



LEGS

Livestock Emergency Guidelines and Standards



SEADS

Standards for Supporting Crop-related Livelihoods in Emergencies

LEGS-SEADS Joint Assessment Tool



Acknowledgments

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For further information on LEGS, see: www.livestock-emergency.net

For further information about SEADS, see: www.seads-standards.org

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Acronyms

CVA	cash and voucher assistance
JAT	Joint Assessment Tool
LEGS	Livestock Emergency Guidelines and Standards
MEAL	monitoring, evaluation, accountability and learning
NGO	non-governmental organisation
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
SEADS	Standards for Supporting Crop-related Livelihoods in Emergencies
UN	United Nations

How to use the Joint Assessment Tool

What are LEGS and SEADS?

The Livestock Emergency Guidelines and Standards (LEGS) Handbook provides minimum standards, key actions and guidance notes for use in humanitarian emergencies that affect livestock. The handbook aims to improve the quality of emergency livestock responses in lower and middle-income countries for smallholder farmers, agro-pastoralists and pastoralists. Source: livestock-emergency.net

The Standards for Supporting Crop-related Livelihoods in Emergencies (SEADS) Handbook presents international principles and minimum standards that support the design, implementation, and evaluation of crop-related crisis responses for smallholder farmers and agro-pastoralists. The SEADS Handbook helps determine if an emergency crop response is appropriate, necessary and feasible. Source: seads-standards.org/handbook

The LEGS and SEADS handbooks include practical decision-making tools for planning emergency responses, alongside standards, key actions and guidance notes for implementing such responses. The handbooks are not manuals and should be used alongside other agricultural resources that are referenced throughout the handbooks.

LEGS and SEADS are members of the Humanitarian Standards Partnership (HSP), alongside Sphere and other humanitarian standards initiatives. The HSP seeks to improve the quality and accountability of humanitarian action. The HSP offers training, tools, and policy and practical guidance for a harmonised approach to working with standards. Source: hspstandards.org

What is the purpose of the Joint Assessment Tool?

The LEGS and SEADS handbooks contain guidance and question lists to support an **initial assessment** in smallholder farming and agro-pastoral communities affected by crises, as the first stage of response delivery.¹ The Joint Assessment Tool (JAT) brings together the guidance from both handbooks, into a single tool, that saves staff time and agency resources.

Livelihood definitions:

- » **Smallholder farmers** livestock and grow crops on areas varying from less than one hectare to 10 hectares. Smallholder farmers are family-focused, are mainly dependent on family labour, and use part of their produce for family consumption (FAO, 2013)
- » **Agro-pastoralists** keep livestock – mainly sheep, goats, cattle, camels, and equines – and grow seasonal crops in the world’s rangelands (IUCN, 2011)



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1 For LEGS, see **Chapter 3: Emergency response planning, Stage 1: Initial assessment** livestock-emergency.net/legs-handbook-third-edition (LEGS, p79) and for SEADS see **Chapter 4: Initial assessment for crop-related crisis response** seads-standards.org/handbook (SEADS, p55).

Who should use the Joint Assessment Tool?

The JAT can be used by anyone who is involved in livelihood-related emergency response in smallholder farming and/ or agro-pastoral communities, including those working for local, national or international non-governmental organisations (NGOs); local, regional or national governments; bilateral or multilateral agencies; or the private sector.² Community members can also use the JAT to assist them in their decision-making.³

What does the Joint Assessment Tool contain?

The JAT comprises two technical sections. The first introduces the JAT and the three assessment principles:

- » **Assessment principle 1:** Initial assessment is timely, and the assessment team is qualified and experienced.
- » **Assessment principle 2:** Initial assessment is informed by secondary information and supported by structured assessment questions.
- » **Assessment principle 3:** Initial assessment is inclusive and uses appropriate participatory methods with communities and local actors.

The second section is structured around three question lists:

- » **Question list 1:** The role of livestock and crops in livelihoods.
- » **Question list 2:** Nature and impact of the emergency.
- » **Question list 3:** Situation analysis.

This second section collates key questions from the initial assessment guides in the LEGS and SEADS handbooks.⁴

What difference will using the Joint Assessment Tool make?

By bringing together LEGS and SEADS guidance and assessment principles and question guides in a single tool, assessment teams will make fewer demands on crisis-affected communities, resources will be saved, and livestock and crop production linkages will be identified.

What are the Joint Assessment Tool livelihood objectives?

LEGS is focussed on animal species that are kept by smallholder farmers, agro-pastoralists and pastoralists in lower- and middle-income countries. For these communities, livestock are important assets. Livestock assets are categorised by specialists as social, human, natural, financial and physical. For example, for many, livestock are a 'living bank', and a financial asset; they can also be exchanged or gifted to strengthen and extend social networks, and thus are a social asset; and they play an important role in meeting household nutritional needs and defining their socio-economic role, as a human asset.

In contrast to pastoralists who are primarily dependent on their livestock, smallholder farmers and agro-pastoralists depend on both livestock and annual and perennial crops produced in gardens, fields, and orchards.

2 The JAT was piloted in Malawi in June 2024 with smallholder farming communities affected by cyclone emergencies. The pilot was conducted by a team comprising local Ministry of Agriculture and international NGO staff.

3 JAT uses the term 'agencies' to cover all who respond to emergencies impacting livestock and crops.

4 See **Checklists Boxes 3.1, 3.2 and 3.3** (LEGS, p82-85) and **Appendix 4.1: Example questions to gather initial and technical data** (SEADS, p70-76).

These gardens, fields and orchards are natural assets that produce crops for home consumption, sharing with neighbours, and sale. The tools and equipment that are used in food production are important physical assets that support continuous cropping.

LEGS and SEADS recognise that millions of people in lower- and middle-income countries are dependent on mixed livestock and crop production systems and that following the provision of life-saving support after a crisis, support for livelihoods may be required. LEGS and SEADS share common livelihoods-based objectives to:⁵

1. generate immediate food and income benefits from remaining livestock and crop assets, through the provision of rapid assistance; and/or
2. protect livestock and crop assets so that production can resume when the emergency is over; and/or
3. rebuild livestock and crop assets, and restore production systems, where assets have been lost.

Support for one or more of these livelihood objectives can greatly help smallholder farmers and agro-pastoralists plan for, mitigate, live through and recover from a crisis that affects livestock and crop production.

Chapter 1. Assessment principles

The JAT guidance comprises three **assessment principles** (see Figure 1.1). These assessment principles recognise the importance of the initial assessment to inform the selection of appropriate agricultural (i.e. crop and/or livestock) responses that are necessary, appropriate and feasible, and tailored to the specific priorities of different smallholder and agro-pastoral production systems. For livestock responses see: **Stage 2: Response identification**, (LEGS, p87) and for crop responses see: **Minimum Standard 4.4: Selecting response areas** (SEADS, p64). Agricultural responses that are informed by weak assessments are more likely to cause harm or achieve low impacts.

Figure 1.1: Summary of the JAT assessment principles

Assessment principle 1:
Initial assessment is timely, and the assessment team is qualified and experienced
Assessment principle 2:
Initial assessment is informed by secondary information and supported by structured question lists
Assessment principle 3:
Initial assessment is inclusive and uses appropriate participatory methods with communities and local actors

5 See: **What are the LEGS livelihood objectives?** (LEGS, p26) and **Principle 1: Supporting livelihoods-based programming** (LEGS p48), and **SEADS Principle 1: Use livelihoods-based programming** (SEADS, p35).

Assessment principle 1: The initial assessment is timely, and the assessment team is qualified and experienced.⁶

- 1.1 Assessment timing.** The assessment should not interfere with the provision of lifesaving responses. During a crisis, especially a rapid-onset crisis, the priorities are to save human lives, and provide medical services, shelter and other essential food and water support. At such a time resources such as transport can be limited, and hence priority should be given to meeting basic needs. The Sphere Handbook provides guidance on the assessment of people’s basic needs and agencies involved in agriculture-related responses are advised to time their assessment after a start has been made to provide basic needs to affected communities.
- 1.2 Team competency.** The design and delivery of the JAT requires the participation of team members with proven local knowledge and technical expertise of local livestock and crop production systems. In addition, team members should be experienced in participatory information collection methods that enable the sensitive and knowledgeable probing of information provided by community members and key informants, including in government. A competent JAT team should include members able to collect information from both men and women and, where possible, include members of the affected community.

Assessment principle 2: The initial assessment is informed by secondary information and supported by structured question lists.

- 2.1 Secondary information.** It is important that the assessment team make every effort to collect and collate all existing information to reduce the need to collect information from communities affected by crises. In some cases, contingency plans are already available that include key information on livelihood strategies; farming systems; social, cultural, gender norms; and key stakeholders, and institutions and services. When these plans are available, the process of initial assessment becomes streamlined and rapid, as they only need to be updated and validated.

Where key livestock and crop-related information is not included in contingency plans, or the contingency plans contain little or inadequate livestock and crop-related information and analysis, it will be necessary to collect additional information from government reports, agricultural research institutes, NGO and UN reports, and from many other sources of information on livelihoods. Key information required includes data on farming systems, markets, food and nutrition security, responses to previous crises and their impacts, socio-cultural contexts, and roles of public and private sector actors operating in the agriculture sector.

The collection of available information can be time consuming but is important in slow-onset and complex crises, where emergency contingency plans are typically lacking. Once this information is collected, it can be used to inform future initial assessments.

- 2.2 Structured question lists.** The question lists (presented in Chapter 2) are structured in three categories that inform decision points for: the role that livestock and crops play in



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⁶ See **Stage 1: Initial assessment** (LEGS, p79); and **Minimum standard 4.1: Initial assessment timing and team competency** (SEADS, p57).

agricultural livelihoods in normal times; the impact of the crisis on the farming system; and the operating context for a potential response. The decision points are unlikely to recommend a response where livestock and crops play only a small role in local livelihoods, where the impact of the crisis on farming is not significant, or where the operating context is complex and insecure.

It is recommended that the question lists are adjusted according to location in response to the amount and quality of secondary information. Only those questions for which there is no information already available need to be asked to complete an initial assessment report.

Assessment principle 3: The initial assessment is inclusive and uses appropriate participatory methods with communities and local actors.

3.1 Inclusive: It is important that the JAT reaches the most vulnerable and marginalised households as their farming systems and the impact of crises on them may be quite different from other households, and it is important to recognise their priorities and needs. This requires that they are identified, visited (including home visits), and that both introductory meetings are held with representatives, and special focus groups organised to ensure their voice is heard. Such special focus groups may include female- or child-headed households, very poor households, contracted livestock herders and share-croppers, or households belonging to minority, disabled, or religious groups. Whatever the nature of these vulnerable and marginalised groups, it may be necessary to hold separate information gathering meetings with men and women to ensure the full participation of women.

3.2 Participatory methods. LEGS and SEADS recommend participatory approaches for the initial assessment and for monitoring and evaluation. A range of well-tested Participatory Learning and Action (PLA) and Participatory Rural Appraisal (PRA) techniques are available (see Annex 1 for a list of suggested participatory methods), for example:

- » **Participatory mapping** – can generate visual information that can be annotated with notes.
- » **Semi-structured interviews** – can produce qualitative information with focus groups, such as people’s preference for different livestock and crop types or their view on the implementation of an agriculture-related response. These interviews can also produce quantities such as daily milk production or crop yields, or livestock and crop prices.
- » **Scoring and ranking methods** – show the relative importance or value of selected items, including different types of crisis responses, expressed as ranks or scores.

Information collected using participatory methods should be cross-checked and validated through triangulation with key informants including from local government, NGO’s supporting agriculture and livelihood programmes, and the private sector.



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Chapter 2. Assessment question lists

The JAT question guidance comprises three assessment **question lists** (see Figure 2:1). These question lists are best addressed by collecting and collating existing information and then filling in any gaps using participatory information collection methods (see Annex 1). Better information is collected when the questions are adapted to the local context. As indicated, some questions are best addressed to separate livestock and crop sub-groups, with participants selected based on their specialist knowledge of the subject.

Each question guide ends with a ‘decision point’, which can help determine if an agriculture-related response is appropriate. An example of a partially completed question guide is presented in Annex 2.

Figure 2.1: Summary of the JAT assessment question lists

Assessment question list 1:
The role of livestock and crops in livelihoods
Assessment question list 2:
The nature and impact of the emergency
Assessment question list 3:
The situation analysis

Question list 1: The role of livestock and crops in livelihoods.

This question list helps confirm the importance of livestock and crops in ‘normal times’ or before the crisis and helps determine whether an agricultural response is appropriate.

- 1.1** What role do livestock and crop production play in livelihoods?
- 1.2** Which markets are used in normal times and how far are they? Are prices stable and affordable? Additional key questions for market assessments are available in Pre-Crisis Market Analysis Guidance (IRC, 2014) and the EMMA Toolkit (Albu, 2010).

Questions for the livestock sub-group:

- 1.3** Which different livestock types are kept by different household wealth groups and what are the main production methods?
- 1.4** Which customary and other institutions are involved in livestock production and what are their main roles and responsibilities?
- 1.5** What are livestock used for (for example, food, income, social, draught power, transport) and what percentage of food and income (including from the sale of livestock and livestock products, transport, and draught power) do livestock produce by season?
- 1.6** Which household members are involved in the daily care of different livestock types by season?

- 1.7 Which household members take responsibility for the sale of different livestock types and livestock products?
- 1.8 How do livestock benefit from access to post-harvest grazing and bi-products, irrigation water, and orchard shade? What are the drawbacks?

Decision point: Do livestock play a significant role in the livelihoods of the affected people, and is therefore a livestock-response justified?

Questions for the crop sub-group:

- 1.9 What crops and which varieties are grown, what areas are cultivated, and what are the yields by different wealth groups in the different cropping season? Is production primarily intensive (limited space and close to the home) or extensive (spread out and potentially far from home)?
- 1.10 What are the different crops used for (including food, barter, payment of debts, kept for seed and sale); and what percentage of household food and income is derived from different crops? Who in the family decides how different crops are used?
- 1.11 What do different household members contribute to the care of different crops by cropping seasons?
- 1.12 What customary institutions are involved in crop production, and what are their roles? How does customary knowledge influence how crops are grown, stored, used and marketed?
- 1.13 How do arable fields, gardens and orchards benefit from post-harvest grazing and manure, draught power, and the transport of people, tools, equipment and produce? What are the drawbacks?

Decision point: Do crops play a significant role in the livelihoods of the affected people and is therefore a crop-response justified?

Question list 2: Nature and impact of crisis.

This question list can help the assessment team determine the impact of the crisis on an affected population, and whether an agricultural response is necessary.

- 2.1 Is the crisis rapid- or slow-onset, or complex?
- 2.2 What type of crisis is it (for example, drought, flood, conflict, market shock) and what area does it cover?
- 2.3 What is the history of this type of crisis in this area?
- 2.4 What stage has the crisis reached (alert/ alarm/ emergency/ recovery for slow-onset crises; or immediate aftermath/ early recovery/ recovery for rapid-onset crises)?
- 2.5 How many people across what area are affected? Within the area affected, who is most affected (for example, women, children, older people, people with disabilities, or other social, economic and ethnic groups)? How are gender roles in the care of livestock and crops affected?
- 2.6 How has the crisis affected the nutritional status, prevalence of disease and mortality rate in the affected human population?
- 2.7 How has the crisis affected agricultural services and facilities (such as government certification, private sector technical assistance, or financial services)? Are local service providers still able to support affected communities? What resources are they lacking?
- 2.8 Has there been significant migration or displacement? If so, who has migrated and to where? Do those who have migrated or been displaced still retain access to their livestock and fields, gardens, and orchards? How have host communities been affected (for example are assets and resources being shared, rented or purchased)?
- 2.9 What weather and trends are forecast for the coming season (for example snow, rain or no rain, heat, increasing insecurity, access to food, etc.)?



Questions for the livestock sub-group – differentiate between different species as required

- 2.10** How has livestock body condition and productivity been affected (for example offtake of milk, eggs, draught power, etc.)?
- 2.11** How has animal welfare been affected (for example, lack of feed and water, injuries, disease, extreme cold, or heat stress)? Has livestock morbidity increased?
- 2.12** How many livestock have been lost? How has the number of livestock that are being slaughtered for home consumption or sold been affected?
- 2.13** Has there been any impact on livestock shelters/ enclosures?
- 2.14** How have the care of livestock (for example access to grazing and water, daily and seasonal movements), livestock marketing (for example sale prices and terms of trade between livestock and cereals), veterinary services, and extension services been affected?

Decision point: Is the impact of the crisis on livestock sufficient to require a livestock-response?

Questions for the crops sub-group

- 2.15** At what point in the cropping calendar did the crisis occur (for example planting, harvest)?
- 2.16** Have access to fields, orchards, gardens plots or water for irrigation been affected?
- 2.17** What is the impact on people involved in field preparation, planting, weeding, harvesting and crop drying and processing (for example gender roles and for people of different ages)?
- 2.18** What is the impact on input markets and services? Are input providers still able to buy, store and sell quality inputs and services?
- 2.19** Have crops been lost? If so, how significant are the losses? Has equipment, machinery and storage also been damaged or lost?

Decision point: Is the impact of the crisis on cropping sufficient to require a crop-response?

Question list 3: Situation analysis.

This question list helps the assessment team to understand the operating environment, potential logistical constraints, and involvement of other stakeholders and hence if a response is possible or necessary.

- 3.1 What is the history of crisis response (both positive and negative) and what are the lessons that have been learned?
- 3.2 Who are the key government and humanitarian actors, what are they doing and what are they planning to do?
- 3.3 Who is coordinating the emergency response and does this involve agriculture? How effective is the agriculture response coordination?
- 3.4 Are mobile networks and local and cross-border transport systems still working?
- 3.5 Are agriculture inputs and financial services still available and affordable?
- 3.6 What is the security situation, what are the main protection issues, and what are the implications for the community and front-line humanitarian staff?
- 3.7 Can all ethnic, religious, political and social groups continue to access markets and services? If not, what challenges do they face?
- 3.8 Is cash and voucher assistance (CVA) accepted by recipients and the government? Can CVA still be delivered safely?
- 3.9 Are safety net programs still operating and if so, how effectively?
- 3.10 Are there new policy and/or legal issues (for example, transport or export bans, licensing regulations)?

Decision point: Do any of the answers constitute critical issues that prevent any form of intervention in the area? For example, does the security situation hinder movement? Are other actors already providing sufficient support to affected populations?

Recording and analysing the information

LEGS and SEADS adhere to Commitment 7 of the Core Humanitarian Standard (CHS) on Quality and Accountability that requires humanitarian actors to be committed to learning and accountability.⁷ Establishing a strong learning and accountability system requires commitment, effort and the investment of time and resources in building staff capacity. As noted, the JAT requires knowledgeable and experienced staff to facilitate the collection of secondary information, and identification and filling of gaps using participatory techniques.

Good monitoring, evaluation, accountability and learning (MEAL) practice starts with the initial assessment and the JAT team should use simple templates to record the findings, methods used, sources and dates (see Annex 3 for an example recording template). These can then be used as the basis for an initial assessment report structured around the question checklists, into which the key information from secondary sources and participatory exercises are compiled. The report and decision points can be used by the JAT team and colleagues to determine if an agriculture-related response is appropriate and feasible.

If it is concluded that livestock and/or crop support is appropriate, it is then necessary to identify which livestock and crop-related responses would be most appropriate. This can be done using the **LEGS Participatory Response Identification Matrix** (LEGS, p88) and the **SEADS Response-Area Identification Tool** (SEADS, p66).

⁷ See **Principle 8: Committing to monitoring evaluation, accountability and learning (MEAL)** (LEGS, p67) and **MEAL guidance for LEGS interventions** (LEGS, p99), and **Chapter 8: Impact-oriented monitoring and evaluation** (SEADS, p175).

Annexes

Annex 1: Suggested participatory methods

Qualitative interview methods

Most participatory information collection methods are based on qualitative interviews using open-ended discussion questions. These interviews generally take three forms:

- » **Focus group discussions:** Groups of similar people (by gender, age, wealth, rank, interest group, livelihood strategy, etc.) are interviewed together, and then the same questions are repeated with similar and/or different groups to compare the findings.
- » **Key informant interviews:** These informants represent groups with key knowledge, such as community leaders, local NGO and government staff, religious leaders, women's groups, and other civil society organisations.
- » **Other participatory methods:** Discussions during visualisation and scoring and ranking exercises can provide useful additional information.

Visualisation methods

Carried out in focus groups, visualisation methods use of local materials (including small pebbles, sticks, leaves, grass, etc.) on the ground or on paper, to describe the local context and identify issues:

- » **Mapping** identifies key features of the area (for example, grazing areas, water points, gardens, fields, orchards, markets, input providers), as well as other information such as seasonal livestock mobility routes, the source of irrigation water, and secure/ insecure grazing areas and fields.
- » **Seasonal calendars** show the timing of grazing migrations and cropping cycles, etc.
- » **Historical timelines** identify significant events such as droughts, storms, blizzards, conflict, etc.) that impact livelihoods.
- » **Venn diagrams** illustrate the relationships between institutions and service providers.

Ranking and scoring methods

Scoring and ranking methods provide numerical results that can be combined and analysed:

- » **Proportional piling** shows relative values (for example, the impact of different livestock and crop pests and diseases).
- » **Ranking** establishes an order of priority (for example, the importance of different livestock and crop production challenges).
- » **Matrix scoring** is a way of marking against a range of criteria (for example, scoring different agricultural interventions against the speed of response on livestock mortality and crop failure, cost, etc).



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Table 1 links some of the participatory methods outlined above with selected questions from the three initial assessment checklists.

Table 1: Suggested participatory methods for JAT

Assessment questions	Topic	Method
1.6 & 1.11 2.15	Gender roles in livestock and cropping management Cropping calendar	Daily/seasonal calendar
2.2 & 2.5 3.6	Nature of crisis and area/ population affected Services and facilities in normal times and in the emergency	Mapping
2.4 3.1	Stage of the crisis History of crises	Timeline/time trend
1.5 & 1.10 1.9 2.6	Sources of food and income from livestock/ crops Key crops by season Nutritional status	Proportional piling
1.5 & 1.10 2.10 2.12 2.19	Sources of food and income from livestock/ crops Livestock body condition and morbidity Livestock losses and slaughter compared to 'normal times' Significance and scale of crop losses	Ranking/scoring
1.3 & 1.9	Are some wealth groups more affected than others	Wealth ranking
1.4 & 1.12 3.3 3.5	Customary and other institutions and leaders involved in livestock and crop production Key actors and coordination Impact on service providers	Venn diagrams

Complementary approaches to support the initial assessment include:

- » For **gender issues**: see *Box 1: Five Steps in a Rapid Gender Analysis* in the LEGS Gender Discussion Paper (de Jonge and Maarse, 2020)
- » For **nutrition issues**: see *Standardized Monitoring and Assessment of Relief and Transitions Protocol* – an inter-agency initiative that provides reliable data on mortality, nutritional status, and food security. This protocol consists of a survey manual and an analytical software programme, supported by a database on complex emergencies – CE-DAT (SMART, 2017)
- » For **exploring coping strategies**: see, for example, the *Coping Strategies Index* (Maxwell and Caldwell, 2008).

Further guidance on participatory methodologies is listed in Annex 4: References.

Annex 2: A partially completed checklist

Sample answers and data collection methods for selected questions from the JAT are presented here for a volcano, rapid-onset emergency, in south-east Asia.⁸

1.1 What role does livestock and crop production play in livelihoods?

Many households are dependent on crops and to a lesser extent on livestock for their livelihoods, although diversification is important. Smallholdings average 0.6 hectares and around 50% of household income comes from farming, with the majority from crops. Farms can be divided into upland and lowland holdings: upland farming is more diverse with more cash crops (coffee, tea, spices, palm oil, fruits and vegetables), while rice dominates in the lowlands.

Smallholders keep small numbers of livestock (buffaloes, goats, sheep, pigs, chickens, ducks and horses). The contribution of livestock to household income is under-estimated, the result of poor record keeping.

Table 1: The importance of farming in livelihoods

District information	District A	District B
Human population	1,100,000	1,250,000
Total head of livestock - buffaloes, goats sheep, pigs, chickens, ducks and horses	1,830,000	2,750,000
Main crops	Nearly 100% of smallholder farmers grow rice. Other crops include maize, soya beans, fruit and vegetables	Around 85% of smallholder farmers grow rice. The remainder focus on cash crops – coffee, tea, spices, fruits and vegetables

Key methods: provincial government reports (human and livestock populations) and focus group discussions on livelihood strategies.

1.8 How do livestock benefit from access to post-harvest grazing and bi-products, irrigation water, and orchard shade? What are the drawbacks?

- » Livestock are grazed on harvested plots and, in some cases, grazed on plantations (for a small daily payment).
- » The straw and bi-products from crop processing are used as livestock feed.
- » Irrigation water is used to water livestock.
- » Poultry benefit from the shade provided by fruit trees.
- » The drawbacks for crop growers are primarily associated with the poor management of free-roaming livestock that enter and graze growing crops. This can lead to conflict between smallholder farmers.

1.9 What crops and which varieties are grown, what areas are cultivated and what are the yields by cropping season? Is production primarily intensive (limited space and close to the home) or extensive (spread out and potentially far from home)?

Land holdings are compact and managed intensively.

⁸ Based on **Appendix 3.2** (LEGS, p109) with complementary cropping data sourced through SEADS.

Table 2: Crops, areas, and district average yields/hectare

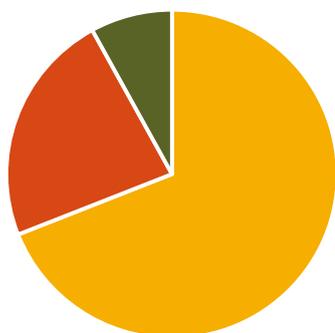
District A			District B		
Varieties	Area	Average yields/ha	Varieties	Area	Average yields/ha
Rice - IR36 and IR64	0.35	4.7	Rice - IR64 mainly	0.2	4.5
Soya - Mutiara and Kemuning	0.15	2.4	Coffee	0.25	2.2
Maize - BISI hybrids	0.05	1.5	Tea	0.15	1.6
Fruits and vegetables	0.05	N/A	Fruits and vegetables	0.12	N/A
Total	0.6 ha			0.75 ha	

Key methods: focus group discussion, proportional piling and follow-up questions.

1.10 What percentage of household food and income is derived from different crops? Who in the family decides how different crops are used?

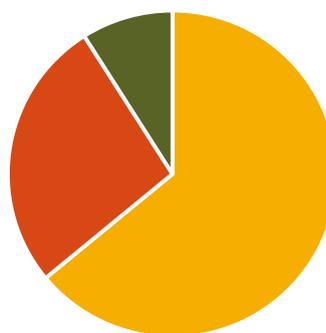
Men take responsibility for the sale of rice, soya, and maize and cash crops including tea and coffee, while women sell fruits and vegetables.

Food sources - District A %



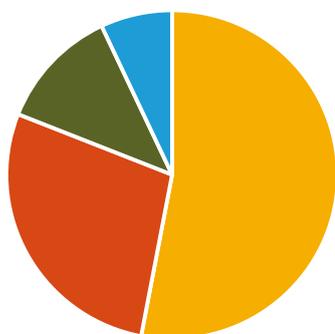
■ Home produced ■ Purchased ■ Gifts

Food sources - District B %



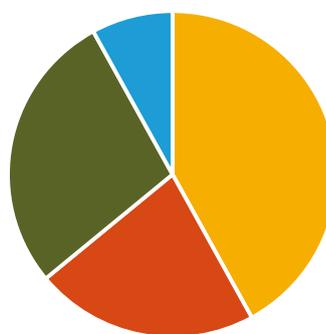
■ Home produced ■ Purchased ■ Gifts

Income sources - District A %



■ Off farm ■ Rice ■ Cash crops ■ Livestock

Income sources - District B %



■ Off farm ■ Rice ■ Cash crops ■ Livestock

Key methods: focus group discussions, scoring and ranking, and follow-up questions.

Annex 3: A recording template

The initial assessment findings can be recorded using a simple template, as in this example:

Date:

Location:

Number of participants

Male:

Female:

Names of assessment team members:

Table 3: Recording template

Assessment method	Assessment question(s)	Key findings
Focus group discussion	1.1, 1.3, 1.4, 1.11 & 1.12
Mapping	1.2	
Proportional piling and ranking	1.5 & 1.10
.....		
.....		

Annex 4: References

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