

Phase 1. Feeling the pulse

We have called the first phase of facilitation for collective action 'Feeling the pulse'. The purpose of this phase is to understand the community better, gain trust in each other and create an atmosphere ready for change. This phase brings the community together around a common goal and builds their confidence in their own ability to bring about positive change in their animals' lives by working together as a group. The steps which make up Phase 1 are explained in detail below.

Step 1.1: Building a rapport with the animal-owning community

The first part of feeling the pulse is getting to know the animal-owning community.

- Introduce yourself as a field worker from an organization that is interested in supporting and organizing community-based groups to work towards sustainable improvement in animal welfare.
- Ask people about their lives, their problems, local culture and habits.
- Visit village shops and meeting places for informal discussions.
- Hold meetings with village leaders and talk with all interested individuals, including school teachers, religious leaders and anyone else who can support you from the beginning to organize the community.
- Strengthen contact with the families who keep animals, including women and children who may be responsible for managing animals at home.
- Identify and talk with local veterinary and animal health service providers, medicine shop keepers (agrovets), farriers and anyone else who works with animals, directly or indirectly.



Phase 1 Feeling the pulse

Step 1.1 Building a rapport with the animal-owning community

Purpose

- To build confidence and mutual trust
- To initiate the process of group formation



Process

- Get to know the community
- Carry out entry point activities to initiate group formation

Tools (see toolkit)

- Mapping (T1)
- Daily activity schedule (T4)
- Gender activity analysis (T5)
- Historical timeline (T7)
- Animal welfare snakes and ladders game (T16)

Step 1.2 Forming and strengthening an animal owners' group

Purpose

- To organize owners and users into groups
- To strengthen the groups and local institutions



Process

- Identify and form a local community group
- Stabilize and strengthen the group

Tools (see toolkit)

- Seasonal analysis (T6)
- Dependency analysis (T12)
- Credit analysis (T13)

Table 4.2 Process overview Phase 1: Feeling the pulse

Taking part in daily or regular activities with people, or taking part in important events at the invitation of the community, such as ceremonies, funerals or celebrations, can help you to understand the community and bring you closer. Before beginning to guide animal owners or users towards any specific welfare intervention, you should try to get a feel for the important issues which might have far-reaching effects on the welfare of their animals. Collective action does not happen spontaneously, it is triggered by a pressing need to act in the face of problems or crises.

Your ability to understand the needs and hopes of community members can help you to play the role of a catalyst for change. Some of the pressing issues in the lives of animal owners may not have a direct effect on the welfare of their animals, but understanding these can enhance your acceptance as a supporter and well-wisher for the community.



WARNING BOX

During this period, which may take one to three months, it is important that no education or intervention programmes are conducted.

Why?

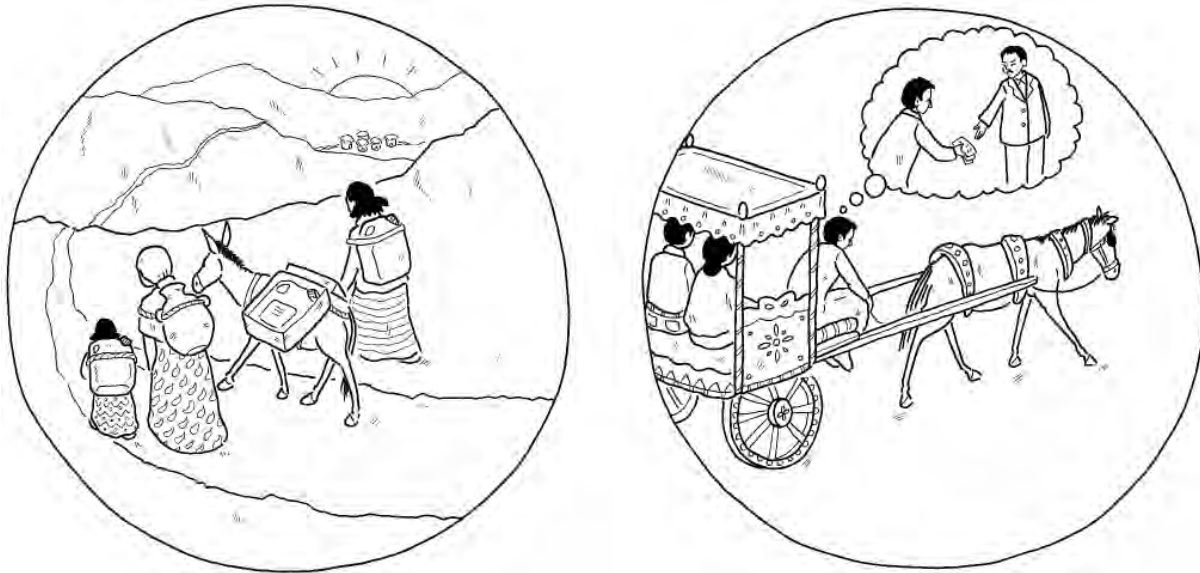
- An intervention started without knowledge of local problems and context is likely to be the wrong one for the community
- An intervention started without a genuine rapport with and understanding of the community is likely to be viewed with suspicion
- An intervention started without a plan for sustainability is likely to create dependency on you or your organization, which will be very hard to undo later.



Your initial interactions are your opportunity to:

Understand the lives of animal owners, users and carers

Which elements of the daily lives of animals or their owners, if changed, could improve their quality of life substantially? For example, do people and their animals have to walk a long distance to fetch water for the household? Are they obliged to work for an excessively long time to repay a loan?



Find out how much interest and motivation is present in the community to improve their animals' welfare

- How keen are the people to seek a change?
- Does the community have a critical mass of such people?
- Are the interested people influential enough to bring other animal owners along with them to seek the same change?
- Are people willing to start acting of their own accord and relying on themselves to achieve the changes they would like to see?
- Do they understand the costs and demands of taking action?

Understand the role of working animals

This period is your opportunity to understand the role played by working animals in the lives of their owners and families.

Identify social groups which may be interested in animal welfare

Your initial interactions are also your opportunity to identify social groups and interest groups within the community (see Figure 4.1). If there are existing groups, organizations or unions, it may be possible for them to make a collective decision to include animal welfare in their activities within their regular meetings.

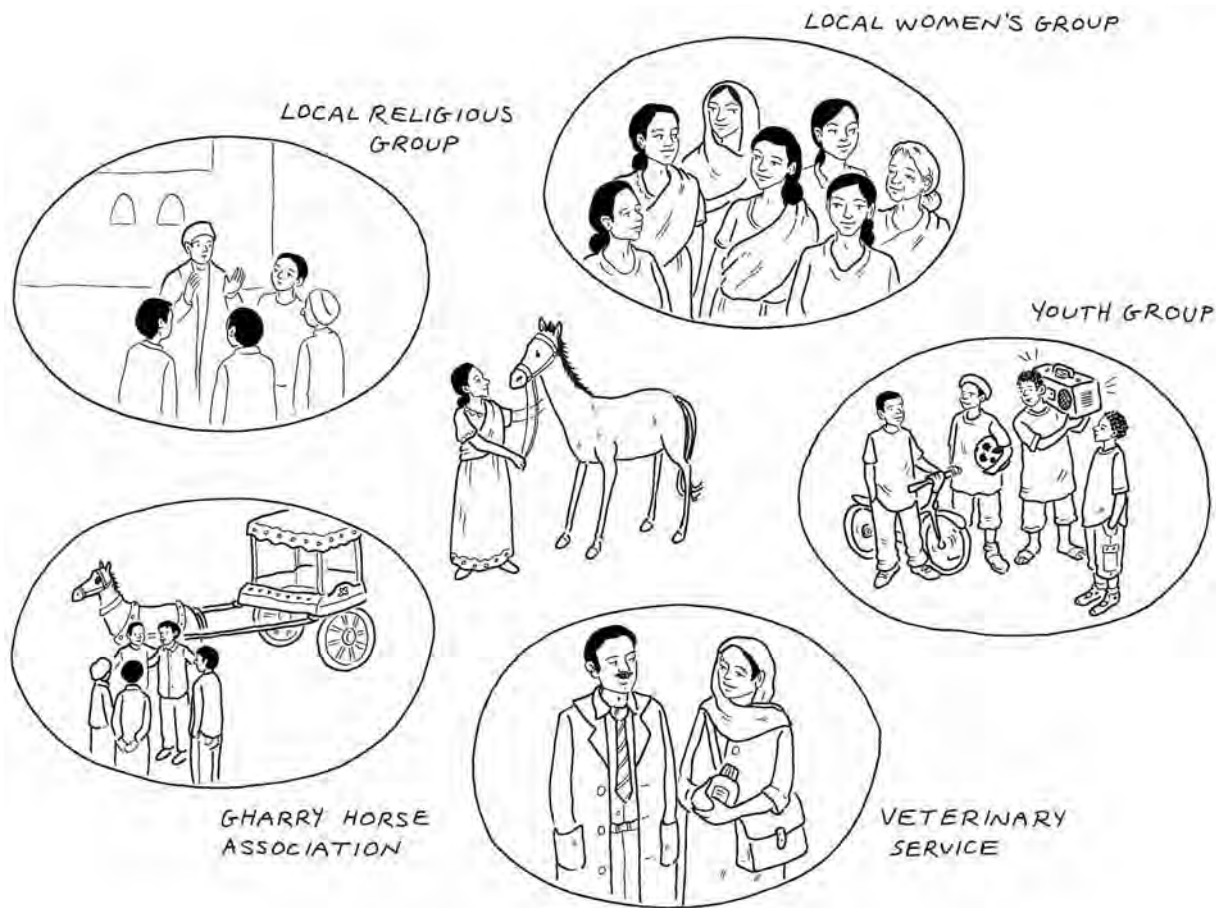


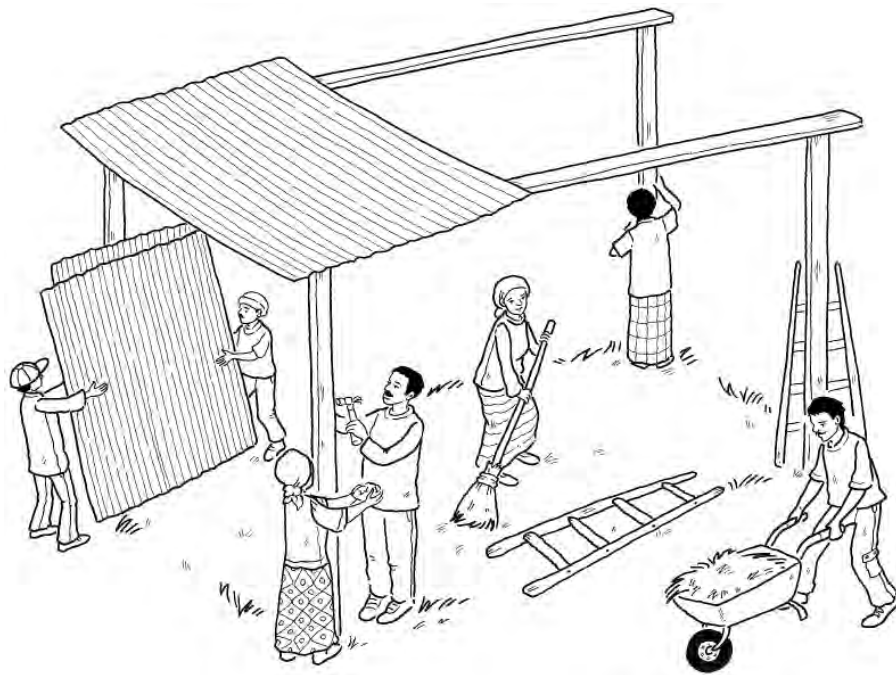
Figure 4.1 Different social groups and interest groups within the community

Entry point activities to initiate group formation

Next, discuss and identify activities which specifically involve the people who own or are interested in animals. By sorting out one or more problems through collective action, these ‘entry point activities’ help the community to realize their collective strength. They bring mutual trust and confidence in each other and can start to raise awareness about animal welfare. It is more important to ensure participation and decision-making by the group than to select a welfare-related activity, if this is not people’s primary interest at this early stage.

Some entry point activities which we have used successfully:

- Repairing the road into the village, so that working animals can pull their carts more easily.
- Replacing sharp animal-tying stakes with soft rubber tyres to prevent injuries (see Case study E on page 76).
- Community savings groups that benefit working animals – we find this to be one of the most effective ways to bind people together in a group working for a common purpose, which lasts without the continuing support of an external organization (see Case study F on page 78).



- Exposure visits, to see how successful community groups organize themselves and tackle a problem or transform a situation, can be very valuable at this stage of group formation. It is important that you facilitate as much learning as possible from an exposure visit, but do not direct people to find similar solutions for their own location. Ask your group to consider not only what is done by the other community, but who does it and how it is done. For example:
 - What activities do the existing group carry out collectively? How do they do them?
 - If the visit is to a group with its own savings fund, how was this decided upon and how are contributions collected?
 - Who takes responsibility for negotiating with outside agencies?
 - Who maintains the records for the group?



Case study E. Entry-point activity with an animal-owning community



Source: Ramesh Ranjan, Brooke India, Basantpur Sainthli village, Ghaziabad, India, October 2007

The Brooke India Ghaziabad district unit equine welfare team works with groups of animal owners throughout Ghaziabad district in Uttar Pradesh. Every year the team expands its reach to new villages. To build rapport with the animal owners in a new village, they start with an entry point activity based on “appreciative planning and action” (APA) methodology (see box).

In October 2007 a community facilitator visited Basantpur Sainthli village, which has 24 working animals, mainly horses used in brick factories (kilns) and for transport of goods and people. After initial orientation, he organized a meeting with animal owners in the village and started discussion by asking about any positive actions which had been taken collectively by the group. They explained proudly that they had lobbied district administrative officers to stop illegal motor traffic on local roads. It had been a very successful joint effort. This was the Discovery step of APA.

The facilitator then asked what challenges faced the owners when taking care of their animals. Various issues were brought up, one of which was the stakes used to tie up animals. Horses were seriously injured by lying on the stakes and could not be worked for several days. It cost a lot of money to get treatment from a nearby village.

The group was encouraged to prioritise the issues identified and to select one which could be sorted out collectively without the help of outsiders. The stake issue was agreed as the one that was causing many problems and could be easily solved. The facilitator asked the group to think of all the possible benefits of solving this issue. The group came up with many positive benefits for their animals, such as prevention of injury, and also for themselves, such as reduction of cost of treatment. This was the Dream step.

By now the group’s enthusiasm was high and they agreed to sort out the issue immediately, replacing the wooden stakes with half-buried bicycle tyres, because several owners had seen this in another village and knew that tyres would not harm the animals. This was an easy solution, because bicycle tyres were easily available in their own village (Design step). Together they went from one house to another, helping each other to remove the stakes and replace them with bicycle tyres. Within two hours the group had solved one of their concerns (Delivery step).

This collective action built a positive feeling within the group and the owners decided to come together more often to take action on issues affecting their working animals.

Appreciative Planning and Action (APA) is a framework which helps to empower groups and communities to take positive action for their own development. It is built on the principles of searching for positive events, for successes, for what works, and for what gives energy to individuals and groups. It then seeks to empower local communities to take action by creating a vision of an even better future, making commitments, and then taking the first step straight away. There are four steps involved in this process:

Discovery: ask positive questions, seeking what works and what empowers.

Dream: envision what could be and where we want to go.

Design: make an action plan based on what we can do for ourselves, making personal commitments.

Delivery: start taking action now.

Source: Bhatia, A., Sen, C.K., Pandey, G. and Amtzis, J. (Eds). (1998) *Appreciative Action and Planning, In: Capacity-Building In Participatory Upland Watershed Planning, Monitoring And Evaluation – a resource kit*. ICIMOD, Kathmandu, Nepal, pp. 127–133.

Step 1.2: Forming and strengthening an animal-owners' group

At this point you have found a number of people who are interested in the same thing (working animals) and they have taken part in an activity together. Developing these people into a functioning animal owners' group is a crucial step which needs your support and experience. The group can be composed of men, women and children, or separate groups may be formed as appropriate. We find that where it is difficult to initiate collective action by men, organizing women's groups is easier and the men come together after seeing the success of the women. In some cases it may be necessary to meet with the men before forming women's groups, in order to explain what is going on and the benefits that a women's group will bring to the family.

It takes several meetings over a period of two or three months for the group to have a definite membership and up to a year for a strong and stable group to be established. In the meetings held during this period the members will also raise issues concerning the family and the community. If the group involves common contributions, savings and lending, these are debated thoroughly (see Case study F on page 78). The willingness to abide by group decisions without breaking agreements and confidence in the group indicates the degree of trust that members have in one another.

Encourage the group to frame and review their own set of norms, rules or regulations. We find that these usually include:

- **Membership:** who may join the group, what the group size should be and what happens when a member leaves
- **Meetings:** what is a quorum for the group, what happens if people are absent from meetings or turn up late to meetings
- **Representatives:** who represents the group, how representatives are chosen, whether they are rotated periodically and if so, how often this occurs



- **Sanctions:** what sanctions are needed for violation of the rules, and when exceptions may be made
- **Common contribution:** if membership of the group involves a common contribution or savings fund, what is the minimum amount to be contributed, whether withdrawal of savings is permitted, whether and how interest is paid on savings
- **Loans:** if loans can be taken from the savings fund, how these are prioritised, what interest rate is charged, how the use of loans is monitored, and how defaulters are penalised for overdue loans

Group stabilisation and strengthening is an ongoing process. By sticking to the agreed rules or norms, making collective decisions on a common action plan and carrying out these actions either individually or together, the animal owners' group becomes increasingly strong and effective.

Case study F. Saharanpur credit and savings groups – empowering the rural poor to ensure the welfare of their working animals

Source: Kamallesh Guha and Dev Kandpal, Brooke India, Saharanpur district, Uttar Pradesh (2008)



In Saharanpur district of Uttar Pradesh, donkey-owning communities suffer from cycles of seasonal employment and very low wages. While interacting with workers in the villages, it became clear that lack of unity among them was a major hindrance to solving their common problems. The major problems experienced were exploitative money-lenders, competition between mechanised and traditional forms of transport, poor road conditions, marginalisation of donkey owners and low self esteem. Animal owners were encouraged to form Self-Help Groups (SHGs): member-managed collectives of typically 10 to 20 men or women who create a common fund through regular small savings and provide financial services to their members. Convinced by the concept of establishing SHGs, donkey owners from 16 villages came forward. Gradually, with the assistance of the District Co-operative Bank, they opened bank accounts, laid down bye-laws defining the role and rights of each member of the group and decided the action to be taken against any member who violated these agreed terms and conditions.

These groups meet every month to discuss their common issues and donkey welfare is high on their agenda. Group members have started to take loans from their common funds mainly on the basis of mutual trust, with minimal documentation and without any tangible security. Usually small amounts are taken for short durations and used mainly to help their animals (see box). Earlier these owners had to pay an exorbitant rate of interest to local money-lenders, as high as 60–120% annually. Now SHGs play an important role in maintaining funds for veterinary treatment and for taking preventative action, such as vaccination against important diseases. Members of existing SHGs are assisting new groups to form in the same and neighbouring villages. The SHGs have empowered women significantly, as several of these groups are managed by women who play a major role in providing care to working animals. The ability of these groups to continue to function and grow without any external help is a hope for long term sustainability of animal welfare as well as the well-being of donkey owning families.

Details of group savings and use of loans for 16 Self-help Groups from January to June 2008

Total number of donkeys benefited: 141
Total number of families benefited: 199*
Total savings of 16 SHGs: 183,500 Indian rupees (Rs.)

Total amount of loans taken by group members:

For purchase of animal feed: Rs. 47,700
For purchase of animals: Rs. 43,500
For repairing carts and other maintenance: Rs. 39,000
For veterinary treatment: Rs. 6,000
For repaying earlier loans to buy animals: Rs. 24,000
For other domestic needs: Rs. 42,000

* Note: this includes some families who do not currently possess an animal but belong to same community

Process box 3. Critical features of a local community group – indicators after a year



An owners' group is not just any collection of animal owners, handlers and carers. It is those who come together with commitment to improving animal welfare, with a sense of direction and a plan for the future. The group must have the following characteristics:

The members decide on plans and take collective action to carry them out.



The group meets regularly at an agreed place and time, and its members participate actively.

Name	14/2	24/2	15/3	20/3
Zeny	✓	✓	✓	✓
Tafaye	✓	✓	✓	✓
Beruk	✓	✓	✓	✓
Michael	✓	✓	✓	✓
Dibara	✓	✓	✓	✓
Simon	✓	✓	✓	✓
Remedios	✓	✓	✓	✓
Yadit	✓	✓	✓	✓
Solomon	✓	✓	✓	✓
Benait	✓	✓	✓	✓
Dagim	✓	✓	✓	✓
Surafel	✓	✓	✓	✓
Kaleab	✓	✓	✓	✓
Emebet	✓	✓	✓	✓
Alula	✓	✓	✓	✓
Kidus	✓	✓	✓	✓

CRITICAL FEATURES OF A LOCAL COMMUNITY GROUP

There is free and open communication and feedback among the members.



The members know about membership criteria, rights and responsibilities. They have decided on the rules and procedures for meeting and working together. These rules may be formally written down, or they may simply be commonly understood.

The size is big enough to be effective, yet small enough to allow members to interact and participate.

They come together with a common interest to work towards a shared objective, goal or purpose. All members have the same understanding of their reasons for meeting.



There is an identified leadership. This may be an individual or more than one person, but the group recognizes the leadership, and the leaders lead actively.



Case study G. The Butajira Ghari Horse Owners' Association

Source: Gorfu Naty and Kibnesh Chala, Brooke Ethiopia, Addis Ababa, January 2010

The Butajira Ghari Horse Owners Association in the Southern Nations Nationalities and Peoples Region (SNNPR) of Ethiopia was established in February 2008. Its 670 members own over 1200 Ghari (taxi) horses, which provide transport services to the people of Butajira town and the nearby villages.

The Ghari owners were facing several problems with their animals, including lack of shelter, water and feed, health problems such as epizootic lymphangitis (EVL) and hoof problems caused by inappropriate shoeing. The side roads in Butajira were not maintained well, so a combination of big potholes and ill-fitting harnesses strained the horses and contributed to wounds. Ghari owners realized that even if they loaded up to seven people in a cart this did not guarantee more income, because passengers were not charged a fixed fare. In addition, Ghari drivers were often stopped by the traffic police, because the law prohibited horses from crossing the main asphalt road, even though there were no alternative roads to use.



According to Asres Berta, now the Chairman of the Butajira Ghari Horse Owners' Association, some individuals had contemplated forming an association to overcome these problems, but did not know how to start. Early in 2008, Brooke Ethiopia organized an animal welfare sensitisation workshop for Ghari horse owners, traffic police, and a representative from the agriculture office. This gave the owners insight and encouragement to form the Association. Initially many Ghari horse owners were reluctant to join, but after the benefits of the Association became more visible, more members joined in.

The main activities of the Association are currently:

- Setting control mechanisms to prevent Ghari horse owners from overloading their horses.
- Creating a savings and borrowing system within the Association.
- Addressing their common animal welfare problems collectively.
- Improving the feed supply for the horses.
- Improving the equipment they use, such as harness, horse shoes and cart tyres.

The Association has made significant progress in the last two years:

- They were able to implement a law in their Associations' constitution that limited Gharis to a maximum of three passengers (instead of up to seven). The Ghari fare was doubled from 50 cents to 1 Birr, so that owners would still make the income needed to look after their animals and families. Collectively they are trying to reduce overloading in town, by setting up an overloading control mechanism which fines offenders along the six Ghari transport routes.
- They have repaired the potholes in 17km of side roads which were making the trips difficult for the horses. Each association member dedicated four days to maintaining these roads.

- Their savings and borrowing scheme has removed the pressure on Ghari owners to work long hours in order to pay for the traditional weekly revolving fund. Members have also started to borrow money to buy additional horses so that their current horses can rest on alternate days.
- The Association opened a shop which now buys animal feed in bulk and sells it to members at cost, so they are protected from the price rises which previously reduced the amount of feed they could afford for their animals. The shop also makes water available for the animals while they are working.
- Members have linked up with local veterinary services. They have invited farriers to work in front of the Association's shop and negotiated better quality shoeing.
- The Association creates a forum for members to meet and discuss the welfare of their horses. They have begun to compete with one another in terms of how well their horses are looked after and give advice to members whose horses are in poor condition.

The Association has provided Ghari owners with a powerful platform to improve their horses' welfare, as well as making great contributions to the livelihoods of their owners.

Phase 2. Shared vision and collective perspective

The purpose of Phase 2 is to identify common animal welfare goals within the group which you have facilitated and strengthened in the first phase. You can do this through a series of steps which enable the group to analyse their own situation and that of their animals. Phase 2 identifies and analyses issues related to three areas as follows.

Phase 2 Shared vision and collective perspective

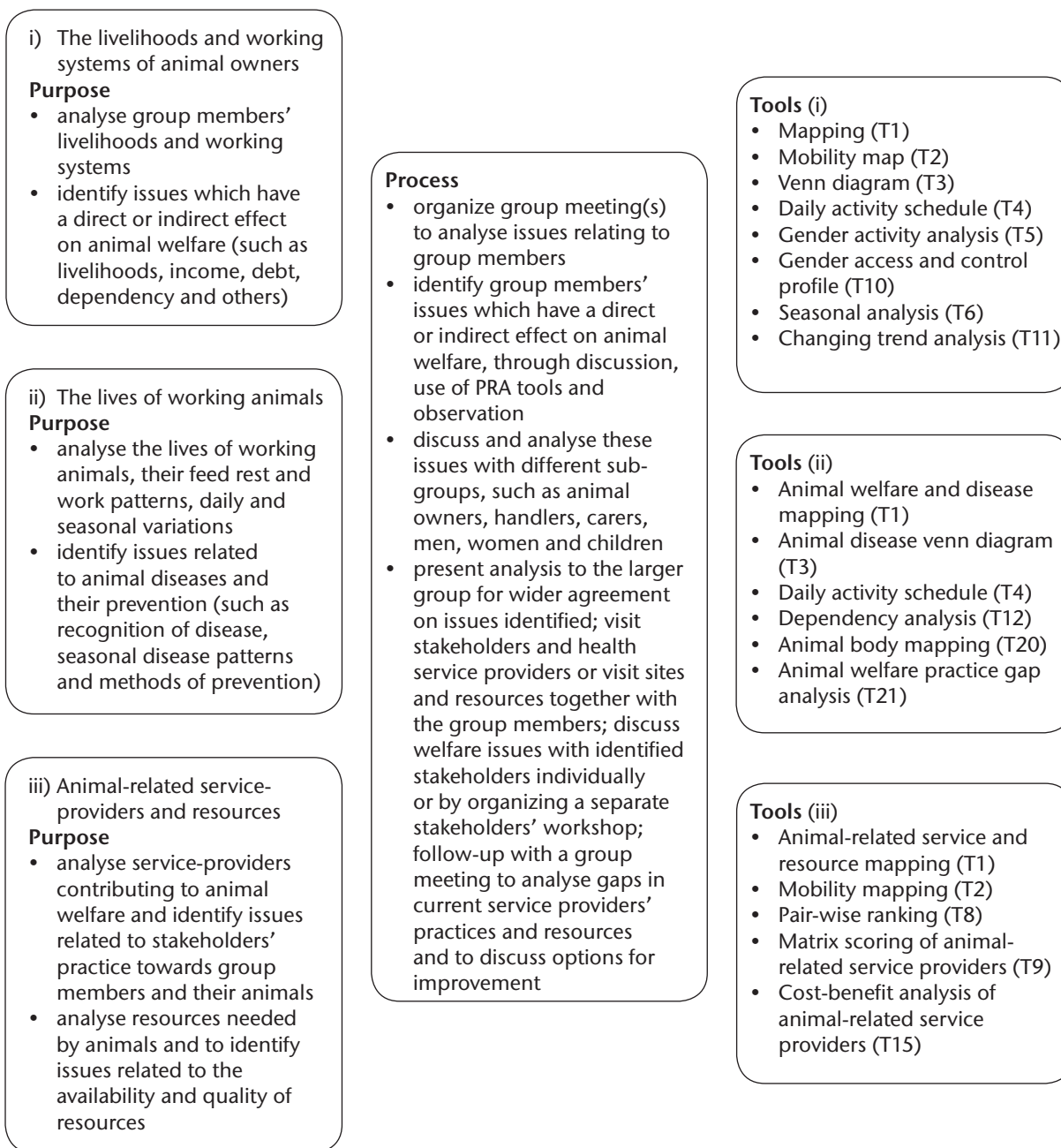
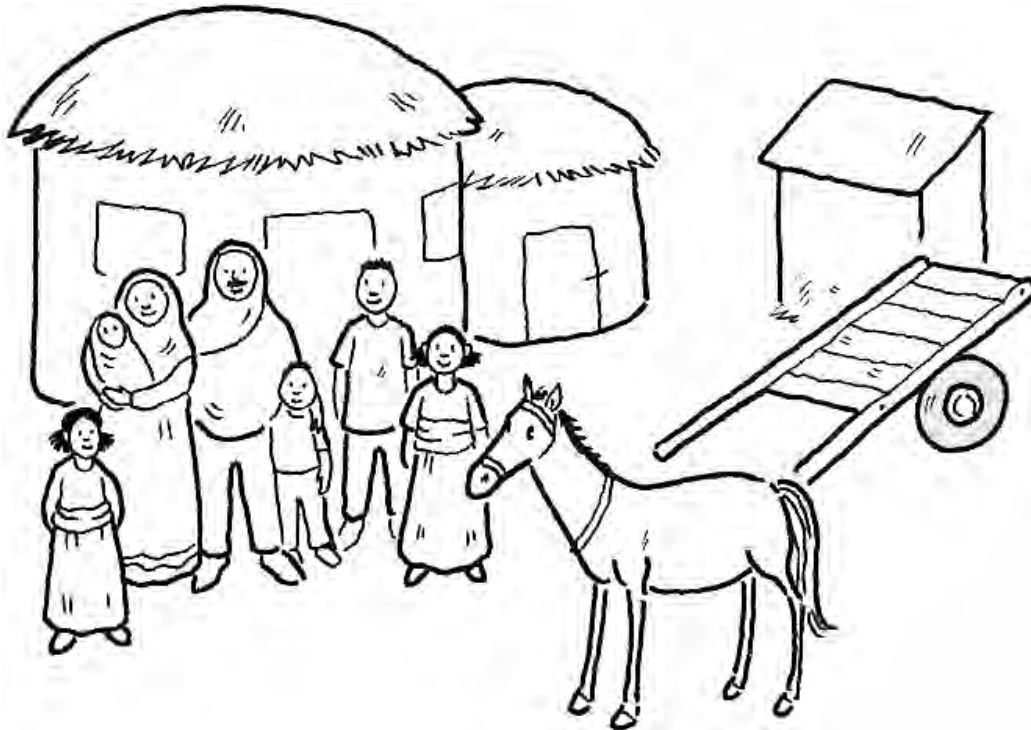


Table 4.3 Process overview Phase 2: Shared vision and collective perspective

Livelihoods and working systems of animal owners

This includes understanding the composition of the community: who lives where, the number of animals in the household and the number of people dependent on an animal. It also looks at their daily activities, the difference in activities between family members, the family's main sources of income, their expenditure and credit requirements and any seasonal fluctuations in household income. There may be other relevant pieces of information to explore, for example people's dependency on other stakeholders to help care for their animal.



The lives of working animals

This refers to the daily activities of the animal, seasonal variations in feed and disease, the daily mobility (journeys) of the animal, including the load carried or pulled, distance covered and frequency of trips. Analysis of the group's current husbandry and health practices related to both prevention and treatment of their animals' welfare problems is also important.



Animal-related service-providers (local health providers, farriers, hair clippers, cart-makers, medical stores, feed sellers and others) *and resources* (feed, water, grazing, shoes, harness, medicines and others). This includes understanding the location of people who provide animal-related services, their distance from the community, their availability, affordability and quality and the preference or acceptability of each service provider to the community. Information about animal-related resources includes the cost and quality of different resources and their local and seasonal availability.



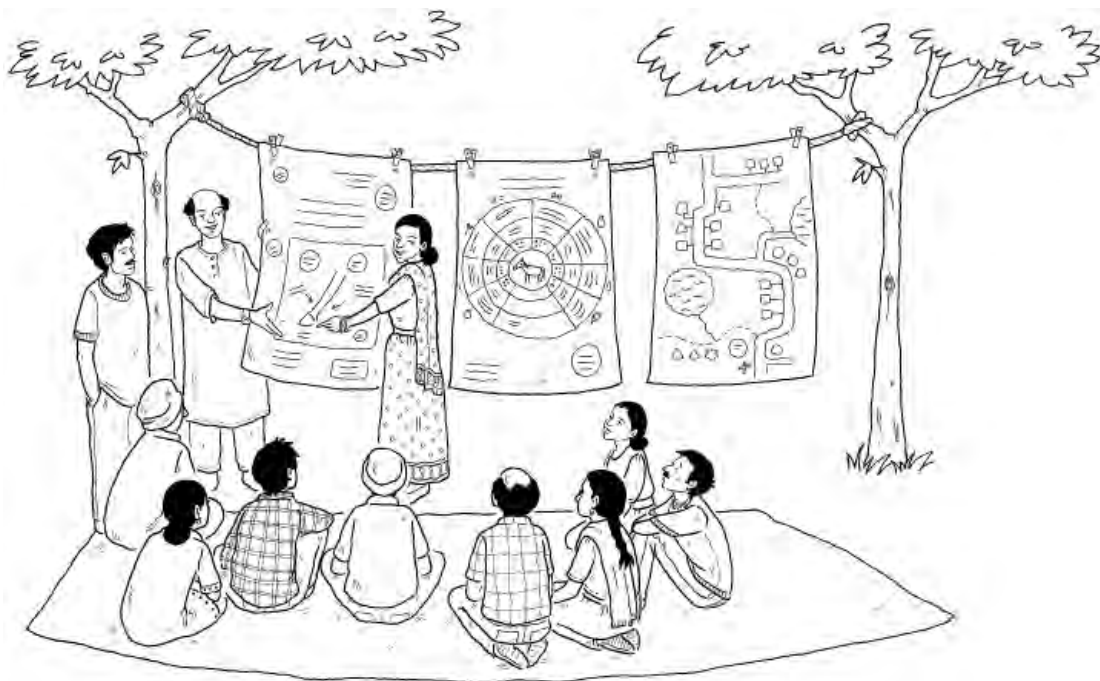
Situational analysis is carried out using the participatory methods and tools summarized in the table below.

It may take several visits and community group meetings to complete Phase 2. The number of meetings needed and the tools you will use to identify and analyse all the issues in this Phase are flexible, and will vary between groups. We find it best to facilitate these meetings through a schedule of regular visits until the analysis is completed.

All the exercises in this phase follow the same basic pattern:

- Organize a community meeting for analysis
- Using PRA tools and discussion, encourage the group to identify issues which have a direct or indirect effect on animal welfare.
- Analyse the issues with different sub-groups, such as animal owners, handlers and carers, or men, women and children.
- Present the sub-group analyses back to the wider group or community for further discussion and to plan a course of action.

You can also encourage the group to meet individual stakeholders and service providers at their places of work, or to hold stakeholder meetings or workshops.



Process box 4. Animal needs and human needs



People and working animals are dependent on each other to survive. They must 'Share the Load' in order to thrive. However, there are sometimes conflicts between the needs and feelings of animals and people: what is best for the family's income may not be best for the animal's welfare. This is normal when money and resources are limited and have to be shared out between meeting the needs of people and their working animals. There is great value to working with communities in order to find the balance for both animal and human welfare.

Especially when you start to work with a new group, the animal owners, users and carers will come up with needs and issues which do not seem to have a clear relationship with animal welfare, although they do affect the group members directly. Examples include low daily wages, high interest rates on loans, children's health and education, bad road conditions and limited living space. This is very normal and should not be discouraged. Your support agency may not have the scope to deal with all these issues directly; however some things can be done:

- The process of group formation and collective action for improvement of animal welfare also builds the self-reliance and capacity of the group to deal with other problems. The group becomes empowered to sort out their own problems collectively wherever possible, without waiting for external help. This might happen without any formal action plan.
- Initiating a credit and savings group not only benefits the animal (see Case study F on page 78), it also solves some of the issues which might not be directly related to animals, such as the high interest rate charged for loans from outside sources.
- You can also provide information or support community groups to contact other organizations or agencies in their locality which could help with issues such as health or education.

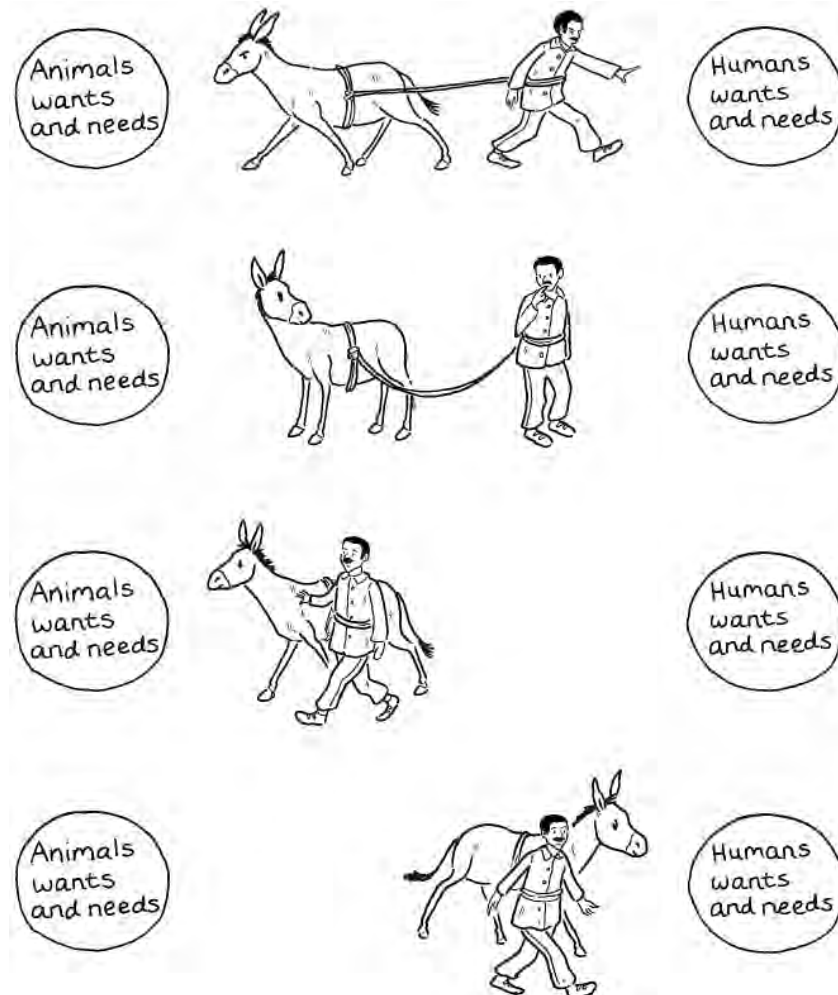
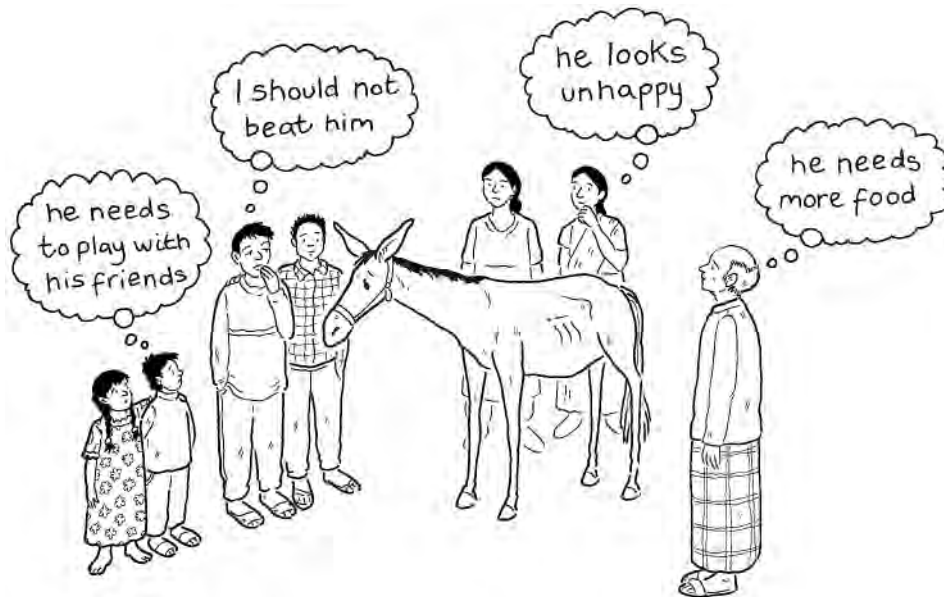


Figure 4.2 Balancing animal needs and human needs. (Adapted from *The Two Mules, a Fable for the Nations: Co-operation is better than conflict*, Society of Friends Peace Committee, Washington)

Phase 3. Participatory animal welfare needs assessment

The purpose of Phase 3 is to look at the present welfare status of working animals, by bringing the animal itself to the centre of the group's analysis. We call this 'Participatory welfare needs assessment' (PWNA). It is the most important phase of facilitating collective action to bring about real improvement in the welfare of animals and focuses on identifying the physical signs and behaviour related to physical and mental welfare. It takes four steps, using specific tools for each step, to reach the deeper levels of analysis which enable animal owners to see the world from their animals' point of view and understand their needs.



This is a very effective process for sensitizing owners to their animals' needs and feelings and the ways in which these are expressed through an animal's behaviour or body language. Being able to listen to the voice of the animal is crucial in creating motivation among owners, users and carers and enabling them to generate action plans and monitor animal welfare over time, so that improvements can be sustained in the long term after your inputs have reduced or stopped.

What you can do with participatory welfare needs assessment:

- Facilitate the group to identify and monitor the welfare status of any animal, by looking at the physical condition of its body and assessing how it feels through observation of its behaviour.
- Facilitate the group to identify the things which may affect the welfare of their animals. These include management practices and behaviour by animal owners, resources, stakeholders and services and the effects of the environment.
- Facilitate the group to assess the level or severity of various welfare problems and their contributing factors.
- Sensitise the group to the welfare needs of their animals, in other words the types of work, handling, management, environment and resources which will promote good welfare.
- Encourage the group to take action – the most important outcome of this process.
- Facilitate the group to monitor improvement in the welfare status of their animals regularly and to sustain welfare improvements through peer encouragement and peer pressure for continued action.

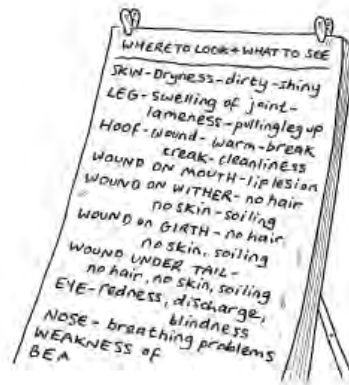
The Participatory Rural Appraisal (PRA) tools and exercises described in this section are all different but are designed to lead to a list of signs of good and poor welfare, created by the animal owners themselves, which can be observed directly (animal-based indicators). These signs are then used by the group to assess and monitor the welfare of all the working animals belonging to group members. Some tools also generate lists of the management practices, resources and services needed to produce welfare improvements: these are called resource-based indicators of welfare. The tools may also have other practical uses for the group, such as deciding what to look for when purchasing new animals, or how to increase the value of their working animals in order to sell them for a profit.

The diagram and table below explain the four steps of participatory welfare needs assessment in detail.

Step 3.1 Analysing how animals feel and what they need for their well-being



Step 3.2 Generating a list of animal-based and resource-based indicators. Agreeing on how they will be scored



Step 3.3 Observing animals and recording their welfare status



Step 3.4 Analysing the present welfare status of animals belonging to the group

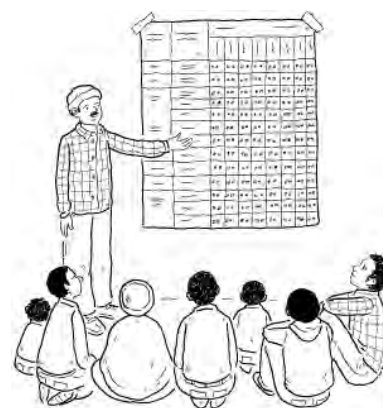


Figure 4.3 Phase 3: Participatory animal welfare needs assessment

Phase 3 Participatory animal welfare needs assessment

Step 3.1

Analysing how animals feel and what they need for their well-being

Purpose

- To enable the group to build a common understanding of welfare based on animal needs and feelings.
- To enable the group to recognize how aspects of good welfare and poor welfare are expressed in an animal's appearance and behaviour.

Step 3.2

Generating a list of animal-based and resource-based indicators of welfare and agreeing on how they will be scored

Purpose

- To enable the group to summarize animal- and resource-based indicators in a format that enables assessment of animal welfare and monitoring of changes.

Step 3.3

Observing animals and recording their welfare status

Purpose

- To summarize all findings, giving a clear picture of the welfare of individual animals and of issues that affect all animals belonging to the group.
- To enable further reflection, discussion and decision-making.

Step 3.4

Analysing the present welfare status of animals belonging to the group

Purpose

- To enable the group to discuss and analyse the welfare issues of individual animals and the issues which affect all animals belonging to the group.

Process

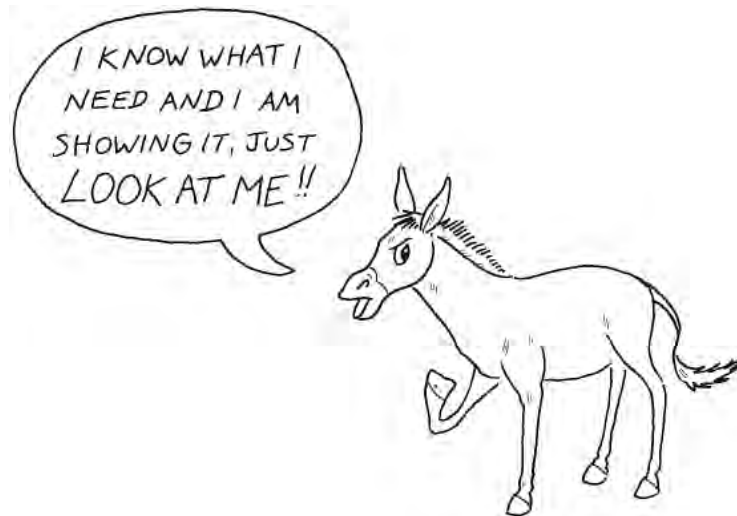
- organize a group meeting;
- identify animal welfare needs, the effects which occur when these needs are not being met and how these effects can be seen on the animal through physical signs and behaviour (animal-based welfare indicators) ;
- transfer the animals' needs (resource-based welfare indicators) and animal-based welfare indicators to a list;
- reach a common agreement on how each indicator will be defined and scored;
- observe the animals and resources directly through a transect walk;
- record welfare indicators and their severity for each animal;
- discuss and collectively summarize individual and group welfare issues.

Tools

- Matrix ranking of animal welfare issues (T9)
- 'If I were a horse' (T17)
- How to increase the value of my animal (T18)
- Animal feelings analysis (T19)
- Animal body mapping (T20)
- Animal welfare practice gap analysis (T21)
- Animal welfare transect walk (T22)

Table 4.4 Process overview Phase 3: Participatory animal welfare needs assessment

Step 3.1: Analysing how animals feel and what they need for their well-being



Step 3.1 enables the group of animal owners to identify everything that their working animals need to live a better life. You can do this using one or more of the following tools from the Toolkit in Part III of this manual:

- 'If I were a horse' (T17);
- How to increase the value of my animal (T18);
- Animal body mapping (T20);
- Animal welfare practice gap analysis (T21).

These tools will help the group to:

- identify the needs of working animals;
- analyse how far the animals' needs are being met by their owners, users, carers and local service-providers;
- analyse the effects on working animals when their basic needs are not fulfilled;
- identify the physical and behavioural signs of each need, which can be observed directly, when an animal's needs are met or not met (animal-based indicators of welfare, Chapter 2).

We find that initially most owners only mention resources and services when considering the well-being of their animals. The presence of resources and services are important but they do not guarantee good welfare. For example, an animal may be given food (a resource), but if it is frightened of another animal nearby, or it has a sore mouth, it will not eat. These tools help to move people from looking at animal-related resources and services to observing the animal directly and seeing what it can tell them about its own welfare. They put the animal itself at the centre of analysis.

A detailed explanation of how to use the tools can be found in Part IV. Have a look at these and choose which ones would be the most suitable for the group you are working with.

On many occasions we start the process of discussing animal needs using the Animal body mapping tool (T20). The group draws the body of a working animal, identifies its body parts and then describes what is needed to keep each body part healthy.

The illustration below shows some real results produced by a community group using the 'If I were a horse' tool (T17) for participatory welfare needs assessment. Here is an explanation of the illustration:

- Circle 1 (inner circle) shows what the animal needs or expects from its owner and other people – these are sometimes called resource-based indicators of welfare.
- Circle 2 shows the owners' present management practices, using stones to score how well each need is met.
- Circle 3 shows the effect on the animal when its needs are not being met.
- Circle 4 (the outer circle) describes signs that can be observed directly on the body or in the behaviour of the animal which would enable the group to know when each need is not being met – called animal-based indicators of welfare. In this example the participants identified that farriery needs to be done every 15 days. If it is not done the effect is lameness, which can be seen on the leg and hoof of the animal.

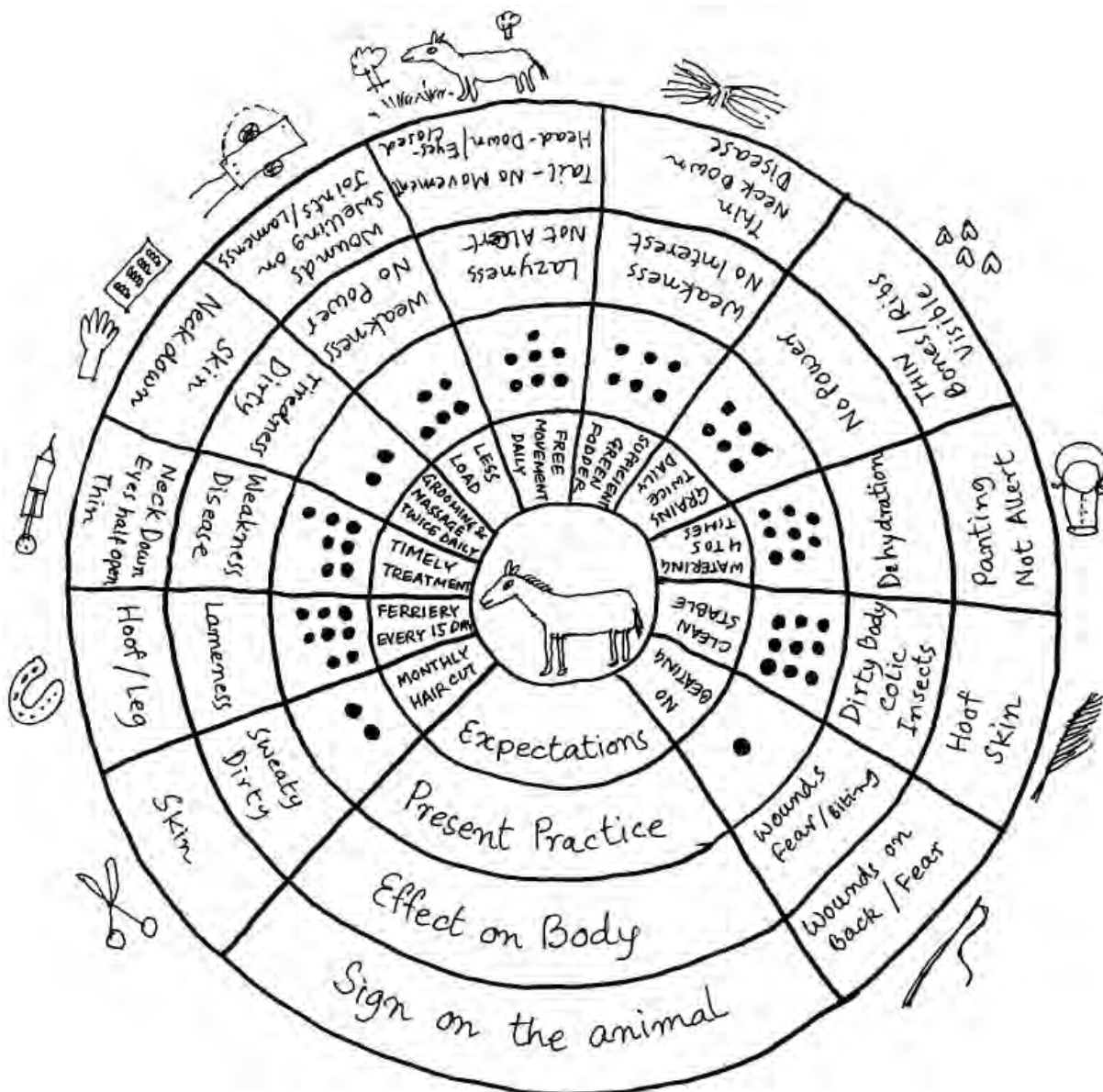


Figure 4.5 'If I were a horse' tool (T17)

Working out how animals feel – understanding the ‘voice of the animal’

In Figure 4.5 above, the signs or welfare indicators visible on the animal (animal-based indicators of welfare) are of two different types:

1. Physical signs or symptoms, identified by looking at the animal's whole body, from head to tail.
2. Behavioural expressions or ‘body language’. These can be seen in the body posture (how the animal stands) and in the position and movement of the eyes, ears, head, legs and tail. They can also be seen in the animal's behaviour and the way that it interacts with other animals or people. In Figure 4.5 these are: neck down, eyes half open, not alert and no movement of the tail.

Using these tools will generate many more indicators which vary from group to group.

Figure 4.6 below gives some examples of physical signs and behaviour which might be seen if an animal's needs are being met or are not being met.

	WHEN ANIMALS NEEDS <u>ARE</u> MET	WHEN ANIMALS NEEDS <u>ARE NOT</u> MET
EXAMPLES OF PHYSICAL SIGNS VISIBLE ON THE BODY	<ul style="list-style-type: none"> • NO WOUNDS • CLEAN, SHINY COAT • HARD, SMOOTH HOOVES • CLEAN, BRIGHT EYES 	<ul style="list-style-type: none"> • WOUNDS • TICKS • BROKEN HOOVES • DIARRHOEA
EXAMPLES OF BEHAVIOURAL EXPRESSIONS OR ‘BODY LANGUAGE’	<ul style="list-style-type: none"> • INTERESTED IN SURROUNDINGS • EARS MOSTLY UP OR FORWARDS • BEARING WEIGHT EVENLY ON ALL FEET • INTERACTING SOCIALLY WITH OTHER ANIMALS OF THE SAME TYPE • FRIENDLY TOWARDS PEOPLE 	<ul style="list-style-type: none"> • NOT INTERESTED IN SURROUNDINGS • EARS MOSTLY DOWN OR BACK • HOLDING UP A LEG OR SHIFTING ITS WEIGHT BETWEEN DIFFERENT LEGS FREQUENTLY • STAYING ON ITS OWN A LOT • FRIGHTENED OR AGGRESSIVE TOWARDS PEOPLE

Figure 4.6 Examples of physical signs and behavioural signs which might be seen if an animal's needs are being met or not

We have also developed a new, specialized tool called Animal feelings analysis (T19) which helps groups to look in more depth at animal behaviour and understand what it tells them about their animals' welfare. This tool is very effective in creating motivation among individuals and groups to improve welfare. It encourages people to discuss what it is like to be a working animal and the factors which lead to their animals feeling happy or sad. The results of using one or more of these five tools with the group are:

- Identification of the management practices and behaviour of animal owners and other people which contribute to meeting animal needs.
- Identification of the resources, stakeholders and services which contribute to meeting animal needs.
- Identification of the physical and behavioural signs of good and poor welfare (animal-based indicators) which are seen when animals' needs are met or not met.

At this stage the group is ready for the next step in the process of Participatory welfare needs assessment.

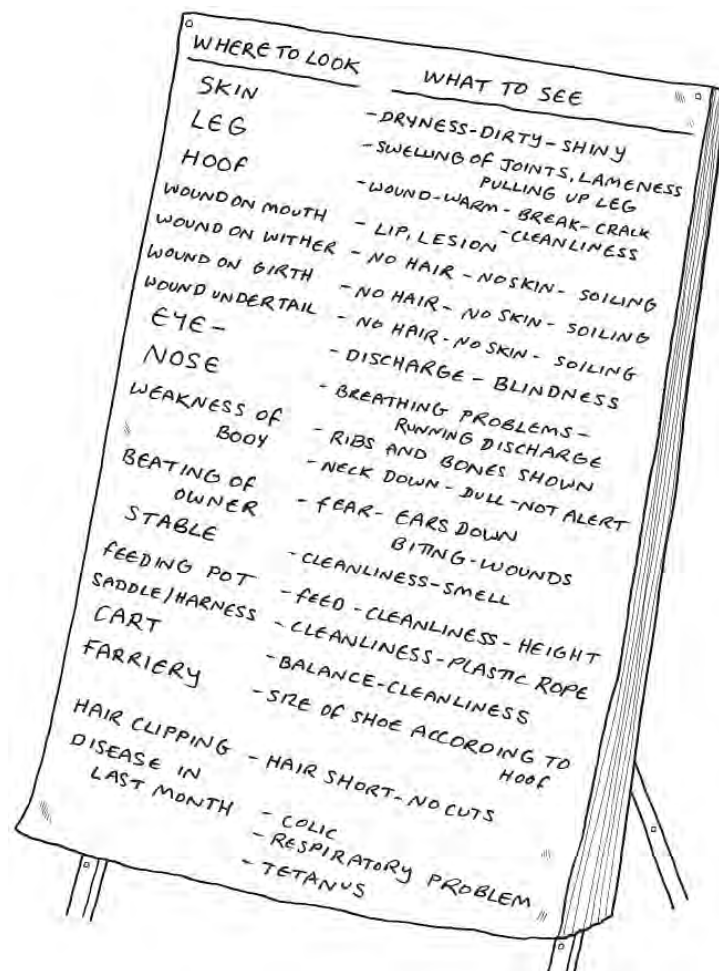
Step 3.2: Generating a list of indicators of welfare and agreeing on how they will be scored

This step helps the group to arrange their animal-, management practice- and resource-based indicators into a practical format for assessing animal welfare and monitoring changes, as follows.

1. Participants write or draw the indicators identified in Phase 3, Step 3.1 (above) as a list which can be used for assessing their own animals.
2. The group then comes to a consensus on how each indicator will be scored and the exact definition for each score.

Using the results from the tools and exercises in Step 3.1, encourage the group to make a list of the parts of each animal that they will look at to assess its welfare, and the specific signs or animal-based indicators which they will look for. They may decide to look for weakness by checking for ribs showing and a low neck position, and to look at the legs for lameness and swelling.

They should then add management practices and resource-based indicators to the list, again specifying exactly what they will look for. For example, participants might want to find out how often the animal is offered water, examine the feeding trough for cleanliness, see how much feed is available in it and whether the height is right for the animal, and check the shed or stable for cleanliness, flies and smell (see Figure 4.7).



WHERE TO LOOK	WHAT TO SEE
SKIN	- DRYNESS - DIRTY - SHINY
LEG	- SWELLING OF JOINTS, LAMENESS
HOOF	- WOUND - WARM - BREAK - CRACK - PULLING UP LEG - CLEANLINESS
WOUND ON MOUTH	- LIP, LESION
WOUND ON WITHER	- NO HAIR - NO SKIN - SOILING
WOUND ON BIRTH	- NO HAIR - NO SKIN - SOILING
WOUND UNDER TAIL	- NO HAIR - NO SKIN - SOILING
EYE	- DISCHARGE - BLINDNESS
NOSE	- BREATHING PROBLEMS - - RUNNING DISCHARGE
WEAKNESS OF BODY	- RIBS AND BONES SHOWN - NECK DOWN - DULL - NOT ALERT
BEATING OF OWNER	- FEAR - EARS DOWN - BITING - WOUNDS
STABLE	- CLEANLINESS - SMELL
FEEDING POT	- FEED - CLEANLINESS - HEIGHT
SADDLE/HARNESS	- CLEANLINESS - PLASTIC ROPE
CART	- BALANCE - CLEANLINESS
FARRIERY	- SIZE OF SHOE ACCORDING TO - HAIR SHORT - NO CUTS
HAIR CLIPPING	- COLIC
DISEASE IN LAST MONTH	- RESPIRATORY PROBLEM - TETANUS

Figure 4.7 List of animal-based indicators, management practices and resource-based indicators of welfare

As the facilitator, you have an important role here: to check that the list represents all aspects of animal welfare. You can do this yourself by reviewing Chapter 2, especially the welfare frameworks described in Theory box 6 on page 41. After the group has finalized their list, sit together with them and check whether all aspects of welfare are covered. Sometimes we find that the owners' checklist only contains signs of physical welfare. If we notice this then the Animal feelings tool (T20) is very useful for bringing out signs of good and poor mental or emotional welfare more clearly.

Animal-owning groups can check their list of welfare issues is complete by putting them into categories:

- animal body, behaviour and feelings (including disease issues);
- management practices and behaviour of owners towards their animals;
- resources, stakeholders and services.



Agreeing on how the welfare indicators will be scored

After finishing the list and ensuring that all aspects of welfare are covered, the group needs to decide on how each indicator will be scored and how the scores will be defined. It is important to define each score clearly, so that all the group members score animals in the same way every time.

The most common type of scoring that we see is 'traffic light signals': red, yellow and green dots or marks. As an example, in assessing animals' eyes the group members might define traffic light scores as:

- Green: both eyes are clean, with no signs of discharge, no signs of dirt and the animal is not blind.
- Yellow: the animal is not blind and its eyes are fairly clean but there is a little discharge or watering, or some dirt around the eyes.
- Red: the eyes are dirty, or have a lot of discharge, or are whitish in colour, or the animal is blind in one or both eyes.

For assessment of the feet and hooves, scores might be defined as:

- Green: all four hooves are clean and well trimmed with no cracks or bad smell. If the animal is shod, the shoes are well set on.
- Yellow: one or more hooves are not well cleaned and trimmed, or have small cracks. If the animal is shod, the shoes are worn or need replacing.
- Red: one or more hooves are dirty, too long, have large cracks or a bad smell. If the animal is shod, the shoes are broken, missing or not set on properly.

Another method of scoring is to use numbers. The scale is defined and agreed by the group, who may decide that a score of 3 means bad condition, 2 means medium condition and 1 means good condition. Since illiteracy is common, animal owners may find this type of scoring more difficult than the traffic lights, although they are often comfortable with recognizing and writing numbers or tally marks. We have also seen groups choosing a combination of numbers and signs which they find easy to record, such as scoring 2 for poor condition, 1 for medium condition and a plus sign (+) for good condition. Groups who use numerical scoring usually make a summary score for each animal and for the village as a whole. This has an added value for analysis (Phase 3 Step 3.4).

In our experience, most groups start with the traffic light scoring system and some then change to numerical scoring. The shift to a different scoring system happens as the group gradually builds up experience in assessing their animals' welfare and recording the information. These groups find that the traffic lights are not sensitive enough to make a good assessment of the severity of welfare issues in their animals, so they develop more in-depth scoring. Several of our groups are now scoring welfare issues on a scale of 1-5 or 1-10 and defining the parameters for each score in great detail. In many cases the groups started to use this more accurate welfare scoring in competitions to select the best animals belonging to their group or village.

Step 3.3: Observing animals and recording their welfare status through an 'animal welfare transect walk'

Step 3.3 enables participants to assess the real welfare issues of individual animals belonging to group members, and also to identify any common issues which affect all animals belonging to the group.

Once all the animal-based and resource-based indicators are listed, go with the group on an Animal welfare transect walk (T22), by walking from house to house through their village. Encourage the members to check all the animals belonging to the group, one by one. The group assesses each animal together and agrees the score for each indicator on their list. Scores are recorded on a chart or register which is kept by the group for regular monitoring and follow up. Figure 4.8 shows the traffic light scoring chart resulting from issues identified using the 'If I were a horse' tool (T17) and the list of indicators described in Steps 3.1 and 3.2.

The Animal welfare transect walk (T22) may be done by men, women or both together, according to the preference of the group and based on the findings of other tools, such as the Daily activity schedule (T4). In some countries, women do most of the animal-related tasks around the home and men manage the animals while working. We have found that groups of women are particularly meticulous, serious and effective in carrying out the Animal welfare transect walk (T22) exercise collectively for their animals.








WHERE TO LOOK	WHAT TO SEE 1-16 JAN	NAMES OF OWNERS O GREEN @ ORANGE ● RED									
		Guddu	Harpal Singh	Taipal Singh	Amichand	Satyapal Singh	Gopal Singh	Teevanlal	Vijay Singh	Hemraj	
SKIN	DRYNESS-DIRTY	@	●	○	○	○	@	○	○	○	
LEG	SWELLING OF JOINTS	○	○	○	○	○	○	○	○	○	
 HOOF	LAMENESS - PULLING UP LEG	○	○	○	●	○	○	○	○	○	
	WOUND - WARM	○	○	○	●	○	○	○	○	○	
	BREAK - CRACK	○	○	○	○	○	●	○	●	○	
	CLEANLINESS	@	@	@	●	●	○	○	●	●	
WOUND ON MOUTH	LIP-NO SKIN	○	○	○	○	○	●	○	○	○	
WOUND ON GIRTH	NO HAIR-NO SKIN	○	○	○	○	○	●	○	○	○	
WOUND ON WITHER	NO HAIR-NO SKIN	○	○	○	○	○	○	○	○	○	
WOUND UNDER TAIL	NO HAIR-NO SKIN	○	○	○	○	@	○	○	○	○	
EYE 	REDNESS-DISCHARGE BLINDNESS	○	○	○	○	○	@	@	●	@	
NOSE 	BREATHING PROBLEM RUNNING DISCHARGE	@	○	@	○	○	○	●	●	@	
WEAKNESS OF BODY	RIBS AND BONES SHOWN	@	@	@	○	○	@	○	@	○	
NECK	DOWN - DULL ALERTNESS	○	○	○	○	○	○	○	○	○	
BEATING 	EARS DOWN- FEAR BITING- WOUNDS	○	○	○	○	○	○	○	○	○	
STABLE 	CLEANLINESS- SMELL	○	@	@	@	@	○	●	○	○	
FEEDING POT	FEED- CLEANLINESS HEIGHT	@	@	@	●	@	@	@	@	@	
SADDLE/ HARNESS 	CLEANLINESS-SMELL -NOT SHARP	○	@	○	○	○	@	○	○	○	
CART 	BALANCE-CLEANLINESS	○	@	●	○	○	@	○	@	●	
FARRIERY	SIZE OF SHOE ACCORDING TO HOOF	○	○	○	○	○	○	○	○	○	
HAIR CLIPPING	HAIR SHORT NO BRETING EA	●	○	○	●	○	○	○	●	○	
DISEASE IN LAST ONE MONTH											
	COLIC	○	○	○	○	○	○	○	○	○	
	RESPIRATORY PROBLEM	●	●	●	●	●	●	●	●	●	
	TETANUS	○	○	○	○	○	○	○	○	○	

Figure 4.8 Animal welfare transect walk (T22) recording chart

Step 3.4: Analysing the present welfare status of animals belonging to the group

The purpose of Step 3.4, the last in Phase 3, is to summarize all the findings, giving a clear picture of the welfare of individual animals and of the issues affecting all the animals belonging to the group. This enables further reflection, discussion and decision-making on individual and collective action to improve welfare.

As soon as the Animal welfare transect walk (T22) is complete, the group sits together and summarizes the findings on their chart to draw conclusions. If the walk has been carried out on more than one day, it is useful to hold a group discussion at the end of each day, with a final meeting on the last day of the exercise. The group summarizes the findings for each individual animal and for all the animals together. In particular, the group draws out the welfare issues which are scored red or bad condition, for individual animals and for the village as a whole. This will generate a list of welfare issues which will be used in Phase 4.

The process of joint analysis leads to individual as well as collective action, because awareness of animal welfare issues is awakened and peer pressure for action is generated by and among group members. Both of these drive the group towards appropriate planning for intervention.

The advantage of this intensive approach is that, in most cases, action to improve the welfare of working animals begins immediately after completing the Animal welfare transect walk. This is because individuals realize the welfare issues facing their animals and are aware of the atmosphere of positive competition generated between group members.

Phase 4. Community action planning

The purpose of Phase 4 is to move with the group from their new awareness of animal welfare issues, identified through the exercises carried out so far, towards individual and collective action for improvement.

There are three steps involved in this process:

4.1 Prioritizing welfare issues of importance to working animals and their owners



4.2 Root cause analysis of welfare issues



4.3 Preparing a collective plan of action to improve the issues, based on the root cause analysis.



Phase 4 Community action planning

Step 4.1 Prioritizing welfare issues of importance to working animals and their owners

Purpose

- To list all the animal welfare issues identified in the previous phases
- To prioritize these issues according to importance

Step 4.2 Root cause analysis of welfare issues

Purpose

- To analyse the causes or contributing factors to major welfare issues, in order to determine which factors need action or intervention

Step 4.3 Preparing a collective plan of action to improve the welfare issues

Purpose

- To identify the action needed to tackle each root cause.
- To plan:
 - the actions to be taken against each root cause
 - who will carry out the actions
 - when to carry out the actions
 - who will monitor that the action is taken as agreed
- To develop measuring indicators for each activity to be monitored by the group.

Process

- Organize a group meeting with animal owners, carers and other stakeholders as appropriate.
- Prepare a list of welfare issues, based on the Animal Welfare Transect Walk recording chart described in Phase 3, and any other issues identified and discussed during previous exercises.
- Prioritize issues on the basis of how common they are, how severely they affect working animals and which need immediate, medium-term and long-term solutions
- Identify the root causes which are responsible for each issue.
- Collectively look for possible solutions to the major root causes of the welfare issues (express these solutions as actions which can be taken by the group, individually or together).
- Discuss the roles and responsibilities of each group member in carrying out each action.
- Agree the time frame for action, the resources needed, requirements for support from group members and any external support needed
- Agree how to measure and who will monitor the implementation of the action plan
- Present the group action plan to the wider community, along with a formal or informal agreement to carry out the action plan.

Tools

- Pair-wise ranking (T8)
- Matrix ranking (T9)
- Three pile sorting (T23)
- Animal welfare story with a gap (T24)
- Problem horse (T25)
- Animal welfare cause and effect diagram (T26)

Table 4.5 Process overview Phase 4: Community action planning

Step 4.1: Prioritizing welfare issues of importance to working animals and their owners

Welfare issues affecting their working animals have now been identified by the group. Their next task is to decide which problems are the most serious or important to change, by ranking issues according to their importance. This helps the group members to set a realistic agenda for their own actions within limited financial and other resources.

During analysis of the charts recorded during the Animal welfare transect walk (T22; see Phase 3), the group produced a list of welfare issues which scored red (or bad welfare) on their scoring system. Encourage the participants to reflect back on the other exercises they have carried out together. Add the animal-related problems identified in those exercises to the list as well.

You can facilitate the group to rank these welfare issues according to their priorities for taking action, by using simple discussion or by writing the issues on separate cards and agreeing an order of preference (also known as Preference ranking). Alternatively you may use Pair-wise ranking (T8) or Matrix ranking (T9). Pair-wise ranking enables people to decide on priority issues by comparing each issue against the others. Sometimes groups may find this difficult and be unable to come to a consensus, in which case we find that Matrix ranking works better. In our experience many groups use a combination of tools: Preference ranking followed by Matrix ranking.

It is important that issues are prioritized according to the preferences of the animal owners, rather than according to your priorities or those of your supporting agency. If the group does not have ownership of decisions, action will not follow.

The list of animal welfare issues is often a long one and the group cannot act on all of them at the same time. It may be useful to sort the list into problems which need immediate action (within one month) and those which are medium-term goals (action to be taken within about one year) or long-term goals (two years or more).

Process box 5. What do we do about welfare issues that are incurable?



We discovered that during analysis of the traffic light charts recorded during Animal welfare transect walks (T22), groups often separate out animal welfare issues which are marked red but are not curable, such as blindness. Although blindness is not reversible, it is a welfare issue that needs to be acted upon and should not be set aside. Our approach is to trigger a discussion on why this particular animal became blind, and any other causes for blindness in working animals. This leads to action to prevent other animals from losing their sight in the future. They also encourage production of a welfare action plan for the affected animal, including how best to handle a blind animal during work, such as training it to respond easily to voice commands and using streets with less traffic. The plan also covers how best to manage the blind animal at home and during rest periods, for example by putting its food and water in the same place every day and ensuring that it is not chased away from food by other animals.

Step 4.2: Root cause analysis

The next step for you and the group is to identify the underlying causes for their priority welfare issues. This includes factors contributing to poor welfare while animals are working and also during their rest periods. A variety of tools may be helpful for this purpose; the two that we commonly use are Problem horse (T25) and Animal welfare cause and effect diagram (T26). These tools establish a hierarchy of root causes for poor working animal welfare and effects of poor welfare, constructing a 'tree' which shows the cause-effect relationships. It is very helpful to consider the effects of contributing factors on the owner and his or her family,

as well as on the animal. This increases people's motivation to take action for change. For example, discussing the causes of wounds on specific parts of a working animal's body may highlight causal factors such as the structure of the harness and how clean it is, the size of the yoke or saddle tree, or the design of the cart. Effects of these factors on the animal may include pain, weight loss and reduced working capacity. Effects of the animal's wounds on its owner could include less income (from reduced work and increased expenditure on medicines) or lower status in the community.



In the early stages, most causes identified by the group are likely to be superficial. In the case of wounds on the back or chest of the animal, participants may perceive them as easy to deal with and the action they agree might be regular cleaning of the wounds. However, in working animals, cleaning of these wounds is not usually enough to cure them. They may have multiple root causes such as ill-fitting harness, dirty padding, an unbalanced cart, rough road conditions, over-loading or beating, and it is not likely that these causes will come out in the initial discussion. The group has to experience for itself that despite all efforts to clean the wounds, some do not get better. This experience triggers them to carry out a more in-depth analysis of the causes of wounds. It is important that you are patient and encourage the group to reflect carefully and to analyse the causes or contributing factors in detail. If the discussion is pushed too fast, people may not have time to come out with the real underlying causes (see Case study H on page 106).

Step 4.3: Preparing a collective plan of action to improve welfare issues

Once the group has agreed on the root causes for each key problem, Step 4.3 is to make a community action plan for implementing change, creating an action for each root cause identified. The community action plan serves as an open community ‘contract’ for action which spells out the steps which will bring about change. This notes who will take which action and when, helping people to take responsibility for addressing problems in a systematic way and building in accountability.

It also brings agreement on the support that they need in order to implement the plan: from you, your supporting organization and other external institutions or stakeholders. At this stage, encourage the group to discuss past experiences or previous efforts made to tackle issues, so that their lessons learned can contribute to the new plan.

The major contributors to the community action plan should be the animal owners’ group, because the plan is designed to reflect their interests. However, it is always helpful to include representatives of local stakeholders or service providers, such as the farrier, health provider, women’s group and other concerned agencies. It is particularly important to involve women and children at every stage of the planning process, either together with the men or separately. This not only ensures better results, it also leads to sustainability in the long term because they will often be the ones taking care of animals in their non-working hours.

Sometimes a simple plan may be prepared by the group, based on one or two very urgent issues for immediate action, or those of particular interest to the members. When these issues are sorted out they will start to tackle the next ones on their priority list, and so on. As the group becomes stronger and more confident they may wish to produce a more comprehensive action plan.

Whatever the size of the plan, it must be specific if it is to be a useful guide for change. This includes:

- the welfare issue identified
- the cause(s) of each issue (based on the root cause analysis)
- action to be taken against each root cause
- who will do them (clear roles and responsibilities)
- when to do them (time frame)
- who will monitor that the action is really taken as agreed

Depending upon the group size and dynamics, everyone may wish to work together or to break into smaller sub-groups. These can work on action to overcome different root causes, or on different parts of the plan, according to their choice. Sub-groups come back together once they have completed their section, to comment on each others’ work and offer suggestions for changes. Check with them that the animal body, behaviour and feelings issues, the management and owner behaviour issues and the resource, stakeholder and service issues prioritized in Step 4.1 are all covered.

ISSUE	CAUSE	ACTION TO BE TAKEN	WHO?	WHEN?	WHO WILL MONITOR?
DIRTY SKIN					
CLEANLINESS OF HOOF (MAGGOTS)					
DIRTY EYES					
WOUND UNDER STDMACH (GIRTH)					
BALANCE OF CART					
RESPIRATORY PROBLEM					

NAME	ISSUE	CAUSE	ACTIONS TO BE TAKEN	WHO?	WHEN?	WHO WILL MONITOR?
Guddu						
Jaipal						
Harpal						
Amichand						
Hemraj						

Figure 4.9 Two possible formats for a community action plan

We have experienced that this action planning leads two types of action:

Individual action by each member of the group to benefit their own animal, such as cleaning of the saddle and harness, repairing and balancing the cart and cleaning any wounds on the animal. These individual actions are decided collectively by the group and are monitored by the group.



Collective action by the whole group to benefit all the animals belonging to group members, such as organizing vaccination of all animals at the same time, or building a water trough at their work congregation point.

At this stage it is vital to discuss how implementation of the action plan will be measured and monitored. Monitoring is most effective when group members agree to monitor each other. This brings in peer pressure and peer encouragement for action.

- What measures will be used to show that people are doing what they have agreed to do (activity monitoring)?
- Who will measure each activity? This involves other community members in supporting the action and ensuring that it is accomplished.
- When will they be measured? The frequency of monitoring depends on the group's preference – they could monitor each other weekly, fortnightly or monthly.

Name Group MEMBER	Date 1st Vaccination	Date 2nd Vaccination	1st Booster	2nd Booster
Harpal	17.8.08	17.9.08	18.9.09	
Jaipal	17.8.08	17.9.08	18.9.09	
Raipal	17.8.08	17.9.08	18.9.09	
Amichand	17.8.08	17.9.08	18.9.09	
Jeevanlal	17.8.08	17.9.08	18.9.09	
Satyapal	17.9.08	18.10.08	18.10.09	
Gopal	17.8.08	17.9.08	18.9.09	
Brijendra	17.8.08	17.9.08	18.9.09	
Hemraj	17.9.08	18.10.08	18.10.09	

The full group then agrees a final community action plan. See Figure 4.10 below.

ISSUE	CAUSE	ACTION TO BE TAKEN	WHO?	WHEN?	WHO WILL MONITOR?
DIRTY SKIN	<ul style="list-style-type: none"> • Dirty stable • No regular grooming • No hair cut • No bathing 	Daily cleaning of stable Grooming every day after work Bathing once in a week	Harpal Singh Gopal Singh	From tomorrow onwards	Hemraj, Jaipal
CLEANLINESS OF HOOF (MAGGOTS)	<ul style="list-style-type: none"> • Dirty stable • No regular cleaning of hoof • No regular checking of hoof 	Proper cleaning of stable every day Application of lime Regular cleaning of hoof using hoof cleaner	Guddu, Harpal, Jaipal, Amichand, Satyapal, Vijay, Hemraj	Immediately	Jeevanlal, Gopal
DIRTY EYES	<ul style="list-style-type: none"> • Working in dusty environment • No cleaning 	Cleaning eyes twice a day	Jeevanlal, Gopal, Vijay, Hemraj	During brick kiln work	Guddu, Harpal
WOUND UNDER STOMACH (GIRTH)	<ul style="list-style-type: none"> • Use of hard belt • Belt not cleaned, dirty • No oiling of belt 	Replace the strap belt (rope) with soft cloth strap or leather Daily cleaning of belt Regular oiling of belt	Gopal	Within days, check every day if wound reduces	Vijay, Amichand
BALANCE OF CART	<ul style="list-style-type: none"> • Tyre pressure too low and different for each tyre • Uneven load 	Check pressure every month Same pressure at both tyres Divide load evenly when loading	Harpal, Jaipal, Gopal, Vijay, Hemraj	From tomorrow onwards	Guddu, Harpal
RESPIRATORY PROBLEM	<ul style="list-style-type: none"> • Not known • Dirty stable 	Invite vet to come to meeting to discuss prevention	All	In February-Sunday 5th	Satyapal, Jaipal

Figure 4.10 Example of a community action plan

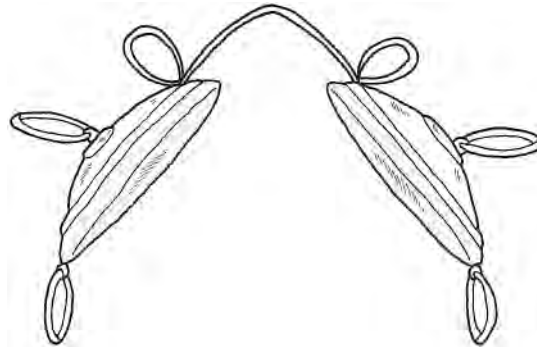
Case study H. Surprises in Khanjarpur village



Source: Ramesh Ranjan, Brooke India, Ghaziabad, Uttar Pradesh, December 2007

Brooke India's Ghaziabad District Equine Welfare Unit started to work in Khanjarpur village in 2007. At a cart-horse owners' meeting in July, group members started to discuss who among the eleven cart owners was a good owner and who was the best owner in the whole village. They agreed to set criteria on which to base their decision, including whose animal had a clean stable, fewest wounds, good condition of the hair, a saddle in good condition, a balanced cart with good tyre pressures, an owner who didn't beat their animal, and many others. It was decided to score each owner according to these criteria, by going on an Animal welfare transect walk to each person's doorstep to see the animal and its stable. With all of the owners walking together, this was an exciting exercise. Findings were shared and there was another long discussion. The maximum score they gave was 8 out of 10 for Mr. Jai Prakash's horse, as it had no wounds at all.

Wounds then became the main topic of discussion, since all the animals were suffering badly from them except for Jai Prakash's horse. People were keen to find out how to improve the wound condition of their animals. This led them to search for factors causing the most severe wounds and to decide on specific actions, such as cleaning and softening the *Kathi* (saddle tree), tying clean cloth padding around it, oiling the leather part of the *Kathi* regularly, giving more water to the animals, balancing carts properly and maintaining appropriate tyre pressures.



When the group repeated the transect walk in August, most of the animals' wounds had decreased in size and severity, but the wounds on the withers of Brijpal's and Rakesh's horses had increased. Both owners were adamant that they had been taking the agreed care of their animals, harnesses and carts. This compelled the group to investigate further. They concluded that the shape and size of the *bangla* (part of the saddle tree) also influenced wounds and that they had missed this in their earlier discussions. The *bangla* on every saddle tree was measured and matched with the size of the animal. Everybody was curious to know the outcome. To everyone's surprise, the size of the *bangla* on Brijpal's and Rakesh's saddle was almost double that of the others. Both owners accepted the findings cautiously and each changed their saddle tree for one with the right size of *bangla* in relation to the size of their horse. The Animal welfare transect walk was repeated for a third time in October, and this time the wounds on Rakesh's and Brijpal's horses had reduced and almost all of the other horses had no wounds at all. The animal owners had found the right solution to their problem.

This experience really helped the Khanjarpur horse owners' group to become confident and built their capacity to solve their own problems. They continue the practice of analysing issues jointly, so their success not only changed the wound situation but also improved many other management practices for the benefit of their working animals.

Phase 5. Action and reflection

The purpose of Phase 5 is to help the group to implement their community action plan, monitor it regularly and reflect on their findings and experiences together.

It is essential for the group to critically appraise the performance of both the individual members and the group as a whole, in order for the animal welfare intervention to succeed. These positive, constructive appraisals translate action into learning which in turn translates into further action. The depth of reflection has a major effect on the quality of the action that follows.

Periodic tracking of progress can help animal owners and carers to:

- build their interest in the intervention and their commitment to making it work
- assess the roles of different stakeholders
- understand the changing dynamics in their environment
- generate increasing knowledge about actions which work or don't work in their community action plan, leading to corrective action or improvement
- share responsibility for dealing with challenges
- bring peer pressure and peer motivation to influence individual actions
- trigger greater understanding, sensitivity and care for their working animals

This will also enable you and your supporting organization to understand their situations and constraints more clearly. Two types of collective monitoring are essential for the success of the action and reflection process:

Monitoring group activities

Monitoring of group activities is a regular function of every group meeting from Phase 5 onwards. This checks that group members and other stakeholders are doing what they agreed to do in their action plan.

Monitoring changes in the welfare of working animals

Monitoring of changes in animal welfare as a result of the activities carried out is achieved by repeating the Animal welfare transect walk exercise (T22).

In the following illustration and table the process of action and reflection is explained in more detail.

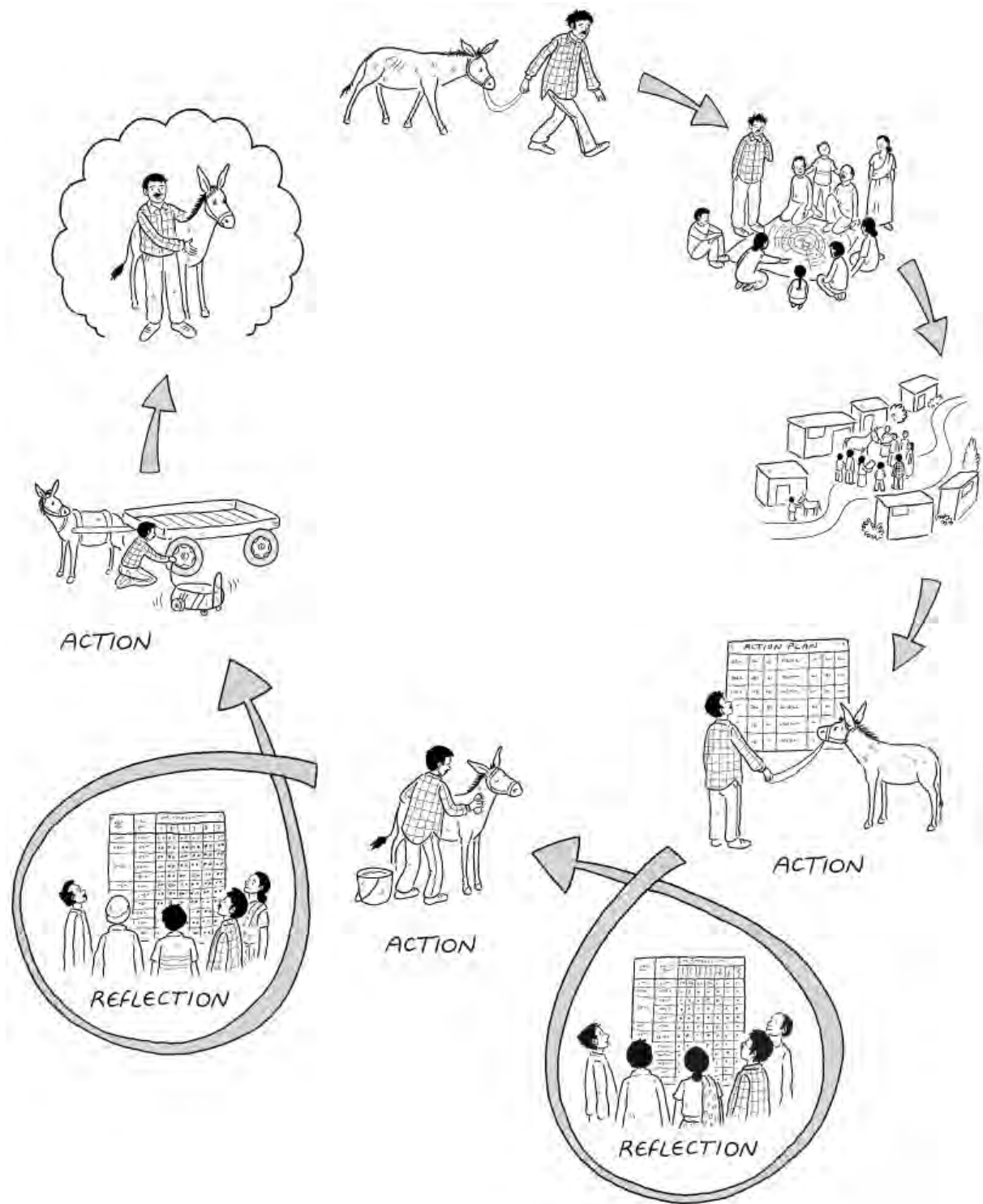


Figure 4.11 The action and reflection cycle

Phase 5 Action and reflection

Step 5.1 Implementation and monitoring of activities in the community action plan

Purpose

- To enable the group to take individual and collective action on the activities agreed in the community action plan
- To check that activities are carried out, through community and group meetings and home or site visits



Process

- Organize regular group meetings to review individual and collective efforts towards welfare improvement.
- Check and record the activities agreed in the community action plan to ensure that they are carried out.
- Generate resources needed for implementation of the plan, through collective contribution and by forming links with other resource providers.
- Initiate support for implementation of those activities which need external support.

Tools

- Pair-wise ranking (T8)
- Matrix scoring (T9)
- Animal welfare transect walk (T22)
- Problem horse (T25)
- Animal welfare cause and effect diagram (T26)

Step 5.2 Participatory monitoring of animal welfare changes, creating a cycle of reflection and action

Purpose

- To monitor the effect of the action plan on the welfare of working animals
- To reflect on the changes seen on the animal and develop new action points



Process

- Repeat the Animal welfare transect walk (T22) after one to three months, in the same way as the first time (Phase 3, Step 3.3).
- Analyse the results of the Animal welfare transect walk recording chart
- Take corrective action to keep the plan on track and/or to develop new action points.

Table 4.6 Process overview Phase 5: Action and reflection



Process box 6. A good action and reflection process

- draws on local resources and capacities;
- recognizes the innate wisdom and knowledge of the community;
- demonstrates that animal owners are creative and knowledgeable about their animals and their situation;
- ensures that other animal-related stakeholders are part of the decision-making process;
- has facilitators who act as catalysts and who assist the community in their action and reflection.

Capeling-Alakija, S., Lopes, C., Benbouali, A., Diallo, D. (1997) *A Participatory Evaluation Handbook – Who are the Question Makers?* OESP Handbook Series, Office of Evaluation and Strategic Planning, United Nations Development Programme, New York, USA.

Step 5.1: Implementation and monitoring of activities in the community action plan

This first step in the action-reflection process enables the group to take action on the activities agreed in their community action plan. A well drawn up community action plan leads to immediate action.



Your role as the facilitator is to contribute to the creation of an enthusiastic atmosphere and enabling environment where the group members can help each other with their agreed actions. This includes:

- Regular meetings to review individual and collective activities against the community action plan
- Generation of the resources needed to support their actions, for example through regular contribution of money to a common fund, or by creating links with other agencies, resource providers and government support schemes
- Generation of other external forms of support to implement their activities, if needed
- Maintenance of a record or register by the group, in which they record all of their decisions

At the beginning you may need to initiate this process of recording and gradually hand it over to group representatives. Where none of the group members are literate, they may decide to ask for help from a literate person or from school children in the village.

Step 5.2: Participatory monitoring of animal welfare changes, creating a cycle of reflection and action

Repeating the Animal welfare transect walk (T22; Phase 3, Step 3.3), at intervals of one, two or three months, enables the group to monitor changes in the welfare of their animals. Their scores for each animal welfare issue are recorded on the same monitoring chart each time (see Figure 4.12 below).








WHERE TO LOOK	WHAT TO SEE 1-16 JAN 2-16 FEB 3-16 MARCH 4-16 APRIL 5-16 MAY	NAMES OF OWNERS O GREEN @ ORANGE ● RED									
		Guddu	Harpal Singh	Tajpal Singh	Amichand	Satyapal Singh	Gopal Singh	Tevarlal	Vijay Singh	Hemraj	
SKIN	DRYNESS-DIRTY	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
LEG	SWELLING OF JOINTS	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
 HOOF	LAMENESS - PULLING UP LEG	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
	WOUND - WARM	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	●○○○○ ●○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	
	BREAK - CRACK	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	
	CLEANLINESS	●○○○○ ●○○○○	●○○○○ ●○○○○	●○○○○ ●○○○○	●○○○○ ●○○○○	●○○○○ ●○○○○	○○○○○ ○○○○○	○○○○○ ○○○○○	●○○○○ ●○○○○	●○○○○ ●○○○○	
WOUND ON MOUTH	LIP-NO SKIN	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
WOUND ON GIRTH	NO HAIR-NO SKIN	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
WOUND ON WITHER	NO HAIR-NO SKIN	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
WOUND UNDER TAIL	NO HAIR-NO SKIN	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
EYE 	REDNESS-DISCHARGE BLINDNESS	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	
NOSE 	BREATHING PROBLEM RUNNING DISCHARGE	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	●○○ ○○	○○○ ○○	
WEAKNESS OF BODY	RIBS AND BONES SHOWN	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
NECK	DOWN-DULL ALERTNESS	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
BEATING 	EARS DOWN-FEAR BITING- WOUNDS	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
STABLE 	CLEANLINESS-SMELL	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	
FEEDING POT	FEED- CLEANLINESS HEIGHT	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	
SADDLE/ HARNESS 	CLEANLINESS-SMELL - NOT SHARP	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
CART 	BALANCE-CLEANLINESS	○○○ ○○	●○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	
FARRIERY	SIZE OF SHOE ACCORDING TO HOOF	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	
HAIR CLIPPING	HAIR SHORT NO BRETING EA	●○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	○○○ ○○	○○○ ○○	●○○ ○○	○○○ ○○	
DISEASE IN LAST ONE MONTH											
	COLIC	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	
	RESPIRATORY PROBLEM	●○○○○	●○○○○	●○○○○	●○○○○	●○○○○	●○○○○	●○○○○	●○○○○	●○○○○	
	TETANUS	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	○○○○○	

Figure 4.12 Recording chart showing the results of repeated animal welfare transect walks

Group members then sit together again to reflect on their findings, both positive and negative. Improvement in scores shows the effect of the actions they have taken to improve management of their working animals and to prevent welfare problems from occurring. They may identify gaps in their current practices, decide if further actions or closer monitoring are needed and record these.

In the communities where we work, we have found that many welfare issues will improve, but some will not change despite the group's action. This stimulates further discussion and an in-depth root cause analysis on these specific issues, using the Problem horse tool (T25) or Animal welfare cause and effect diagram (T26). This second level of root cause analysis is an essential step in the process of solving the more difficult or long-term welfare problems facing working animals.

Repetition of the Animal welfare transect walk (T22) leads to continuing refinement of the community action plan. We have found that two types of refinement commonly occur:

- Firstly, as the group increases its sensitivity towards its animals, the members choose to use a longer list of welfare changes that they want to measure and they create more detailed scoring systems for these. They will do these themselves in time. If they do not, you should not introduce more complexity because it is important that the community decides what they feel is useful to measure. Both the animal-based indicators and those relating to resources or management practices increase in number and complexity. For example, one group initially identified cleanliness of the stable as something that they wanted to monitor collectively. After several repetitions of the transect walk they added cleanliness of the feeding trough, height of the trough, types of feed being offered (wet or dry) and whether chalk was put on the floor to keep it clean. Another group started by measuring whether their animals had wounds or not. Then they began to count the number of wounds on each part of the body and later still they started to measure the severity of each wound.
- Secondly, group members start to come up with more root causes and the associated welfare-promoting actions that need to be encouraged, and they include these in their community action plan and recording system.

You are likely to find that in the early stages the animal-owning group needs lot of support and capacity-building, which relies heavily on your skill as a facilitator. As the group becomes more familiar with animal welfare issues and confident in solving them, they will drive this action-reflection-action cycle themselves. This is a sure sign of the success of your work. This is also the stage where you start to discuss how long they will need your support as a facilitator and over what time period you should withdraw from the group. Planning for your eventual withdrawal is essential in order to support the growth of a self-reliant group and not increase its dependency on you. In our experience it takes the group 12 months to reach this stage, and a further 12 to 18 months of strengthening until you finally withdraw. In Phase 6 below we describe some of the discussions that might contribute to this agreement.

Phase 6. Self-evaluation and gradual withdrawal of regular support

Phase 6 is about assessing the longer term impact of the group's efforts to improve the welfare of their working animals. This may be carried out at the mid-term (usually twelve to eighteen months) and at the end-point (usually two to three years) of your involvement with the group. It enables group members to see positive changing trends in animal welfare and reflect on any issues which may need further action with your continuing support. Your job is to check that the group can stand on its own feet before you withdraw.

During this phase you should come to an agreement with the group about how much of your support that they will need in the future. They will be working towards having much less input from you and longer intervals between your visits. Long-term support may include holding an annual meeting, helping to overcome specific problems or crises, linking the group with other relevant agencies and federating local community groups (see Chapter 5).

Gradually withdrawing your support and that of your organization will enable you to extend your facilitation into other villages or communities where working animals are in need. In the long term your projects will cover more animals over a larger area than would be possible if you stayed closely involved with one group or community.



Phase 6. Self-evaluation and gradual withdrawal of regular support

Step 6.1 Self-evaluation

Purpose

- To analyse the visible impact of group activities on animal welfare, the successes and challenges experienced during implementation of the community action plan, and the impact of animal welfare improvements on the livelihoods of the group.



Process

- Plan a meeting in advance, including all the stakeholders and service providers who have been part of the Action Plan
- Share successes, challenges and lessons learned from implementation of the community action plan
- Analyse the repeated Animal welfare transect walk chart to see the changes in working animal welfare
- Identify how the actions which owners took for the benefit of their animals improved their own lives
- Prepare an action plan to continue welfare improvement based on the self-evaluation analysis.

Tools

- Historical timeline (T7)
- Changing trends analysis (T11)
- Before-and-after analysis (T11)
- Group inter-loaning analysis (T14)
- Success and failure stories (see text)
- Most significant change technique (see Theory box 9)

Step 6.2 Gradual withdrawal of regular support

Purpose

- To develop a plan for gradual withdrawal of your regular support to the community.



Process

- Discuss the process of continuing improvement in working animal welfare with the group when they develop their new action plan in the previous step.
- Agree what support is needed from you and your supporting organization to implement their action plan.
- Agree a time frame for giving this support and implementing the plan.
- Establish criteria with the group for measuring their self-reliance and enable them to identify their current level of self-reliance based on these criteria.
- Initiate the formation of group clusters if possible.
- Withdraw your regular facilitation from the group according to the agreed time frame. Provide active support only in response to the group members' request and only in a crisis situation which they cannot resolve on their own.

Table 4.7 Process overview Phase 6: Self-evaluation and gradual withdrawal

Phase 6 consists of the two final steps 6.1 and 6.2.

Self-evaluation. The group stands back and looks at its progress over a longer period of time than it normally does at regular meetings. The group uses the Animal welfare transect walk recording chart to look for changing trends in the welfare of their working animals. They look at their successes and failures and the group's achievements and challenges during implementation of their community action plan. They also consider how the impact of animal welfare changes affects the livelihoods of the group. Then they agree on what actions to take to make these changes long-lasting.

Transition in the facilitator's role. You agree with the group on a transition from your regular facilitation at their meetings to a situation where they continue to meet and take action to improve the welfare of their working animals without your regular support.

Step 6.1: Self-evaluation

The main purpose of this step is to analyse the Animal welfare transect walk recording chart for evidence of changing trends in animal welfare together with the visible impact of animal welfare improvement on the lives of group members and their families and to analyse the successes and failures of the community action plan in achieving these changes.

Sharing of lessons learned leads to revision of the community action plan for future work. This is a self-evaluation process by the group although, unlike the short action-reflection cycle between group meetings (described in Phase 5), its aim is to evaluate progress broadly over longer periods of 12 months or more. During this process, the group makes changes to their community action plan which will help them to maintain welfare improvement in the long-term.

You will need to plan this meeting in advance because it will take longer than a regular group meeting. Some groups decide to hold a two-day meeting, while others plan to spend two hours every day for three to four days on the self-evaluation process. It is very useful to involve local stakeholders and service providers, such as veterinary workers, medicine shop owners, farriers, harness- and cart-makers and any others identified during Phase 2. Their involvement will help to strengthen the community action plan by encouraging them to continue working closely with the group on improving service provision for working animals.



During this meeting, three main areas will be evaluated:

- Success and failures of the community action plan.
- Changing trends in the welfare of their animals.
- The impact of improved animal welfare on the lives of animal owners, their families and the community.

Start the meeting by asking the group to remember what happened right at the beginning when their interventions started. Compile a Historical timeline (T7) of the events and challenges which occurred throughout the period since they began to work together. This will set the climate for in-depth discussion.

Successes and failures of the community action plan

In Phase 5 the group looked together at their activities, to find out whether they were carried out as agreed and whether they led to the desired change in a welfare issue. Now, in the Phase 6 evaluation meeting, the group looks back further, comparing the situation before they started to implement their community action plan with the situation now. This is easily done using the Changing trend analysis (T11). The group analyses which actions have been most effective and which less effective and the reasons why. This helps participants to learn, to change their interventions if necessary and to plan for continuing action. Matrix ranking (T9) can be used to compare the relative success of the activities taken up. During this part of the analysis it is also useful to discuss the achievements and difficulties faced while working together as a group, with reasons for these, and how any difficulties were overcome.

Changing trends in the welfare of their animals

The process that you have facilitated so far will have enabled owners to recognize when animal welfare is getting worse and to take action quickly, either as an individual or collectively. In order to create a deeper understanding, analysis of the Animal welfare transect walk (T22) monitoring charts will highlight the dynamic status and changing trends in the welfare of working animals belonging to the group. Members may notice changes in welfare according to the season, the animals' workload and other factors in their living and working conditions and their environment. Facilitating owners to recognize these changes and the effect of their own actions will lead to sustained improvement in the welfare of their animals.

Figure 4.13 below shows information compiled by an equine welfare self-help group from their Animal welfare transect walk (T22) monitoring charts. It contains the results of five transect walks carried out monthly between January and May 2009. The group looked at the change in number of welfare issues per individual animal owner over the five-month period (Figure 4.13a) and the change in the total number of welfare issues affecting all animals in the village (Figure 4.13b). This analysis enabled the group to identify and discuss persistent welfare problems which had not come out during their routine intervention monitoring (as described in Step 5) and as a result they planned some new actions. For example, the chart on the right shows that weakness of the body remains an issue with several animals in the village. This led to collective action to improve animal feeding (see T27, Analysis of animal feeding practices).

In some villages we have seen that this compilation and analysis of monitoring charts leads to prize-giving for the best animal or the owner who has made the most improvement from the start, which is very motivational for the group.

There are many other ways in which the Animal Welfare transect walk (T22) monitoring charts could be compiled, and you should enable the group to analyse their progress in any ways that they choose. Examples include:

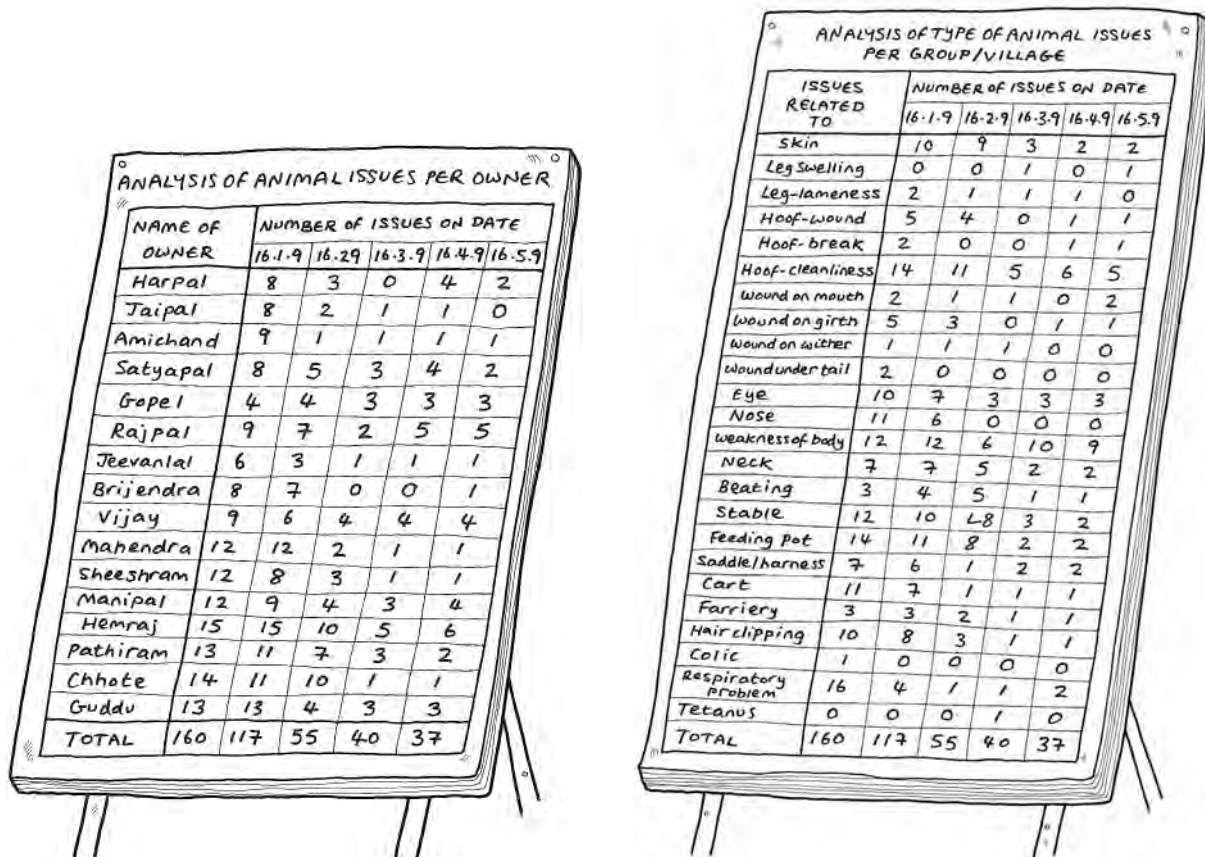


Figure 4.13a (left) Analysis of animal welfare issues affecting each animal owner

Figure 4.13b (right) Analysis of number of animal welfare issues affecting the whole group or village

- changes in animal welfare according to season;
- changes in welfare issues affecting different parts of the animal's body;
- changes in physical welfare issues compared to mental welfare issues.

Case Study I on page 118 gives more information about this analysis.

The impact of the animal welfare improvement process on their own lives

The third area for evaluation is how the group's action to improve their animals' welfare affected their own lives. This is very important because it provides continued motivation to improve animal welfare. You can use tools such as the Before-and-after analysis (T11), Mapping (T1) and Seasonal analysis (T6) to look at specific impacts and changed situations.

Examples from our programmes include:

- reduction in the costs of animal treatment and the effect of this cost saving on the household budget;
- the amount of unity amongst members of the group;
- increased collective bargaining power with resource- and service-providers or decision-makers;
- availability of credit at low interest rates;
- increased self confidence;
- increased recognition in society;
- ability to meet emergency financial needs and the costs of children's education.

The ‘most significant change’ technique (see Theory box 9 below) can help people to draw together stories and field evidence of their success. This evaluation tool brings out how group members perceive their achievements and the impact on their lives.

One important aspect of this phase is that the lessons learned are shared more widely. They may be shared with the whole village or community to which the animal owners’ group belongs, and also through workshops where different groups or communities come together from across a district or region. This encourages others to support or take part in similar activities and helps to increase the reach and effectiveness of your programme.

Theory box 9. ‘Most significant change’ technique



The ‘most significant change’ technique was developed in 1996 by Rick Davies in Bangladesh. It is a form of monitoring and evaluation carried out by the animal owners themselves. The technique does not use predetermined indicators of change. Instead the animal owners collect stories of change in their animals and in their own lives as a result of the action they have taken. The stories are read, discussed and analysed by the group, increasing their realization of their own achievements and the impact of their animal welfare interventions.

A ‘most significant change’ story from India

‘Our village, Faridpur, was selected in the summer of 2008 by the Aligarh District Equine Welfare Unit of Brooke India’, recalls Hari Singh, a donkey owner from the village. ‘Their facilitator conducted several exercises and activities with us to sensitize us concerning the welfare of our animals. Later that year, in November, the team showed us how we could measure the welfare of our animals ourselves. On 27th December we did an exercise which they called ‘participatory welfare needs assessment’. We went on a walk through our village and scored all our donkeys using Traffic Light colours. This exercise was an eye-opener for us because we thought that we took good care of our animals, whereas the exercise results showed the gaps in our practices. This led to intense discussion among us because some people did not agree with the results. The Aligarh team told us that the purpose of this exercise was not to highlight our shortcomings but to encourage us to take immediate corrective action for our animals.’

‘On 24th February 2009, we did the second participatory welfare needs assessment walk and only one animal out of 22 got 100% score. The third walk was conducted in July and this time seven of the 22 achieved 100%. This time we decided to give prizes for the most improved animal, to encourage and motivate us all to continue improving the well-being of our animals’.

Other donkey owners expressed their gratitude to the Aligarh team by saying: ‘This one exercise has induced a belief in us that if we work hard, we can definitely improve the well-being of our animals’.

Source: Monitoring and Evaluation team, Brooke India, 2009

For detailed information on the MSC technique, see Davies, R. and Dart, J. (2005) *The Most Significant Change Technique: a guide to its use*.

Available online at www.mande.co.uk/docs/MSCGuide.htm

Case study I. Using repeated Participatory welfare needs assessment and Root cause analysis to address difficult welfare issues



Source: Girjesh Pandey, New Public School Samiti, Amar Brick Kiln, Unnao district, India June 2009

Improving the welfare of the ponies and donkeys working in brick kilns has always been seen as a challenge by our field staff in India, because working animals and their owners are only present in a particular brick kiln between November and June each year. Participatory welfare needs assessments (Phase 4, Step 4.3) have been successful in village groups, but the process takes some time and the brick kiln season is short, so the team was initially hesitant to introduce it to the brick kiln workers.

Despite this, we initiated the PWNA process in Amar brick kiln in January 2009. Mohammed Khalik, our community organizer, visited several times to mobilize the sixteen animal owners working and living there. They formed a group for that particular brick kiln season and set up a savings scheme as an initial activity to bring people together. With this they decided to buy animal feed in bulk and distribute it amongst the members.

Mohammed used the 'If I were a horse' tool (T17) to help the group to identify 28 parameters for assessing animal welfare. They carried out their first Animal welfare transect walk (T22) in January 2009. All the animals were assessed jointly by the group and they made a traffic-light monitoring chart. The parameters for all the animals together helped the owners to get an indication of major welfare issues in Amar brick kiln. The group then did an Animal welfare cause and effect diagram (T26) for the most common and severe issues, such as eye problems, wounds on the withers and spine, cleanliness of the feed trough and maintenance of carts. With Mohammed Khalik's support, the group prepared a comprehensive action plan. Each owner implemented their own plan of action, helping each other and keeping a close eye on everyone to ensure that they were all doing what they had agreed.

The next meeting was held in March: the traffic-light chart was brought out, another animal welfare transect walk was done and the results reviewed. The group concluded that among all the animals, 76 welfare issues out of the initial 154 still existed. They continued to implement their action plan and assessed the animals again three months later, in June. A lot more issues had resolved, but there were still 42 welfare problems left in the kiln.

OWNERWISE : NUMBER OF ISSUES ON DIFFERENT DATES			
OWNER	12.1.9	26.3.9	29.6.9
Sanjay	0	0	0
Bisambhar	14	3	3
Mitrapal	14	6	2
Amar Singh	10	3	1
Rakesh	11	6	1
Jaipal	10	6	1
Harpal	10	6	1
Manpal	9	7	4
Pinku	12	6	3
Prempal	12	5	3
Ikishan Pal	10	6	3
Rammurat	12	4	9
Ghaiyalal	13	6	5
Arphan	17	12	6
Ganga Ram	0	0	0
TOTAL	154	76	42

Figure 4.14a Analysis of animal welfare issues affecting each owner in Amar Brick Kiln

ISSUE WISE : NUMBER OF ISSUES ON DIFFERENT DATES			
ISSUES RELATED TO:	12.1.9	26.3.9	29.6.9
EYE	24	2	3
EAR	0	0	0
NECK	4	2	1
NOSE	7	2	0
CHEST	8	3	0
STOMACH	4	3	0
HAIR	6	2	1
LEGS	10	3	1
WOUND ON WITHER AND SPINE	11	3	3
BACK	9	3	1
HOOF	2	0	2
CART	36	32	24
FEED MANGER	29	20	6
TOTAL	154	76	42

Figure 4.14b Analysis of animal welfare issues affecting the whole of Amar Brick Kiln

Two summaries had been made on charts, one showing the number of animal welfare issues per owner (Figure 14a)), and the other containing the total number for the whole group (Figure 14b). Members decided to have a special meeting to look at the two charts and decide on action to overcome their remaining issues.

During this meeting the group carried out a more in-depth Root cause analysis for the unresolved cases, particularly wounds. This brought up some causes for wounds which had not come out during the initial analysis, so a new action plan was made to tackle these causal factors. Each owner agreed to continue to implement the action plan when the brick kiln season ended in June. Several owners were so enthusiastic that they organized themselves into a group at their home village and carried on with the same process of action and reflection.

Facilitating animal owners through this learning process is essential in order to address chronic or long-standing welfare issues which are not easily resolved by the early phases of collective action. The combination of peer pressure for action and good facilitation to analyse and reflect on difficult problems in more depth can lead to improvement in welfare problems which may initially seem challenging or impossible to change.

Step 6.2: Gradual withdrawal of regular support



The purpose of this step is for the group to agree on a transition from your facilitation at meetings to a situation where they continue to meet and take action to improve animal welfare without your regular support. This will involve careful planning. As well as individual and collective action by group members, the potential for collaborating with other groups or agencies may come into discussion here. For example, the group may consider furthering their links with local resource- or service-providing agencies.

In the context of an externally-facilitated, intensive intervention to improve animal welfare, withdrawal could mean that you and your organization will no longer support the group with a budget or significant time commitment. After your withdrawal, some contact by you or your supporting organization may need to continue into the future. This might include your attendance at the group's annual gathering or community event, or your support with linking several local community groups into a federation (see Chapter 5).

The decision to withdraw should be based, as far as possible, on the group members' assessment of their own self-reliance and desire to continue to act on improving working animal welfare. This discussion can be facilitated in two ways:

1. Either you can initiate discussion about your regular support during the group's revision of their community action plan, based on the self evaluation described in Phase 6 Step 6.1. Explore the possibility for you to reduce your visits gradually, so that the group can carry out all of their work without you. In their revised plan, participants should identify all the welfare issues for which they need your presence. Make an agreement about how they will deal with some of the issues themselves and also agree on specific deadlines for your input. Incorporating indicators for your withdrawal into the revised plan will enable the group to keep on the right track.
2. Or the group can carry out an assessment of its self-reliance. This can be done through a discussion of what would need to be present in the village for them to be able to continue on their own. The items listed can be used as a checklist for their progress towards self-reliance. Case study J shows an example of this process.

By the end of the withdrawal process, you would aim to respond only to requests for support in a crisis situation which the group cannot resolve on its own.

Although it is possible for a group to carry out this self-assessment on their own, it is even more effective if done through a cluster of welfare groups as seen in the case study. Creation of clusters of animal owners' groups at levels beyond their immediate neighborhood increases the likelihood that each group will continue to work to improve the welfare of their working animals after your withdrawal. The formation of clusters is described in more detail in Chapter 5.



Process box 7. Animal friends



In several of the communities where we work, individuals are selected by the group to be 'animal friends'. They are often active members of the welfare group, with a specific interest in animal welfare. Animal friends form a link between the group and service providers such as local government veterinary practitioners, farriers and feed sellers, and may also be trained by the support agency in basic animal first aid. They stimulate enthusiasm and action by the group and lead processes such as participatory welfare needs assessments. As time goes on, animal friends can take over some of the roles of the facilitator, which makes the process of withdrawal easier.



Case study J. Agreeing indicators for withdrawal of an external agency from regular involvement with an animal welfare group

Source: Kamalesh Guha and Dev Kandpal, Brooke India, Saharanpur, Uttar Pradesh, India, June 2009

In Fakirabad village in Saharanpur district, Brooke India has been working with a group of horse and donkey owners for the last three years. They formed an equine welfare group, prepared village intervention plans and implemented these successfully. Over the years the group has taken up several welfare issues collectively and members have also supported other animal owners to form their own groups. Fakirabad's successes include:

- One of the group members has become an Equine Friend. He is the contact person between the group and local service providers, veterinary health providers and other outside agencies. The service providers are also linked to each other.
- The number of veterinary emergency cases has reduced.
- Owners have become capable of preventing the welfare problems which used to trouble them, such as preventing tetanus through a collective vaccination programme.
- They have established a collective fund which has grown to 50,000 Indian rupees. This is used to support the needs of their animals, such as treatment costs, vaccination and timely repair of carts and harness. Loans from the fund are also used for domestic family needs.
- Group members conduct their own meetings independently, without the presence of Brooke staff or other supporting agencies.

During a recent monthly meeting, the group invited the Brooke's district staff and discussed full withdrawal of their support. This would allow Brooke India to start working with other villages in the area instead of coming to Fakirabad so regularly. Group members asked the question: 'How will we know whether we, or any other group, are ready for the withdrawal of a supporting agency?'

Fakirabad's group leader took this question to a district level meeting of representatives from several different village animal welfare groups. They discussed how they would ensure continuity of their welfare-promoting activities, so that when the Brooke's staff were no longer present, the groups would still be able to run all their activities on their own. With the support of a facilitator, group representatives developed a list of monitoring indicators for withdrawal (see Theory box 10). This indicated what needed to be present in any village or group to ensure it was ready for withdrawal of a supporting agency. Then the group of representatives decided to visit each village along with field staff from the Brooke. They used the list of indicators to look at animals, meet with group members and assess their meeting records and registers. They also met local veterinary workers and other service providers. During each visit, scores were given against each indicator and these were shared with the local group members to build consensus. When all of the villages had been visited, a meeting was held to decide which ones were ready for gradual withdrawal of support. Five villages were chosen, including Fakirabad. It was agreed that the process of withdrawal would be gradual, so a Brooke community facilitator still visits Fakirabad occasionally and the group can still ask for help whenever there is a clear need.

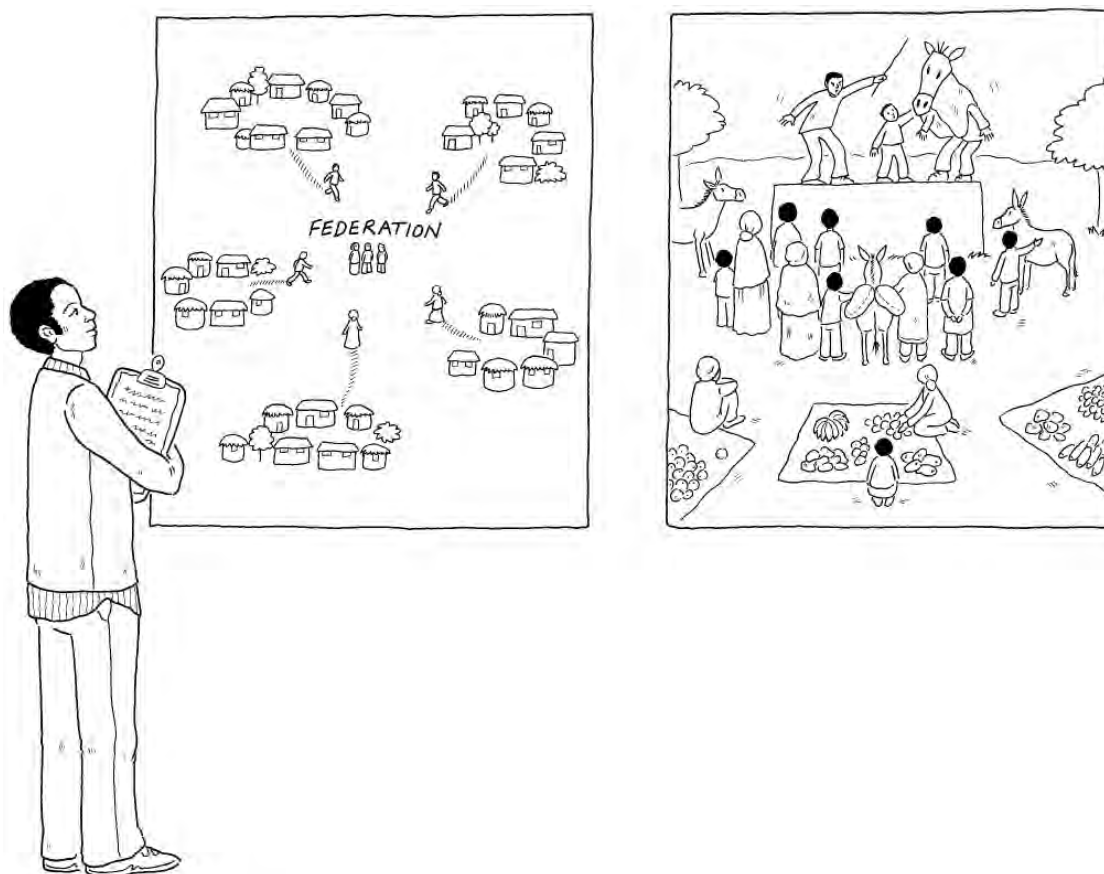


Theory box 10. Indicators for withdrawal of an external agency from regular involvement with an animal welfare group

1. The group is functioning well with regular meetings, and any conflicts or problems are resolved collectively and recorded in village registers.
2. Community-led tetanus vaccination is being carried out regularly, including booster doses and vaccination of newly-purchased animals.
3. The Animal Friend plays an active role and all members are confident in his work.
4. There is a collective understanding of the major local diseases affecting horses and donkeys, their symptoms and prevention, including wounds, laminitis, colic, eye disease and tetanus.
5. Local veterinary service providers are available for treatment of animals, and their services are being used by the community, including taking regular advice and getting sick animals treated on time.
6. A first aid system has been arranged involving the local medicine retailer and this is being used by the majority of the group.
7. A farrier, hair clipper and feed seller are available locally and provide good services to the satisfaction of all group members.
8. Men, women and children in families who own animals are all aware of the animals' welfare issues and participate in activities that are important to improve and maintain good welfare.
9. Collective action is being taken by the group to meet their animals' needs, such as feeding and prevention of diseases, and these are recorded in the village register.
10. Shade and shelter is arranged for working animals according to the weather.
11. Arrangements are in place to provide good quality water to animals frequently.
12. Stables and manger are properly cleaned, and animals are provided with appropriate feeding, such as wet wheat straw.
13. Group members have a good knowledge of cart balance and saddle-fitting and there are no sharp edges on the bit.
14. Animals and owners show calm and friendly behaviour towards each other.
15. Wounds are being managed properly and animals have few or no wounds.
16. There is no lameness in the animals.
17. Animals are being groomed and their eyes are being cleaned regularly.
18. There are no signs of firing (branding with hot irons) on the animals.
19. Male animals' genital organs are not being tied with string to prevent normal behaviour.
20. Animals do not start to work at an early age which damages their development and increases lameness.

CHAPTER 5

Reaching out to promote animal welfare



What you will find in this chapter

This chapter explores several ways in which collective action to improve animal welfare may be extended to reach larger groups of people and populations of working animals.

Building on your work with action-oriented community groups in Chapter 4, the first part outlines how to bring these groups together in order to maintain a long-lasting improvement in the welfare of their animals.

The second part looks at methods for raising awareness of animal welfare and engaging with audiences who are not based around established community groups. In our experience these methods are less effective for promoting sustainable, collective action than intensive engagement with community groups. However, they are very useful for stimulating interest in animal welfare among wider society and appreciation of the important role of working animals in people's lives.

There is a large amount of information available on the use of community outreach methods in different fields of international development. In this chapter we outline our own adaptation of these methods for promoting good animal welfare with communities and larger groups. When you have identified the best methods to use with your target audience, we recommend that you read some of the references relating to those methods in more detail. Then use your field experience and the animal welfare information in this manual to generate your own outreach activities and communication materials.

Forming federations

Step 1 Building opinion and forming a federation 0 to 6 months

Purpose

- To organize animal owners from different local groups to come together, in order to form a higher level solidarity group or federation to address the common animal welfare interests of its member groups.

Process

- Build opinion on the prospects for federation, through meetings and discussion at group level.
- Bring understanding to each group on the role of federations and their own roles as members, through workshops and training.
- Devise an appropriate process for selecting group representatives to the federation, followed by orientation for representatives.
- Develop federation goals and objectives with the member group representatives.
- Facilitate: framing of rules and regulations; agreeing clear functions, roles and responsibilities of the federation and members; devising activity plans for the federation.

Step 2 Stabilising the federation 6 to 24 months

Purpose

- Regular facilitation and support to build the capacity of representatives to manage the newly formed institution, run it properly and grow it effectively.

Process

- Enable federation members to put their activity plans into operation, in accordance with their goal and objectives.
- Capacity-building of members in subjects such as managing their action plan, resolving conflicts, organizational development and any specific skills needed to carry out their work.
- Enable federation members to identify like-minded institutions, build links and network for benefit of the member groups.
- Help establish records, registers, financial management systems and audits.

Step 2 Stabilising the federation 6 to 24 months

Purpose

- Slow withdrawal of direct support and facilitation once the federation becomes effective.

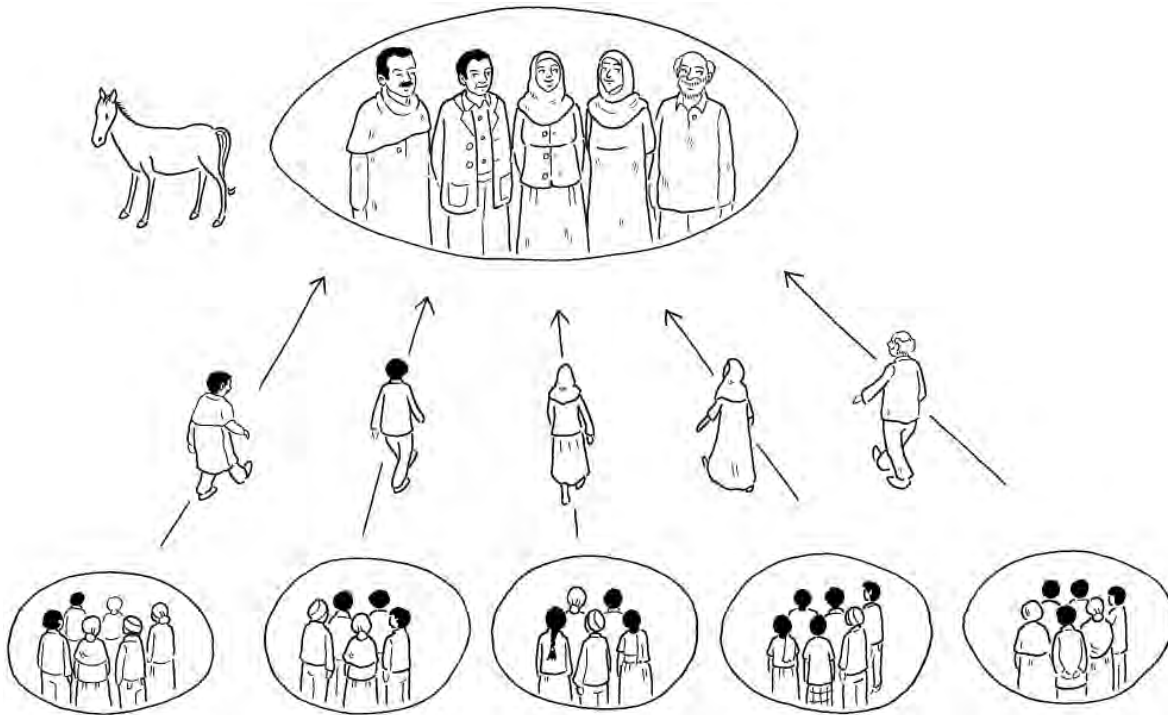
Process

- Periodically attend federation meetings.
- Support and facilitate the federation strengthening process until it reaches a sustainable level.
- Participatory impact evaluation and re-planning of activities.
- Attend meetings and events occasionally to see that the federation is continuing in the right direction, while giving active support only in extreme need.

Table 5.1 Forming a federation of working animal welfare groups

Facilitating the establishment of working animal welfare federations or intermediate-level solidarity groups

Creation of collectives of animal owners' groups at levels beyond their immediate neighbourhood is an important method of sustaining momentum after you (the facilitator), your organization, or other external forms of support are withdrawn.



Why federate local community groups?

Reasons for bringing community groups together as animal welfare solidarity groups or federations include:

- Enabling groups to take up actions which would not be possible if they acted alone. An example of such action might be to encourage local authorities to improve services or resources which improve the welfare of working animals, such as the provision of animal water supplies and shade shelters in a town centre.
- Sharing and learning: federated groups have greater opportunities for sharing animal-related information, so that they can sustain their own activities more effectively. This may be achieved through creating an animal welfare platform (regular gathering) of group representatives who bring relevant, useful, and interesting information to these assemblies and take learning back to their own communities. Local or district newsletters may be used for the same purpose.
- Federations can also form a platform for alliance-building and networking with other stakeholders, in order to build a collective appreciation, opinion and good image of working animals among wider society. Stakeholders may include groups of animal users or hirers who do not own animals themselves, non-government organizations, local administrators, higher institutions of learning, the wider community, schools, churches, local leaders, community opinion-leaders, community-based organizations, agro-business practitioners, artisans and other interested parties.

How to form federations

The process for forming a federation of working animal welfare groups is laid out in Table 5.1. At the start, active members of several village groups may be brought together to discuss the opportunities for forming a cluster group.

Managing a large federation may not be possible at the beginning, so we suggest that you start with facilitating five to fifteen animal-owning groups to form a cluster. The formation of a cluster or federation is more effective if the groups who join are well established and active (see Theory box 10). Unless the groups who join have reached a stage of self-management and self-motivation, they will not be able to work effectively in the cluster. Each group can send two or three representatives to an assembly event. At the beginning this should focus on sharing and learning about each others' achievements, giving examples of the specific results and impact of interventions on the welfare of working animals. The event may take one day or longer, depending on the number of the groups who are meeting. Such events can also include competitions, as described in the case study below. Cluster meetings can then be organized on a quarterly basis or at time intervals agreed by the group representatives. Cultural events such as folk songs and community drama may be held during cluster meetings in order to encourage representatives to interact creatively and sustain their enthusiasm.

Factors to consider when organizing cluster meetings or events include:

- distance which group representatives would need to travel in order to meet other cluster members
- similarity of the groups' working or livelihood context (for example, rural animal owners may see their situation very differently to people working in brick factories or in urban areas)
- specific working animal welfare issues which the cluster or federation might decide to address

Theory box 11. Conditions necessary for a community group to become a successful member of a cluster or federation



- Group meetings are held regularly and attended by all members
- A common fund has been built up through regular contributions or savings by all members and it is used for collective and individual actions
- Rules and regulations are well framed and properly governed
- Records and registers are maintained properly
- Leadership roles are rotated

A federation needs to build up its own fund to carry out its agreed action and implement collective decisions, for example to maintain records, register as a cluster with the local authority, hold meetings or travel to meet officials. These federation funds can be built up in several ways:

- Membership fees or admission fees as a one-time payment from member groups
- Monthly contributions from member groups
- Donations or contributions from other institutions for programmes within the scope of the cluster's objectives

- Money earned from any income-generating activities taken up by the cluster, such as income generated through bulk buying of animal feed and sale of feed mixtures to cluster members.
- Fines from member groups, for example for non-attendance or other violations of the federation's rules

The cluster could provide a monitoring role for the functioning of individual groups, through regular review of the work of member groups. It may also try to strengthen community groups through ideas, suggestions, exposure visits, audits and training. Activities which could be carried out by the member groups themselves should not be taken up by federations – it is more useful for them to concentrate on animal welfare issues which require a higher level of collective action.



Case study K. A village-to-village competition

Source: Dev Kandpal and Dinesh Mohite, Brooke India, Saharanpur, Uttar Pradesh, India, October 2008

Brooke India's equine welfare unit in Saharanpur district started community mobilisation activities in about 30 villages where horses, mules and donkeys were used for work. For the first year, the Brooke's staff focused their activities on facilitating animal-owning families to form and strengthen 'equine welfare groups' with regular savings and loan schemes as the activity that initially brought each group together. These groups also began collective action on various welfare issues affecting their animals. Each village made a specific welfare improvement plan, which was monitored jointly by the group members and the Brooke every month. During the first two years, progress was found to be very satisfactory in each village. Planned action by the groups improved the welfare of their animals, service providers for animals were identified and were influenced to provide better quality and more cost effective services. 'Equine Friends' in each village worked as a link between owners and service providers.

At this stage, it was decided to hold a meeting of all these equine welfare groups together, bringing together two or three representatives from each group to share and learn. Everyone decided that a prize would be given to the group who best encouraged all the other groups. All the representatives sat together to decide criteria for judging the competition. These included the amount of money saved and loaned by the group, the number of animal welfare problems sorted out collectively, the number of animals vaccinated and the reduction in veterinary emergencies affecting the group. Other criteria included helping people to form groups in other villages and enabling other groups to sort out critical problems. After six months the representatives met again to look at the results from each village and to distribute prizes. This created a high level of competition between village groups and as a result positive changes in animal welfare started to happen very rapidly. All the animal owners were charged with enthusiasm and jumped to take part in collective action, both within the group and outside it.



Now we see that collective meetings are not confined to the Saharanpur district but have crossed into other districts. Groups from three or four districts organize their own meetings, deciding on more collective action to help their animals. Participants write and sing their own folk songs about horse and donkey welfare, act out community drama and distribute prizes. Competitions continue independently between the districts and the Brooke's staff are invited to participate. These competitions empower people and help the groups to celebrate and learn from each others success. They also mobilize and motivate groups towards simple and concrete actions and focus them on fulfilling a future vision for their animals.

Methods for extending reach: community outreach

It may not always be possible to work with animal-owning community groups using the methods described in Chapter 4. In rural areas, working animals and their owners may be too scattered geographically to form effective groups or platforms for community action. In peri-urban or urban areas, the population may be too large to work with everyone at the same time. Sometimes practical constraints make it difficult to meet animal owners in their home villages. We have found it quite challenging to work with animal owners and users at congregation points during their working day, such as at markets and caleche or tonga (horse-drawn taxi) stands, because they have little time and opportunity there for group formation or reflection. In places like these, awareness-raising approaches can provide a cost-effective method of outreach to improve working animal welfare. They are usually less effective than formation of community groups, because increasing individuals' knowledge and awareness does not necessarily lead to a change in their behaviour towards their animals. However, these more extensive approaches can still be useful, particularly when animals are working in environments which pose fewer risks to their welfare (see Chapter 3, 'Deciding how to work: the intervention approach').

An example of community outreach is the wall-writing carried out by the owners of working animals in Uttar Pradesh, India. These owners are often scattered in many villages and there is limited opportunity for them to meet each other and form cohesive self-help groups. To raise awareness of animal welfare needs, the owners decided to write their good animal husbandry and management practices on the outside of their stable walls. This educated other animal owners as well as showing pride in the fact that they were caring for their animals well.

In some countries, such as Kenya, many welfare problems are associated with the low status of working donkeys in society. Raising awareness of their value and role in supporting livelihoods, by spreading animal welfare messages to society at large, may be an essential part of your approach in such circumstances.

Some of the extensive methods described in this chapter may also be used during the early stages of the group formation process and feeling the pulse of the community (see Chapter 4) in order to raise awareness about specific welfare issues to be taken forward for collective action.



Process box 8. Key principles in community outreach



- Develop a plan for outreach and avoid ad-hoc messaging, which will not be successful.
- Involve people as actively as possible, by choosing the method of outreach with the highest level of participation by the target group.
- Use a variety of channels and methods to provide space for people to express themselves and their concerns about their working animals.
- Communication should not be based on assumptions about what people know and don't know, so carry out a proper analysis of information needs (for example using Practice gap analysis, T21).
- Develop outreach materials locally wherever possible.
- Involve animal owners in creation of the media and messages.
- Ensure there are opportunities for feedback and monitoring by the animal-owning community.

Your community outreach plan should be clearly defined:

- What would you like to communicate?
- Who would you like your message to reach?
- How would you like to communicate it?

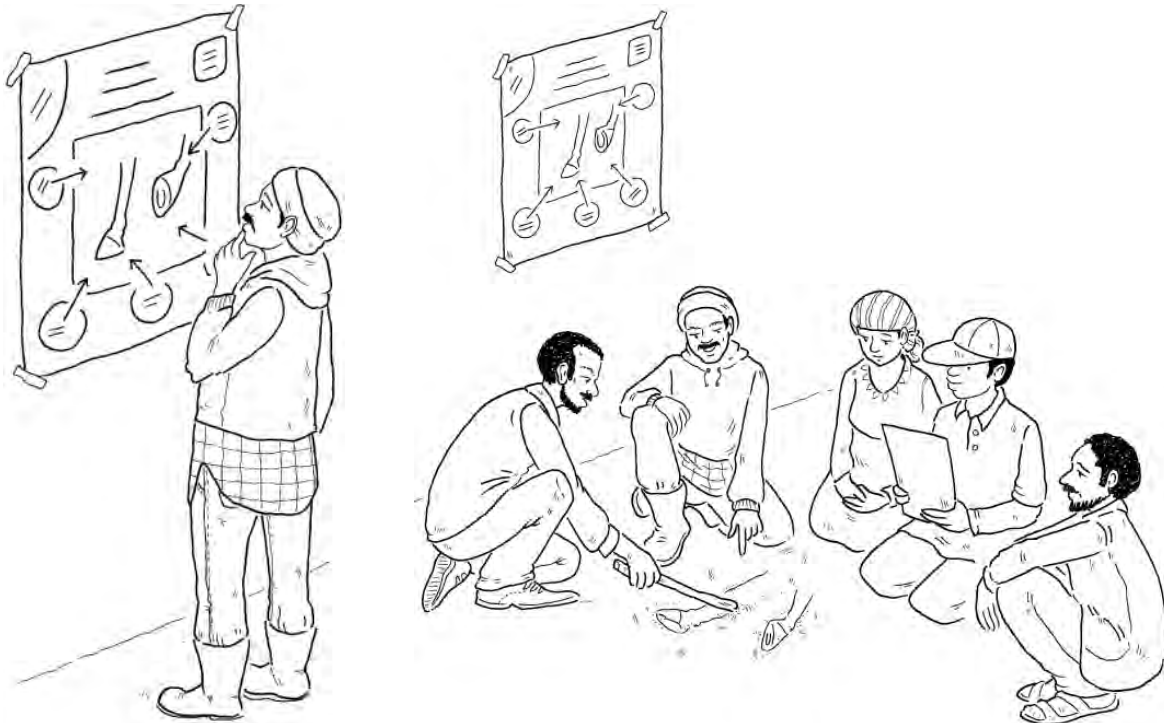
Then the community outreach plan needs to be integrated into your wider project or programme.

Although your contact time with the target group of animal owners may be limited, or you might meet them irregularly, it is still important to use methods which generate two way communication, discussion and dialogue among the participants. Your challenge as the outreach facilitator is to stimulate interaction with your audience, sharing of experiences and learning between them, and to involve animal owners, users and their families as much as possible. One-way communication using posters, booklets or leaflets alone is not enough to stimulate behaviour change to improve animal welfare. The success of your outreach depends on the involvement of the people for which the communication is designed. All media give scope for participatory input and most can be successfully combined with other participatory methods including those described throughout this manual.

Which of the illustrated scenarios below do you feel is more effective, and why?

This...

... or this?



Given your relatively limited direct contact with the communities that you are aiming to reach, strategies for monitoring and evaluation are challenging. However this does not make them less important. Several ways are possible, such as:

1. Embedding an element of feedback into the design of extensive communication approaches. This can be easily incorporated into the design of interactive media like community theatres and other outreach methods based on creative performance. Selective assessment of how messages delivered by non-interactive media – such as radio spots or television features – have been understood to also be an effective way

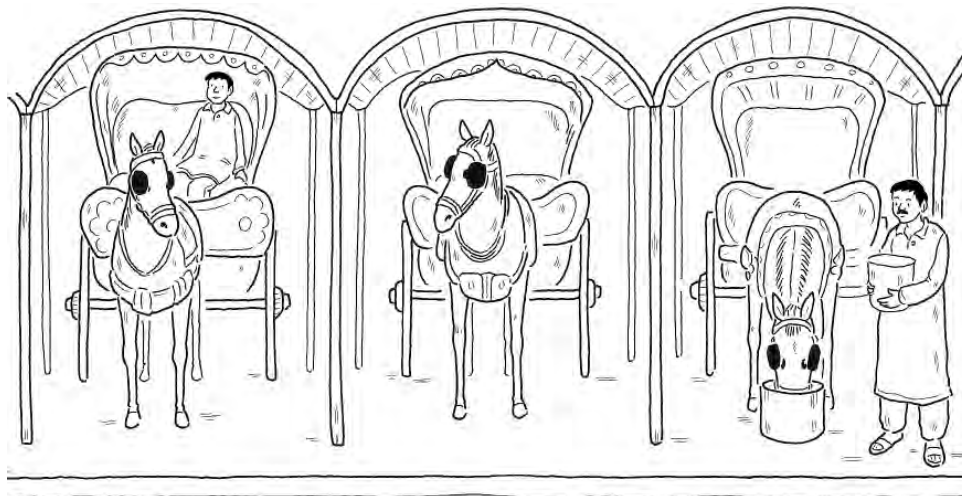
to monitor and evaluate communication packages. For example, audiences could be asked to write or phone in with their feedback and suggestions.

2. A select group of sensitive and interested animal owners identified through the intensive programmatic approach (see Chapter 3) could be involved in the design of extensive strategies. Their expectations and suggestions may be used as monitoring and evaluation indicators for the extensive approach. A working group of such owners could be called upon every now and again to comment on the design and content of outreach communications.
3. Make use of every fieldwork opportunity to understand the reach of extensive approaches and communication materials and the perceptions of the animal owners who receive them. It is important to reach out pro-actively to different groups of animal owners, users and carers in order to hear their views about your communication and whether it has affected their animal management and work practices.

Channels of communication for outreach in communities

There are many different potential channels for community outreach. When you are working in the field, identify the channels or opportunities which are most suitable and specific to the communities with which you work. Discuss this with communities and look around you to see when and where they get different kinds of information that is useful to them. Examples from our experience include the following.

Work congregation points such as market places and *caleche* or *tonga* (horse-drawn taxi) stands



Special occasions

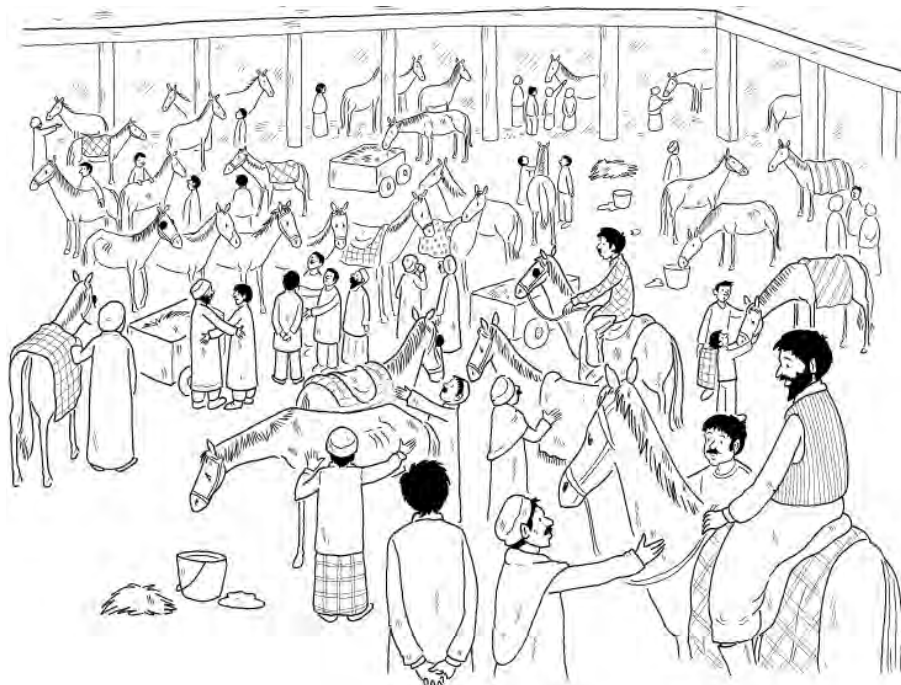
In some countries working animals are used during special occasions, such as religious pilgrimages and festivals in India. These may provide an opportunity to set up animal welfare camps or events together with a local organization or institution. For example, you may work with the government veterinary department to provide outreach on animal health and welfare practices.

Social gatherings such as water points



Exhibitions, fairs and field days

These could be fairs where working animals are traded or annual exhibitions organized by the local authority on trade and agriculture. Exhibitions and fairs can be used as a platform for sensitizing animal owners and users, traders, government and wider society to welfare themes and good practices.



Methods of communication for animal welfare outreach

There are many methods of communication that you could use to convey messages about the welfare of working animals. Together with animal owners and users, choose the best method for your local context. Wherever possible, involve them in creation of the media and messages. We do not have space in this manual to include a large amount of information about different communication methods, so further information is signposted in the further reading and reference list at the back of this manual.

Case studies from our own work include:

Contests and competitions

These can be very effective events in engaging animal owners and users, whether they are children, youth or adults. The key to effectiveness is people's full participation in deciding the criteria for winning and then selecting the best-kept or happiest working animal. Competitions can be organized within a village or between villages (see Case study K).



Traditional cultural activities and drama (Theatre for Development)

This group of effective methods includes talking, storytelling, song, dance, theatre and puppet shows. There are many ways of using these to create awareness about animal welfare, either by involving working animals directly in the drama or by using the drama to enact and stimulate discussion on a local animal welfare issue.

Community drama enables animal owners, users, carers and other stakeholders to participate by outlining their fears, needs and aspirations about their working animals. Here are some examples.

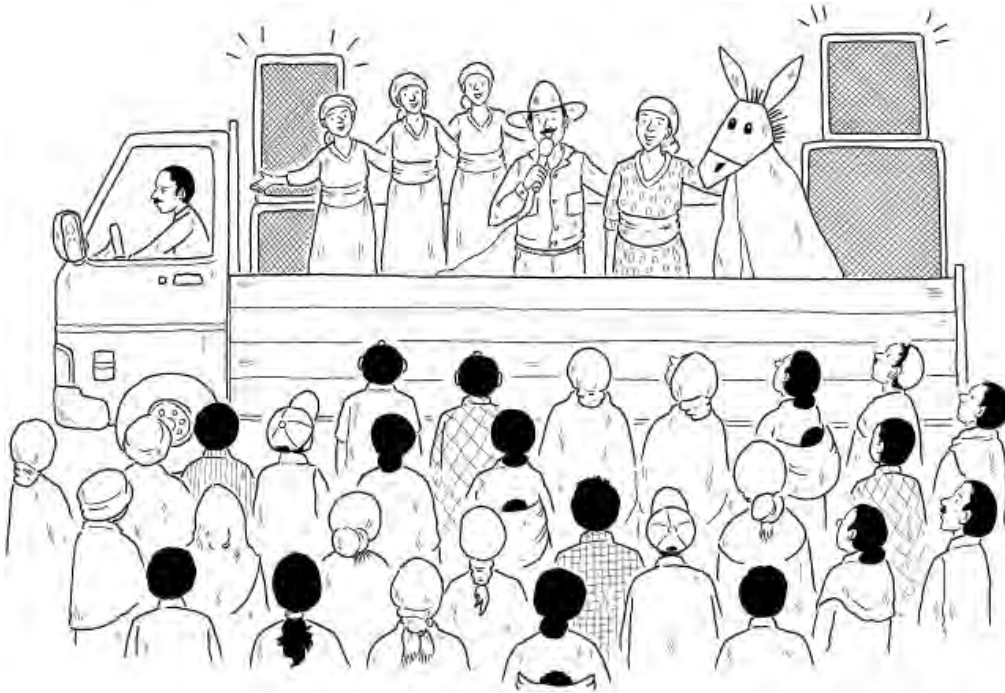
- In Pakistan a group of garbage collectors formed an acting group to write and develop sketches about donkey welfare for other owners.



- In some of our groups, individual owners write songs and poetry about working animals and share them as part of their group meetings.
- In India and Egypt, local puppeteers have developed puppet shows about donkey welfare for children and performed them at animal fairs.



- During exhibitions, fairs or field days, drama by a professional group may be used to raise awareness about animal welfare. This can target not only the people who own, use and care for working animals, but also society at large.



Many good books and documents about community drama are readily available; some of these are mentioned in the further reading and reference list at the back of this manual.

Recorded songs or stories are often very popular and can be played using low cost, low-tech communication systems such as car batteries or a generator. During meetings, public gatherings, fairs and exhibitions, recorded materials can be used as part of interactive discussions in large forum. These recorded programmes can focus on specific animal management practices or cover more general welfare themes. Material can be recorded with the help of professional teams, or by the community itself. An example of community-generated recording is the use of **Participatory Videography**, (see the further reading and reference list for a good manual on participatory video).

Radio provides another way to disseminate messages about working animals to their owners, users and wider society. In many countries, transistors or FM radios are carried by the people who borrow or hire working animals to earn a living. Radio is a potential method for reaching this group of people, who may otherwise be difficult to engage in discussions about animal welfare. See Case study L for an example of using radio to promote animal welfare. Community radio is a relatively new development in which the community itself develops the radio programme. More information on radio is included in the further reading and reference list.



Case study L. Radio messaging to improve the welfare of working donkeys



Source: Heshimu Punda (Respect Donkeys) Project, Kenya Network for Dissemination of Agricultural Technologies, 2006

The Kenya Network for Dissemination of Agricultural Technologies or KENDAT – a Kenyan non-government organization started a donkey welfare radio programme in April 2003. The *Mtunze Punda Akutunze* radio project began airing in Kiswahili on a local radio station. *Mtunze Punda Akutunze* is the Kiswahili translation for ‘Look after your donkey and she will look after you’.

The main objective of the project is to design and produce innovative radio messages to improve the use, welfare and work environment of donkeys carrying out transport and tillage in rural communities. The programme has educational episodes and at the end of each episode there is a question to gauge people’s understanding of the topic of the day. Listeners are urged to send in their answers and winners are rewarded with t-shirts each week. They are also encouraged to send in questions about their donkeys and the radio programme teams reply on air to all letters received. Today the donkey welfare radio programme has reached national radio and is broadcast on the Kiswahili radio station Citizen Radio at the prime time of 8.30 pm on Saturdays.

The educational episodes cover different topics and are presented in an interactive way through interviews or discussions, engaging various stakeholders and experts on issues pertaining to donkey welfare. Feedback from listeners is an important part of the programme and an indicator of the level of interest of the listeners. The radio programme has recently hired a scout who goes around the country and gives awards to the owners of donkeys that are working in an outstanding welfare environment. It has also encouraged formation of fan clubs composed of people who are enthusiastic about donkey welfare, who come together as a community or interest group to discuss welfare issues. Such clubs are announced over the radio and awards are presented to encourage membership. This project has demonstrated the power of the portable radio in Kenya.

The wide range of donkey welfare issues covered by Mtunze Punda Akitunze includes:

- Awareness-raising and attitudinal change on the importance of donkeys and their welfare.
- Donkey diseases and their prevention.
- Handling and caring for expectant female donkeys and their foals
- Proper harnessing to reduce wounds and sores.
- Donkey health including hoof trimming, de-worming, wound dressing, treatments.
- Donkey use and management such as tillage and transport, housing, tethering, rasping of teeth.
- Nutrition and feeding including types of feed, quantities, watering and supplements.

Posters, leaflets and newsletters

Posters should be used for brief animal welfare messages and work best if the message is visual. Leaflets may be used to communicate more technical information. Make sure that you know the literacy level of your target group when making leaflets. Many owners of working animals are not literate so written leaflets may not be best for them, although they could be very effective in promoting good welfare to agricultural extension staff (see example of an information poster for extension staff in Figure 5.1 on page 138).

Newsletters can be useful for literate audiences. We have used English-language newsletters in Ethiopia to promote awareness of animal welfare amongst partner organisations such as government agencies and non-governmental organizations. We have also produced newsletters in India, written in Hindi, which are used for a variety of reasons including:

- sharing success and learning between animal-owning groups within a district;
- inspiring and developing a competitive attitude between these groups by providing evidence and stories of success;
- providing public recognition of success which increases the self-esteem of group members;
- providing technical information and promote indigenous technical knowledge.

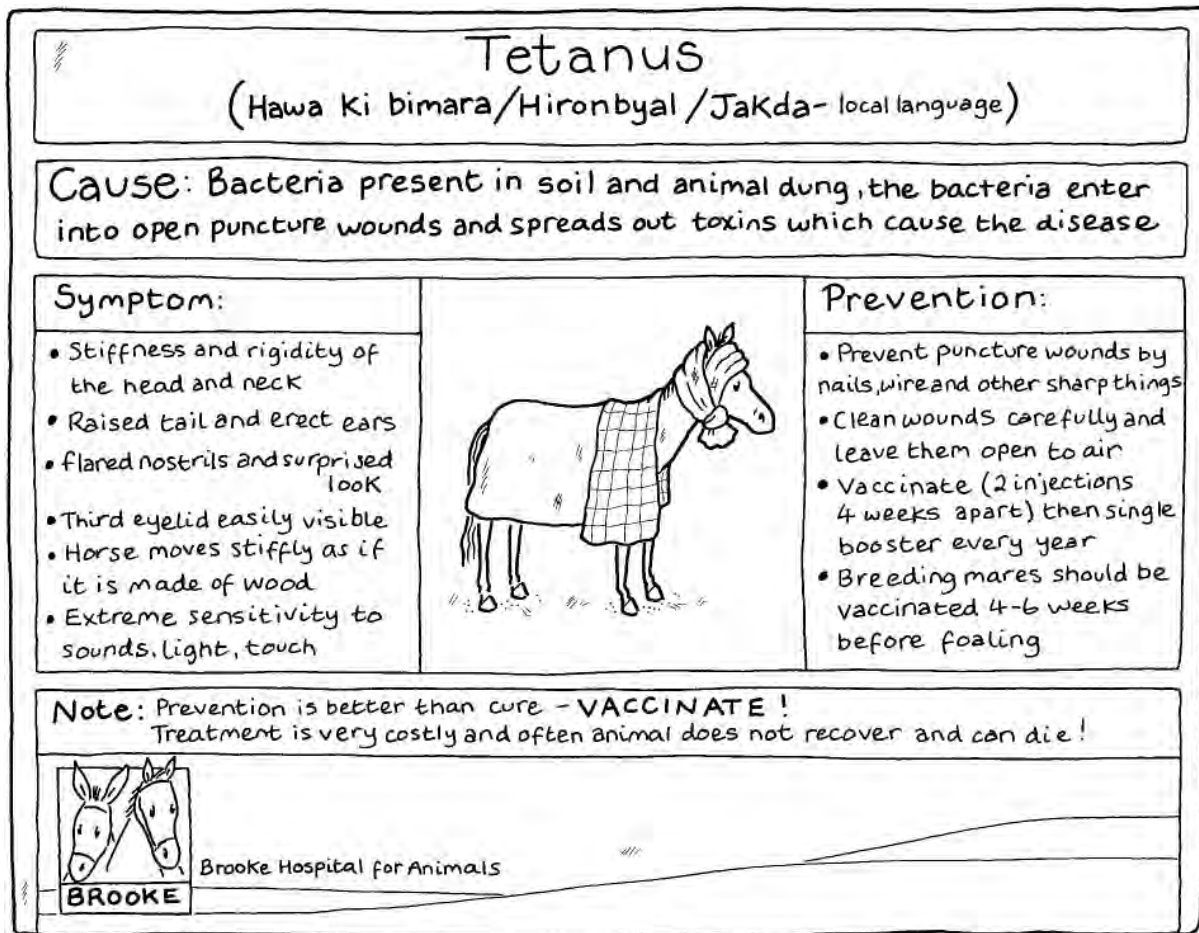


Figure 5.1 Example of an information poster for extension staff

Theory box 12. Checklist for developing effective communication materials to improve the welfare of working animals



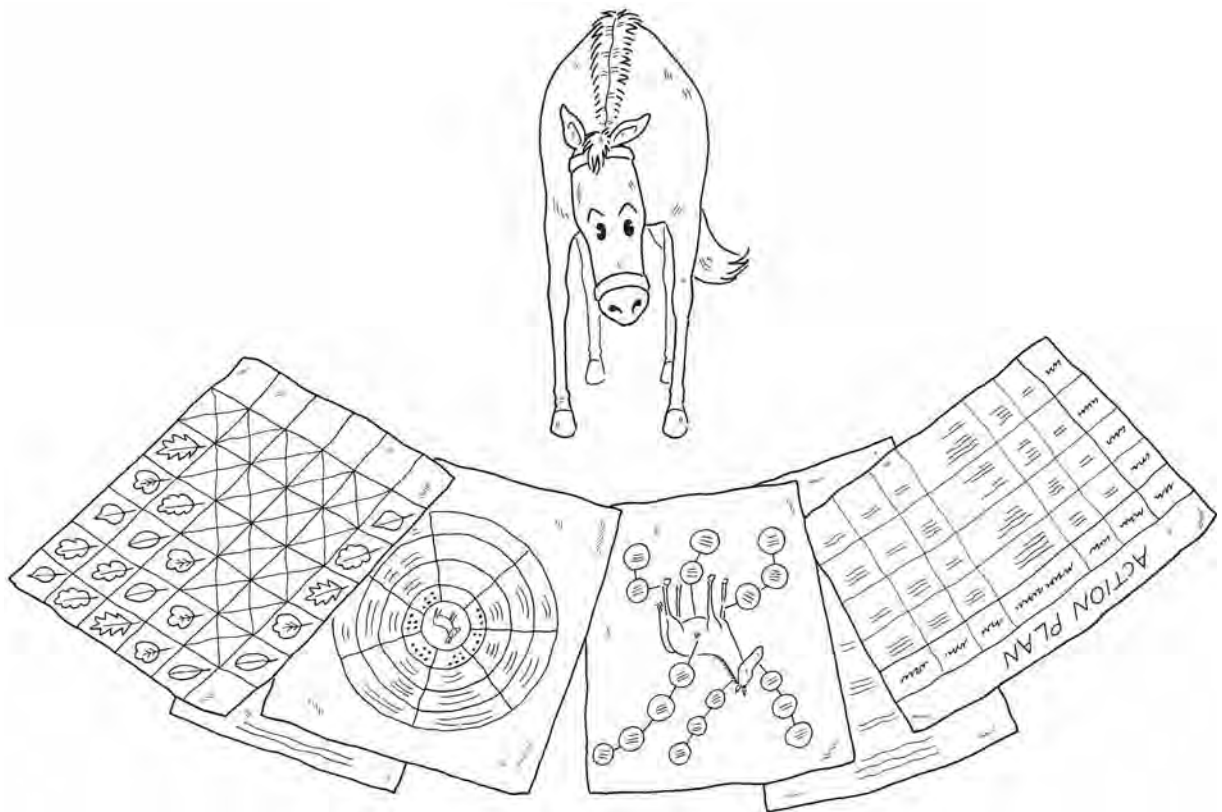
Try to involve the animal owners, users and carers in all steps of the process, even in the definition of the purpose and objective of the proposed communication. This will increase its effectiveness.

1. Based on your purpose and objective, define the aims of the communication.
2. Identify, define and prioritise the audience and participants.
3. Determine what information they would like to know.
4. Identify which sources of information the people normally use.
5. Identify barriers and opportunities for good communication.
6. Identify the most suitable communication channels.
7. Develop messages – participatory involvement in message formulation is important, in order to create specific messages for specific target groups.
8. Plan coordinated timing of activities.
9. Formulate communication materials.
10. Pre- test the materials in a participatory way.
11. Implement use of the communication materials.
12. Participatory evaluation.

Adapted from Burke (1999), 'Sample Communication Strategy' in: *Communication and Development, A Practical Guide*, p. 25.

PART III

PARTICIPATORY ACTION TOOLS FOR ANIMAL WELFARE



What you will find in this toolkit

This toolkit contains participatory action tools for animal welfare. Some are adapted from existing participatory rural appraisal (PRA) tools. Where no appropriate tool existed, or where adapted versions did not work well when tested with communities, we developed new tools specifically designed for the purpose of facilitating communities to understand, analyse and improve the welfare of their working animals.

All the tools have been extensively tried and tested in the field by our field facilitators, who have created many variations to meet the specific needs of animals and their communities. In this toolkit the versions that are most commonly used are presented and at least one alternative or variation per tool is provided. However, we recognize that no tool will be applied in exactly the same way each time and there is potential for immense creativity and innovation by field facilitators. We hope that you will continue to adapt and innovate in order to find the most effective ways to enable communities to improve animal welfare.



Expectations when using this toolkit

This is not a comprehensive manual to train you to use PRA tools. It requires you to have a basic knowledge of PRA tools for analysis of space, time and relationships, as described in many other books such as *Methods for Community Participation* (Kumar, 2002). If you have prior experience in using some of these tools in their original context (to facilitate behaviour change in other sectors such as health education, or water and sanitation), this will give you a deeper understanding of how to use them in the animal welfare context.



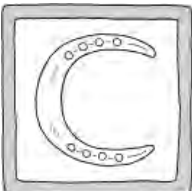
How to use this toolkit

For each tool we describe the following:

1. **What it is:** a brief description of the tool and its original use (if adapted).

2. **Purpose:** the areas of discussion and analysis that the tool will facilitate, and its adaptation for use in animal welfare.
3. **How you do it:** the steps you will take to use the tool in an animal welfare context. It focuses on the part of the process that is different from the original tool.
4. **Facilitator's notes:** these are practical hints and tips about each tool, offered by our field facilitators as a result of their experience in using the tool with animal-owning communities.
5. **Figures and examples:** real examples of the tools in use with animal-owning communities have been copied from field documents and translated to aid your understanding.

If you are an experienced facilitator with your own community mobilisation process, you may wish to find a tool for collecting specific animal-related information for discussion. A symbol (icon) next to the description of each tool shows the type of discussion for which the tool is used:

	<p><i>The life of the animal and its owner</i></p> <ul style="list-style-type: none"> • Understanding the composition of the community: who is who and where they live, number of dependent people in each household. • Finding out the numbers and types of animal in the household and community. • Exploring livelihood systems and livelihood activities: what do people do, first and second occupations, daily and seasonal variations. • Identifying who interacts with who and how: people with people, animals with animals, people with animals. • Understanding the animal's life: feeding, grazing and other animal management practices, rest and work periods, seasonal and daily variations.
	<p><i>What working animals need and how they feel</i></p> <ul style="list-style-type: none"> • Observing animals in order to assess their welfare status. • Identifying animal welfare needs, based on the perception of their owners. • Identifying animal-related resources: food, water, shelter and others. • Identifying animal-related services: people who can help working animals, such as saddlers, farriers and veterinary workers.
	<p><i>Causes for poor animal welfare and priorities for improvement</i></p> <ul style="list-style-type: none"> • Finding underlying problems leading to poor animal welfare. • Deciding what to change and how to do it.

In the table below, the Participatory action tools for animal welfare are listed according to the community mobilisation process described in Chapter 4 of this book. This may help guide you through the steps if you are unfamiliar with such a process. It is not necessary, and indeed not advisable, 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. Remember, your goal as a facilitator is to start up and maintain the process of creating a climate for collective action. It is not merely the completion of particular tools in a particular way, or in a specified order.

Table T1 Overview of the use of participatory action tools for animal welfare in the community mobilization process

<i>Phase</i>	<i>Step</i>	<i>Tool</i>
1 Feeling the pulse	1.1 Building a rapport with the animal-owning community	Mapping (T1) Daily activity schedule (T4) Gender activity analysis (T5) Animal welfare snakes and ladders game (T16) Historical timeline (T7)
	1.2 Forming and strengthening an animal owners' group	Seasonal analysis (T6) Dependency analysis (T12) Credit analysis (T13)
2 Shared vision and collective perspective	2.1 Identifying issues relating to: (i) the livelihoods and working systems of animal owners	Mapping (T1) Mobility map (T2) Venn diagram (T3) Daily activity schedule (T4) Gender activity analysis (T5) Seasonal analysis (T6) Gender access and control profile (T10) Changing trend analysis (T11)
	(ii) the lives of working animals	Animal welfare and disease mapping (T1) Animal disease venn diagram (T3) Daily activity schedule of the animal (T4) Dependency analysis (T12) Animal body mapping (T20) Animal welfare practice gap analysis (T21)
	(iii) animal-related service-providers and resources	Animal-related service and resource mapping (T1) Mobility mapping (T2) Pair-wise ranking (T8) Matrix scoring of animal-related service providers (T9) Cost-benefit analysis (T15)
3 Participatory animal welfare needs assessment	3.1 Analysing how animals feel and what they need for their wellbeing	Matrix ranking of animal welfare issues (T9) 'If I were a horse' (T17) How to increase the value of my animal (T18) Animal feelings analysis (T19)
	3.2 Generating a list of animal-based and resource-based indicators of welfare and agreeing on how they will be scored	Animal body mapping (T20) Animal welfare practice gap analysis (T21) Animal welfare transect walk (T22)
	3.3 Observing animals and recording their welfare status	
	3.4 Analysing the present welfare status of animals belonging to the group	
4 Community action planning	4.1 Prioritizing welfare issues of importance to working animals and their owners	Historical timeline (T7) Pair-wise ranking (T8) Matrix scoring (T9) Three pile sorting (T23)
	4.2 Root cause analysis of welfare issues	Animal welfare story with a gap (T24) Problem horse (T25) Animal welfare cause and effect analysis (T26)
	4.3 Preparing a collective plan of action to improve the issues	

<i>Phase</i>	<i>Step</i>	<i>Tool</i>
5 Action and reflection	5.1 Implementation and monitoring of activities in the community action plan	Pair-wise ranking (T8) Matrix scoring or matrix ranking (T9) Animal welfare transect walk (T22) Problem horse (T25)
	5.2 Participatory monitoring of animal welfare changes, creating a cycle of reflection and action	Animal welfare cause and effect diagram (T26)
6 Self-evaluation & gradual withdrawal of regular support	6.1 Self-evaluation	Changing trend analysis (T11) Group inter-learning analysis (T14)
	6.2 Gradual withdrawal of regular support	Success and failure stories (Chapter 4, Phase 6)

Tools for specific animal management purposes

At the end of the toolkit you will find two examples of how the tools listed above can be used to look at specific management issues. Analysis of animal feeding practices (T27) is a tool which involves both the community and an external expert, such as a veterinarian or animal nutritionist. Village animal health planning (T28) combines several of the tools listed above. We have used these successfully with many communities to improve the nutrition of working animals and to develop plans for disease prevention and control. Meanwhile, more complex variations and adaptations of these tools continue to be developed.





Process box 9. Hot tips on using PRA tools

- Make sure you explain the purpose of the exercise clearly to the group of participants at the beginning.
- Agree on how the outcome of the exercise (chart or diagram) will be shared afterwards: who will see it and how it will be used?
- Get the right group together. Do you want to work with animal owners and their families together? Is it useful to talk with animal carers and animal owners separately? Will more people participate if men and women are in separate groups? Is there a potential social problem in doing this? Try to work with a group of maximum 10 to 15 people. If the group is larger it is best to split it between two or more facilitators. The groups can do the same exercise or different ones and then come together for a discussion.
- Participants may represent their activities using the original items that they use in daily life, such as a broom for the times that they clean, or a food bowl for the times that they eat. Alternatively they may use seeds, leaves, sawdust, lime powder, coloured cards, chalk or any other materials available locally. The exercise can be represented on chart paper or newsprint, although depicting the chart on the ground enables people to see and make changes conveniently.
- Try to show activities using pictures or symbols. This avoids excluding people who cannot read and write. Scoring or weighting can be done with beans and seeds, or sticks of different lengths
- While doing an exercise like mapping, ask uninvolved observers whether or not they think the placement of a particular feature is accurate. If they disagree with the placement, invite them to indicate its proper position. It is important that representatives of different groups within the community are involved in the process wherever possible. Encourage everyone to express their own views.
- If a particular participant is dominating the group, ask him or her specific questions about the village or agree to interview him or her separately later as part of the process. Engaging this person in conversation away from the map or chart will reduce their influence over the process.
- With all PRA exercises, the discussion, reflection and analysis are more important than the maps, charts or diagrams themselves. This analysis can bring the rich and diverse experiences of the group together to build understanding about things of importance to the community.
- Watch and wait for the moment to discuss your points. Do not interrupt the participants' conversation flow. Take notes of all the interactions and things that are discussed.
- Documentation is important so that the exercises can be referred to in future and used for monitoring progress over time. Explore with the group how they would like to keep records of their discussion and activities. Maps and charts can be copied onto chart paper, A4 paper or into a ledger, with a copy for the group to keep and a copy for you as the facilitator. School children or college students from the community are very effective at doing this.
- Include the village name, the date and the names of all participants. Make sure there is a key to show the meaning of all the symbols used.
- At the end, always thank people for their time and their active participation.

T1 Mapping



Animal-related services and resources, animal welfare and animal diseases

When you first start to work with a community, it may be difficult to know where and how to begin. Most community members are not accustomed to being asked for their expertise. Mapping is a good tool to begin with, because it is an easy exercise that gets communication and discussion going between you and the community. Local people are rich in knowledge and understanding about their own surroundings, where their families have lived often for generations, so maps drawn by the local community are usually detailed, authentic and accurate.

What it is

A map is a visual representation of the important places, services and resources in the area, as seen and understood by the community at the present moment. Maps can also show the welfare status of animals or show animals affected by particular diseases or problems. Using this tool will begin to focus both you and the community on the animal welfare problems and issues which need further investigation.

There are many ways in which you can use mapping. Here we have described some variations.

Animal services and resources map

This social map (Figure T1a) shows the community's own village and environment. It includes houses, roads, drinking water facilities, working places and natural resources, as well as resources related to working animals such as grazing land, resting, feeding, and watering areas. It identifies which places and people are important to the community regarding the care of their animals, such as the location of feed sellers, farriers, hair-clippers, cart-makers, local health service providers, agrovets or pharmacies and government veterinary clinics.

Animal welfare map

An animal welfare map (Figure T1b) shows the welfare status of animals in each household, based on specific factors which the community find important. It gives an overall 'bird's-eye view' or an overview of animal conditions in the village. Depending on how the community sees the welfare of its working animals at this early stage, the map may contain a mixture of:

- a. Animal-based observations, such as weak and healthy animals, lame animals, animals with wounds or injuries.
- b. Behaviour of animal owners, such as who overloads or beats their animal, or doesn't keep the animal shelter clean.
- c. Resources, such as who has sufficient space or access to grazing land for keeping animals and who does not.

This map can be used to analyse the current animal welfare situation in the village and to identify the first problems that come to mind (Tools T21 'If I were a horse' and T25 Problem horse do this in more detail). Displaying and discussing the welfare status of each person's

animal is the first step in creating peer pressure for change. The map may also be used to identify current animal management and work practices, acting as a baseline for monitoring future progress. When repeated after a period of time, changes in animal welfare status and management practices can be shown on the map.

Animal disease map

This (Figure T1c) shows the animals affected by disease, blindness, lameness and other conditions; it may be used for both present and past disease problems in the village. Showing diseases on a map encourages analysis and further discussion of their symptoms, causes and routes or patterns of infection, as well as their effects on the animal, owner and community. The discussion can explore people's concerns about the health of their working animals and the things that they would like to change.

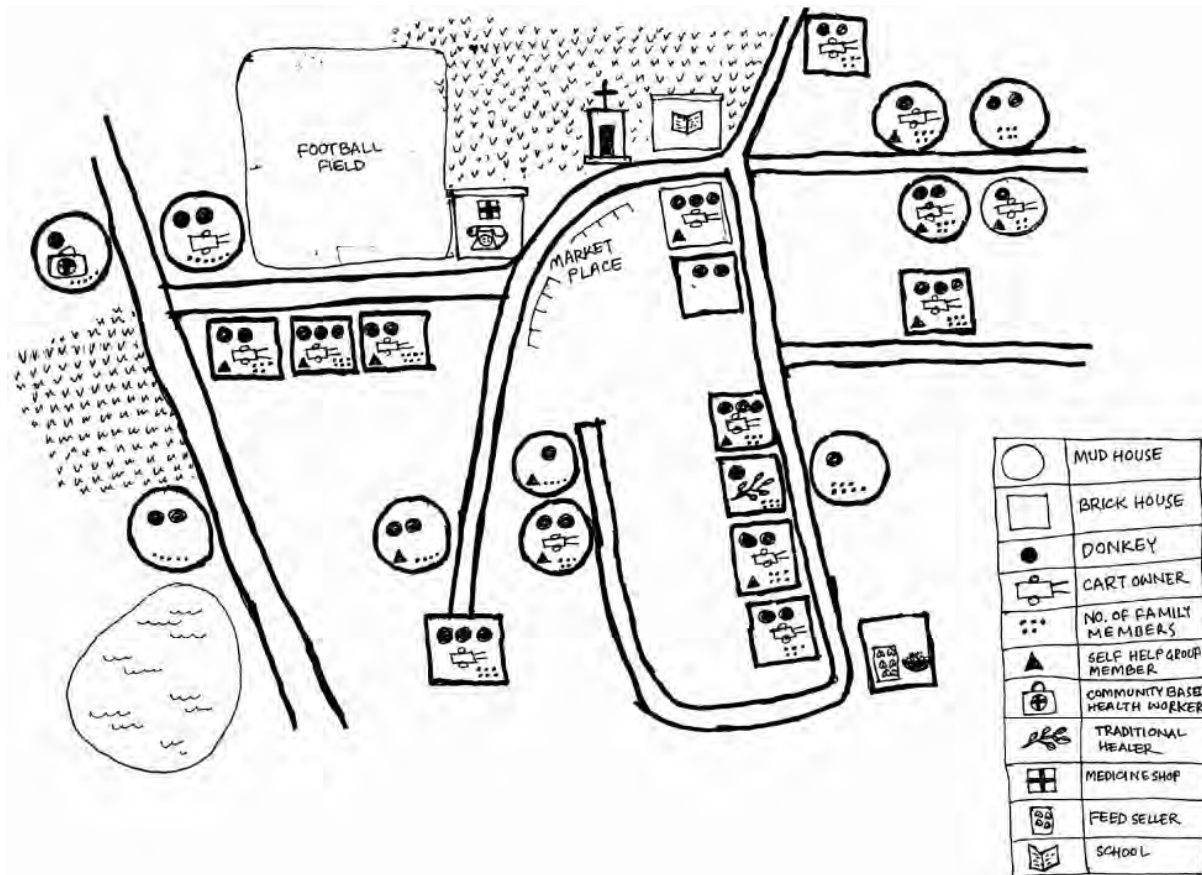


Figure T1a Animal services and resources map from a village in Saharanpur district, Uttar Pradesh, India (2006)

Once a village outline had been drawn, the group added the number of donkeys per household (black dots) and whether the donkeys worked with carts or packs. Animal-related service providers and resources are shown in the legend and include the community-based animal health worker, medicine shop, feed seller and traditional healer. Discussions during and after production of the map focused on the availability, cost and quality of the resources and service providers available in the village.

How you do it	
Step 1	<p>Start by asking the group to draw a sketch of their village site on the ground using any local materials they choose, showing:</p> <ul style="list-style-type: none"> • general infrastructure, such as roads and paths; • households in the community, including details of each household's family members; • places which are important to them, such as the doctor, temples, the mosque and the places where they hold meetings
Step 2	<p>To make the map more animal-focused, ask the group to indicate each household which has working animals. Show the types and numbers of animals using symbols or local materials. Add details such as whether the animals are male or female and the kinds of work they do.</p>
Step 3	<p>Identify any services and resources for animals which are available in the village:</p> <ul style="list-style-type: none"> • natural resources, such as animal water supplies, resting areas and grazing areas; • service providers, such as farriers (blacksmiths/shoemakers), cart-makers, feed sellers, animal health service providers, livestock extension workers and so on. <p>According to the discussions among participants, you might wish to ask questions about:</p> <ul style="list-style-type: none"> • resources and services which are not available in the village, and where participants go to access them; • availability, quality and cost of services, highlighting different people's views; • reasons why some people have access to resources and services and others do not. <p>Later on we describe specific tools to analyse these questions in more depth (such as T12 Dependency analysis). You may introduce them at this point if the group wishes, or bring them in at a later meeting.</p> <p>At this point the Animal services and resources map is complete. Ask participants if there is anything else that they would like to show on the map which they think is important to any aspect of their life or livelihood. Alternatively you may wish to continue to develop the map further, into an animal welfare map or an animal disease map (following the steps below).</p>
For an animal welfare map use these three steps:	
Step 4	<p>Ask participants to discuss and agree which working animal is the best in the village. Mark it on the map using a symbol next to the house. Then ask if any other animals in the village are in a similarly good condition. Give these households the same symbol.</p> <p>Next, identify which animals are in a moderate condition, marking them on the map using a different symbol. Finally, show the animals which are in the worst condition. (Alternatively you may wish to start the discussion with the worst animal and move up to the animals in moderate and best condition).</p> <p>If some households have more than one working animal, rank the animals within each household as well.</p>
Step 5	<p>While participants are deciding which animals are in a moderate or poor state, ask them about how they are making their decisions. What criteria are they using in their discussions? These may include the behaviour of their owners in caring for their animals, the facilities or resources being provided to animals, and observations relating to the animals themselves, such as wounds, injuries or body condition.</p>
Step 6	<p>Using symbols, list the criteria used to categorize each animal near to the animal or household. For example, if an animal is described as being in poor condition due to beating, poor quality of feed and insufficient space in its shelter, put symbols for each of these next to the household.</p>
For an animal disease map use these three alternative steps instead:	
Step 4'	<p>Ask participants if there are any animals suffering from sickness or disease right now, at this moment. Encourage them to show all the sick animals on the map, using a different symbol for each type of disease.</p>
Step 5'	<p>Next ask them to show past cases of disease in the animals belonging to each household.</p>
Step 6'	<p>Discuss the reasons for the diseases shown, when they occur (seasonal, or related to work patterns?), how they are recognized, possible sources of infection or contamination, how they spread and any other disease-related topics which the participants bring up.</p>

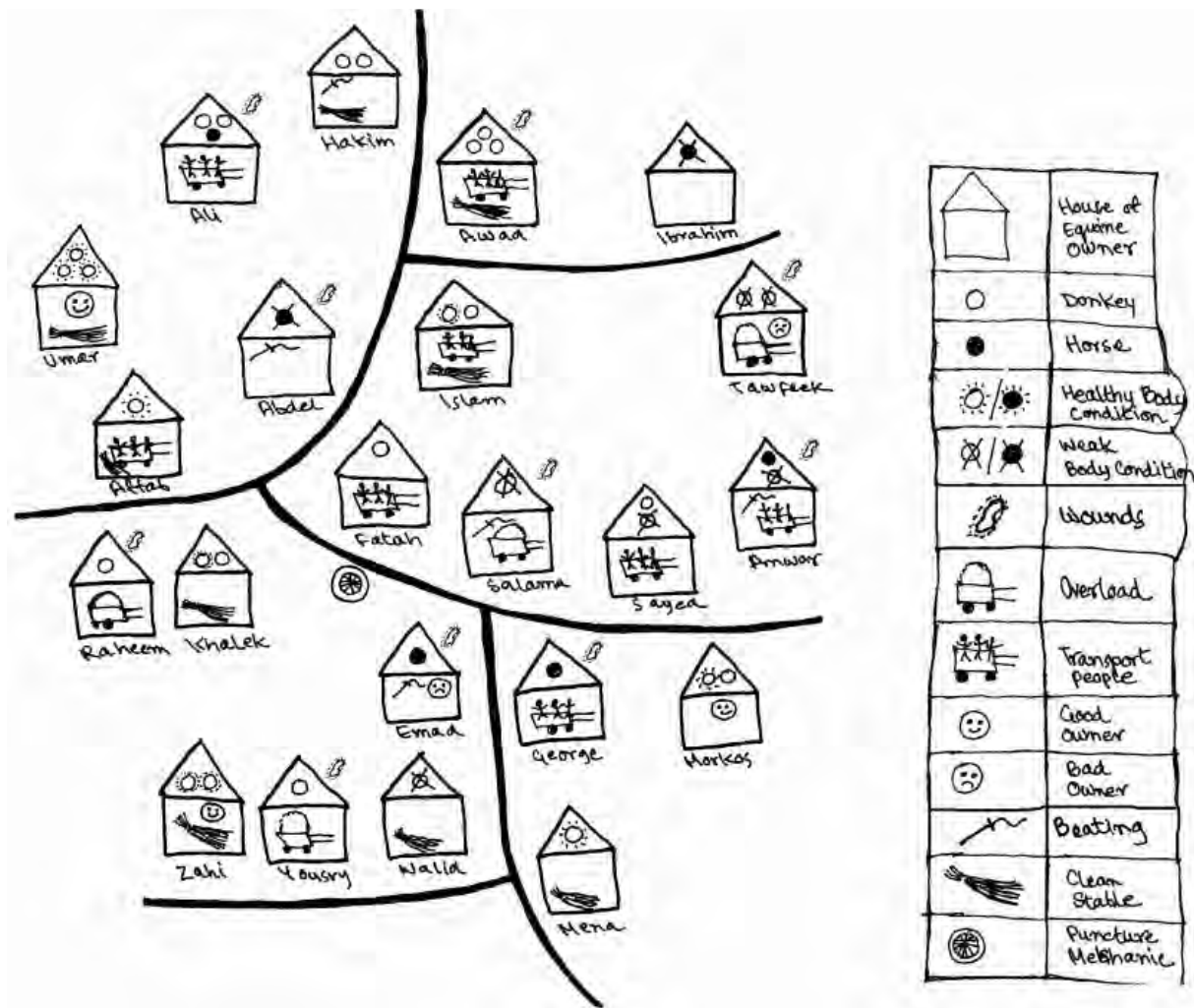


Figure T1b Animal welfare map from a village in Saharanpur district, Uttar Pradesh, India (2006)

This map shows specific animal management and handling practices (see legend), as well as the welfare status of the animals in each household. Once the households with either a horse (black dot) or donkey (white dot) were identified, the group added information about whether the owner was beating or overloading the animal and keeping the stable clean. Then they added some indicators of animal welfare: whether animals were healthy or weak and whether or not they had wounds. Based on the map, the group identified who was a 'good' and who was a 'bad' owner, exploring reasons for the management and handling practices shown, and discussing how wounds on the animal could be prevented. This led to immediate action by some of the 'bad' owners to improve their animal management and handling.

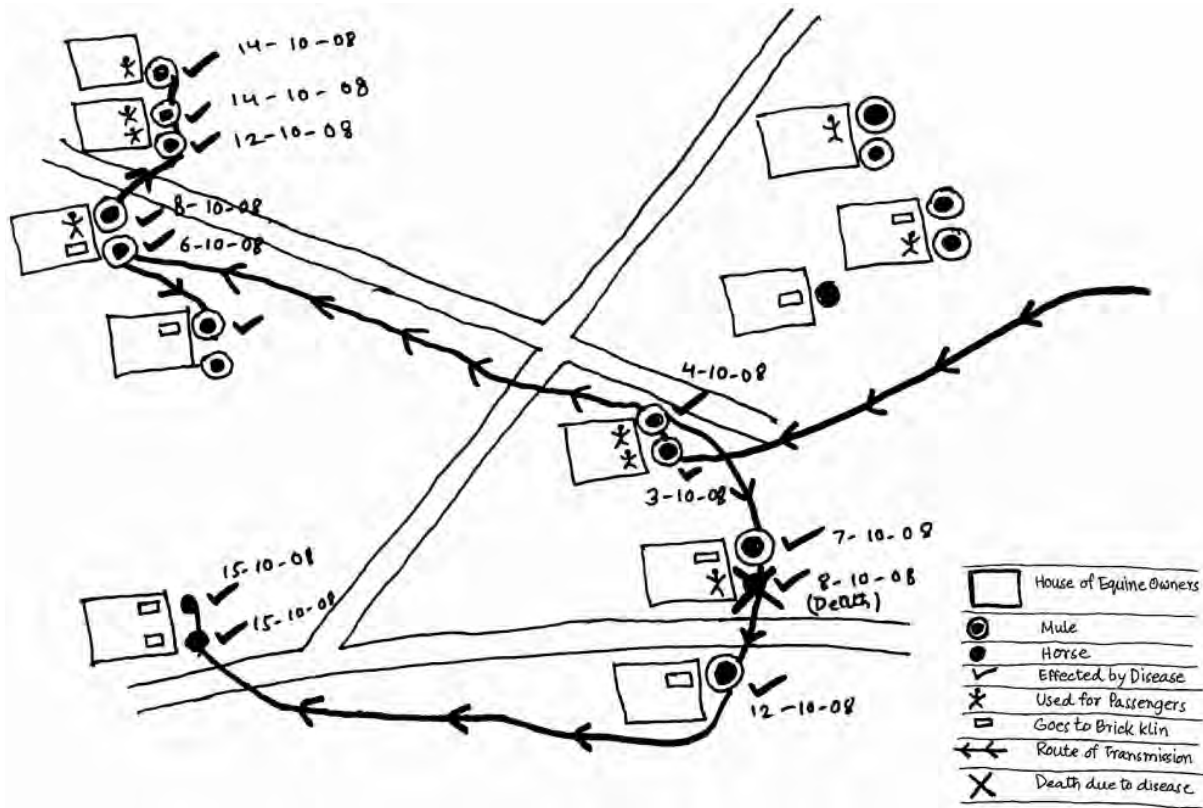


Figure T1c Animal disease map for equine influenza, Meerut, Uttar Pradesh, India (2008)

This Map was made by a group of mule- and horse-owners in a village where there was an epidemic of equine influenza. First the owners mapped their households and indicated the type of work done by each animal (see legend). Then they showed which animals were affected by influenza and when, also indicating which animals had died. Using the dates of illness the group mapped the source and route of transmission of influenza using arrows. Based on this, the owners developed an action plan for treatment of affected animals and prevention of further disease transmission.

Facilitator's Notes: Mapping



- Mapping on the ground is easiest for communities; everyone can walk around the map and see it from different angles. This also allows a large crowd to view the map and contribute to it.
- Different participants may draw different maps of the same area and that is ok. It reflects their different views of the community and of the topic discussed.
- Before starting this exercise, discuss how the map will be used. This will make the participants comfortable and more likely to share information freely
- Remember that you are not controlling the map. Give confidence to people so that they gradually take over the entire process themselves. Encourage those who are not participating.
- Intervene only when it is necessary to involve people who are left out, for example women who are watching the exercise. Ask them whether their houses, animals and other important places in the locality are shown. Ask about the various symbols used and the significance of each item to them. Understand the importance of their viewpoint.
- Discuss the map with different people while doing an Animal welfare transect walk (T22) later on, to see if it represented the ground reality.
- Maps can show how things looked in the past, in the present and what people would like their community to look like in the future. Maps can also be drawn before and after an intervention to compare changes in animal welfare or the resources and services available to working animals and their owners.



T2 Mobility map



The movement of working animals

What it is

A Mobility map is a diagram showing the movement of people around their locality and their reasons for moving. This tool has been adapted from standard mobility mapping and services and opportunity mapping (Kumar, 2002) to include the movement patterns of working animals and how these affect their welfare.

Purpose

A Mobility map helps to create an understanding of where people go with their working animals and why they go there. Mobility maps are used to analyse and discuss the impact of movement on the welfare of working animals, and then how the animals' problems affect the lives of their owners.

Location of services and resources

Mobility maps (see Figure T2 below) usually focus on the location of services and resources. This includes the movement of animals to and from their places of work and the distances travelled while working. It can also capture the distances to various services and resources, the frequency of visits and the time required for a visit; for example to get veterinary help, repair harness, collect animal feeds or take animals to water or grazing.

Opportunity map

A Mobility map can be extended into an Opportunity map, which includes the community's perception of the service providers and resources available and exploration of potential resources which are present in the area but not used. For each resource and service the Opportunity map can include its importance, cost, quality, availability and accessibility. For service providers, the map can look at the quality of service provided to both the owner and the animal.

How you do it	
Step 1	Individuals and small groups may draw maps for themselves or for ‘typical’ people from their village. First ask participants to list all of the destinations that they go to with their animals, including to places of work, to get farriery services, buy harness and collect animal feed or fodder. Prepare a sketch map on the ground or on chart paper with the village at the centre.
Step 2	Work with participants one at a time. Add their destinations to the map using a different symbol for each person. Ask them to talk about the frequency and reason for travel, the distance and the time spent travelling. Draw lines from their home or the village centre to each destination, using different colours or types of line (for example, dotted lines) to indicate the different reasons for travelling. Different line thickness can represent the frequency with which they travel there; for example a thick line meaning regularly and a thin line meaning infrequently. The distance may be represented by the length of line or written next to the line. Travelling time could be represented using pebbles or seeds.
Step 3	To extend the Mobility map into an Opportunity map, facilitate discussion about the importance, quality, availability and accessibility of each service provider and resource to animals and owners. Represent these on the map using pebbles, seeds and/or leaves. For example importance can be scored using pebbles and availability and accessibility can be shown using different tree leaves.
Step 4	Encourage the group to analyse what is shown on the mobility maps. Look for relationships between movement and the welfare of their working animals. Discuss the factors contributing to poor welfare and any opportunities for improvement.

Facilitator's Notes: Mobility map



- In the animal welfare context, we find it interesting to talk about the quality of the road or path. This may affect an animal's ability to pull a cart or carry a load, and the types of injury or other welfare problems that it encounters.
- The quality of a service provider may be seen from the working animal's point of view, by discussing how he or she treats the animal. For example: Is the hoof-trimmer gentle, not frightening the animal and not causing pain?



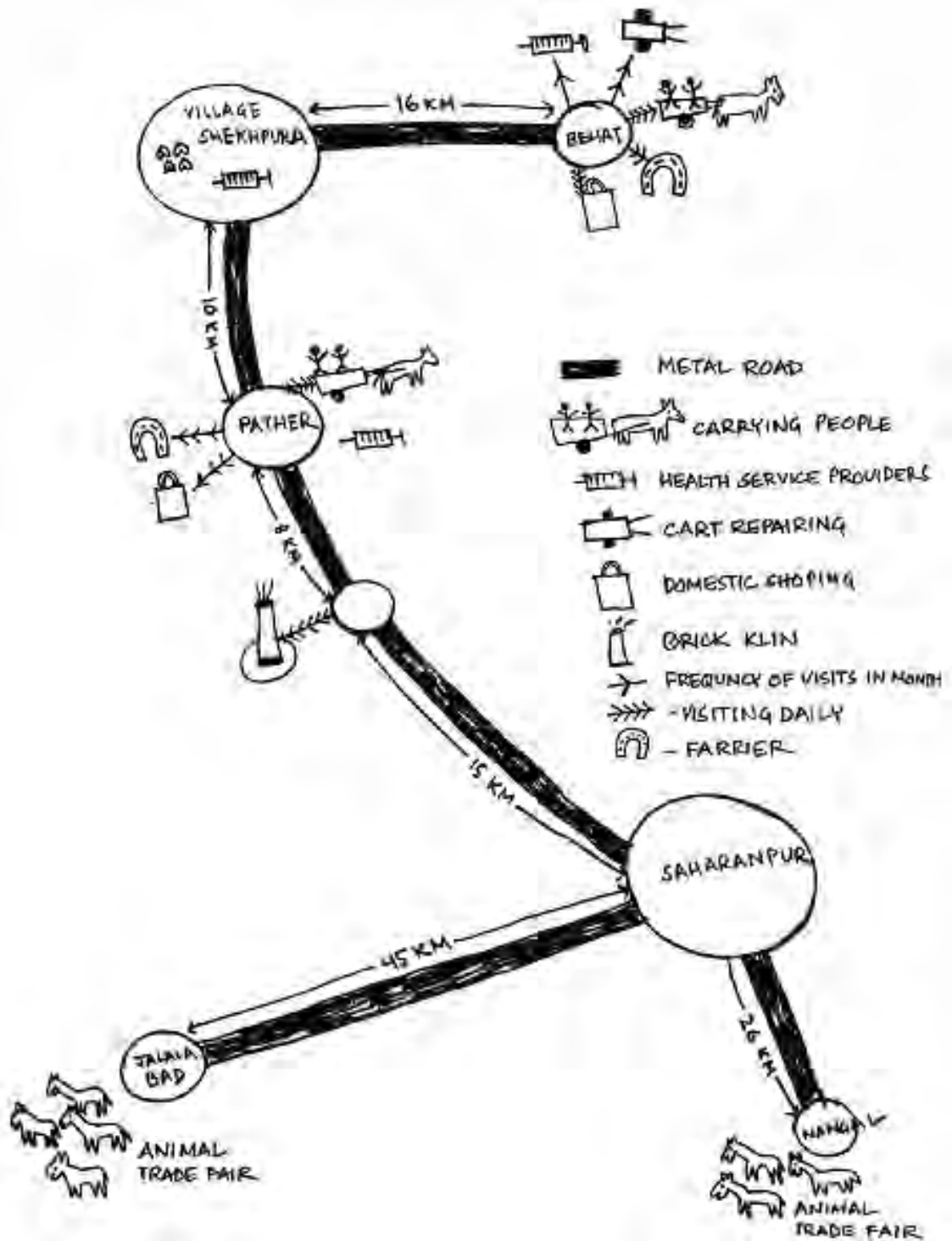


Figure T2 Mobility map showing animal-related services and resources, Shekhpura village, Saharanpur district, Uttar Pradesh, India (2008)

The Mobility map on page 152 (Figure T2) was drawn by a group of mule owners. It shows that most movements are made to and from Behat and Pather villages, to transport people, get carts repaired, do domestic shopping and use farriery and animal health services. It also shows travel to brick kilns during their working season and to trade fairs at Nanga and Jalalabad for buying and selling animals. The thick line represents a metalled road. Thin lines with arrows represent the frequency of visits.

T3 Venn diagram



Animal-related service providers, animal diseases

What it is

A Venn diagram uses circles of different sizes to represent relationships. In the original form it represents relationships between the community and particular individuals or institutions. We have adapted it for analysis of relationships between animal owners and animal-related service providers. We have also extended it to look at the impact of disease on working animals.

Purpose

Service provider Venn diagram

This tool (see Figure T3) enables community members to identify all the animal-related service providers in their locality, including farriers or hoof trimmers, feed sellers and animal health providers. It can help participants to analyse their relationships with service providers and the usefulness, availability, accessibility, cost, quality and importance of the service provider to their own life or to the welfare of their working animals.

Animal disease Venn diagram

This adapted tool can be used to analyse the animal disease situation in a village. The animal (rather than the owner or community) is the focal point for analysis.

How you do it	
Step 1	<p>Service provider Venn diagram</p> <p>Start by asking participants to list all the stakeholders or service providers who are relevant to them and their working animals. Identify the most important service provider in terms of his or her contribution to the working animal or to the participants' own lives, then the next most important, and so on. Ask participants to draw an animal (or a symbol for the village or group) in the centre. Represent each service provider with a circle made from paper, stones or chalk, using different sizes of circle to show their relative importance – the biggest circle for the most important and the smallest circle for the least important. Ask participants to place the stakeholder circles around the animal at the centre. Indicate the name of the stakeholder on each of the circles.</p>
Step 2	<p>Ask the group which service providers they have good relationships with and why. Move the service provider circles, putting them closer or further away from the centre according to whether the relationship is better or worse. We find that there is often a lot of debate and discussion while positioning the circles.</p> <p>An alternative is to use the placing of the stakeholder circles to represent their accessibility or availability. This can be developed using beans, seeds or stones to add more dimensions; for example scoring the cost or quality of an animal health provider, or the frequency of use.</p>
Step 3	<p>When the Venn diagram is complete, encourage participants to discuss what it shows. Ask questions such as:</p> <ul style="list-style-type: none"> • How do you feel about the stakeholders' role in your community? How do you find them helpful? • In what ways are you satisfied or dissatisfied with service providers in the community? • What could they do to serve you and your working animals better? How could you help them to improve their services to the community?
Step 4	<p>Animal disease Venn diagram</p> <p>Follow the steps above, but use the size of each circle to represent the relative importance of each disease affecting working animals, in terms of the severity of its effect on the animal itself. The distance between the centre and each disease circle represents the frequency of disease occurrence. Beans or seeds can be used to score the cost of treatment or prevention, and the effects of animal disease on the owner and his or her family.</p> <p>Discussion points may include:</p> <ul style="list-style-type: none"> • How does each disease affect the animal? What are the signs? • How does each disease affect the owner and his or her family? How does it affect the community as a whole? • What can be done to treat the disease? • What can be done to prevent the disease?

Facilitator's notes: Venn diagram



- This method is often confused with Mobility mapping (T2).
- If using paper circles, you can cut out a selection of different sizes ahead of time. Using different coloured circles provides a nice contrast.
- Local resources may also be used, such as cut banana leaves.
- Circles can be drawn on the ground with coloured dust, chalks or using a wooden stick.
- Seeds poured onto a plate can also be used to make the circles. People can make divisions in the seeds to show proportions. If they change their minds they can easily change the size of each division in the seeds.
- You can examine the influences and quality of services with different groups in a community – such as men, women and children – to get a better insight into the perception of the whole community.

