

Community conversations on synergies of animal welfare and agroforestry systems: A guide to facilitators

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Introduction

Animal welfare

Animal welfare is a concept used to characterize the physical and mental state of an individual animal and how this animal is experiencing the conditions in which it lives. The treatment that an animal receives is covered by other terms such as animal care, animal husbandry and humane treatment. There are four major principles that need to be established for good animal welfare.

Good feeding: The animal is free from hunger, thirst and malnutrition.

Good housing/shelter: The animal is free from physical and thermal discomfort.

Good health: The animal is free from pain, injury, disease, fear and distress.

Appropriate behaviour: The animal can express most of its normal behavioural patterns.

Animal welfare has clear benefits for the animals and community. Good animal welfare is linked to good farm production and productivity as indicated in the welfare principles. It is also related to improving the livelihoods and incomes of the community and environment. Creating a clear understanding and improving animal welfare benefits the animal, the owner, the environment and the community.

Animal welfare can be related to the animal's ability to cope with its environment. Poor animal welfare is one of the main constraints to livestock productivity in Ethiopia. This could be due to various reasons, especially resource limitations. Integrating livestock production into an agroforestry system can improve animal welfare and land productivity. However, there is a gap in community awareness of the relationship between agroforestry and animal welfare and its implementation in smallholder farming systems (<https://hdl.handle.net/10568/106432>).

The synergy between animal welfare and agroforestry

The active interaction of agriculture and trees, including the agricultural use of trees, is known as agroforestry. It includes having trees on farms and in agricultural landscapes, farming in forests and along forest margins, and practising tree-crop production for ecological and economic benefits. There are different types of agroforestry systems, including silvopastoralism. Silvopasture is the intentional combination of trees, forage plants and livestock in an integrated system. This system comprises intentional management of both forest products and forage, providing short- and long-term income sources. The system also provides ecological services such as soil and water protection, biodiversity support and climate change mitigation, as well as a variety of products such as food, fodder, forage, fibre and medicinal products. It has enormous potential to improve animal welfare because it can contribute to the four elements of animal well-being: good nutrition, good housing/shelter, good health and acceptable behaviour.

The agroforestry system benefits livestock in several ways:

- It creates access to diverse feed types.
- It creates access for animals to shade, which helps to reduce heat stress.
- It creates access to shelter during cold weather.
- It encourages the normal behavioural expression of animals.

There are three layers of plant production in the silvopasture system: pasture, shrubs with edible leaves and trees that may also have edible leaves. In this system, the production of leaves and other resources ensures that the animals have better feed or alternative sources of feed that can extend to the dry period.

Learning objectives and outcomes

Community conversations are an interactive learning and sharing method involving members of the community. They allow identification and analyzing of community members' knowledge and perception through discussion as well as taking action on existing problems. The structured discussions are designed to bring about better understanding of views on a particular problem. Under the Synergies of Animal Welfare and Agroforestry (SAWA) project, these conversations involve performing a series of in-person community dialogues with farmers and pastoralists to better understand their needs, challenges, priorities and preferred approach to the proposed solutions. The conversations promote thoughtful, constructive, collaborative and empowering dialogues among participants on selected issues. A community conversation approach leads to co-learning, where participants and facilitators learn about the others' perceptions and often results in community action plans to address the needs identified.

The objectives of this community conversation module are to:

- Engage community groups and local partners in discussions to explore knowledge, attitudes and practices (KAP) on animal welfare, agroforestry practice and synergies between livestock production and agroforestry systems.
- Introduce new knowledge based on the exploration and analysis of community KAP to fill knowledge gaps or supplement existing knowledge on animal welfare and agroforestry.
- Facilitate community actions towards improving animal welfare, feeding, health and management through the introduction of agroforestry/silvopastoralism and the concept of animal welfare.
- Help community members develop new perspectives and practices to benefit from the integration of animal welfare and agroforestry.
- Build the capacity of partner institutions through cooperative learning for future joint actions and follow-up.

Learning outcomes:

The development of learning outcomes in community conversations directs learning and discussion, identifies the needs of the community, and empowers the community to take action. By the end of the conversations, community members will be able to:

- Describe animal welfare and the agroforestry system and its practices.
- Describe animal welfare, its importance and challenges in the community
- Identify the benefits of and challenges to improving animal welfare.
- Explain the synergetic association of animal welfare and agroforestry.

- Identify the community needs in improving the welfare of animals.
- List the benefits of agroforestry and having more trees/vegetables/root crops in/around the homestead for animal welfare and productivity.
- Identify the tree species/seedlings needed by the community members.
- Seek information and advice from local service providers on the integration of animal welfare and agroforestry practices.
- Influence other community members through knowledge sharing and demonstration of the benefits of integrating animal welfare and agroforestry practices.
- List community suggestions for improving the synergies of livestock-agroforestry systems.
- Create a plan of action to implement what has been learned.

Learning content

This module covers important topics in animal welfare, agroforestry/silvopastoralism and synergies of agroforestry and animal welfare, which will be discussed in facilitated community conversations with selected community members and partners. The module has three sections/sessions (Annex 3): animal welfare and its benefits, synergies of animal welfare and agroforestry systems, and sessions for reflection, sharing and learning.

These discussion topics will be addressed through a participatory, community-based approach. This approach provides a platform where a cross-section of community members, including local partners, convene and reflect on the learning content (animal welfare, agroforestry and their synergy). The participants also identify steps to resolve challenges and draw up action plans that will eventually lead to a change in attitudes, values, beliefs and practices that improve the practise of animal welfare, agroforestry and synergy for the potential well-being of animals, humans and the environment.

In each session, 1–2 hours will be used to address all discussion points. During the discussions, all activities and discussion points will be recorded for inclusion in the project report, as reference for future action plans, and to monitor progress in the future.

The module is prepared to engage a community member as the main audience, and the facilitators will use this as a guide to conduct different community conversations. The conversation also includes different partners and professionals to be involved in the sessions. The greatest advantage of this module is that it has specific approaches that can be used by anyone for any topic even though it was designed to be used for SAWA projects.

Animal welfare

- What are the benefits of owning animals?
- What does 'welfare' mean?
- What are the greatest benefits of improved animal welfare?
- Which community practices affect animal welfare?
- What are the key constraints to providing better care for animals in the community?
- How can community members understand and explain their animals' needs and behaviours?
- How can the existing animal welfare practices be improved?

Agroforestry

- What positive and negative changes in natural resources have occurred in your area in the last 40–50 years?
- What are the locally available animal feed resources in your area?
- What common local and exotic food trees are available for you and your animals to use as sources of feed and shelter?
- How can livestock production be established in an agroforestry system?
- What are the major challenges in establishing agroforestry/silvopastoral systems?

Synergies of agroforestry and animal welfare

- What are the benefits of integrating tree and livestock systems in terms of productivity?
- What are the animal welfare benefits and risks associated with integrated livestock production in agroforestry/silvopastoralism systems?
- What are the interactions between livestock and agroforestry and what is their impact on environmental wellbeing (soil fertility, erosion control, increased biodiversity and pest control)?
- What are the best practices in livestock and agroforestry integration?

Learning approach, methods and materials

Participant selection criteria, composition and dynamics

A community-based approach called community conversations will be employed to engage community groups and local partners in exploring knowledge, attitude and practices (KAP) on animal welfare, agroforestry-livestock synergy and associated problems in integrating agroforestry-livestock systems. In the discussions, different active learning methods such as storytelling, reflections and panel discussions will be employed. Discussion points on livelihood changes, animal welfare trends and practices, natural resource situation, gendered perception, as well as opportunities and challenges in agroforestry-livestock integration are expected to arise during the conversations. The activities will be captured through audio recordings, note-taking tools and photographs.

A community conversation guideline and checklists have been developed for the efficient delivery of the community conversations by facilitators ([Annex 3](#)). Depending on the local context, the following active learning methods and materials will be applied.

Storytelling

A story or narrative is a connected series of events told through different means such as words, imagery, body language, performance or any other form of communication. Stories are of great value to human culture and the most important parts of life. All cultures and societies possess their own stories or narratives about their past, their present, and sometimes the future. These narratives may include stories of changes in natural resource availability, livestock composition and herd size, or periods characterized by productivity, loss or suffering. Storytelling involves two-way interaction between a storyteller and listeners. The cooperative coordinated efforts of the storyteller and the audience prevent any imaginary barrier between the speaker and the listeners. This interactive nature of storytelling partially accounts for its immediacy and impact.

In this module, historical narratives will be presented by elders to create an environment for open discussion among the participants. Male and female elders will share their personal stories on the changes in livelihood, natural resources, climate, productivity and population growth over the last 40–50 years. The use of narrative history as an entry point to the community conversation will motivate the participant farmers to talk further about the perceived changes and strengthen the intended exploratory dialogue on animal welfare and agroforestry practices. Having the participants share stories encourages the sharing of practical experiences, benefits and perceived challenges from the systems.

Posters/picture presentations

A poster is one method of informing the community about the study. It serves as an information provision medium for scientific evidence. The use of simple pictures is a great way to illustrate the major topics that will be taught. This visual aid helps the learners 'see' what they are learning.

Posters are effective when compiled using instructive pictures that help to share reports/findings with peers/groups in a relaxed and interactive atmosphere. Both feedback and suggestions can be communicated directly with the presenters. We will use this method to discuss welfare indicators in different species of livestock, agroforestry-related issues and synergy between agroforestry and animal welfare.

Role play

Role playing is a learning structure that allows the participants to immediately take their parts in the topics they are learning about. This is an excellent tool for engaging community members and allowing them to interact with their discussion groups as they complete the tasks assigned to them in their specific roles.

This technique will be applied by forming smaller community conversation groups to identify and explore group knowledge and perception on the given issues. A scenario on synergies of animal welfare and agroforestry systems will be presented to the participants. From this scenario, various roles will be given to group members, who will then be allowed some time to discuss and complete the given tasks. This learning method allows individual work, followed by discussion with partners within the group and finally sharing with the larger group.

Team reflections

Team reflection is a deeper level of learning and a way to express thoughts, feelings and opinions about a shared experience. It draws out key learnings and insights. First, there will be individual reflection, followed by sharing individual reflections with the group at the end of community conversations. Team reflection engages local facilitators and note-takers in reflective discussions to capture lessons, insights and experiences. In community conversation after-events, reflection and insight-making sessions will be used as a major method for the analysis and interpretation of community conversation outputs.

Animal welfare brochure

A brochure is a professional, effective and inexpensive way to provide information to the target group. Welfare outcome assessment is a scientifically informed process that involves assessing several animals for a variety of different measures relating to their health, physical condition and behaviour. A brochure defines different measures of the welfare of the individual animal and explains how the overall level of welfare is achieved.

Checklist of animal welfare indicators (animal-based and resource-based welfare indicators)

A checklist with resource-based indicators using variables that are not measured in the animals but in their environment will be used. These may include the size and design of the enclosures where animals are kept, water provision and environmental enrichment. On the other hand, the animal-based indicators will include variables that are measured directly in animals, such as changes in behaviour, appearance, health and physiological parameters.

In each section, key messages will be presented to reinforce and focus the discussion. These key messages will summarize the major topic learned and remembered by the community conversation participants. Thus, the facilitators will use the major information box to capture and check the participants' level of understanding.

Community conversation facilitation guide for facilitators and collaborators

The module prepared for guiding and facilitating the community conversation can also be used as learning material.

Flip chart and markers

A flip chart is a visual tool that is used to facilitate, enhance or bring more clarity to the learning experience. It is an interactive aid that promotes interaction and engagement between the facilitator and the participants. The flip chart promotes participation because the facilitator can use it to write down participants' ideas or answers. It also reinforces

learning because participants can see and hear what is being talked about. After learners' discussion of the topics, arranging the flip charts with discussion points in a circular setup based on the order of lessons will enable learners to review and discuss what they learned in different training sessions. It is a way to visually reinforce the key concepts.

Format of community conversations

Depending on the local context and the topics to be discussed, community conversations can take different formats and use different methods to engage community members ("Contents" on page iii). Therefore, a step-by-step, outcome-based active learning method will be delivered for the participating community conversation members.

Some guidelines independent of content are:

- Three facilitators per conversation session with one acting as a lead facilitator and the others as small group facilitators and process note-takers (Annex 3)
- One–two hours per conversation session
- Two rounds of conversations per community around animal welfare and then agroforestry and livestock integration
- A fortnight to a month's time interval between conversation sessions.
- A recommended site for community conversation is a community centre where there is a wide space for breakout sessions if necessary and that is accessible to participants
- About 25–35 community members per conversation session ensuring women's representation
- About 10–15 community members per small group discussion
- Facilitators/note-takers should be assigned for each small group discussion
- The sitting arrangement should encourage face-to-face contact by forming a circle and should be favourable for women, allowing females to sit side-by-side
- All participants should have a chance to talk/share their views.

Gender composition

Both men and women are invited to actively engage in the community conversations. A separate group for women and men and a combined gender group approach are used to create the community conversation group. Depending on the gender-based group composition, the summary of the discussion points in the indicated groups will be collected and demonstrated to the larger group.

Women participants strongly encouraged to get involved in the community conversation. Participation of female individuals or couples in community conversations improves interaction between household members and exchange of information. It improves women's access to awareness in male-headed as well as female-headed families. It also creates the ability to share their knowledge and information within the home and community. This inclusive gender approach helps the female participants to show their roles in livestock and agroforestry production and dig out and improve their indigenous knowledge as well as develop confidence for women to have meetings.

Process documentation and note-taking

Documentation is an ongoing activity in community conversations that captures the process, results and experiences of the discussions. Process documentation is the systematic recording of activities, processes and their results and sharing of useful information. It must be conducted in a rigorous way to capture all the necessary information (Annex 6).

Community conversations require a rich documentation process that includes the description of context, processes, emerging issues, reactions, agreements and decisions of community members. In a rich description, the sentiments, tone, actions and significance of interactions among community members are captured and reflected upon. It is very important to disaggregate data by gender to be able to tease out what is working for men and women. This enables the extension worker to adjust the process and tailor it to the needs and preferences of women and men. Data will be analysed further by looking at variations in age, education, wealth categories and marital status.

What to document and disaggregate by gender:

- Group dynamics
- Reactions of community members
- Reflections and observations
- Emerging issues
- Action points
- Recap sessions
- Change stories
- Information sharing and social influencing

Process note-taking techniques (Annex 1)

- Capture the process, key issues discussed, insights, agreements, action points and quotes from community conversations without your judgment.
- Do not try to put down everything in the notes. Summarize key words/phrases.
- Listen for statements that might be useful quotes later and write those down as best as you can, including the gender/representation of the speaker.
- Listen to why male and female community members are saying what they say. Think about what is going on beneath the surface. Body language can give important clues.
- Note what male and female community members say and how they say it. Watch for areas of tension and strong emotion.
- Listen when the facilitator(s) take(s) a moment to summarize the discussion.
- Look for turning points in the discussion, where community members are able to break through disagreements, find compromises and/or reach a new level (agreements and decisions).
- Compare what male and female community members say at the beginning of the discussion with where they are at the end.
- Actively take notes during the opening and closing sessions when local partners make reflections and remarks.
- After the discussion, interact with male and female community members and try to capture their impressions and feelings about the discussions.

Review the notes with the facilitator(s) immediately and organize the notes into a report as soon as possible after the conversation. The report will set out how the community conversations were undertaken and summarise the discussion and comments made during each stage of the process as well as the key action points forwarded by the participants (Annex 2).

Session 1. Animal welfare and its benefits

The purpose of this session is to engage the community in exploring knowledge, attitude and practices (KAP) on animal welfare issues. This is a community-owned process that targets the indigenous knowledge, experiences and perspectives of the community by involving both genders, community officials and local service providers and encouraging them to share their insights on animal welfare practices and challenges. The session will allow adequate time for open discussion to capture the required issues on animal welfare and its challenges.

Learning objectives

- Define animal welfare (nutritional, behavioural, health, husbandry and environmental needs of animals) in different livestock species (cattle, sheep, goats and donkeys).
- Describe the benefits and challenges of improving animal welfare regarding the health and productivity of the animals.
- Explain animal-based and resource-based welfare indicators.
- Develop community-based action points on animal welfare improvement for cattle, sheep, goats and donkeys.
- Develop the capacity of local veterinary services providers and agroforestry practitioners on animal welfare issues so that they can support the community members.

By the end of the session, community members will be able to:

- Share their knowledge and experience on animal welfare and its importance in the community.
- Identify indigenous community knowledge and practices regarding animal welfare.
- Explain animal welfare risks and challenges in the community in their own ways.

Learning/session content

- What does 'animal welfare' mean?
- Why should we be concerned about animal welfare?
- Why is it important for animals to behave in their natural manner?
- How can male or female community members understand and talk about their animals' needs and behaviours?
- Which animals do the community love most? Why? (Cattle, sheep, goats, donkeys, poultry and others as applicable.)
- What are good indicators of animal welfare in the community?
- How can resource-based indicators influence animal welfare?

- What are the most important animal welfare benefits and problems in the community?
- What are the key challenges in providing care for animals?
- How can animal welfare issues be resolved in the community?

Learning methods and materials

- Story telling
- Brochure on animal welfare
- Roleplay on animal welfare
- Training materials and facilitation guide for facilitators

Duration

1–2 hours

Learning activities

Activity 1. Exploring community members' knowledge on animal welfare

Key question: What does 'animal welfare' mean to you?

Narrative history

In this activity, we will identify and evaluate the knowledge, attitudes and practices of the community on animal welfare. Male and female elders will be asked to share their history of animal rearing and how welfare animal has changed over years. After the presentations by the volunteers, the other participants will be allowed to engage in discussions based on the historical narratives. The participants will be asked what they learned from the history, what is right, what is wrong and how their experiences differ from those of the narrators. The knowledge, skill and practice gaps of the community on animal welfare and existing good and bad welfare practices will be identified through open discussion. After the completion of the discussion, the main points raised during the discussion will be summarised and new knowledge introduced to fill the existing gaps.

Questions for reflection after listening to narrations on the history of animal welfare in the community:

What have you learned from this history?

- What are the major welfare problems indicated in this history?
- What important similarities do animals and humans have?
- What caregiving challenges exist in your community compared to the history you have heard?

Brochure on animal welfare

Introduce the activity. In this activity we will identify and evaluate the basic concepts of animal welfare and challenges in attaining animal requirements in the community. To facilitate this, we will encourage discussion and find out what the different community members describe as animal welfare and the main challenges in improving animal welfare.

A simple animal welfare assessment brochure (<https://hdl.handle.net/10568/120183>) that defines welfare as overall mental and physical health will be provided. The brochure also describes community responsibility in animal welfare, including proper housing, management, nutrition, disease prevention and treatment, responsible care and humane handling. It also covers the benefits obtained when owners fulfil their responsibility and overcome limiting factors to meet these requirements.

Questions for reflection after displaying the animal welfare brochure about animal needs:

- What are the most important animal welfare problems in the community?
- What are the key constraints in fulfilling the animals' requirements?
- How can animal welfare and disease problems be solved in the community?
- Why is it important for animals to behave in their natural manner?
- How can male or female community members understand and talk about their animals' needs and behaviours?

Key message:

- Good animal welfare practices can prevent and reduce the cost of veterinary bills and need for medication.
- When animals are in a good state of welfare, they are healthy, comfortable, well-nourished, safe, able to express natural behaviour and free of unpleasant conditions such as pain, anxiety, and distress.
- Skill gaps and resource limitations caused by climate change are hindrances to addressing animal welfare problems.
- Animal welfare challenges are more prominent in the small-scale and pastoralist farming systems where there is limited access to resources as well lack of knowledge.
- Welfare assessment tools are important to identify problem areas and monitor improvement strategies.

Activity 2. Exploring the community benefits from improved animal welfare

Key questions:

What are the benefits of feed resources being locally available? What criteria do male and female community members use to evaluate and prioritise the utilisation of locally available feed resources? How is feed allocated to different animals?

Introduce the topic. In this activity, we will identify and evaluate the quality of different locally available feed resources. Encourage discussion and find out what male and female community members describe as animal feeds and what is perceived as good quality animal feed.

Roleplay on animal welfare

In this activity, like in the animal welfare history, we will use volunteers from the group to display different animal behaviours to identify whether the participant community members understand the natural behaviours of different livestock species (cattle, sheep, goat and donkeys), the social behaviour of animals and what positive animal-human interactions mean.

To implement this, one person will be assigned behaviour assessment and others will represent livestock species. Different individuals will be used to represent different species.

Ask the behaviour observer to approach one of the 'livestock species' and touch it in different positions. Note the behavioural response observed.

- Examine whether the 'livestock species' is familiar with human interaction and has a positive attitude, or exhibits fear, is unreactive or has an extremely reactive response.
- Repeat this activity a few times and record the responses.
- As a second activity, ask four volunteers to demonstrate social behaviours and interact with each other while representing the same species and while playing the roles of four species.
- Note the behavioural response observed.
- Is there social interaction/social withdrawal or aggressive behaviour towards each other?

Questions for reflection after the roleplaying activities:

- How will an animal behave if you approach it from different directions?
- How will an animal behave if you touch it from different directions?
- Is there social interaction within the same and different species?

Discussion points

- Why should we be concerned about animal welfare?
- Why is it important for animals to behave in their natural manner?
- How can male or female community members understand and talk about their animals' needs and behaviours?
- Which animal does the community love most? Why? (Cattle, sheep, goats, donkeys, poultry and others as applicable.)

Key message:

- The health and well-being of livestock should be a top priority for farmers and pastoralists. Healthy animals are productive and provide wholesome products (meat, milk and eggs).
- Good animal health and welfare results in widespread benefits to the animal owners.
- Animal welfare requirements should be maintained to ensure health and safety.
- Improved levels of animal health and care deliver better animal welfare, more efficient livestock production, safer and healthier animal-sourced foods, and improved livelihoods.
- Animals that are well fed and watered, kept in clean and comfortable conditions, and that are handled well with opportunities to express important behaviours are less likely to be diseased or to show signs of poor growth.
- Well cared for animals are more likely to be disease-free and less likely to transmit diseases (zoonoses) to their handlers or to consumers of their products.
- Housing systems for animals should be based on the animals' needs, local climate, safety and comfort.

Activity 3. Exploring perceptions, knowledge and practices of community members on animal welfare indicators

Key question:

What are animal welfare indicators?

Introduce the topic. In this activity, we will evaluate the familiarity of the community members with animal- and resource-based welfare indicators. This will be done using posters/pictures of livestock with different physical conditions, health status, growth rates and social behaviours, as well as posters/pictures of human-animal interactions.

Share the pictures. Inform the participants that the pictures were taken in their community during the animal welfare assessment survey (Annex 8).

The discussion will be facilitated using different questions. All participants will be encouraged to share their views on each point. The discussion will further explore the perceptions of different groups on animal and resource-based welfare indicators.

After exploring the knowledge and practice gaps in the community on animal- and resource-based welfare indicators, a detailed description of the two types of indicators will be provided to fill the existing knowledge and skill gaps.

Questions for reflection after showing the pictures of good and poor welfare indicators:

- What have you learned from the pictures?
- Do you have a similar story? What are the reasons for poor animal welfare?
- What improvements are needed to implement good animal welfare?
- In which welfare indicator category do the observed good or poor welfare indicators fall?

Discussion points

- What are some good indicators of animal welfare in the community?
- How can resource- based indicators influence animal welfare?

Key message:

- Animal welfare indicators are animal-based and resource-based.
- Animal behaviour includes behaviours around resting, agonistic social behaviour, abnormal behaviours and animal-human relationships.
- Health status, production performance and physiological parameters are animal-based welfare indicators.
- Resource-based indicators includes feed and water availability, shade and shelter for the animals.

Session notes

This session explores community awareness about animal welfare and its benefits. The participants will take time to discuss what animal welfare means, what benefits are derived from it, and what the community experiences are with this concept. The session will equip the participants with skills to confidently identify animal- and resource-based

welfare indicators. Ideas from the men and women will be noted separately for the best analysis of gender-based results.

The session notes will summarize key learning points and messages from the learning activity. The main focus will be to illustrate animal welfare benefits to the community and enhance community understanding of the behaviours of the indicated livestock species. In addition, the session will draw out the participants' points of view as well as their feelings towards and reactions to their livestock. Community animal welfare problems and challenges will be outlined during the conversations and improvements to animal welfare and productivity pointed out.

Session 2. Synergies of animal welfare and agroforestry system

Learning objectives

The purpose of this session is to engage the community members in exploring knowledge, attitudes and practices (KAP) on animal welfare and exploiting the benefits and risks of rearing livestock in agroforestry areas. It uses a community-monitored approach targeting indigenous knowledge, experiences and perspectives of the community, including both genders, community officials and local service providers. The participants will share their insights on agroforestry and welfare practices.

By the end of the session, community members will be able to:

- Describe an agroforestry system and its importance.
- Identify livestock production challenges in agroforestry systems.
- Identify animal welfare benefits from agroforestry systems.
- List the benefits of agroforestry systems for animal production (fattening, milk).
- Identify the link between having more trees/crops in homestead/farmlands and livestock production (fattening, milk).
- Explain to other community members about animal husbandry and agroforestry systems.
- Identify the synergies and risks of animal welfare in agroforestry system.
- Identify the benefits of animals to seedling establishment and crop production.
- Determine any animal risks to seedling establishment and crop production.
- Identify the negative impact of livestock in agroforestry systems.
- Take action to mitigate risks and enhance synergies.
- Identify the agroforestry resources available for livestock species.
- Explain how to manage seedlings better.
- Mention suitable plants for integration as feed and shade trees for their livestock.
- Identify different types of fodder, food and shade trees that are found on farms and range land, communal grazing lands or forested areas in the community.

Session content

- What do agroforestry and silvopastoralism mean to you?
- What agroforestry resources are commonly found in your community?
- What are the perceived benefits and risks of agroforestry-livestock systems e.g., in terms of milk production and fattening?
- How can livestock production be established in an agroforestry system?
- What are the negative impacts of livestock on agroforestry?
- How is animal welfare explained in the agroforestry context?
- What are the animal welfare benefits and risks associated with the integration of livestock production in an agroforestry system?
- What is the community experience of mitigating risks and enhancing synergies of animal welfare in agroforestry systems?
- How can you select suitable plants for integration and what would be good feed/shade trees for your livestock?
- What are the food trees commonly used in human and livestock diets?
- Which indigenous tree species are used as important sources of feed and/or shade for livestock?

Learning methods and materials

- Storytelling on agroforestry systems
- Posters/pictures on synergies of agroforestry -livestock systems
- Open discussions
- Training materials and facilitation guide for facilitators

Duration

1–2 hours

Activity 1. Exploring knowledge about agroforestry

Key question

What is agroforestry?

Storytelling on agroforestry systems

At the beginning, one male and one female elderly community member will be selected to present freely on the changes in agroforestry resource availability in the last 40–50 years and their experience in agroforestry practice. The presenters will explain how the trends in natural resource availability and agroforestry potential have changed through time and how this has impacted livelihoods in the area, how he/she or their family practised agroforestry previously, differences in obtaining benefits of agroforestry now compared to the past, trends in agroforestry, his/her perceptions of the current practices, and lessons to be learnt from the challenges he/she has encountered.

Following the historical narratives, the larger community will be divided into a group of 10–15 people before starting the learning activity. Participants in the smaller groups will be allowed to further discuss the learning objectives so that community knowledge, attitudes and practices in agroforestry are explored. After thorough discussion, the key knowledge, attitude and practice gaps in different groups and genders will be summarised. To fill the identified/ existing gaps, new knowledge on agroforestry will be introduced. After the separate discussions, the smaller groups will come together and present the results of their discussion to the whole group one by one. By doing this, the key points from the entire discussion will be summarised and knowledge on agroforestry integrated into the learning process. Before closing the discussion, the facilitator will highlight major activities and give feedback as well as points for reflection. After reflection, the discussion will end with setting a community action plan to improve the major problems identified.

Questions for reflection after listening the story

- What have you learned from the story?
- What is your experience in relation to this story?
- What is the importance of agroforestry to your community?
- What are the benefits of agroforestry to animal welfare in your community?
- Is there any danger in allowing animals to walk around or feed on different tree species?
- What are the major challenges in practising agroforestry?

Discussion questions

- What do agroforestry and silvopastoralism mean to you?
- What agroforestry resources are commonly found in your community?

Activity 2. Exploring knowledge about the benefits of livestock from the agroforestry system

Key question

What are main agroforestry benefits to livestock?

Displaying pictures of agroforestry-livestock system synergies

In this activity, the knowledge, attitudes and practices of the community with regard to the benefits of livestock in agroforestry systems will be explored. To do this, pictures taken in the study districts during the household survey data collection will be presented to the participants (Annex 8). After the participants study the pictures, they will be grouped into smaller groups for further discussion. The discussions will reveal the different functions of livestock in the agroforestry system and how they are perceived by the community. The group discussions will then be merged for knowledge sharing and integration. Finally, the facilitator will summarise the different experiences and give points for reflection and the discussion will end by setting a community action plan.

Questions for reflection after displaying the pictures showing livestock contribution to agroforestry systems:

- What have you observed from the pictures?
- Do you have similar experiences?
- What livestock-agroforestry benefits can be improved through better implementation by community members?

- Which agroforestry resources are available and what measures are needed to improve the resources?

Discussion points

- What are the perceived benefits of the livestock-agroforestry system e.g., in terms of milk production and fattening, work force and income generation?
- How can livestock production be established in the agroforestry system?
- What are the negative impacts of livestock on the agroforestry system?

Activity 3. Dealing with animal welfare in the context of the agroforestry system

Key question: How does agroforestry contribute to animal welfare and vice versa?

Open discussion

An open discussion is an important method of familiarising all participants with the topic at hand then helping to move productive small group discussions along. Finally, those small groups come together and summarise their discussion for the entire group.

Introduce the topic. In this activity, we will evaluate the knowledge of the community members on the synergy of agroforestry and animal welfare. This will be done through open discussion of the learning activity within the small groups and finally as a single group. To implement this, the participants will be invited to list and rank the major animal welfare benefits of agroforestry systems and to talk about ways of maximising the welfare benefits from agroforestry systems, the major challenges of integration and how to minimise the integration risks from their experience.

The participants will be asked to share their experiences in selecting suitable plants for integration and what would be good feed/shade trees for their livestock. They will then be asked to rank food trees and other tree species beneficial to humans and livestock.

Through open discussion, the knowledge, skill and practice gaps in the integration of agroforestry and animal welfare will be revealed. Furthermore, the existing agroforestry resources and farmers' preferences will be determined. This will provide an opportunity to work on the identified community KAP gap through knowledge integration and to consider the farmers' preferences during planning. Finally, the discussion will close by setting an action for future implementation.

Discussion questions

- What are the animal welfare benefits from an agroforestry system?
- What is the community's experience in mitigating risks and enhancing synergies for animal welfare in an agroforestry system?
- How can you select suitable plants for integration and what would be good feed/shade trees for your livestock?
- What are the food trees and other common tree species beneficial to humans and livestock?
- Which are indigenous tree species used as important sources of feed and/or shade for livestock?

Session notes

At the end of the second session, there will be important information, including key messages from the discussion and summarised notes. The session notes will capture the communities' views and actions about agroforestry, the integration of livestock and agroforestry and animal welfare settings in agroforestry as well as the impact of integration. The participants will implement the selection of better seedlings and identification of various tree species as sources of feed and shade for their animals in their surroundings.

The summary of the session will include the mentioned points and clearly figure out the points of discussion. Normally, this session is linked with the previous session to learn and gain clear understanding of the overall discussion: What is animal welfare? What is an agroforestry system? How are the two concepts interrelated and what are the risks of the integration? Notetaking will follow the session's two learning activities to capture the community discussion points. As indicated in session one, men's and women's ideas, views and experiences will be recorded separately to collect complete data.

Session 3. Reflection, sharing and learning

The purpose of this session is to summarise and emphasise the major learning activities from the previous sessions. This will help participants to internalise and rehearse what they have learnt from the entire learning process (Annex 4).

After completion of the sessions, the community conversation research team will invite facilitators, note-takers and local partners to reflective and team learning discussions to capture the important lessons, views and experiences for future tasks. This community conversation will function as an interactive learning method to highly engage the local partners in reflection and experience sharing for better analysis and interpretation of the community conversation results.

Participants will reflect on their views, experiences and stories in relation to the discussions. They will also have a chance to comment on the community conversation sessions and what important knowledge was obtained through the learning process. In this session, the local partners who participated in facilitating the discussions will forward the key message they got from the discussion, which they will integrate into their institutional plan and use to adjust the way they operate to provide extension services and support the community action plan.

In this learning and experience sharing process, there is a high flow of information on animal welfare and agroforestry systems. Research on the two-system integration is a new concept and sharing of experiences and knowledge helps the local research and development partners from different disciplines to learn from each other as well as think and work together to change the attitudes and perceptions of the community. Research partners from various levels, such as local research partners, woreda experts and kebele development agents, are highly encouraged to share their knowledge and experience to support the community members.

Learning methods and materials

Reflection on the overall concept

Discussion for learning, sharing and implementation

Presentation on previous sessions' output

Duration

1–2 hours

Learning activities

After the community conversations, small group participants – including all local partners who attended the community conversations – will hold a meeting to reflect on the methodological approach of the community conversations, lessons learnt, key issues raised, and how the partners will integrate and prioritise the action plans from the community into their development plans. The social learning process has been a powerful experience for local partners. Such after-event reflections and insight-making sessions have also been instrumental in the analysis and interpretation of community conversations results.

Session notes

Summarize all points raised in session 1 and 2, then form a mixed group comprised of the required sectors/ disciplines. Conduct a group discussion on the significant issues raised in the previous sessions, as well as the community challenges and problems associated with the topics. Discuss and reflect on your personal and institutional ideas for improving and sustainable establishment of the agroforestry-livestock system.

Discussion process

Activity 1. Developing a community action plan to improve animal welfare, agroforestry and livelihoods

A community action plan is one of the participatory learning techniques used to develop a community's capacity to act in response to its issues, needs and potential. It is a roadmap for bringing about community change and delivering critical services by drawing out what will be done, who will do it and how it will be done.

This session will focus on important issues/challenges identified and prioritised in the two sessions. The participants will work on identifying those issues by themselves as well as develop actions (Annex 5) to solve the identified issues.

Community discussion points:

- Caring for animals and the response from the animals
- Good feeding plus watering and welfare tips
- Health follow-up and back rewards to the community
- Animal welfare challenges and solutions
- The risk of integration of livestock-agroforestry and the risk management

Material and methods

- Interactive discussion
- Images of fruits and indigenous trees
- Images of welfare tips

Activity 2. Reflection

After every discussion on major issues, give some five minutes for individuals to think and work on their own to revise their notes and remember what they have learnt from the previous session. After reflection time, go through the lessons learnt and provide feedback on the given topics.

Material and methods

Guide the participants to think and talk about what they have learnt and experienced:

- Look around the agroforestry systems around you.
- Cast your mind back to your home and assess your animals' situation.
- Reflect: Think about and list at least one thing you learnt from the discussions.
- Action: Figure out your ideal thinking to the reality and share your point of view

Activity 3. Sharing and learning

Material and methods

- Share about the agroforestry practices in your farm.
- Share about how trees benefit your livestock.
- Share what you have learnt from the conversations.
- Share what you have learnt from the previous presenter.

Discussion points from the community experience

1. What are the animal welfare challenges in the community?
2. What are your feelings about livestock?
3. How can you support the community's efforts to improve animal welfare?
4. What do you think about the agroforestry system?
5. What is your opinion on the animal welfare concept in the agroforestry system?
6. What do you think are the risks of integrating livestock and agroforestry?
7. What are your responsibilities in the establishment of the two systems?

Annexes

The annexes described below will be used as indicated in the manual. These annexes will be used as a reference and to collect and record every piece of information to be documented and reported.

Annex 1

Note-taking format
Use: Used in conversations
Conversation location_____
Number of participants_____
Type of group_____
Session title_____
Activity title_____
Notes
Name and gender of presenter in each activity

Annex 2

Community conversation report format

Use: Facilitators summarise their report based on this format

Introduction

- Context/background
- Objectives
- Composition of participants
- Date and venue of event

Process and approach

- Team alignment on the methodology and process
- Opening and closing sessions
- Interactivity and group dynamics
- Methods used to actively engage participants
- Observations of reactions from different groups and gender influences

Main points and actions

- Emerging themes from the conversations
- Action points evolved from the conversations

Observations, reflections and lessons learnt

Feedback and comments from partners

- Did the place and time work well for the conversations? Why/why not?
- What went well? What did not go so well? Why? How can this be improved?
- Analysis and lessons learned

Annex 3

Facilitation checklist for each session

Use: Each session of the conversation will use these points as a reference

Session 1. Animal welfare and its benefits

- Animal needs from the owner (list the major types of care that will be provided to the animal)
 - Physiological requirements
 - Behavioural requirements and emotions (happiness, distress, annoyance, aggressiveness), animal-human relationship, abnormal behaviour
 - Management (tethering, overworking, biting, shouting)
- Important animal welfare benefits for the society
 - Household labour
 - Cost reduction
 - Human health (zoonosis, health/diet)
 - Improved livelihood (income, productivity)
 - Psychological satisfaction
- Current animal welfare situation (practices) in the community
 - Major animal welfare constraints (resource-based and animal-based)
 - Livestock species preference and reason
- Animal-based constraints
 - Management (working time, handling, pain, fear, branding, castration)
- Resource-based constraints
 - Animal health services (disease prevention and control)
 - Housing (space, ventilation, comfort, protection from bad weather)
 - Water (availability, cleanliness, frequency)
 - Feed resources (availability, adequacy, quality, utilisation)

Session 2. Synergies of animal welfare and agroforestry systems

Narrative history of livelihood changes over the last 30–40 years: major changes and causes

- Livestock (number, physical condition, productivity)
- Natural resources (soil, water, pasture, forest)
- Productivity (milk, meat, butter, offspring)
- Major livestock benefits: list
- Locally available animal feed resources
 - Pasture (individually owned, communal)
 - Crop residue
 - Tree-based resources (homestead, farmland, communal land)
 - Improved multipurpose tree species

- Benefits and practices of integrating trees into livestock systems
 - Productivity
 - Animal welfare
 - Mutual interaction (soil fertility, erosion control, increased biodiversity, pest control)
- Challenges of integrating livestock and agroforestry
 - Space,
 - Seedlings
 - Water,
 - Knowledge,
 - Negative impact

Annex 4

Change indicators and monitoring checklist

Change indicators	Monitoring checklist	Remarks
Participants have improved awareness of animal welfare and agroforestry	KAP assessment/qualitative and quantitative data observation	
	Quick feedback from the community	
Participants can identify the principles of animal welfare	Participants have improved the feeding, housing and health management of their livestock	
	Participants have better understanding of the behaviour of their livestock	
Participants have improved their agroforestry practices	Participants have planted different tree species	
Participants have identified animal welfare benefits from agroforestry systems	Participants are planting more trees as sources of feed and shade for their livestock, are sharing their experiences with the community on tree planting for livestock and are promoting good agroforestry management.	

Annex 6

Outcome story documentation template

Domain	Topics	Remark
Background information	<p>Name Age Gender</p> <p>Education level Family size Location</p> <p>Agro ecology: altitude, climate, soil, rainfall, vegetation Land size</p> <p>Major crops, livestock species and agroforestry types</p> <p>Organisational membership: cooperative, community breeding group, marketing group</p> <p>Leadership in the community Distance from district town</p> <p>Access to infrastructure and services</p>	
Problem situation	<p>What was the situation before community conversations regarding animal welfare?</p> <p>Probes:</p> <p>Feeding</p> <p>Housing</p> <p>General health status</p> <p>General behaviours</p> <p>Animal welfare concept in the community</p> <p>Animal-human interaction</p>	
Response/learning recall	<p>What was discussed in the community conversations about animal welfare?</p> <p>What was discussed in the community conversations about agroforestry systems?</p> <p>What was discussed in the community conversations about the concept of animal welfare in agroforestry systems?</p> <p>What was discussed in the community conversations about the negative impact of livestock integration in agroforestry systems?</p> <p>What did participants and facilitators learn from the community conversations about agroforestry-livestock systems?</p>	

Community influence through knowledge sharing and practising change	<p>Ask participant:</p> <p>Tell us about your information sharing experience with:</p> <p>Household members</p> <p>Neighbours</p> <p>Friends</p> <p>Any other person</p>	
	<p>Where and how did the knowledge sharing happen? How did people react to the information shared?</p> <p>Probes:</p> <p>If you have not shared information with any person, why not?</p> <p>What will you do next?</p> <p>What support do you need to do it? From whom?</p> <p>Ask household members:</p> <p>Tell us about what was shared and discussed in your household:</p> <p>What has your partner, father and/or mother shared with you and discussed in the household?</p> <p>Did you agree with what was discussed/shared?</p> <p>Who else shared information from the community conversations with you? How did that happen?</p> <p>What did you think about household information sharing? Did you feel empowered? How is it useful?</p>	
Knowledge application	<p>In your household, what has changed due to community conversations regarding improvement in the welfare of your livestock?</p> <p>In your household, what has changed due to community conversations regarding planting different tree species for humans and livestock?</p> <p>In your household, what has changed due to community conversations on adoption of agroforestry-livestock systems?</p> <p>If no knowledge application has happened, why?</p> <p>What benefits do you get from your participation in community conversations?</p> <p>What enables/constrains knowledge application/behaviour change?</p> <p>Can you share a story/example on the lessons you have learnt?</p>	
Evidence	<p>Observation of the condition of animals</p> <p>Reduced costs on animal health</p> <p>Improved productivity of animals</p> <p>Satisfaction of animal owners</p>	
Sustainability	<p>Demonstration effect on other community members</p> <p>All-sided support from local service providers</p>	

Annex 7

Community conversation delivery process

Before moving to the community conversation process, a focus group discussion will be conducted with experts and facilitators about the conversation. Prior arrangements will take place depending on their active involvement. An open conversation process will be used to explore the insights and practices of conversation members on topics raised and community action. Male and female participants will be actively involved in the conversation. Groups based on both genders will be created and mixed to ensure an inclusive approach to solving community issues in all directions and a gender transformative intervention process.

Initial steps

- Introduce community conversations.
- Give an overview of the process for conducting community conversations.
- Provide an overview of the session and topics involved in conducting the conversations.

Then

- Create small groups for the session with facilitators and note-takers in each group.
- Select visuals and presenters for each group.
- Schedule time for the conversations with each of the groups.
- Gather information from each community conversation group.
- Convene all the groups and take time to collect information from group presenters and reflections from group visuals.
- Summarise all discussion points.

Annex 8

Pictures on livestock with good and poor welfare indicators

1. Good animal welfare indicators

1.1. Animal-based indicators



1.2. Resource-based indicators



2. Poor animal welfare indicators

2.1. Animal-based indicators

2.2. Resource-based indicators



Photo credits

ILRI/Tsega Berhe, Gezahegn Alemayehu, Tesfalem Nana, Biruk Ushule, Adem Kumbe, Pawlos Girma

Abdisa Keshu, Dagnachew Gona, Abel Ayele and Shuna Regesa

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