMPLEMENTING ANIMAL WELFARE INTERVENTIONS WITH COMMUNITIES



What you will find in this section

- Chapter 3 explains the types of animal welfare interventions that give lasting results. It describes how to identify the groups of working animals that are most in need of welfare improvement and how to decide which interventions are most appropriate for different groups of animals and owners.
- Chapter 4 contains a step-by-step guide for setting up and facilitating community groups to improve animal welfare.
- Chapter 5 describes methods for outreach and delivering welfare messages to scattered or less accessible populations.

How to use this section

The information in this section is important for planning your work with animal-owning communities. We suggest that you read Chapter 3 and decide which communities to work with and how. Then use Chapter 4 or Chapter 5, depending on which is most relevant to your decision. If you plan to work with several communities in different ways, both chapters will be useful.

CHAPTER 3

Interventions for lasting change

What you will find in this chapter

In this chapter we look at how welfare improvements can be made to last and can be supported by other stakeholders as well as the animal owner and his or her family. We also show you how to use your knowledge about animal welfare developed in Chapters 1 and 2 to plan how you will work with different communities and their animals.

What makes an intervention succeed?

In Chapter 2 we showed that the welfare of an animal is not fixed or static, it is a dynamic, changing situation. Facilitating owners to improve the welfare of working animals to an acceptable level at a certain moment in time does not necessarily mean that long term improvement in their welfare will be maintained. The welfare status of an animal changes daily, seasonally and over its lifetime, as a result of changes in its environment and in its living and working conditions. Any intervention aimed at sustained improvement needs the community to recognize when their animals' welfare is getting worse and to take action quickly.

Theory box 7. Incremental change

Animal welfare improvements are progressive and can be achieved by considering what working animals need and how they feel, then making small changes one after another. These are sometimes known as incremental changes or 'bite-sized chunks'. Welfare is not an all-or-nothing state. There is value to changing the lives of animals for the better, one step at a time.

As a facilitator, how can you help people to decide how much improvement they can make in the welfare of their animals, within the constraints of the resources and time available to them?

Encourage the group of owners to come to a collective agreement on how to define good management practices. Depending upon the local situation and the actual facilities available to them, they can decide what changes they will make and which changes to make first (the tools described in Part 3 will help with this). This usually means making relatively small improvements to the current situation, such as adding one or two good things to the animals' lives and reducing or taking away one or two things which make animals' lives harder.

For example, we have heard many owners say that is difficult to give sufficient space to their animals during rest periods or during the night, because there is not even enough space available for their own family members to rest. In this situation, we encourage the group to decide together on what small improvements can be made and maintained in the real life situation. When these succeed, the process of action and reflection that you are facilitating will generate further incremental steps towards practical, sustainable improvement in animal welfare.

Determinants of welfare

The welfare status of working animals varies depending on a complex range of factors influencing its life. These factors can be called determinants and are presented in the figure below.

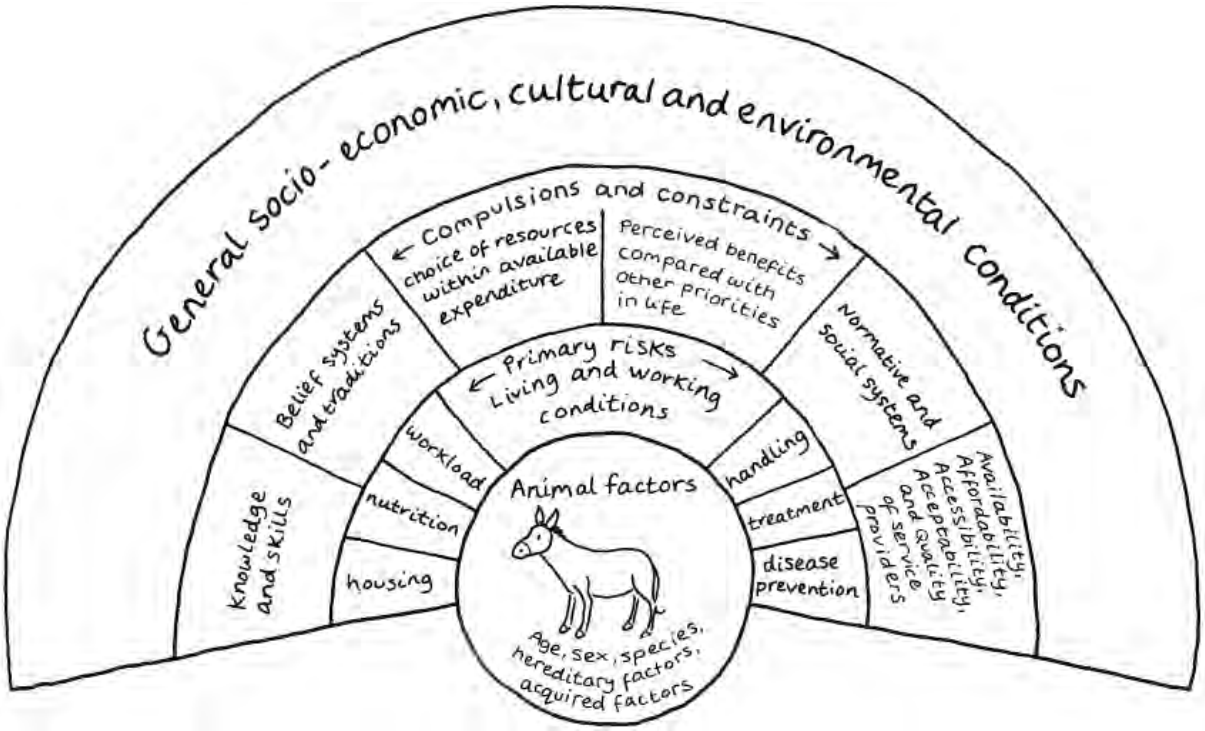


Figure 3.1 Determinants of working animal welfare. Source: van Dijk, L. and Pritchard, J.C., (2010), adapted from Dahlgren and Whitehead, (1991)

At the core of the diagram is the animal itself. Its welfare is partly influenced by 'animal factors' such as its age, sex, species and the features inherited from its parents (for example a particular body shape) or gained during its life up to now (such as fear of people).

Moving outwards, the second layer of the diagram shows the external factors which affect the welfare of the animal directly, on a daily basis. These are its living and working conditions, such as housing, nutrition, workload, handling, disease prevention and treatment.

The third layer shows the factors which influence the animal's living and working conditions and therefore determine its welfare indirectly. These are called compulsions and constraints. They include the knowledge and capacity of the people who deal with the animal, the services available (including animal health services), the resources available in the locality and, among those, the specific resources that owners choose to provide, depending on what they can afford. This layer also contains the belief systems and traditions of the people dealing with the animal, the influence of their peers and social network, their social status and their income level.

The outer layer represents more general socio-economic and environmental factors which have an effect on the third layer. These may include social structures, droughts and floods, mobility patterns, urbanisation, fuel prices and changes in mechanised transport.

Within this diagram, the factors or determinants of animal welfare influence each other within each layer and between one layer and the next. In order to be successful in improving welfare you will need to address several factors at the same time: the animal, the people dealing with the animal and the systems in which they both live and work. Some factors influencing animal welfare are within the owner's control, such as whether it is beaten, or what time of day it is fed. However, many factors cannot be influenced by individual animal owners because they are part of a wider living and working system, or socio-economic system. Only a collective approach by many people at the same time will be able to solve these issues.

For example, in many countries the social status of owners can influence the welfare of their animals. Where people are marginalised from society - such as lower-caste donkey owners in India - this limits their ability to care for their animals because service providers and government officials will not listen to the problems of a single person or family. Unless these owners are able to work collectively to influence others, they are not likely to see any long term welfare improvement in their working donkeys.

Cornerstones of a successful, lasting welfare intervention

The cornerstones of a sustainable intervention for improving the welfare of working animals are shown below:

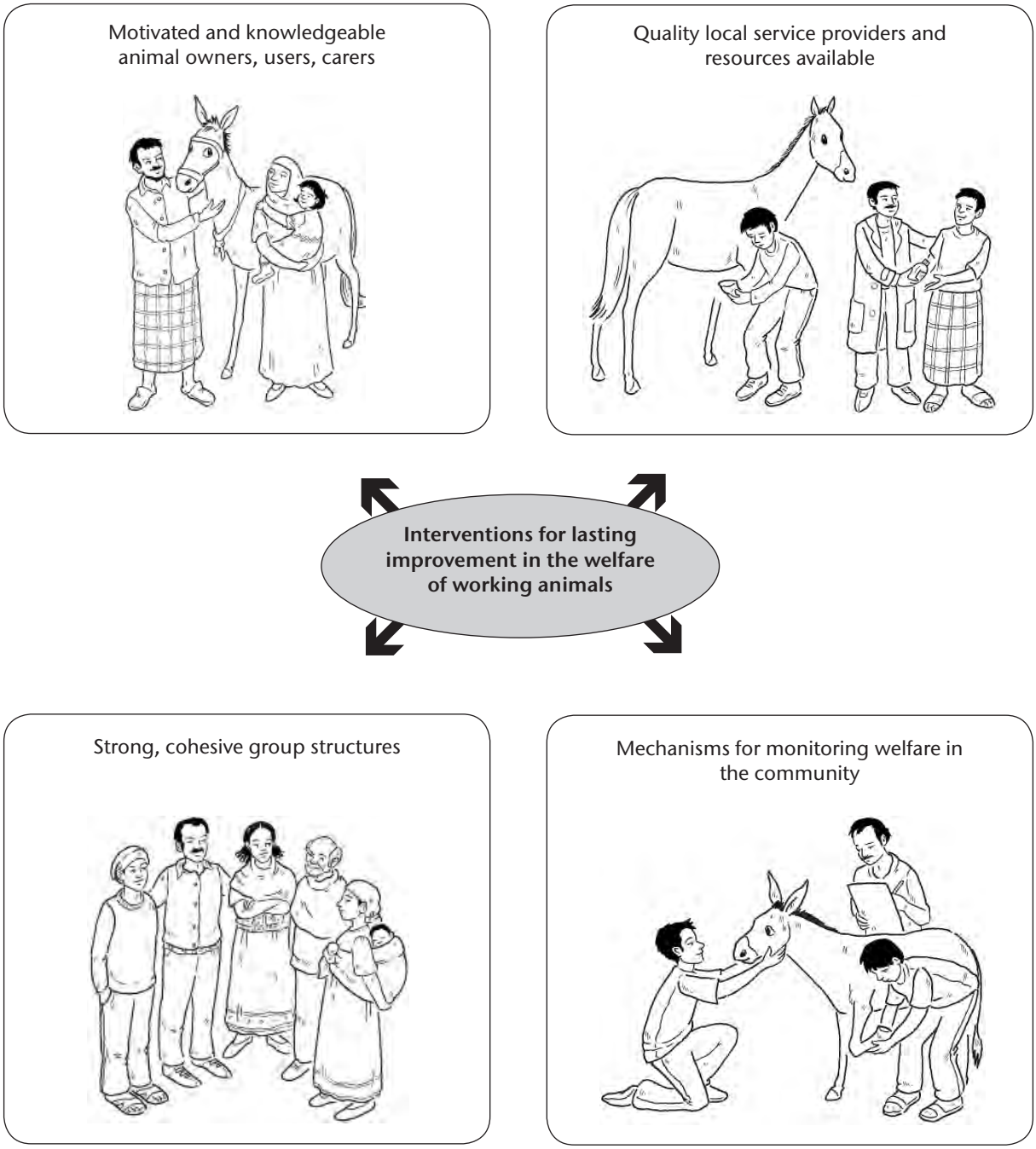
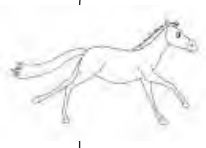


Figure 3.2 Cornerstones of a successful, lasting welfare intervention

Process box 1. Sustainability mapping



The illustration of the cornerstones of a successful lasting welfare intervention (Figure 3.2 above) is an example of a sustainability map. It enables people to visualise the systems, mechanisms, institutions and processes (sometimes called 'results areas') that need to be in place in order to achieve a long-lasting improvement in working animal welfare.

- Community members can develop a sustainability map to identify what they need to do in order to maintain good working animal welfare on their own, without the support of external agencies. This can be used to prepare the community for gradual withdrawal of external support from a community (see Chapter 4, Phase 6).
- Our field managers and community facilitators also find sustainability mapping to be effective for planning their own projects. We have used it during annual planning workshops to explore the specific community engagement situations needed to achieve our objectives of facilitating improved welfare for working animals.

After initial identification of these systems, mechanisms, institutions and processes, the exercise then breaks down each results area into the specific activities needed to achieve sustainability.

Step 1	Ask the group what systems, mechanisms, institutions and processes would need to be in place so that their current animal welfare activities could continue on their own without external facilitation or support. Give the participants coloured cards and ask them to draw or write down their thoughts.
Step 2	Enable them to sort out all these cards into categories and paste them onto a big piece of chart paper.Build consensus within the group by facilitating thorough analysis and debate about what is shown on each card. Based on all participants' contributions, develop common statements about each results area.
Step 3	When results areas are finalised, encourage participants to identify the activities which would be needed to achieve each result area. Ask them to draw or write each activity on the chart under the result area which it contributes to, and discuss the opportunities for carrying out these activities. Enable the group to develop an action plan based on the activities identified.

Sustainability mapping is slightly different from the Vision or Dream mapping that you may have seen in other contexts (Kumar, 2002). In Vision mapping, broad goals are visualised and vision statements are often drawn by participants in the form of pictures. Sustainability mapping is more useful for enabling participants to identify specific results areas and activities and to form a concrete action plan.

Motivated and knowledgeable owners, users and carers

There are several ways in which you can motivate working animal owners, including:

- *Reinforcement of the value of healthier animals*. This can be done by discussing the economic contribution of working animals to their owners' household income, or by comparing the relative longevity, ability to work and cost of veterinary care for animals with good and poor health. To discuss these in detail, use the How to increase the value of my animal tool with owners (see Toolkit 18).
- *Choosing the welfare intervention most preferred by the community* as a starting point, based on what they feel is most important for themselves and their animals. Creating opportunities for animal owners, users and carers to identify and act upon the most pressing issues affecting the welfare of their animals can help to build their active involvement and ownership of the intervention.

- *Peer pressure from other owners* is very useful in creating motivation. This is best achieved through formation of a group for collective action (see below).
- *Competitions*. We have found village animal welfare competitions such as happy donkey competitions, to be very motivating in our work in India, Pakistan and Kenya. In these, animal owners jointly set the criteria for winning animals and judge the competition together. See Chapter 5 for more details and a case study on village-to-village competitions.
- *Use of existing local knowledge and practice*. Many welfare problems identified by the owners can be solved by unlocking and sharing their existing knowledge through discussion. Women usually play a significant role in the care of the working animals at home. They have their own knowledge about animal issues which the men may not realize. For lasting change, women need to be involved in welfare improvement interventions in the most appropriate way, whenever they are involved in the care of animals.

If you are concerned that some existing practices may be causing harm to the animals, discuss this with your fellow facilitators or a local animal health provider. You can then use tools such as Animal welfare practice gap analysis (see Toolkit 21) to explore these problems with the community.

Formation of a strong, cohesive group

Forming a strong and cohesive group is essential to achieving the motivation, knowledge and monitoring mechanisms for mutual learning and peer pressure to improve the lives of working animals. As described in the Introduction to this manual, each group builds their capacity to identify welfare issues and act on them. Co-operation between owners allows the group to do things that its members could not achieve as individuals, such as buying animal feed in bulk and holding service-providers to account for the quality of service they provide. Any form of collective structure to improve animal welfare is likely to be more sustainable than individuals trying to act alone . See Chapter 4, Phase 1: Feeling the pulse, for detailed information on formation of groups.

Mechanisms for monitoring animal welfare status by the community

Improving animal welfare and sustaining this improvement requires people to prevent welfare problems, to recognize any deterioration in welfare at an early stage, and to have the capacity to act in order to reduce the negative impact. If all of these are in place, welfare problems affecting working animals will become less frequent and less extreme. Developing a system where the owners themselves monitor the welfare status of their working animals together on a regular basis is essential in order to make a lasting difference, leading owners to make changes quickly for their animals' benefit. Motivation is also strengthened by peer pressure: the knowledge that others in the group will see the changes made and monitor the welfare of all animals belonging to the group. We describe these mechanisms further in Chapter 4.

Quality local service providers and resources are available

Although animal owners and their families make the biggest long-term difference their animal's lives, other stakeholders or service-providers also play an important role in the welfare of working animals.

As a facilitator, you can help owners to identify the most suitable resources for their animals and help to link them with important service providers who will attend to their animals' needs, such as cart-makers, animal health workers, feed-sellers and medicine shops (see Figure 3.3 below). In some places these service providers are members of the animal-owning community and they may be part of the group, or may be invited to meetings and kept informed about the activities and progress of the group by the members.

TYPES OF SERVICE PROVIDER	EXAMPLES OF HOW THEY MEET THE NEEDS OF WORKING ANIMALS
Saddler and harness-maker	makes, sells and repairs saddles and harness
Feed-Seller	Sources and sells animal feeds, chops and mixes different types of feeds
Farrier or blacksmith	Trims feet, makes and fits shoes
Vet, paravet or animal health technician	Diagnoses and treats sick animals
Community animal health worker	Diagnoses and treats sick animals vaccinates animals, reports disease outbreaks to local authorities
Agrovet or medicine store	Sells animal medicines and equipment advises on what medicine to use

Figure 3.3 Types of service provider and how each one helps to meet the needs of working animals

Theory box 8. AAAAQ of service providers

Local service-providers play an indispensable role in enabling the community to care for their animals. In almost all communities, local service-providers are already available and providing services to working animals to a greater or lesser extent. Examples include farriers (blacksmiths), feed-sellers, cart- and harness-makers and repairers, and health service providers such as government or private vets, Community-based Animal Health Workers or local traditional healers.

There are two fundamental driving forces behind effective and lasting service provision:

- **Demand** The animal owners perceive a need for the services and are therefore willing to seek them out and pay for them.
- **Supply** A service-provider can make a living from providing a service to the people who need and want one.

To be successful, any services should meet the following criteria:

Accessibility The service should be accessible to the local community- this is a key component of sustainability (including an accessible medicine and equipment supply in the case of health service providers). Emergency treatment of working animals requires a fast response.

Availability The service provider needs to be available when required. Flexible working hours are important, such as availability at night and when owners are not working themselves.

Affordability If the community cannot pay, they will not use the service and the service-provider will not be able to continue to provide it. This often includes the flexibility to pay in kind and to get some services on credit. Affordability also depends on how animal owners judge the cost of the service in relation to the skills of the provider.

Acceptability The service-provider is more likely to be accepted by the community if they are actively involved in his or her selection. Examples of acceptance indicators are confidence and trust.

Quality Quality is important in terms of provision of an appropriate, welfare-friendly service to animals. If the community does not value the quality of the service, they will not use it.

Adapted from: Catley, A., Blakeway, S. and Leyland, T. (2002). *Community-based Animal Healthcare: A Practical Guide to Improving Primary Veterinary Services*. BookPower/ITDG Publishing, Rugby, UK.

Case study B. Involvement of key stakeholders in improving animal welfare

Source: Ratnesh Rao, Brooke India, Bijnor, Uttar Pradesh, India, September 2009

Rawati is a village in the Bijnor district of Uttar Pradesh, which has 21 households with 40 horses and donkeys. The animals are engaged in work for brick kilns and potteries during the summer and winter seasons and for the rest of the year they transport other goods and people. Initial contacts by the Brooke India's Bijnor Equine Welfare Unit laid the foundation for an Equine Welfare Group which was formed in July 2008. The group started a monthly collective savings scheme. Loans taken from this have been used for purchase of feed, paying for treatment, buying horses and donkeys, repairing carts and domestic household purposes.

The group recognized that animal-related stakeholders – such as farriers, hair-clippers, feed-sellers, veterinary service-providers and medicine shopkeepers – play an important role in the welfare of their animals. Tools such as Cost-benefit analysis (Toolkit 15) and Pair-wise ranking (Toolkit 8) helped them to analyse the constraints and opportunities relating to their use of the stakeholders' services.

Hashim, the local farrier, was invited to join the group when it was formed. This provided the opportunity for in-depth analysis to improve the quality of horseshoes and reduce the costs of shoeing. The group decided to purchase good shoes from the local market using their savings fund, and also negotiated with Hashim to reduce his charges for members of the group. Hashim charges 60 Indian rupees per horse for a group member and 80 rupees for the same service outside the village. This high quality service at reduced cost has led to more regular shoeing of the animals and fewer hoof problems. Although the price he charges per horse is lower than before, this arrangement benefits Hashim, because people bring their animals for shoeing more regularly and have all four feet shod together instead of one or two at a time.

The hair-clipper was only available far away from the village and a lot of constraints were identified with use of this service to clip the coats and manes of the animals during hot weather. Collective analysis of the problem identified various alternatives. Three group members came forward to start clipping hair, not only for animals belonging to the group but also in other areas as an income-generating activity. They purchased hair-clipping machines by taking loans of 2000 rupees each from the savings fund, charging 50 rupees to clip a group member's horse and 70 rupees for everyone else.

The Equine Welfare Group has also established links with local veterinary service-providers (Raghunath and Suresh), medical stores (Akshay and Vipin Medical Stores) and a cart maker (Shakeel). They negotiated reasonable charges for quality services and mutual trust was built between the service-providers and owners. These links also save time when services are required urgently. Collective action has increased the owners' bargaining ability, self-confidence and the motivation of the group, while collective savings made the services affordable. The group's efforts have been essential to ensure affordable, timely and quality services to the horses and donkeys in their village, not only to improve welfare in the short term but also to assure sustained improvement in the longer term.

Deciding where to work and who to work with: targeting the neediest working animals

However motivated you are, it may not be practical for you or your organization to work with all animal-owning communities in your area. Villages may be geographically scattered in rural areas with few animals in each one, or the population of working animals in peri-urban or urban areas might be too large to cover all at once. Very few organizations have endless funds available, and it is important to target the animals in most need first.

Gathering information about your project area

This information can be collected by direct observation and by talking with animal owners and other community members. It can also be found in district and local government census records, animal health records, reports, surveys, stories, journals, maps and any other useful sources at national and local level.

Useful information to help you to decide which animals are at high risk for poor welfare may include:

About the area

- Number of districts, blocks or woredas in your project area
- Number and name of towns and villages in each block where working animals are kept
- Distance between these places and your project office
- Number of men, women and children in the villages
- Infrastructure and facilities available at different levels (district, block, village)
- Development organizations, private and government agencies already working in the area which may be interested in your work

About the animals

- Number and type of working animals in the area and how they are distributed (dense or scattered)
- Places where working animals congregate for work or to be traded, such as markets, brick kilns and factories
- Types of work carried out by animals in the area
- Their owners' livelihoods, income sources, economic and social status
- Opportunities and facilities available to improve animal welfare

During this process it may be possible to find out about the more common or severe welfare problems already known to be facing working animals, their nature and some of the possible causes or risks underlying them.

It always helps to prepare a simple format for these surveys and observations in advance, so that information can be recorded easily in the field.

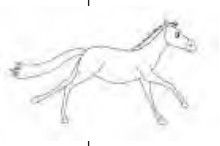
Targeting the neediest animals

To discover where working animals are in greatest need, we recommend that you carry out a targeting exercise with a variety of stakeholders in the region or district. This exercise is based on the information you have gathered as described above, along with the inputs and experience of as many other people as possible, such as animal owners, users, carers and service providers.

Process box 2 below shows the steps for carrying out a targeting exercise. Case Study C illustrates a real example in more detail.

Some animals may do risky, difficult or particularly strenuous work but stay healthy and happy, because they are fit for the job and well managed by their owners. The targeting exercise is a good way for you to prioritise which groups of animals and owners to work with first. If you find out later that some of your early assumptions about animal welfare are not well-founded, you can adjust your priorities and plans in consultation with the animal-owning community.

Process box 2. Targeting exercise to identify welfare risk categories



The first part of this exercise is designed to identify all the different groups of working animals in your region or district, initially based on the types of work they do. Brainstorm with as many stakeholders as possible, to identify discrete groups of working animals in the area.

From the information you have collected about the area and the animals, and any other sources available (such as other projects or publications), decide together on the criteria you will use in order to identify groups of animals at risk of the poorest welfare. Some examples might include:

- size and type of load carried on pack or pulled on cart;
- number of hours the animals work;
- distance travelled each day;
- external environment such as climate or terrain;
- owners' awareness of animal welfare;
- type of livelihood system in which the animal is used;
- economic pressures for using the animal;
- type of equipment used;
- any animal-based welfare information which you already have, such as the amount of lameness, wounds, disease or fearfulness among the animals;
- seasonal variations.

On a large piece of chart paper, draw a long horizontal line and mark one end 'High welfare risk' and the other 'Low welfare risk'. Show the groups of working animals along the scale, by agreeing on the relative risk of each group of animals having welfare problems, compared to the others. Groups of animals doing the same broad type of work, such as carrying packs, may have different levels of risk to welfare. For example, pack donkeys used in a small farming system, carrying vegetables or grain to the market once a week, may be at lower risk for welfare problems than pack donkeys carrying stones from the quarry to building sites on a daily basis. You may choose to place the farm donkeys nearer to the 'Low welfare risk' end of the scale and the stone-carrying donkeys nearer to the 'High welfare risk' end. Continue until all groups of animals are placed on the scale.

List the reasons for your decisions on the same piece of chart paper or record them separately, for future reference.

Divide your scale into three parts: high risk groups of animals, medium risk and low risk.

Case study C. Defining the neediest working animals for a pilot project in Ethiopia

Source: Lisa van Dijk and Brooke Ethiopia, annual planning workshop, July 2008, Addis Ababa, Ethiopia

Ethiopia has over 5 million working animals and most are donkeys used in rural transport and agriculture. A pilot project was initiated by the Brooke in 2008, covering several zones in the Southern National Nationalities and People's Region. Soon after the project teams started to gather information about working animals they faced a dilemma: the number of animals was just too big to reach effectively. For example, in Hadiya zone alone there were over 90,000 working donkeys.

In a planning workshop, the teams focused resources and effort on working with the animals which needed most help, and discussed how these animals would be identified. The workshop included representatives of the animal owners in each woreda. One group of participants started to define the animals working in Shashego woreda and their risks for having poor welfare. First they listed in detail the different groups of animals: pack horses and mules carrying grain to the market, gharry (carriage) horses transporting people, cart donkeys carrying stones from the quarry, cart donkeys carrying water to sell, and female pack donkeys carrying cattle fodder for the homestead. The first list was specific to Shashego and a second list was made for Lemmo.

Then the group asked themselves what factors they could use to decide which animals needed their help the most. They came up with the following list:

- work type, such as transport of goods or people by cart, pack animal, riding animal;
- workload, defined by the group as distance + weight + type of load + duration;
- working environment, including quality of roads and whether the work involved steep paths;
- whether the animal was used by the owner (and family) or hired out;
- whether the animal was working in an urban, peri-urban or rural area;
- owners' source of income: whether working animals provide the primary source of income or whether their owners have other income sources, such as farming;
- number of animals living or working in specific areas;
- number of animals per household;
- effect of the season on the animal and its work;
- number of people depending on the animal, in other words the family size;
- state of the equipment used, such as the gharry (carriage) and saddle;
- the results of a working equine welfare assessment previously carried out in some parts of the woreda.

They wrote each animal group on a card and drew a line on the floor to represent the risk of poor welfare, from low risk on the left to high risk on the right. A discussion followed on where each card fitted the scale, based on the factors above (see figure below). Decisions were based on the personal experience of group members combined with evidence from more formal assessments of animal welfare in the woreda. Participants sorted the animals into three main categories of need: high welfare risk, medium risk and low risk. In Lemmo woreda the animals categorised at high risk were cart donkeys and mules, the horses and mules at the grain market, and cart donkeys carrying stones and water. Animals at medium risk were homestead cart donkeys and garbage-collecting donkeys. The low risk animals were breeding and riding horses, the horse ambulances, and homestead pack donkeys.

This exercise provided Brooke Ethiopia with a basis for agreement on which groups of animals to target with their welfare improvement projects and how this could be done.

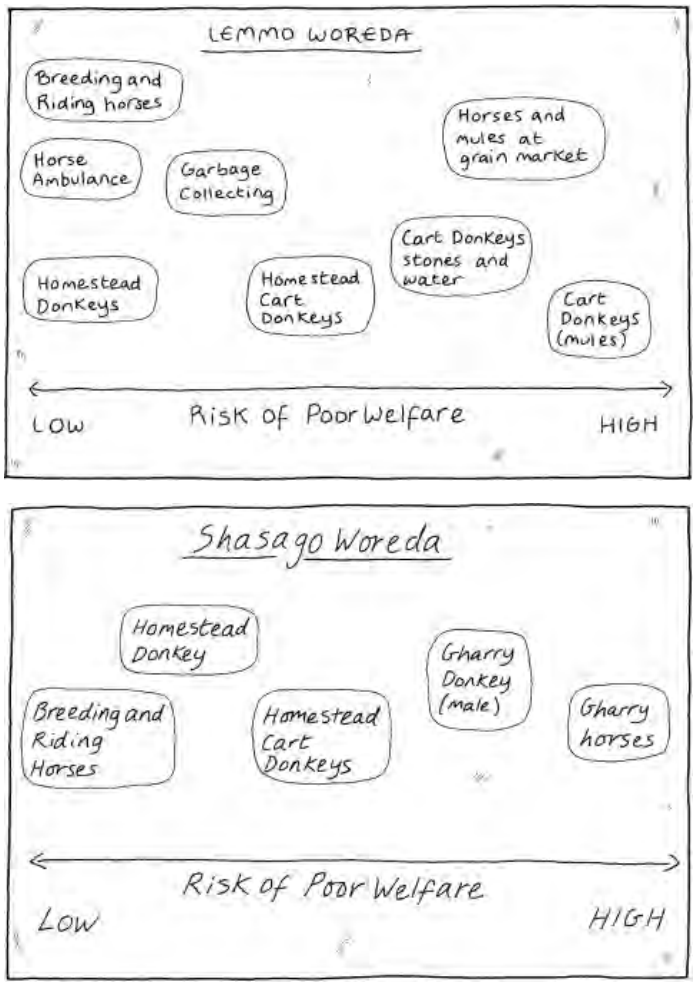


Figure 3.4 Identification of animal groups at risk of poor welfare in Lemmo and Shasego woredas

Deciding how to work: the intervention approach

Now you have identified all the groups of working animals in your project area and divided them into three categories: those at high risk for welfare problems, those at medium risk and those at low risk. The high risk category is likely to contain the neediest animals – the ones that your project may wish to focus on as a priority. This may result in working with fewer animals than if you used the same resources to tackle less severe welfare issues, so the priorities and strategic direction of your organization should be clear when choosing to target the working animals in greatest need.

Using these risk categories as a guide, we have identified three levels of intensity of engagement with animal-owning communities in order to improve the welfare of their working animals. The intensity of involvement with a community depends on the level of risk for poor welfare and the livelihood vulnerability of the animal owners.

The intensive approach

The intensive approach is the most effective way to make major improvements in animal welfare. It is suited to situations where the risks to welfare are high, combined with a high animal density and high vulnerability of the socio-economic or livelihood situation of their owners. One example is the owners and animals working in construction industries, such as brick kilns in India and Egypt. The intensive approach requires you, as the community facilitator, to meet frequently and directly with the community, facilitating them through a process of group formation and collective action to improve welfare. With your support, members of the group work together to:

- improve their own animal husbandry and management and their understanding of animal welfare
- improve the quality, accessibility and availability of existing service providers in their area

The core of this approach is to build the capacity of the animal-owning community to act as a collective for sustainable improvement in the welfare of their working animals. It requires time, effort and commitment from you and the community, although it can show excellent results in return. The steps in this process are described in detail in Chapter 4.

The extensive approach

The extensive approach is used where there are limits or constraints on the ability of you or your organization to work intensively with communities. These may be shortage of time and resources, or difficulty in accessing animals and their owners. This approach involves influencing the target group indirectly, by incorporating animal welfare improvement messages into the work of existing organizations in the area, such as women's groups, religious groups, unions or schools. It also uses mass media, like radio, posters or billboards, to convey animal welfare messages. The extensive approach may be used in areas with high or low animal density. However, welfare messaging is less effective than group formation in changing people's behaviour towards their animals, so it is most suitable for situations where the risks to animal welfare and the livelihood vulnerability of owners are lower. We find that these are usually populations of animals used for less intensive farming or domestic tasks and often located in rural areas. Strategies for the extensive approach are described in more detail in Chapter 5.

The semi-intensive approach

In reality, you will often find that you are unable to work intensively with all of the high-risk animals at the same time, either because your organization does not have the capacity or the animal owners are too scattered to initiate group formation for collective action. The semi-intensive approach is an intermediate approach. It is based on making maximum use of the intensive work that you are doing, by extending some of its effect to animals at high risk for poor welfare living in villages near to your intensive engagement groups. In this approach you meet communities directly as often as you can, but visits will be less frequent than to your intensively engaged villages. The principle of the semi-intensive approach is to create opportunities for cross-learning between animal owners in intensive and semi-intensive groups, such as village-to-village visits and competitions. In addition, semi-intensive communities are *linked with service providers* with whom you are already working in the nearby intensive communities.

Notes on the intervention approach

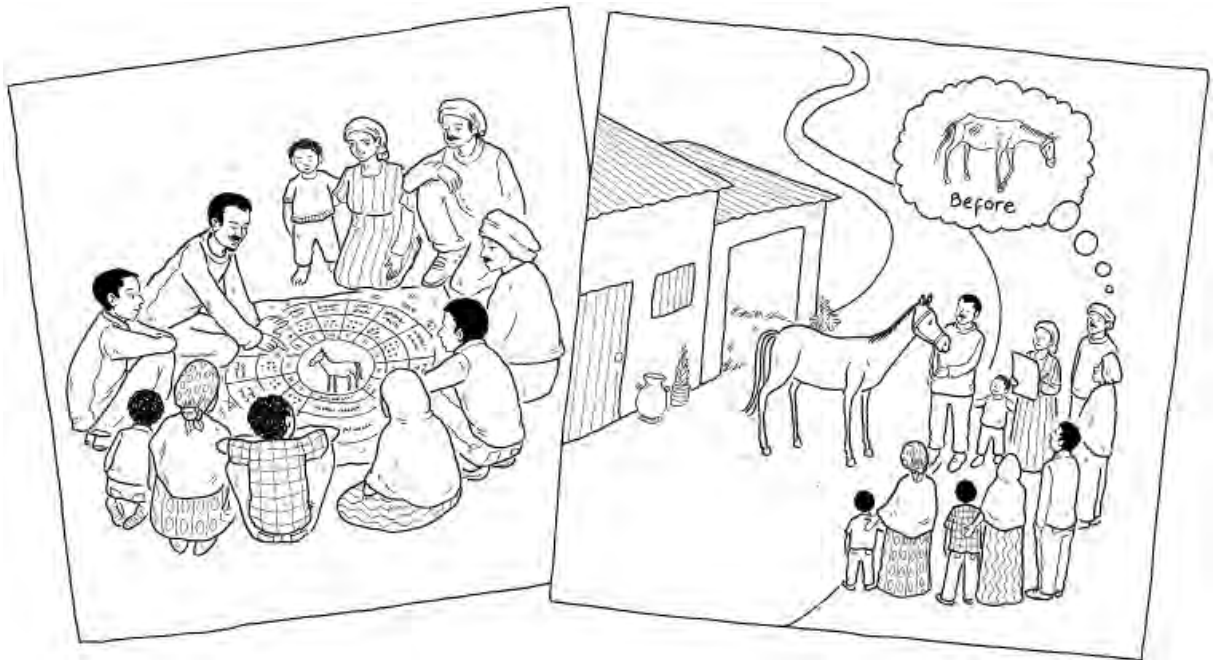
Intensity of engagement is not determined geographically. In one geographical area you can work with different groups of working animals and owners using different intensities of engagement. The approaches can complement each other and are not mutually exclusive. The decision on whether and how to work with a group of animal owners should be based on your best judgement and the strategic direction and capacity of your organization.

These approaches are based on our experience across several countries and in many environments and livelihoods contexts. However, there will always be exceptions. For example, a change in local government policy or its implementation following a mass media campaign may have a significant impact on the welfare of animals in high risk groups. In this case, an extensive, indirect intervention has led to improvement in the welfare of high risk animals.

Despite exceptions, the general rule is that if you want to make the maximum welfare improvement to the animals in most need (or at highest risk of poor welfare), you should try to work intensively with their owners as described above and in Chapter 4.

CHAPTER 4

Facilitation for collective action



What you will find in this chapter

This chapter contains the process for facilitating collective action by animal-owning communities in order to improve the welfare of their working animals. The six phases of this participatory process are summarised, along with their sub-steps. This is followed by a detailed description of each step, its purpose and the recommended process to follow. The new or adapted participatory rural appraisal (PRA) tools which may be useful at each step are signposted. A full explanation of these tools can be found in the Participatory Action Tools for Animal Welfare Toolkit (Part III).

It is not necessary to use all of the suggested PRA tools for each step. Using too many tools or exercises at the beginning may create confusion and bad feeling, which results in gradual loss of interest, low attendance and low participation in meetings. Choose your tools carefully. Remember that your goal as a facilitator is not the completion of particular tools in a particular way, or in a specified order. Your experience of community mobilisation for change will help you to decide which tool to use with the community to stimulate discussion and analysis, depending upon the specific purpose, to create a climate for collective action. If you have little or no previous experience, you should read the introductory materials listed in the references and further reading at the back of the manual, attend a training course and work with a more experienced community facilitator before starting the facilitation process yourself.

The chapter is organized as a practical manual. If you are a less experienced facilitator you can work through the steps in sequence with the community. An experienced facilitator may prefer to adapt the process to his or her own experience and incorporate specific PRA tools for animal welfare change in a more flexible way.

An outline of the whole process of collective action for welfare improvement is shown in the figure below, with each phase and its detailed steps described in the rest of this chapter. The case study on page 67 gives you an overview of the whole process carried out with a real community group.

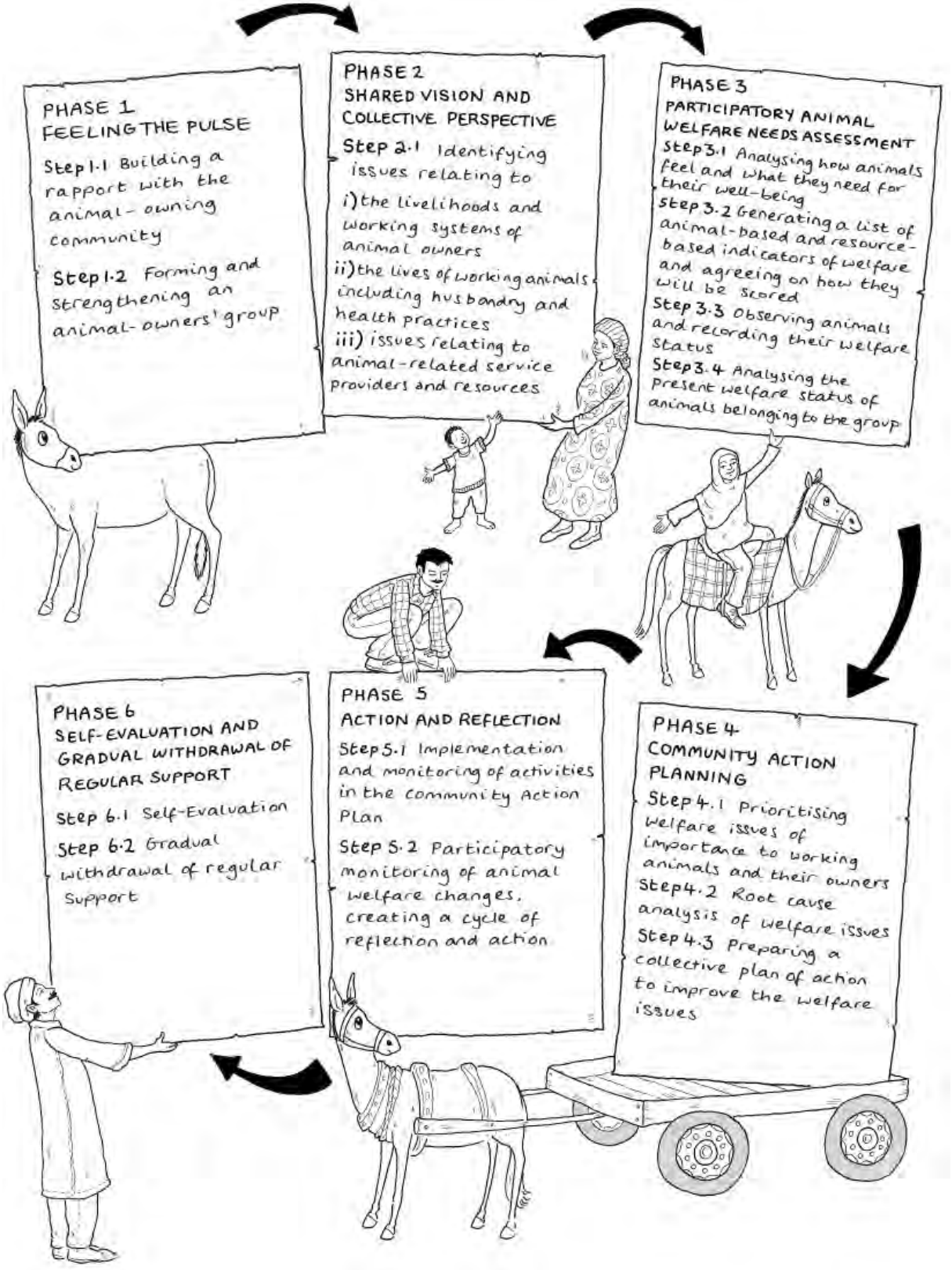


Table 4.1 Overview of the process of facilitation for collective action to improve the welfare of working animals

Case study D. Collective action for improvement of working animal welfare

Source: Anup Singh and Sishupal Singh, Brooke India, Baghpat, Uttar Pradesh, October 2009

In June 2007, Brooke India's Baghpat district equine welfare unit started to work in the village of Galehta in a remote area of Baghpat district, which has about fourteen working horses and six mules owned by a community of potters. The Brooke team's field facilitator, Sishupal Singh, visited the village several times to meet animal owners, the village head and other representatives of the community. A general meeting was held on the 18th of June with all the animal owners, and during this meeting everyone made a commitment to meet regularly every month to analyse their own situation and that of their animals.

First the owners conducted a Mapping exercise (Toolkit T1) where they made a map of their community, identifying the animals in each household and the important community assets in the village, including the tyre repairing shop, medical store, school, post office and the locations of animal-related service-providers. The group used Seasonal analysis (T6) to explore the availability of their labour throughout the year and variations in workload, flow of income, occurrence of common animal diseases and the availability of fodder and feed. November to June was the busiest period, when they earned extra money by working in the brick kilns. Sishupal then introduced the group to a Venn diagram (T3) to analyse the different facilities used in their daily lives, such as the hospital, market, animal feed seller and farrier, and the distance that people had to travel to these, how often they were used and their importance to the villagers. An in-depth analysis of animal diseases was carried out using Matrix ranking (T9) including diseases affecting horses and mules and exploring how their owners get access to services such as veterinary and other animal health providers.

After this period the group had a clear common understanding of the issues which directly or indirectly affected their animals' welfare and their own livelihoods. Some actions were agreed. For example, one day during a group meeting in the first three months of their work together, an owner asked about a disease called *'hiran bayal'* which he had seen in a horse from his relative's village. Sishupal asked about symptoms of the disease, which was identified by the group as tetanus. The group discussed possible implications of this disease if it happened in their own village and used the Animal welfare cost-benefit analysis tool (T15) to talk about how they could prevent their animals from getting tetanus. Sishupal recognized that this was a good opportunity to initiate an entry point activity through collective action to vaccinate all the horses and mules in Galehta against tetanus. Based on their animal welfare cost-benefit analysis the owners took action together. They all contributed money, bought the vaccines from a medical shop and called the local veterinary service provider to vaccinate all of their animals. Everyone realised their collective strength and they were enthusiastic to go ahead with other kinds of collective action for their animals' benefit.

The discussions on the collective contribution of money led to an analysis of the saving and credit opportunities available to group members. During a meeting in January 2008 Sishupal introduced a Credit analysis exercise (T13), through which the owners gained a greater understanding of the losses and benefits they experienced through their existing credit system and the impact that these had on their social status and their animals. Many of them had taken loans from local money lenders, at interest rates of about 5% per month, or 60% per annum. One horse owner, Ilam Chandra, suggested that they form their own self-help group to meet their needs for credit to provide for animals and their own families. Seventeen owners formed a self-help group and each member contributed 100 Indian rupees (Rs.) per month.

The women, who always participated in the village meetings, became interested in forming a women's self-help group. After a few meetings with the men's group members, the women formed their own group with eleven members and started collective savings of Rs. 50 each per month.

As part of their ongoing situational analysis, the men's group went on to look at how they accessed the services of farriers, hair-clippers and cart-repairers. They used the Venn diagram which they had made in a previous meeting, along with Mobility mapping (T2) and Dependency analysis (T12), to analyse all the benefits and challenges of using these service providers. Dependency analysis helped the group to understand the extent of their dependency on each service. This led the group to invite the preferred service providers to their meetings, in order discuss the problems they faced and negotiate better services. Sishupal invited the veterinary doctor to join the group during one of the meetings and help them to discuss diseases such as colic (abdominal pain) and surra (*trypanosomiasis*) in more detail. They used Three pile sorting (T23) to look at the symptoms of each disease, the cause of disease and any preventive measures which could be taken against each one.

By March, the group had experience of successful collective action and though their use of animal-adapted PRA tools the members had a better understanding of their own situation. Sishupal initiated more in-depth analysis of the present animal welfare situation in Galehta, using If I were a horse (T17).

He asked the participants 'If you were a horse, what would you expect from your owner?' The group listed a range of 14 items. Sishupal then asked 'So how far are your horses' expectations fulfilled?' based on their present management practices and according to how much they could afford or make available for their animal. Everyone then discussed reasons for the areas where scores were low.

In their following meeting, in April, Sishupal returned to the If I were a horse exercise, asking 'If the expectations of your horses were not fulfilled, what would be the effect on them?' The group came up with effects such as dehydration, weakness, insects on the skin, a dirty body and no power for work. Then Sishupal asked 'How would you see these on the animal?' Participants listed sixteen different physical and behavioural signs on the animal, including wounds on the back, withers and belly, hoof cracks, swelling of joints, visibility of bones and ribs and degree of alertness.

The following month Sishupal asked the group how they would score or rate their animals based on the physical and behavioural signs or parameters that they had developed in the previous meeting. A big discussion followed, in which each owner felt that his own animal was much better than his neighbours'. Rajpal became so annoyed that he suggested they go and have a look at all the horses and mules in the village. The group decided to visit each animal and score them according to the parameters they had developed. They added five more, relating to the use of service-providers and resources identified during the situational analysis. Together they agreed on a traffic-light scoring system for each of the 21 welfare indicators, using red for poor, orange for medium and green for good.

The group did their first Animal welfare transect walk (T22) over a period of three days. A lot of welfare problems were detected and recorded during this time: dirty eyes, wounds on various parts of the animals' bodies, swelling of knee joints, fearful animals, dirty skin, dirty and foul-smelling hooves, poor quality saddles, signs of firing (branding with hot irons) and badly shaped horseshoes. Taking part in this exercise led some of the owners to realize that their animals were in poor condition and they took immediate action to improve this.

In the meeting that followed, the traffic light chart was analysed and Sishupal initiated an Animal welfare cause and effect diagram (T26) to identify the root causes of the welfare issues, one after another. This exercise helped all of the group members to recognize the seriousness and the cause of each issue. For example, they realized that cart balance and overloading were contributing to wounds on different parts of the body. They decided to develop an action plan based on the situational analysis and root cause analysis for their priority animal welfare problems. For each welfare issue affecting their horses and mules, owners identified the activities that would be carried out, who would be responsible for doing them and who would monitor them, as well as a time-line for doing this. They also agreed to record everything they did properly on chart paper. After three months of implementing their action plan, the group repeated the Animal welfare transect walk with Sishupal and recorded their findings on the traffic light chart. They analysed the chart and adjusted their action plan according to the findings.

In August 2009, one year after forming their animal welfare action plan, another meeting was organized by the group members to review the past year. They used the Before-and-after analysis exercise (T11) to understand the changes that they had made, and identify areas for further improvement in the village action plan. They also compared the Animal welfare transect walk traffic light charts which they had filled out on four occasions. Looking at the changes over time showed that they had brought about a significant improvement in animal welfare. Overloading was fully controlled, there were fewer wounds despite a hard season of work and the occurrence of disease was reduced to a great extent. They also identified that the welfare of their animals had not been stable: over the year it was influenced by the season because specific causal factors occurred at particular times of year. This information enabled them to plan ahead for the future. As well as positive changes in the lives of their animals, the group recognized that animal welfare improvement had had a beneficial effect on the lives of all the animal owners and their families in Galehta.

In their October meeting the group of owners decided to hold a regular competition to reward the owner whose animal's welfare status had improved the most. They discussed this with Sishupal and refined the monitoring system to use numerical scores for each welfare issue, instead of the traffic light signals. This enabled them to measure smaller changes in their animals' physical and behavioural signs or indicators, and to agree at each meeting which member had made the most improvement. With a regular chance to increase their own status in the village by winning the competition, animal owners worked even harder to implement their action plan and reduce any signs of poor welfare on their horses and mules.

By this stage the Galehta self-help group was making its own decisions and seeing positive changes in animal welfare at every meeting. Together the participants identified what would need to be in place for them to be able to continue without Sishupal's help, and the indicators which would tell them when they were ready. Using these indicators they have prepared a plan of action to enable Sishupal to withdraw his regular support. Now, by mutual agreement, the Baghpat district equine welfare team's visits will be gradually reduced, until Sishupal only goes to Galehta when he is really needed and just occasionally, by invitation of the group, to join a monthly meeting and celebrate success.

How long does the process take and when will you start to see improvement in the welfare of the animals? We have seen small positive changes in welfare right from the start of Phase 1 'Feeling the pulse' and Phase 2 'Shared vision and collective perspective'. More substantial improvements can be seen from Phase 3 'Participatory animal welfare needs assessment' onwards. In this phase the group starts to assess the welfare of their own working animals and develops concrete action plans for change. This is a direct result of your capacity-building of the group the first two Phases, so it is essential to stick with the process in the early stages – even if changes appear to be small – in order to reap much larger benefits for the animals later on.

Having facilitated this process with many different animal-owning groups and in different contexts, we estimate that it will take about 36 months to go through the whole process with a particular community group (although of course you may be working with several groups simultaneously during this time). Phase 1 'Feeling the pulse', and Phase 2 'Shared vision and collective perspective' will take approximately six months. The group will have developed their community action plan as part of Phase 3 by the end of the first year. In the following 18 months (up to abut 30 months of intervention) the group will build its capacity through the implementation of the action plan and through the 'Action and reflection' cycle (Phase 4). A progress review can take place midway, after 18 months of intervention. The group should be ready for you to withdraw your intensive support after about 36 months, leaving the community able to generate and sustain improvements in animal welfare by themselves.