

Livestock Emergency Guidelines and Standards.



LEGS Core Training (LCT)

Self-Paced Learning Guide

**Module 3: LEGS STAGE 1-
Initial Assessment**

Table of Contents

3.1	Overview of Module 3.....	2
3.2	Cross-cutting themes.....	3
3.3	Participation	8
3.4	LEGS STAGE 1-Initial Assessment.....	15
3.5	Initial Assessment - preparation for Live Workshop.....	20
3.6	Check your understanding - Quiz	22

3.1 Overview of Module 3

Summary

Module 3 introduces STAGE 1 of the LEGS response - **Initial Assessment**. It also explores the LEGS **Cross-cutting themes** and the LEGS Core Standard of **Participation** in more depth.

The topics covered include the typology of participation, range of tools to increase participation, and checklists. STAGE 1-Initial Assessment draws on the Sustainable Livelihoods Framework (from Module 2 of this course).

Topic 3.5 introduces an in-depth case study to practice applying the checklists for collecting information for the LEGS STAGE 1-Initial Assessment.

SELF-PACED LEARNING GUIDE

[+/- 120 MINUTES]

Topics	Learning Outcomes
3.1 Overview of Module 3 3.2 Cross-cutting themes 3.3 Participation 3.4 LEGS STAGE 1-Initial Assessment 3.5 Case-study practice 3.6 Check your understanding Quiz	After completing the Self-Paced Learning Guide-Module 3 you will be able to: <ul style="list-style-type: none">▪ Explain why the cross-cutting themes are essential to the LEGS approach,▪ Describe the levels and characteristics of participation on a scale from shallow to deep,▪ Explain the type of participation used in the LEGS Approach,▪ List tools that may be used to deepen participation,▪ Carry out an Initial Assessment with a case study using the LEGS assessment checklists.

LIVE WORKSHOP

[+/- 135 MINUTES]

The Live Workshop will consolidate and build on your Self-paced Learning.

Topics	Learning Outcomes
3.1 Overview of the Live Workshop 3.2 Case-study activity 3.3 Recap: STAGE 1-Initial Assessment + key concepts	By the end of the Live Workshop-Module 3 you will be able to: <ul style="list-style-type: none">▪ Critique Initial Assessments and create recommendations to improve them,▪ Describe the process for carrying out an Initial Assessment,▪ Explain how participation, equity, diversity, and inclusion is integrated into the Initial Assessment.

3.2 Cross-cutting themes

This topic deepens our understanding of the LEGS cross-cutting themes that are used through the four Stages of the LEGS response. This includes key concepts such as gender, diversity, equity, inclusion; protection; environment and climate change - and *why* these are important.

Video 3.1 - Equity vs Equality

The following video explains how participation is used in the LEGS Approach.

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

- ✍ What is the difference between equity and equality?
- ✍ What types of diversity amongst people are there in your context, and how are they affected in an emergency?
- ✍ How can the concept of equity be used in the LEGS approach?

Click here to watch Video 3.1 - Equity vs Equality <https://youtu.be/nCS7Rus4 -Y>

Reading - Key Learning Points

EQUALITY VS EQUITY

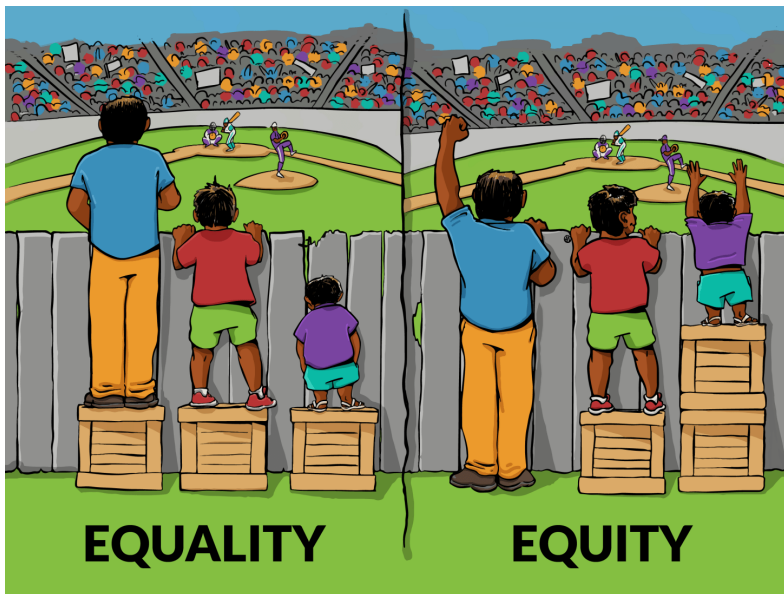


Image credit: Interaction
Institute for Social Change |
Artist: Angus Maguire

DIVERSITY

Gender is a critical dimension of diversity. However, diversity also includes for example:

- people living with HIV/AIDS and disability,
- age - the elderly and young children are especially vulnerable in an emergency,
- ethnicity,
- income, level – those with low incomes have fewer options for rebuilding assets lost in an emergency,
- type of livelihood - e.g., the views of teachers may be given higher priority than those of an elderly woman who has just lost her two pigs in the flood.

WHY DOES UNDERSTANDING DIVERSITY MATTER?

The issue or challenge is not that people are different. Rather, it is that sometimes society has norms and values that advantage some people and disadvantage others. Examples include norms about who can own what resources and who cannot, who has control over decision-making and does not, who may participate in community planning and who may not, who can more easily get their needs met and who cannot.

This matters for *how we design and manage projects*. Treating everyone in the *same* way as though they are the same might leave some more included and advantaged and others excluded and disadvantaged. It may even make existing inequalities worse.

- *For example*, having a community meeting where everyone is invited for open and transparent discussions may exclude certain members of the community where it is not the norm for them to speak in large community gatherings, e.g., women, children, people on very-low incomes, the displaced, ethnic minorities.

Sometimes it is the most **vulnerable** who are **excluded** from participating in the project or having their voices heard by decision-makers. The consequence is that their needs are not investigated and understood, and so do not get included in the project intervention.

EQUITY AND EQUALITY

Equality and equity are not the same. It is important to understand the difference. This has critical implications for how we design projects, the type of activities we carry out, how people participate in the project, and what change the project seeks to facilitate in the lives of those affected by an emergency.

Equity. Equity is a concept that recognises *diversity* in communities. Different people receive resources, benefits, and responsibilities according to their respective needs.

Equality. Different people have the *same opportunity* for resources, benefits, and responsibilities.

GENDER

Gender equality “Gender equality or equality between women and men, refers to the equal enjoyment by women and men, girls and boys, of rights, opportunities, resources and rewards. Equality does not mean that women, men, girls and boys are the same; but that their enjoyment of rights, opportunities and life chances are not governed or limited by whether they were born female or male.”¹

Gender equity “refers to fairness and justice in the distribution of benefits and responsibilities between women and men, according to their respective needs. It is considered part of the process of achieving gender equality in terms of rights, benefits, obligations, and opportunities.”²

EXCLUSION AND INCLUSION

Social exclusion is when individuals **cannot participate** in the social, cultural, economic, political activities of their society or group, or access the services and resources they need.

Social inclusion is participating. “Participation is both a process and the goal: To participate and influence decisions that affect your life is an empowering process. It builds confidence and cultivates a sense of agency and voice. Simultaneously, through this process of participating and influencing, marginalized groups can affect the attitudes, norms, institutions, and policies that drive social exclusion in the first place, leading to long-term structural changes and reversal of their excluded status.”³

¹ *Gender Handbook for Humanitarian Action (2018)* page 381 <https://reliefweb.int/report/world/iasc-gender-handbook-humanitarian-action-2017-enar>

² Ibid.

³ The Gender and Social Inclusion Toolkit, page 5 <https://www.civicus.org/documents/toolkits/CIVICUS-gender-and-social-inclusion-toolkit.pdf>

Video 3.2 - LEGS cross-cutting themes

The following video explains how the cross-cutting themes and participation are used in the LEGS Approach. This video builds on the concepts explored above.

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

- ✍ Why is important to integrate the cross-cutting themes into your project?

Click here to watch Video 3.2 - LEGS cross-cutting themes - <https://vimeo.com/522019842/fa2623dbd2>

Key learning points

LEGS CROSS-CUTTING THEMES - RECAP

- Gender and Social Equity
- HIV/AIDS
- Protection
- Environment and Climate



GENDER AND SOCIAL EQUITY + HIV/AIDS

The LEGS Approach recognises -

Communities are diverse e.g.

- gender, disability, age, ethnicity,
- income levels, type of livelihood,
- HIV/AIDS,
- etc.

Why does this matter?

- Different people play different roles in livestock-based livelihoods,
- They have different access to and control over resources,
- An emergency impacts people differently,
- People don't cope equally well in an emergency.

If we ignore diversity and provide the same support [equality] to everyone -

- some people may be advantaged - their needs met,
- others may be disadvantaged - their needs not met (see Video 3.1 Equity vs Equality above).

LEGS takes an EQUITY approach - to provide support to people according to their varied and specific needs.

How does LEGS ensure an equity approach?

Understand more about:

- Roles of different people in livestock-based livelihoods
- Impact of the emergency on different people
- Specific risks and needs of different people, esp. the vulnerable

To achieve this, we need to:

- Use a participatory approach [more on this later]
- Ensure all data is disaggregated based on e.g., gender, HIV/AIDS, disability, age, ethnicity, etc.

PROTECTION

Principles

- Avoid causing harm,
- Ensure access to impartial assistance,
- Protect people from violence,
- Assist with rights claims, access to remedies, recovery from abuse.

Why does this matter?

Understanding more about:

- how people have been affected by the emergency
- specific needs
- implications for how our response is designed, implemented, and monitored.

ENVIRONMENT AND CLIMATE

Livestock keeping and environmental management, and Climate change.

Why does this matter?

Understanding more about:

- how the environment and climate change has contributed to the impact of the emergency,
- implications for how our response is designed especially for the longer term.

3.3 Participation

Participation is the first **LEGS Core Standard** and is used in **all stages of the LEGS response** to an emergency. A good understanding of this and a set of participation tools are essential for designing and managing projects to save lives and livestock-based livelihoods.

This topic explores what we mean by “participation”, the different types/ levels of participation, how participation is used in the LEGS Approach, and practical tools for increasing participation.

Video 3.3 - Levels of Participation

The following video clip outlines the concept of “levels of participation”.

As you watch the video reflect on the following questions:

- ✍ What level of participation do you think is needed to design, implement, and monitor projects in an emergency?

Click here to watch Video 3.3 - Levels of Participation

<https://youtu.be/2Rj6xyVwR3g>

Ranking types of participation

This activity explores a typology of participation that is commonly used in international development. The number of levels of participation differ from Video 3.3 but the concepts are the same.

Seven levels of participation. The following is a framework of seven types of participation.

Your task has two steps:

1. **STEP 1** - Read and understand the definition of each type of participation in the Table A below.
2. **STEP 2** - In Table B rank each type of participation in the correct order from the shallowest type of participation [rank 1] to the deepest type of participation [rank 7].

STEP 1 – Read the definitions of the 7 types of participation.

Note: These 7 types of participation are NOT in any particular order.

Table A.

STEP 1 – Read the definitions of the 7 types of participation.

Note: These 7 types of participation are NOT in any particular order.

Table A

7 types of participation – People participate by:	
Interactive	<p>Engaging in joint analysis.</p> <p>This leads to action plans and the formation of new local institutions or the strengthening of existing ones. Uses interdisciplinary methodologies that look for multiple perspectives. Communities/ target groups take control over local decisions, and people have a stake in maintaining structures or practices.</p>
Consultation	<p>Being asked about their views but play no part in decision-making.</p> <p>External professional listen to people’s views. External professionals define problems and solution and may or may not modify these based on people’s responses. Communities/ target groups do not take part in decision making, and there is no obligation of external professionals to take on board people’s views.</p>
Material Incentives	<p>Providing resources, e.g., labour in return for food, cash, other incentives.</p> <p>An example is people provide their labour for to dig bore holes for water pumps, but are not involved in designing the water system or in lesson learning. Communities or target group often have no stake in continuing the activities after the incentives end.</p>
Passive	<p>Being told what is going to happen or has happened.</p> <p>It is a unilateral announcement by an administration or project management without listening to people’s responses. The information being shared belongs to external professionals.</p>
Self-Mobilisation	<p>Taking own initiatives independent of external institutions.</p> <p>People develop contacts with external institutions for resources and technical advice they need but retain control over how resources are used. Self-mobilisation and collective action might challenge existing distributions of wealth and power.</p>
Functional	<p>Forming groups to meet predetermined objectives.</p> <p>This is related to the project, which can involve the development or promotion of externally initiated social organisations. These groups are often dependant on external facilitators at first but may later become independent.</p>
Information Giving	<p>Answering the questions of <i>extractive</i> researchers.</p> <p>Often through questionnaire surveys or similar approaches. Communities and others cannot influence the process. The findings of the research are not shared or checked for accuracy.</p>

STEP 2 - Rank the types of participation in the correct order from the shallowest type of participation [1] to the deepest type of participation [7].

Table B

Ranks	7 types of participation – People participate by:	
Shallow		
	Interactive Participation	Engaging in joint analysis.
	Participation by Consultation	Being asked about their views but play no part in decision-making.
	Participation for Material Incentives	Providing resources, e.g., labour.
	Passive Participation	Being told what is going to happen or has happened.
	Self-Mobilisation	Taking own initiatives independent of external institutions.
	Functional Participation	Forming groups to meet predetermined objectives.
	Participation in Information Giving	Answering the questions of <i>extractive</i> researchers.
Deep		

Key learning points

CORRECT RANKS FOR THE TYPES OF PARTICIPATION

Shallow

Passive	<p>Being told what is going to happen or has happened.</p> <p>It is a unilateral announcement by an administration or project management without listening to people's responses. The information being shared belongs to external professionals.</p>
Information Giving	<p>Answering questions of <i>extractive</i> researchers.</p> <p>Often through questionnaire surveys or similar approaches. Communities and others cannot influence the process. The findings of the research are not shared or checked for accuracy.</p>
Consultation	<p>Being asked about their views but play no part in decision-making.</p> <p>External professional listen to people's views. External professionals define problems and solution and may or may not modify these based on people's responses. Communities/ target groups do not take part in decision making, and there is no obligation of external professionals to take on board people's views.</p>
Material Incentives	<p>Providing resources, e.g., labour in return for food, cash, other incentives.</p> <p>An example is people provide their labour for to dig bore holes for water pumps but are not involved in designing the water system or in lesson learning. Communities or target group often have no stake in continuing the activities after the incentives end.</p>
Functional	<p>Forming groups to meet predetermined objectives.</p> <p>This is related to the project, which can involve the development or promotion of externally initiated social organisations. These groups are often dependant on external facilitators at first but may later become independent.</p>
Interactive	<p>Engaging in joint analysis.</p> <p>This leads to action plans and the formation of new local institutions or the strengthening of existing ones. Uses interdisciplinary methodologies that look for multiple perspectives. Communities/ target groups take control over local decisions, and people have a stake in maintaining structures or practices.</p>
Self-Mobilisation	<p>Taking own initiatives independent of external institutions.</p> <p>People develop contacts with external institutions for resources and technical advice they need but retain control over how resources are used. Self-mobilisation and collective action might challenge existing distributions of wealth and power.</p>

Deep

Video 3.4 - Participation in LEGS

This video explains how participation is used in the LEGS Approach.

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

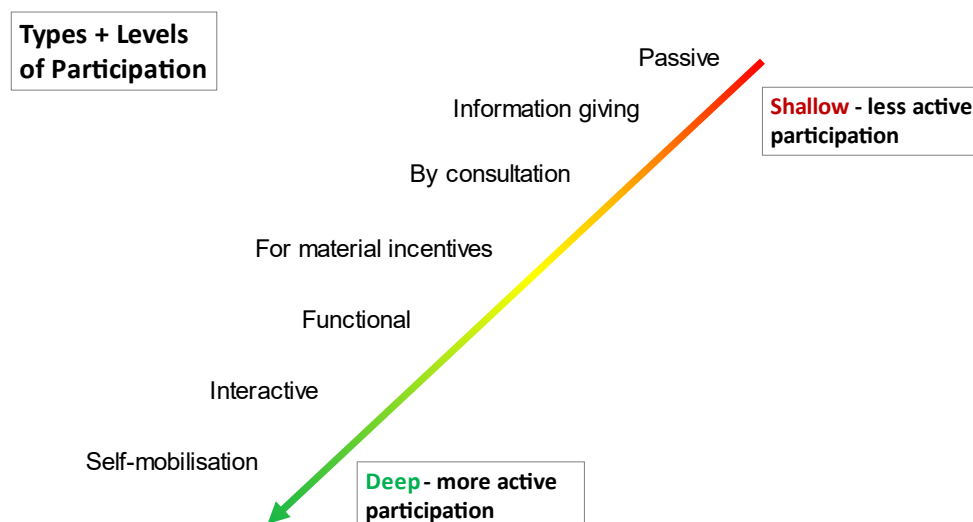
- ✍ What does participation mean in the LEGS Approach?
- ✍ What tools may be used to increase participation?

Click here to watch Video 3.4 - Participation in LEGS - <https://vimeo.com/522019964/82e968ae7d>

Key Learning Points

PARTICIPATION IN THE LEGS APPROACH

The LEGS Approach is carried out through “**active**” participation.



The LEGS Approach works at the deeper more active levels of participation.

At the deeper levels of participation, stakeholders especially people affected by the emergency, are much more involved in and influence the design of the project, as well as implementation, monitoring, and evaluation.

Why is participation essential to the LEGS Approach?

Work **collaboratively** with

- People affected by an emergency,
- Stakeholders developing and implementing a response intervention (project).

What stages of LEGS should stakeholders + people affected by emergencies participate in?

1. Assessment
2. Design
3. Implementation
4. Monitoring and Evaluation.

Who should participate?

- People affected by the emergency,
 - especially **vulnerable groups** and those who might be excluded,
 - e.g., women, people with disabilities or HIV/AIDS, elderly, children
- Community groups and leaders.
- Government.
- Organisations and actors developing emergency response interventions.

How does LEGS increase participation?

- Integrate equity and social inclusion into all stages, including gender and other dimensions of diversity e.g., age, income level.
- Understand and build on local coping strategies.
- Understand livestock-related cultural and social norms and roles.
- Liaise with the community groups and leaders.
- Use participatory methods.
- Collaborate with all relevant stakeholders.

Participatory tools- examples



1. Daily/seasonal calendar
2. Proportional piling
3. Ranking/scoring
4. Semi-structured interview
5. Wealth ranking
6. Gender analysis
7. Mapping
8. Venn diagrams



LEGS Handbook Page 69

Video 3.5 - 10 things you should now about LEGS

A RECAP

The following video brings together and highlights key points about LEGS that we have learnt so far.

- ✍ As you watch the video reflect on what you have learnt and note any points of clarification you would like to bring to the Live Workshop.

Click here to watch Video 3.5 - 10 things you should know about LEGS -

<https://vimeo.com/519607439/eea9a856ba>

3.4 LEGS STAGE 1-Initial Assessment

This topic introduces the first stage of the LEGS response.

Video 3.6 - Stage 1-Initial Assessment

The following video explains the approach taken in STAGE 1-Initial Assessment.

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

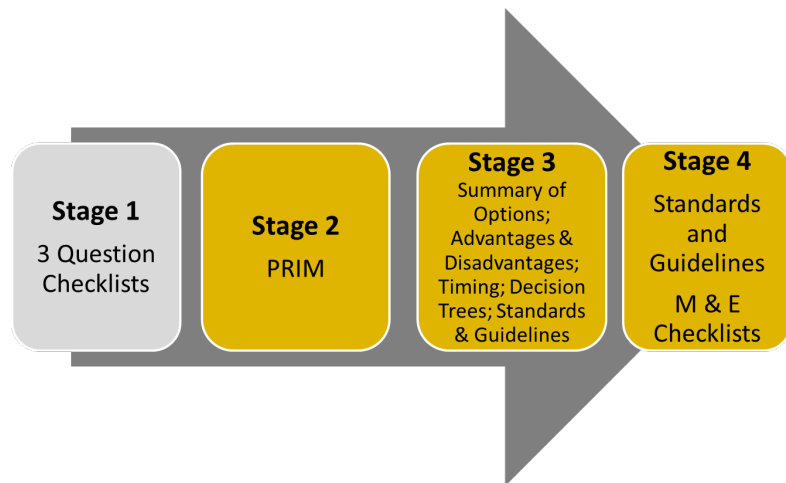
- ✍ What tools are used in the Initial Assessment Stage?
- ✍ What tools may be used to increase participation?

Click here to watch Video 3.6 - Stage 1-Initial Assessment - <https://vimeo.com/522020061>

Key Learning Points

The Initial Assessment is the first stage of the LEGS response.

The tools include 3 key questions and checklists.



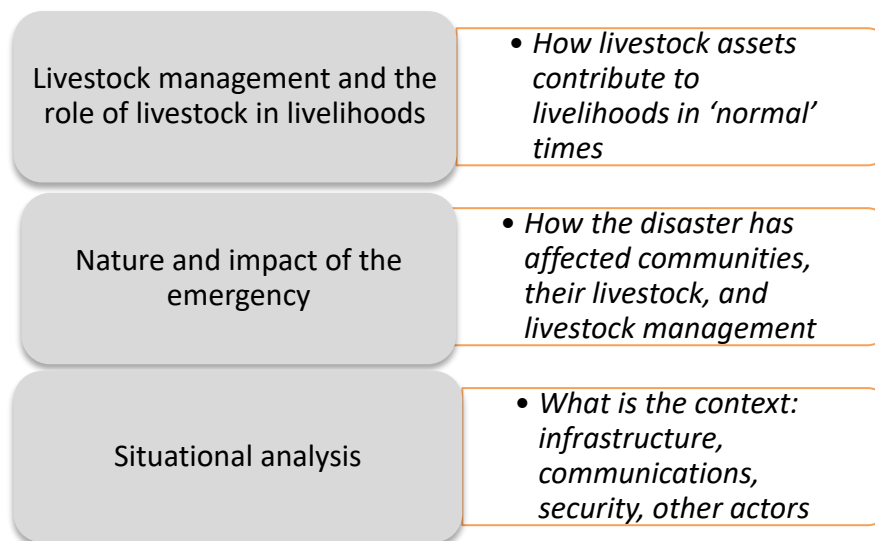
The Initial Assessment -

- is the LEGS Core Standard 4,
- provides:
 1. Understanding of the role of livestock in livelihoods,
 2. Analysis of the nature and extent of the emergency,
 3. Appraisal of the operational and policy context.



When choosing methods consider –

- What is the purpose of the assessment?
- What are the users' needs and expectations?
- What data are already available?
- What are the constraints?
 - Methods can be qualitative, quantitative, or a mix.
 - Methods should be participatory and inclusive.

The tools used in the Initial Assessment include 3 sets of questions with checklists -

Check list 1

LEGS



The role of livestock in livelihoods

The importance of livestock assets to livelihoods in 'normal' times.

Conclusion/Exit point:

- Do livestock play a significant role?
- Is a livestock-related response appropriate?



LEGS
Handbook
Page 47

Check list 2

LEGS



The nature and impact of the emergency

Impact of emergency on affected communities and their livestock.

Conclusion/Exit point:

- Is an emergency intervention necessary?



LEGS
Handbook
Page 48

Check list 3

LEGS



Situation analysis

The operating environment, logistical constraints, overlap with other stakeholders.

Conclusion/Exit point:

- Do any factors prevent an emergency intervention?
- Are others providing adequate support?



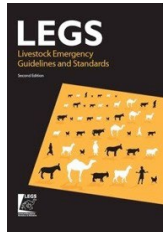
Page 50

Question lists for Specific Technical Assessments

LEGS



Checklists and indicators for technical assessments - at the **end of each technical chapter** :



Destocking	p.98
Vet support	p.137
Feed	p.171
Water	p.203
Shelter	p.232
Restocking	p.270

KEY MESSAGES

We need to understand:

- **Roles** of different people in livestock-based livelihoods,
- **Impact** of the emergency on different people,
- **Protection** issues affecting people,
- **Environment & climate** issues affecting livelihoods,
- **Specific needs** of different people -
 - especially the most **vulnerable**,
- **Contextual** factors affecting how response is designed.

We gain the understanding we need by using:


- ✓ **Participatory tools**
- ✓ **Disaggregate data** e.g., gender, HIV/AIDS, disability, age, ethnicity ...

Checklist

1. Role of livestock in livelihoods
2. Nature & Impact of the emergency
3. Situation Analysis

Video 3.7 - Summing up Stage 1: Initial Assessment

This video provides a summary of Stage 1 of the LEGS response intervention.

 **As you watch the video** note down any questions or points of clarification that you would like to discuss in the next Live Workshop.

Click here to watch Video 3.7 - Summing up Stage 1: Initial Assessment -
<https://vimeo.com/522027834/d9d99e05df>

3.5 Initial Assessment - preparation for Live Workshop

Preparation

Read the following and be prepared to participate in the Live Workshop activity -

1. Purpose and Task instructions,
 2. Case study - attached in the email sent to you by your Trainer,
 3. Check that you have been allocated to a group in the email sent to you by your Trainer.
-

Purpose

This activity uses an in-depth case study. The purpose of this activity is to provide you with the opportunity to practice applying the first stage of the LEGS response Initial Assessment in a realistic scenario.

The case study is attached to the email.

Task

Your task in the Live Workshop will be to carry out an initial assessment on the case study using one of the LEGS initial assessment check lists.

There are three sets of checklists to carry out a LEGS Initial Assessment covering different topics, which can be found in the header of the table below. You have been allocated to one of the checklists. Please ensure your name is in the table sent to you in the email from your Trainer - otherwise contact your trainer.

**Livestock management and
role of livestock in
livelihoods**

**Nature and impact of the
emergency**

Situation Analysis

The task in the Live Workshop is as follows:

Work with the case study.

Use the information in the case study to answer the first 6 questions in the Initial Assessment Checklist you have been allocated

Do this in 3 steps: -

1. First - find out what information is already available.

Find what data is available in the case study, and how you would use this information.

2. Second - identify the gaps in formation - what information is missing.

3. Third - fill in the table below.

Where there are data gaps in the case study, which is very normal in an emergency, think about what additional information needs to be collected.

Also explain how, where, and by whom the additional information will be collected.

Key points to note:

- Ensure participation is effective throughout the ‘where, who and how’ - select at least one method from Appendix 3.2 Participatory methods - LEGS Handbook page 69.
- Ensure vulnerable people are included.
- Disaggregate your data based on the diversity of people affected by the emergency.
- Review the conclusion/ exit point for the checklist provided at the end of it.

WHAT? Information is not available?	Key Question	WHERE? Where could you obtain this information? What are the sources?	WHO? Who could provide you with this information?	HOW? If not available, what method(s) would you use to find this information?

3.6 Check your understanding - Quiz

Quiz #3

This quiz enables you to check your understanding of the key topics covered in the Self-Paced Learning Guide of Module 3. The results help you identify which aspects you have good knowledge of and those aspects you might like to review before the next Live Workshop.

You will be awarded a digital badge for successfully completing the following quiz and the Self-Paced Learning Guide of Module 3.

Click here to take Quiz #3 - <https://www.livestock-emergency.net/quizzes/3-6-check-your-understanding-quiz/>

After completing the quiz, you will receive your score, plus a list of any questions with incorrect answers. For the latter, you may wish to review the relevant sections of the Self-paced Learning Guide to consolidate your knowledge.

- ✓ Please bring any questions and points of clarifications to the Live Workshop for discussion or write to your Trainer who is happy to help and support you.
 - We are all here to learn and value everyone's queries and insights!

Congratulations on completing the Self-paced Learning Guide for Module 3.

