

**TOWARDS DEVELOPMENT OF A LOCALLY-RELEVANT & GENDER-RESPONSIVE M&E PROTOCOL
TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:**

THE PRE-ASSESSMENT SURVEY

Dear project PI or user of the Pre-Assessment Survey,

1) INTRODUCTION:

The pre-assessment survey is part of a larger global effort for developing a contextual and gender-responsive evaluation framework to assess the added value of climate information and advisory services for smallholder farming communities across the developing world. A CGIAR CCAFS-USAID funded expert workshop on “Developing a methodology to evaluate Climate Services for Farmers in Africa and South Asia” held in Kaffrine, Senegal on May 18-25, 2013, provided the initial thinking that led to this evaluation framework¹.

At the above expert workshop, participants came to the consensus that there are three main goals in conducting an evaluation of climate services for farmers:

1. To inform design of new climate service projects
2. To identify current gaps in climate service delivery, and improve project effectiveness and service delivery for farmers
3. To assess impact of provided services on farmers, and demonstrate project impact with a dollar value (notably towards donor reporting).

It is assumed that your project aims to achieve one or more of these three goals. Achieving any of these goals will require you to assess specific ways farmers use information to face and manage climate risks. It will also require you to first understand similarities and differences between men & women/young & older farmers’ decision-making capacities and their access to information and knowledge networks. Once this information is accessed, you will be better equipped to define a contextualized impact pathway of climate information to rural farmers. The impact pathway is reliant on understanding the crops farmers grow, the agro-climatic regions in which they farm, and their socio-economic context, norms, and constraints that mediate information use to secure improved livelihood outcomes under a changing climate.

The pre-assessment survey serves to explore some of these background contextual issues that constrain or enable the usefulness of climate information services in any given community. The pre-assessment tools will elicit key information about farmer’s decision- making as well as the socio-economic and cultural constraints behind behavioral changes, including gender roles and norms. These elements may have impacts on information use and potential changes in practices, skills and abilities that aid farmer’s adaptation to a changing climate.

As such, the enclosed pre-assessment survey is merely the first step in a larger process of developing a targeted, locally-specific and gender-responsive M&E framework. This M&E framework will enable you

¹ More information on the Kaffrine Evaluation expert workshop can be found here:
<http://ccafs.cgiar.org/blog/developing-methodology-evaluate-climate-services-farmers#.UptVOGQfw8g>

and your project team to evaluate the relevance of climate services to support smallholder farmer decision-making under an uncertain climate and improve local management of climate related risks at the farm-level. For a more complete description of our proposed 5-step evaluation process, please refer to figure I on pages 4-5.

2) DESCRIPTION OF SURVEY TOOLS:

You will see that the pre-assessment survey is divided into three parts. The first is a semi-structured interview guide for key informants in and outside of the community. The semi-structured interview will provide you with overview information on the community/area targeted for evaluation. The second is a focus group questionnaire for groups of men, women, youth, elders, etc. Finally, the third is a questionnaire for individual household (HH) heads or their spouses to elicit richer detail. This document is a brief explanation of the methods, the tools, and recommended sampling method to guide your data collection process for the pre-assessment.

A. KEY INFORMANT SEMI-STRUCTURED INTERVIEW description/purpose: The purpose of the key informant semi-structure interview is to glean key information on the community at large and area to be evaluated. This information is important to know **before** beginning sampling and conducting of the pre-assessment questionnaire at the community level. The interview seeks general background information about a community as well as specific information on their constraints encountered in agriculture and their use of agricultural, climate and other types of information in the management of climate risks. Ideal key informants to provide answers on these questions are: local leaders (village chief, religious leader, CBO head, school teacher long in residence, NGO worker long in residence, etc.) or external thematic experts very knowledgeable on the target area to be evaluated (e.g.: chief of regional/local office of agriculture/livestock/meteorology, NGO program coordinator, etc.). The key informant interviews are made up of the following sections:

- SECTION I: KEY INFORMANT RESPONDENT DETAILS AND TYPE
- SECTION II: GEOGRAPHY
- SECTION III CONSTRAINTS ENCOUNTERED IN AGRICULTURE IN THE AREA
- SECTION IV INFORMATION TYPES & DECISIONS: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS
- SECTION V: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS
- SECTION VI: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE AND DECISION-MAKING
- SECTION VII. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES
- SECTION VIII: TRUST
- SECTION IX MEASURES OF SOCIAL RESILIENCE

B. FOCUS GROUP DISCUSSION description/purpose: The purpose of the focus group is to ascertain what drives people's decisions, the constraints they face in decision making and in their livelihoods, and cultural knowledge about norms, rules, and behaviors that may inform or restrict decision making and information flows within and between communities. The focus group survey is made up of the following sections:

- SECTION I: RESPONDENT DETAILS
- SECTION II: CONSTRAINTS ENCOUNTERED IN AGRICULTURE

- SECTION III: INFORMATION TYPES & DECISIONS: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS
- SECTION IV: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS
- SECTION V. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES:
- SECTION VI: TRUST
- SECTION VII: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE & DECISION
- SECTION VIII. MEASURES OF SOCIAL RESILIENCE

While a number of the questions in each section may seem to overlap other topical areas, they are specifically placed in a corresponding section to best inform the section topic. Many of the questions are open-ended, some are in tabular form and the tables are meant to be a guide for the enumerators to fill in with the potential answers as respondents answer (i.e. not going through each option). Other tabular data enumerators are meant to ask point-by-point. Instructions are specified on the survey.

C. Individual HH Survey description/purpose: is designed to get personal/individually specific information about the six main topics listed below. The Individual HH Survey attempts to collect information that is best provided from a personal perspective, i.e. they are about individual choices and perception. There are several questions that overlap with the Focus Group, in part for data triangulation, and in part because we anticipate varied responses when people discuss certain issues one-on-one versus in a group of their friends, neighbors, and peers. The Individual HH survey is divided into the following sections:

- SECTION I. HOUSEHOLD RESPONDENT AND TYPE
- SECTION II. INFORMATION TYPES: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS
- SECTION III: INFORMATION & DECISIONS: DECISION-MAKING AT HOUSEHOLD AND FARM LEVELS
- SECTION IV: INFORMATION FLOW: MOST RELEVANT INFORMATION CHANNELS
- SECTION V. CONTROL & ACCESS OF RESOURCES AND GENDER ROLES IN AGRICULTURE
- SECTION VI. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES
- SECTION VII: TRUST
- SECTION VIII. MEASURES OF SOCIAL RESILIENCE

A section-by-section 'guideline' document is also provided for your reference.

3) From Pre-Assessment to a baseline questionnaire.

Once your evaluation team has conducted the pre-assessment and has analyzed the responses, the next phase involves creating a locally-specific baseline questionnaire that asks appropriate questions for your area. We are attaching a guideline document for creating this baseline questionnaire though most experienced evaluation teams, will have a sense about what kinds of questions to ask depending on the contexts. For example, if economic struggles are named as a key risk or factor in decision-making, then the baseline questionnaire should include a section to collect household economic data/resources so that changes to this factor can be monitored and evaluated over time.

Given some of the known issues around climate and agricultural information and decision-making in many agricultural communities, we imagine that there are certain parameters that will be tested, monitored, and evaluated over time including economic factors,



RESEARCH PROGRAM ON
**Climate Change,
Agriculture and
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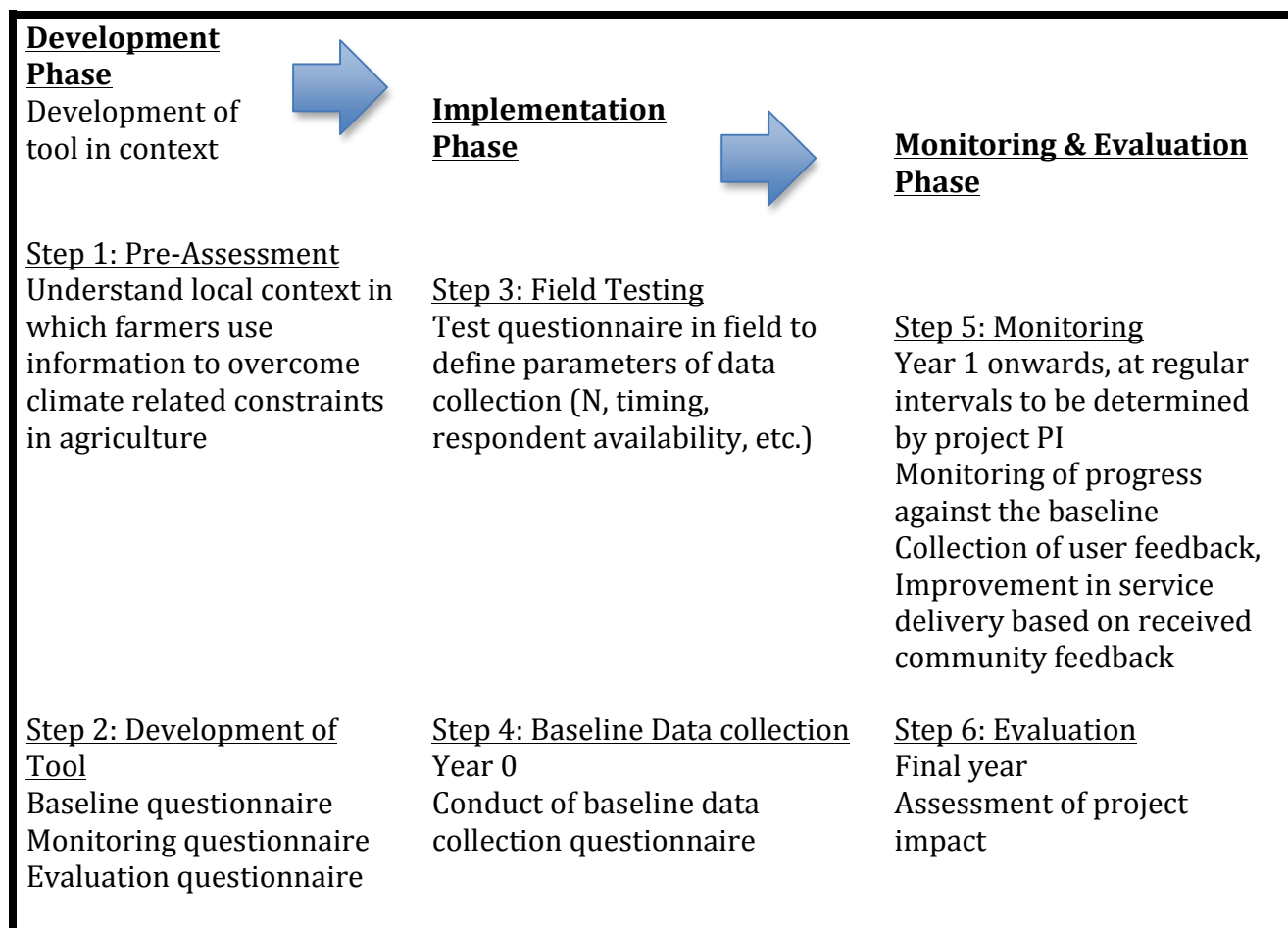


USAID
FROM THE AMERICAN PEOPLE



**Climate Services
Partnership**

Evaluating Impact of Climate Services for Farmers M&E framework for assessing impact of climate services in all CCAFS Climate Information Service (CIS) projects 2014-2016



3 Objectives of Assessment:

1. To inform design of new climate services and projects.
2. To identify current gaps in climate service delivery, and improve project effective and service delivery for farmers.
3. To assess impact of provided services on farmers, and demonstrate project impact with a dollar value (notably towards donor reporting).

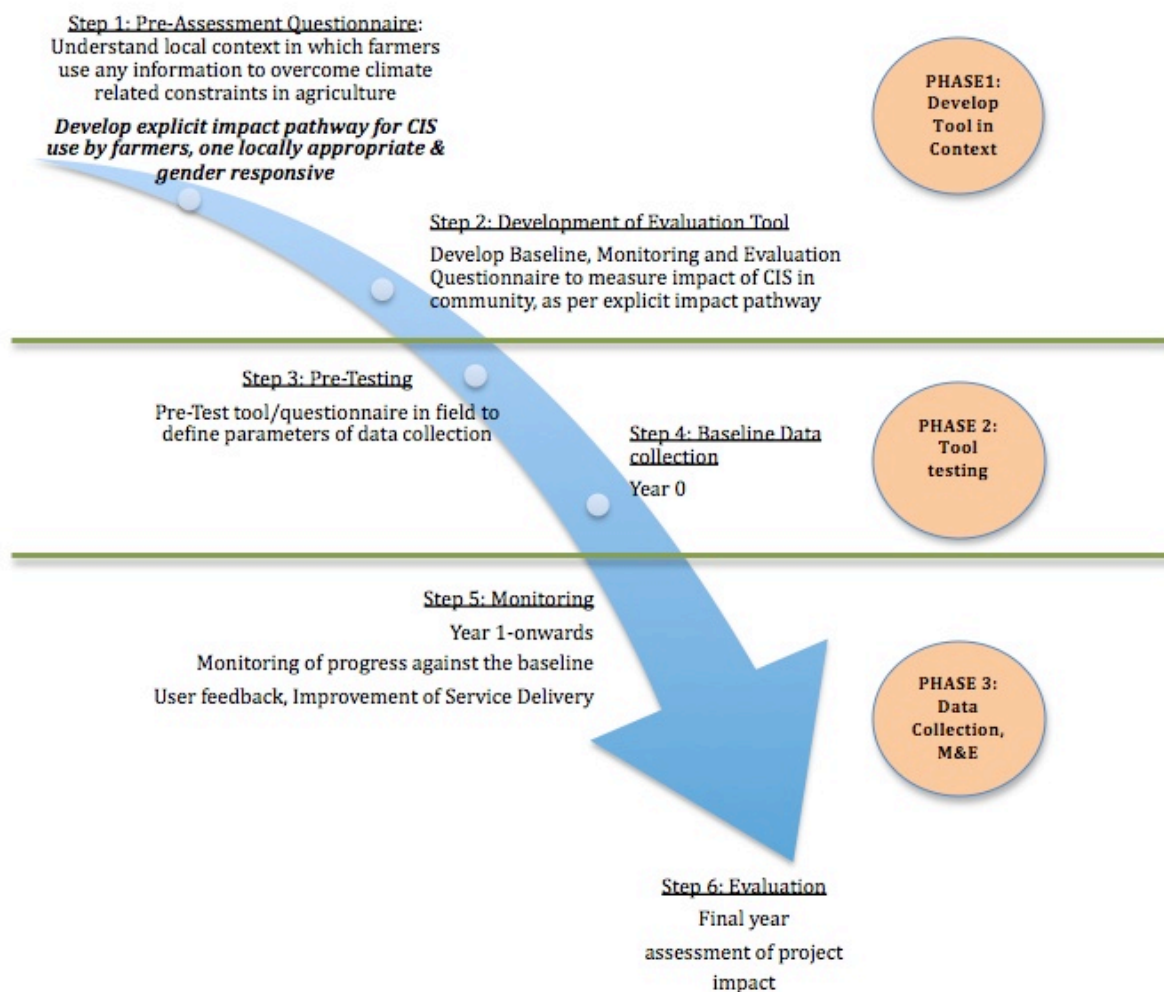


Figure 1: M&E framework for assessing impact of climate services in all CCAFS Climate Service projects, 2014-2016

Pre-Assessment- Guidelines:

Part I-A&B Key Informant Interviews:

Overview: The goal of the key informant interview is to collect the perspective of local experts about topics ranging from community livelihood activities, availability of climate information, local farming practices, cultural norms and rules, village leadership roles, local decision making contexts to existing NGO or CBO activities and interventions. The key informant interviews are separated into Part A-Local Leadership and Part B-Stakeholders. The interview questions are catered toward a particular type of leaders' expertise, that is, local leaders will be asked about specific village-wide activities and interests and stakeholders will be asked about the role of their organization in specific communities.

Both Parts A and B follow the same overall outline/topical organization. The guidelines below are intended to provide context behind the questions and overall section topic.

Targeted population:

Part A-Local Leaders: The target population for interviewing local leaders includes both formal (i.e. government) and non-formal (i.e. traditional) leaders. For example, formal leaders can include elected or appointed government leadership such as village chairmen/women or local chiefs, select village committee members, and/or local school teachers who have long been in the community. Traditional leaders can include local spiritual/religious leaders, those selected to guide the community on traditional matters, and respected elders including women.

Part B-Stakeholders: The target populations for stakeholders include individuals from local to national levels. Target stakeholders can include, for example, local community-based organization (CBO) heads, non-governmental organization (NGO) workers long in residence, or external thematic experts who are very knowledgeable on the target area and topics to be evaluated. Thematic experts can include chiefs of regional and local offices of agriculture, livestock, meteorology, and/or NGO program coordinators.

General Guidelines: Key-informant interviews are designed with a certain degree of flexibility such that respondents are given space to give detailed and long-form answers to open-ended questions. The questions are guidelines for conducting an intimate conversation about a specific topic. This is a chance for respondents to discuss, at length, topics that they are uniquely qualified to answer, especially as leaders or as those in positions with decision-making and project implementation capabilities. Familiarize yourself with the questions, keep in mind questions that may be useful follow-ups. If a respondent directly answers a question that has not yet been asked, while addressing another question, make a note and use your best judgment about limiting repetition. Try to capture essential details that will address the main objectives (WYGFT) of each section, but recognize, you will not be able to capture every single thing a respondent says. That is ok. Just do your best to record **key** points and specific details that support those points.

Part II Focus Group Interviews

Overview: Focus groups help us paint a broad picture or story of what is going on within a community. Many voices can mean many opinions and sometimes contrasting points of view. Focus groups allow for members of a community to work together, so to speak, to come to consensus about situations in their community. Often the questions are broad or about more general topics, which will help us put individual interviews and surveys into a broader framework. It is key in conducting a focus group discussion that the facilitators encourage all participants to speak, have patience to allow for off-topic diversions and long-winded answers, and be able to

draw the group back to the task at hand. Listed below are some general guidelines about conducting a focus group discussion.

Target populations: for focus groups, try and conduct with homogenous populations, such as groups of “women” and another with “men.” Age can also be a defining category for aggregating a group, such as groups of elders, youths, or general adult populations.

General Guidelines:

- Conduct focus groups should be conducted with one supervisor and one enumerator (preferably) or two-three enumerators together. Designate who plays what role, i.e. at least one person should ask the questions, at least one different person should take notes.
- Keep most groups aggregated by gender.
- Mixed gender groups are possible, just make sure to note that the group is “mixed”
- If possible, avoid inviting champion farmers, village leaders, or ‘experts’ to a ‘regular’ focus group.
- If ‘leaders’ or ‘experts’ are to be a part of a focus group, make sure they do not dominate the conversation.
- If one or two people are dominating the conversation, please respectfully ask other people to contribute or directly ask them for their opinion. (Announce at the beginning of the discussion that you will ask everyone to contribute but remind people that you do not want to put them on the spot or make anyone uncomfortable.)
- The focus group discussion questions are guides. Conversations may veer off topic. This is fine, let people talk, tell their stories. However, don’t get too far off track. Make sure to practice reigning people in and re-focusing the group to the questions at hand.
- When asking questions, be prepared to have follow-up questions, prompts, stories, or suggestions ready to keep the conversation flowing.
- When taking notes –***include the question (and its number) you are taking notes on***
- When taking notes – try and capture the essence of what people are saying, think about how their response addresses the questions or meets the key objectives. Also record any relevant examples or personal stories they give. If people go off topic, that is fine, note what is being discussed and pay attention to how it relates to the questions or themes that are covered (oh, and write it down!!)
- Don’t forget to WRITE THINGS DOWN during the interview or right after! You may think you will remember when you get back to the office, but somehow, those big ideas disappear over even a short period of time.
- Use your co-enumerators to go over key points after the focus group. Make sure you align your notes and check to see if you wrote things down correctly.

Part III: Individual Household (HH) Survey

Overview: The main goal of the individual HH survey is to learn about the specific locally derived ways people access, understand, and share information, most notably information regarding climate services. We want to know what people are doing within their households and on an individual level. Since one of the overall project goals is to facilitate effective decision making around short term and long-term climate variability, it is critical to be aware of current decision making processes and localized and culturally specific ways people access, digest, and disseminate information. The HH survey will facilitate drawing out information about specific choices people have to make, how they are individually influenced by cultural norms and behaviors, and whether or not ‘average’ individual farmers are receiving information that may be critical for agricultural decision making. The HH survey will allow us to add specific data to the bigger community picture.

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Target populations: The target populations are equal numbers of men and women respondents who are either HH heads themselves, or the spouses of HH heads.

General Guidelines: Make sure to familiarize yourself with the questions, and keep follow up questions or explanatory anecdotes in your “back pocket,” that is be able to explain the questions in a variety of ways, keeping in mind the objectives (WYGFT) from each section. Respondents may get off topic and it is your role as enumerator to politely bring them back to the topic at hand. Allow respondents enough space/time to think and answer each question thoughtfully.

SECTIONS-PA OVERVIEW

Introduction and consent: All interviews begin with a similar Introduction and Informed Consent protocol. Reading the instructions and **obtaining consent**, each and every time, are **critical first steps**. Enumerators will record their names, their supervisors name, GPS coordinates (where relevant), district, and village. Data entry clerks will also record their names on this survey. Finally, there is a statement to be read to the participant about consent followed by an indication as to whether the participant has given their informed consent to participate. It is important to keep in mind that if a respondent does not want to answer a specific question, i.e. if it makes them uncomfortable, or they truly do not know the answer, you should skip the question. Respondents in all three sections are also free to ask questions or end the interview at any time during the interview.

I. KEY INFORMANT RESPONDENT DETAILS AND TYPE: Basic personal information is collected about respondent. Including: Name, Gender, Age, Tribe/ethnic group, etc.

What You Get From This (WYGFT): Whose perspectives you’re assessing so you may return to them in interview at later process in evaluation.

II. [ONLY ON KEY INFORMANT INTERVIEW] GEOGRAPHIC ZONING OF AREA TO BE EVALUATED (to help define N): You will collect data on physical and human geographic zones for the target community.

A. Physical Geographic zoning of Area to be Evaluated:

Location name,

Area size (*satellite image of area ideal, eg: Google earth output*)

Where people live in area (density), *spatial distribution of households*

What natural and man-made features characterize the area, *spatial distribution of natural and man-made features in the area (eg., rivers, roads, etc.)*

Land use, *spatial distribution of productive economic activities (areas used for living, farming, grazing, etc.)*

B. Human Geographic Zoning in Area to be Evaluated:

What are the main social cleavage lines/divisions within the area? (break in homogeneity in the area)

Social cleavages could be as per:

- What people produce: farmers vs. pastoralists, rice growers vs. sorghum (major crop differences)
- Tribe/ethnic group
- Religion
- Gender: male vs. female

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- Class and social status: lower caste vs. higher caste,
- Wealth: Poor farmer vs. rich farmer, land owner vs. laborer

What You Get From This (WYGFT): A better understanding of the physical and human geography of the area to be evaluated, towards defining N + identification of key social cleavage lines/divisions within the community (breaks in population homogeneity), towards identifying the different perspectives that will need to be captured throughout the evaluation process.

III. [FOR PARTS III AND II-KEY INFORMANTS AND FGD] CONSTRAINTS ENCOUNTERED IN AGRICULTURE IN THE AREA: This section addresses main livelihood activities in an area, the major constraints and risks farmers face, and major changes (both climate and non-climate related) that have occurred in the community over the past decade.

Key points to consider/prompt clues:

- A. Basics: we are looking for main livelihood activities in the community, both on farm and off farm. Questions to consider: do people go outside the village to increase livelihood opportunities? If so, what parts of the population seek alternative livelihoods.
- B. Changes: We are looking for information about changes in livelihoods. Are people diversifying the way they make a living/feed their families? Are people adding new types of earning a living or are they cutting activities out? Note what activities people are engaged in to make money, feed their families and what is different about how they do that today versus the way they did that 15 years ago. If nothing has changed, note that as well.
- C. Gender-differences between men & women: do men and women engage in similar/different livelihood activities? If so, where are divisions? Are men and women facing changes in livelihoods, constraints, and risks differently?
- D. Risks-Key Objectives: To know what risks people face and what they perceive as real threats to their livelihoods. Be sure to **be clear and consistent** in your definition of risk (here we use common climate change discourse and define risk as a threat or hazard). Be clear also about what the main issues are that people are naming. Write a clear list of risks and why people think the issues they list as risks are risks.
- E. Leaders' roles: what are the leaders' roles in helping their community face risks/constraints? What concrete steps have they taken? What resources have they accessed? What networks have they worked with?

What You Get From This (WYGFT): Understand various constraints farmers face in their agriculture: is climate a limiting factor? Which climate related risks are most significant to agricultural productivity in the area? Are climate-related risks significant constraints to improving the lives, livelihoods and productivity of farmers in the area?

IV: INFORMATION TYPES & DECISIONS: CURRENTLY USED BY COMMUNITY TO INFORM DECISIONS IN AGRICULTURE: The main objective of this section is to ascertain community wide and personal sources of information for a variety of livelihood related activities. In this section, we are also looking for answers about cultural norms related to collecting, receiving, disseminating, and understanding new information. What are the main decisions farmers, their leaders, and stakeholders have to make around agriculture?

Key points to consider:

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- A. Basics: Who or what are these sources of information? What information are farmers currently using to make key decisions in their agriculture and cropping calendar?
- B. Indicators: Include both natural and social indicators-e.g. observations of environmental change or using social cues-when neighbors plant, etc.
- C. Gender: Are decisions and sources of information the same for men and women farmers? What are the different types of information used by men and women farmers?
- D. Leaders: what is their role in accessing and disseminating information in their community? Do they have expanded networks for information? What community-level factors do they have to consider in making informed decisions or in advising local residents?

*What You Get From This (WYGFT): Understand **what information** farmers in the area are currently using to make decisions in their agriculture and determine their farming calendar for the season. **How is information used specifically:** to influence which specific decisions? Leading to **which particular changes in practices/behaviors/skills**? Are there **different types** of information accessed by men and women farmers?*

Section V: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS: Here we are seeking information on how the village leader acts as an intermediary or leader in obtaining and disseminating information.

Key points to consider:

- A. Where: Where do people/village leaders access new information? What are their sources? When and how do they specifically obtain this information? How does their role as a leader facilitate or impede these processes?
- B. How: What are the significant means of communicating or disseminating information within/to the community?
- C. Barriers: What are barriers they may face in accessing or disseminating information? What are the sources they look to as residents/leaders for these processes?
- D. Leaders: How do they address underrepresented groups in terms of communication?

What You Get From This (WYGFT): Understand which communication channels are most salient to reach men and women farmers with information

SECTION VI. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES: Here we are seeking information about available climate services and climate information more generally within a community. Questions here ask respondents to explain available services, like forecasts, as well as where information is from, whether it is trustworthy, and what further climate information residents may want or need to make better decisions about their farms and livestock.

Key points to consider:

- A. There may be conflicting or contrasting stories about what climate information is available within a community.
- B. Access: Keep in mind gendered access to these resources. Do men and women have the same access to these services? If they do not, why not? Do poor farmers or other marginalized groups have access to climate information?
- C. Barriers: what barriers exist to people obtaining reliable and pertinent information about climate.
- D. How it is used: Try and elicit information about how climate information impacts individuals and communities. Are people incorporating climate information from services into their decisions?

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What You Get From This (WYGFT): Understand what climate services are available, whether vulnerable populations are receiving this information, and what climate services people may want or need to make informed agricultural decisions.

VII: TRUST: The main objective of this section is to gauge levels of individual and community trust. Here we are trying to determine what makes information, types of information and sources of information, trustworthy. The goal is to pinpoint qualities of people or information that make them trustworthy. We also hope to reveal subtle differences in what makes information useful as well as what makes a source of information trusted. Key tables (in the HH survey) are intended to gauge varying levels of trust people have with specific types of relations, neighbors, leaders and members of their community. These questions can help us figure out who to target within a community with climate (or other) information services, i.e. who are the trusted members of a community or for a household (and for example, where can targeted action facilitate building trust). Finally, there is a series of questions about beliefs and perceptions, both about climate change and potential sources of information or assistance that may exist in the wake of climate change. These questions will help us ascertain local perceptions about climate change and the role institutions, government and non-governmental, as well as individuals play in mitigating the effects of climate change or in terms of resilience more broadly.

What You Get From This (WYGFT): Understand who are the most trusted messengers/ what are the sources of information farmers trust most?

VII: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE AND DECISION-MAKING: Here, we are trying to determine the similarities and differences men and women have in agriculture and decision-making. What are the implicit and explicit cultural norms and rules about men's and women's roles? Are these reflected in formal institutions like land tenure rules, or government laws and regulations? How closely are these rules, formal or informal followed within a community? What are the leaders' roles in implementing established rules or introducing new ones? What are the formal rules around access to key resources such as land and what are the formal and informal structures around land ownership and access? Finally, this section hopes to draw out information on who controls the means of production within a community.

Key points to consider:

- A. There are open-ended questions about specific decisions people have to make around farming or other livelihood related activities, when these decisions are made, and the factors that contribute to the respondent's decision-making ability.
- B. Enumerators may have to ask leaders in numerous ways in order to assess the differences between formal and informal structures/institutions, rules. Keep in mind, formal leadership (elected or appointed officials) may want to only address what is "on the books" so to speak, what is legally true. Make sure to push a bit to get at underlying cultural roles that may also exist.
- C. RE: questions of land "ownership": There are often differences between land ownership, traditional rules of tenure, being able to access land for use, and legal structures for owning and occupying land. Are there cultural rules of land rights that are still dominant? A key component of these questions is to figure out if women have access to and/or ownership of land or if there are cultural constraints inhibiting their full access to land and resources. This information will help us understand rules and constraints they may face. These questions will also help us understand long standing norms, change, and perceptions about these topics.

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What You Get From This (WYGFT): Understanding of different gender roles in agriculture in the area, and different decision-making roles within the household. Towards better understanding of who controls information and had decision-making power to make use of received information (socio-cultural barriers and opportunities for information use in support of agriculture)

VIII: Measures of Social Resilience: How are individuals and communities resilient in light of severe events? What resources/networks do they have to fall back on?

Key points to consider:

- A. Individuals: When a community faces climate shocks/adverse climate events, what resources do HH heads or their spouses have to fall back on? Have they faced major events that have tested their ability to cope?
- B. Leadership: What is leadership's role in assisting their community? What resources do village leaders access, bring, disseminate to the community?

What You Get From This (WYGFT): What are key assets that farmers resort to/forfeit when confronted with a climate shock.

Interview Basics: Do's and Don'ts:

A basic list of interview etiquette and techniques

- *Dress appropriately:* try to fit with your surroundings by not overdressing or underdressing. Wear village appropriate clothing.
- *Timeliness:* please be on time when you pre-arrange your interviews (even if no one else is on time).
- *Read full introduction and Obtain consent:* First steps in conducting an interview or survey is to let people know who you are, why you are there, and assessing whether or not they understand the parameters and agree to be interviewed.
- *Build a friendly rapport:*
 - Be polite
 - Make a good first impression
 - Have a positive approach
 - Stress confidentiality
 - Answer questions respondent may have for you
 - Remind respondents they are **your** teacher for an hour, you are asking them as experts and knowledge holders of their communities.
- *Establish good interview setting & ensure interviewees privacy:* make sure you are in an appropriate setting, free from disturbance.
- *Ask questions clearly and understand the reasons behind each question*
 - Be familiar enough with each question to offer explanation or examples (without giving them answers)
 - Ask questions with confidence
 - Be prepared with follow up questions
- *Be neutral & do not judge:* you are not there to pass judgment or to offer your input on the questions. You are there to be a neutral recorder of the respondent's thoughts and ideas.
- *Use prompts to elicit a flowing dialogue.* Try saying the following when conversation slows:
 - Can you tell me a bit more?

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- Can you explain that more?
- I did not quite get/hear you, could you please explain that again?
- Take your time, think about it for a moment
- *Let them answer first, before prompting:* Don't put answers in respondent's mouth, i.e. don't give them answers
- *Do not change order or wording* (we are using a common lexicon for a specific reason)
 - Do not skip questions (unless respondent refuses to answer a particular question)
- *Be tactful:* if a respondent goes (way) off target or on a tangent, politely bring them back to the question at hand.
- *Take your time:* Remember the fine line between speed and accuracy: there is no need to rush
- Remember there are no "wrong" answers
- *Be an "active" listener:* listening is not a passive activity. Keep in mind the research questions while you are listening. Record notes while the respondent is talking. Think about what is being said and how it relates to the information we are seeking. Affirm respondents' thoughts by thanking them, by making gestures and responses that denote you are listening ("yes," "ok," "I see," or other appropriate linguistic cues).
- Write notes clearly and thoroughly as you are listening—remembering what someone said after an interview is challenging

OUTLINES OF PA PARTS I-III:

Part I: Key Informant Interviews

SECTION I: KEY INFORMANT RESPONDENT DETAILS AND TYPE

SECTION II: GEOGRAPHY

SECTION III CONSTRAINTS ENCOUNTERED IN AGRICULTURE IN THE AREA

SECTION IV INFORMATION TYPES & DECISIONS: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS

SECTION V: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS

SECTION VI: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE AND DECISION-MAKING

SECTION VII. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES

SECTION VIII: TRUST

SECTION IX MEASURES OF SOCIAL RESILIENCE

Part II: Focus Group Discussion

SECTION I: RESPONDENT DETAILS

SECTION II: CONSTRAINTS ENCOUNTERED IN AGRICULTURE

SECTION III: INFORMATION TYPES & DECISIONS: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS

SECTION IV: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS

SECTION V. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES:

SECTION VI: TRUST

SECTION VII: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE & DECISION

SECTION VIII. MEASURES OF SOCIAL RESILIENCE

Part III: Individual HH Interviews

SECTION I. HOUSEHOLD RESPONDENT AND TYPE

SECTION II. INFORMATION TYPES: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS

SECTION III: INFORMATION & DECISIONS: DECISION-MAKING AT HOUSEHOLD AND FARM LEVELS

SECTION IV: INFORMATION FLOW: MOST RELEVANT INFORMATION CHANNELS

SECTION V. CONTROL & ACCESS OF RESOURCES AND GENDER ROLES IN AGRICULTURE

SECTION VI. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES

SECTION VII: TRUST

SECTION VIII. MEASURES OF SOCIAL RESILIENCE

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

PART I: Key Respondent Semi-Structured Interview Guide
SECTION A: STAKEHOLDER INTERVIEW GUIDE

Introduction and consent by respondent

1. Data Handlers:

	Name	Code	Date (d/m/y)	Signature
Interviewer	_____	[____] FLDCODE	__ / __ / ____ FLDDAY, FLDMTH, FLDYEAR	_____
Supervisor	_____	[____] SUPCODE	__ / __ / ____ SUPDAY, SUPMTH, SUPYEAR	_____
1st Data entry clerk	_____	[____] DE1CODE	__ / __ / ____ DE1DAY, DE1MTH, DE1YEAR	_____

GPS coordinates (UTM) N: _____ GPSN
(to be filled in by site supervisor where applicable) S: _____ GPSS
E: _____ GPSE
W: _____ GPSW

County/District name _____ Village name: _____

Before the beginning of the interview read out the following paragraph and ensure that the respondent understands before asking for consent.

*“Good morning/afternoon. We are coming from (CGIAR, CCAFS, ICRISAT, ICRAF...) a non-governmental research organization (with permission from the local government). We wish to develop a survey to understand **the usefulness of climate information services that households in your community have received**. We would like to ask you some questions that should take no more than one to one hour of your time. We would like to share some of this information widely in order that more people understand how your community is using climate information, and problems to resolve to make this information more useful for you. We are also looking to explore ways that local communities such as yours can contribute to the improvement and production of better climate information services. As such, we are hoping to first understand locally specific contexts about life, about decision making, about social structures, and about aspects of life that are unique to your community and your livelihoods.*

Your name will not appear in any data that is made publicly available. The information you provide will be strictly used for research purposes; your answers will not affect any government benefits or subsidies you may receive now or in the future. Any data we glean from your individual answers will be aggregated. If we use specific information from our interview, we will remove your name.

Do you consent to be part of this study? You may withdraw from the study at any time during the course of the interview/conversation. If there are questions that you would prefer not to answer then we respect your right not to answer them.

Has consent been given? (01=Yes, 00=No)	[____]	CONSENT
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**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**




SECTION I. KEY INFORMANT RESPOND DETAILS AND TYPE- *CBO head, NGO worker long in residence, etc.) or external thematic expert who is very knowledgeable on the target area to evaluated (e.g.: chief of regional/local office of agriculture/livestock/meteorology, NGO program coordinator, etc.).*

1. Name of Main respondent a. First name b. Last name	RESPNAM1 RESPNAM2	_____ _____
2. Sex of the respondent (01=Male, 02=Female)	RESPSEX	[_ _]
3. Age of respondent	RESPAGE	_____
4. Position/role in community/organization and duties	RESPROLE	_____
5. How long in above position/role	RESTIME	_____
6. Previous positions/roles in community/organization	RESPREV	_____
7. Can you help us put together a map of the different organizations working in the target area, both state and private? (can be NGO, government, religious institution affiliated projects and schemes). Follow the following steps in the space below: a) List organization name: b) Indicate importance sketch: Enumerators work with leader-key informant to list organization and then draw a circle whose size relates to the organizations relative importance, i.e. indicate importance by “size” of circle around each organization. (i.e. more active or more important organizations will have larger circles than those that are less active or prominent in the community) c) Date (how long in community): indicate how long the org. has been in the community d) Main goals & projects: Include organization’s main goals in your community and what current or past projects/schemes they are working on		
9. a. Have there been any organizations that have worked to communicate climate information to farmers in the target area? b. Have these organizations conducted any kind of assessments, baseline surveys, or other data collection projects about the community in the past 5-10 years? c. If so, where can we access this secondary data?	CO MR EV	a. [_ _] (01=yes; 00=no) b. _____

What You Get From This (WYGFT): Understand where to access other sources of baseline information available on the community.

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

B. Human Geographic Zoning in Area to be Evaluated: *(What are the main social cleavage lines/divisions within the area? (Note breaks in homogeneity in the area)*

1. What are the main livelihood activities within this village/community (i.e. farmers vs. pastoralists)?	 _____
2. Can you provide a rank-order of importance for each activity?	 _____
3. Do you know the ratio of people who participate in each type of livelihood activity? (Please cite or reference the source of this information)	
4. What are the main tribes/ethnic groups living in this area? (please note which is the majority/minority for the area)	Majority: _____ Minority: _____
5. Can you estimate the ratio of people per ethnic group/tribe?	
6. What are the major social divisions/classifications within the community?	
7. Do specific social groups grow specific crops?	
8. What is the population ratio of men: women in the target area? 2.	
9. What are the major religions that people practice in this area?	 _____
10. What is your best estimate of the ratio of religion by population?	
11. Can you explain the division of the population by economic status? a. How many HH (or what percent) would you classify as being wealthy/rich? b. How many HH (or percent) would you classify as being of middle wealth? c. How many HH (or percent) would you classify as being poor?	
12. What criteria did you use to determine which households are rich, medium, or poor? Please explain:	

What You Get From This (WYGFT): A better understanding of the physical and human geography of the area to be evaluated, towards defining N + identification of key social cleavage lines/divisions within the community (breaks in population homogeneity), **towards identifying the different perspectives that will need to be captured throughout the evaluation process.**

SECTION III. CONSTRAINTS ENCOUNTERED IN AGRICULTURE IN THE AREA

1. In the past 5-10 years have you been providing any types of services for farmers? If so, what are these services?
2. What results have you obtained? How many farmers/HH have you reached?
3. How have you been able to successfully reach this many farmers? What are your methods?
4. What do you believe is your most significant constraint in implementing your programs in the communities in the target area?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

****If (and only if) climate risks mentioned endogenously by respondent, ask the following questions:**

5. Do you offer information, aid, advice to farmers or village leaders about climate risks or before/after severe climate related events?
6. Please explain to us what your organization/department does to support the community to face climate risks or climate related events?

What You Get From This (WYGFT): Understand various constraints farmers face in their agriculture: is climate a limiting factor? Are climate-related risks significant constraints to improving the lives, livelihoods and productivity of farmers in the area? Which climate related risks are most significant to agricultural productivity in the area (which if anticipated and managed appropriately, would be beneficial to increase agricultural productivity in the area)

SECTION IV INFORMATION TYPES & DECISIONS: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS

1. What types of information are you (your organization) currently making available in the community to guide farmers' decisions in agriculture?
2. What is your objective in communicating this type of information?
3. Are you meeting your objectives? Which constraints are you facing?
4. In your view, is the information you are communicating being used by farmers in the area to improve their livelihoods/agricultural productivity?
 - a. If so, which specific agricultural decisions are particularly influenced by their use of your information? Leading to which particular changes in farmers' practices/ behaviors/skills? Which outcomes and impacts?
 - b. If not, in your view, what is constraining farmers' use of your information to improve their livelihoods and agricultural productivity?
5. In your view, do men and women farmers in this community have different access to the information that you provide?

What You Get From This (WYGFT): Understand **what information** farmers in the area are currently using to make decisions in their agricultural activities, and determine their farming calendar for the season. **How is information used specifically:** to influence which specific decisions? Leading to **which particular changes in practices/behaviors/skills?** Are there **different types** of information accessed by men and women farmers?

SECTION V: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS

1. Have you set up an information system or network to communicate the information you provide to the community? If so, can you explain how it works? What are the key components?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

2. What are the most useful types of information you communicate to guide agricultural decisions in the target community?

Please list types of information below:	For each type of information, how are you communicating/making this information available for the communities you work in?	For each type of info: How was it communicated to communities (please provide specific examples)	Whom did you share the information with (who did you inform)?
a.			
b.			
c.			
d.			

3. For the information you named in question #2 above, were there any specific people/groups you attempted to inform? Were there people you felt were not adequately reached? Why or why not?
4. Do you target individuals or areas within the community to receive that information? How are you sharing information with the latter/therein, through which specific communication channels?
5. Did you use any knowledge networks frequented by community members (e.g.; women's groups, youth clubs, savings clubs, cultural associations, etc.) to access specific sections of the community? *(Note to enumerator: only ask this question as a probe if respondent did not mention social and knowledge networks in their response to questions above).*
6. In your experience, what are the most appropriate communication channels to reach marginalized/vulnerable farmers in the target area with information? For each channel, indicate appropriate timing and any other relevant information to maximize reach.
7. Do you know what the outcome has been for the people in the target community after receiving the above information from you?
8. Have you faced barriers/constraints in sharing new information in support of agricultural decisions /agricultural support information with the target community? Which ones? Can you provide an example?
9. Do you find that communicating information in the target community is an easy / useful role to play? What would improve your ability to fulfill such a role?
10. Are you currently partnering with any organizations to effectively communicate information to communities? Are you receiving assistance from any of these organizations in order to meet your goals?
11. In your experience, who are your most reliable partners (people) within the community to work with to ensure there is effective communication to community leadership/residents? What about for sharing information with others? How did you build this relationship?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

12. Within the communities you work, what constraints exist for you in reaching women, in particular, with new information?
13. What is the role of gender in your programs? Is there a particular gender focus? Why or why not? What constraints have you faced in integrating gender into your work or into the communities that you work in?

****If (and only if) climate information is mentioned endogenously, ask the following question:**

14. Have you ever been trained on how to communicate agro-climate information to communities? When did this training take place and who provided it?
15. Have you ever provided training to communities about agro-climate information?
16. Have there been barriers to communicating climate information or conducting trainings?
17. Are there any technologies you have heard about or used that you think would be useful to access climate related information? If so, which ones are they? Where did you hear about this technology? Why do you think it would be improve access to climate-related information or why not? Do you personally like this technology? Why or why not? Is it available to the general community? What in your view would improve the information you receive through this technology? What are other methods you would like to receive information through?

What You Get From This (WYGFT): Understand which communication channels are most salient to reach men and women farmers with information services in the target area.

SECTION VI: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE AND DECISION-MAKING

1. What are the differences between owning land, having a title for land, having access to land in the target area? Is there a difference for men/women in this system? What about for youth?
2. Generally, who determines what to plant and when to conduct farming operations on land plots?
3. Are there differences in how land is used by men and women farmers? What about widows? Divorced women? Youth?
4. Are there crops exclusively grown by men and women in the target area?
5. Generally, who owns the means of production in this community (e.g.: cart, draft animals, machinery, inputs, labor, etc.)? Specify for each factor mentioned.
6. Can women own land/have a legal title to land in this community? Alternatively, can they access land in this district?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
INSTITUTIONAL STAKEHOLDERS**

7. Does this mean women can also make their own decisions on what to grow on their land plots? Can women control/keep/own the proceeds for the outputs of their plots?
8. Do women participate in farming organizations/groups? What services do they provide? How strong are these org/groups?
9. Can youth own land/have a legal title to land in this community? Alternatively, can they access land in this district/region?
10. Are there public government schemes/subsidies available in this community? Are these available to men and women farmers alike?
11. What is the process for raising (and settling) land disputes in the target area? Is there a difference between local/traditional and official (government/legal) means of raising (and settling) disputes? Is there a difference in men's and women's roles in these processes? What happens if someone breaks those rules (either legal or traditional) and who is responsible for addressing these issues?

What You Get From This (WYGFT): Understanding of different gender roles in agriculture in the area, and different decision-making roles within the household. Towards better understanding of who controls information and had decision-making power to make use of received information (socio-cultural barriers and opportunities for information use in support of agriculture)

SECTION VII: MEASURES OF SOCIAL RESILIENCE

1. How does the community respond when faced with a climate risk or extreme climate event? How do they organize themselves during these situations? What steps do they take to prevent or cope with these situations?
2. Do people seek your advice/council when facing shocks/risks in their agricultural productivity and livelihoods? What do you think the community's expectations are for you during these events?
3. Are there resources/recourses within or organizations available to the community to assist residents when they are confronted with climate related risks and severe climate events? If so what are these? (Resources can mean people, funds, assets, skills, information, family solidarity, etc.)
4. How/Where did you learn about these resources/recourses? Do you have access to them?
5. Are residents aware of these resources? Do they use these resources/recourses in times of climate hazards?
6. Are there specific assets that residents forfeit in particular during times of climate shocks?
7. Can you give us a specific example of a strategy/resource that actually helped people cope with or mitigate a climate shock? What happened during this instance? Do you think it helped? What could have been improved?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I- A KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
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8. Can you give us a specific example of some action/resource that **didn't** work to help people mitigate or cope with a climate shock? What was your role in this situation? Why do you think it didn't work? What would you do differently? What resources were you missing?

What You Get From This (WYGFT): What are key assets that farmers resort to/forfeit when confronted with a climate shock.

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

PART I-B: Key Respondent (village leaders) Semi-Structured Interview Guide

Introduction and consent by respondent

1. Data Handlers:

	Name	Code	Date (d/m/y)	Signature
Interviewer	_____	[____] FLDCODE	__ / __ / ____ FLDDAY, FLDMTH, FLDYEAR	_____
Supervisor	_____	[____] SUPCODE	__ / __ / ____ SUPDAY, SUPMTH, SUPYEAR	_____
1st Data entry clerk	_____	[____] DE1CODE	__ / __ / ____ DE1DAY, DE1MTH, DE1YEAR	_____

GPS coordinates (UTM)
(to be filled in by site supervisor where applicable)

N: _____ GPSN
S: _____ GPSS
E: _____ GPSE
W: _____ GPSW

County/District name _____ Village name: _____

Before the beginning of the interview read out the following paragraph and ensure that the respondent understands before asking for consent.

*“Good morning/afternoon. We are coming from (CGIAR, CCAFS, ICRISAT, ICRAF...) a non-governmental research organization (with permission from the local government). We wish to develop a survey to understand **the usefulness of climate information services that households in your community have received**. We would like to ask you some questions that should take no more than one to one hour of your time. We would like to share some of this information widely in order that more people understand how your community is using climate information, and problems to resolve to make this information more useful for you. We are also looking to explore ways that local communities such as yours can contribute to the improvement and production of better climate information services. As such, we are hoping to first understand locally specific contexts about life, about decision making, about social structures, and about aspects of life that are unique to your community and your livelihoods.*

Your name will not appear in any data that is made publicly available. The information you provide will be strictly used for research purposes; your answers will not affect any government benefits or subsidies you may receive now or in the future. Any data we glean from your individual answers will be aggregated. If we use specific information from our interview, we will remove your name.

Do you consent to be part of this study? You may withdraw from the study at any time during the course of the interview/conversation. If there are questions that you would prefer not to answer then we respect your right not to answer them.

Has consent been given? (01=Yes, 00=No)	[____]	CONSENT
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**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

SECTION I. KEY INFORMANT RESPONDENT DETAILS AND TYPE- *Ideal respondent: local leader (village chief, religious leader, school teacher who has been a member of the community for a long time, respected elders both men and women).*

1. Name of Main respondent a. First name b. Last name	RESPNAM1 RESPNAM2	<input type="text"/> <input type="text"/>
2. Sex of the respondent (01=Male, 02=Female)	RESPSEX	[_ _]
3. Age of respondent	RESPAGE	<input type="text"/>
4. Respondent's ethnicity/tribe/caste	ETHNIC	<input type="text"/>
5. Position/role in community/organization and duties	RESPROLE	<input type="text"/>
6. How long in above position/role	RESTIME	<input type="text"/>
7. Previous positions/roles in community/organization	RESPREV	<input type="text"/>
<p>7. Can you help us put together a map of the different organizations working in the target area, both state and private? (can be NGO, government, religious institution affiliated projects and schemes). Follow the following steps in the space below:</p> <p>a) List organization name:</p> <p>b) Indicate importance sketch: Enumerators work with leader-key informant to list organization and then draw a circle whose size relates to the organizations relative importance, i.e. indicate importance by "size" of circle around each organization. (i.e. more active or more important organizations will have larger circles than those that are less active or prominent in the community)</p> <p>c) Date (how long in community): indicate how long the org. has been in the community</p> <p>d) Main goals & projects: Include organization's main goals in your community and what current or past projects/schemes they are working on</p>		
<p>9. a. Have there been any community mapping activities, land use plans, participatory development projects, or other schemes that have occurred in _____ community in the past 5-10 years?</p> <p>b. Where can we access these?</p>	COMREV	<p>a. [_ _] (01=yes; 00=no)</p> <p>b. <input type="text"/></p>

What You Get From This (WYGFT): Understand where to access other sources of baseline information available on the community.

SECTION II. GEOGRAPHIC ZONING:

A. Human Geographic Zoning in Area to be Evaluated: *(What are the main social cleavage lines/divisions within the area? (Note breaks in homogeneity in the area))*

1. What are the main livelihood activities within this village/community (i.e. farmers vs. pastoralists)?	<input type="text"/>
2. Can you provide a rank-order of importance for each activity?	<input type="text"/>

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

3. Do you know the ratio of people who participate in each type of livelihood activity? (Please cite or reference the source of this information)	
4. What are the main tribes/ethnic groups living in this area? (please note which is the majority/minority for the area)	Majority: _____ Minority: _____
5. Can you estimate the ratio of people per ethnic group/tribe?	
6. What are the major social divisions/classifications within the community?	
7. Do specific social groups grow specific crops?	
8. What is the population ratio of men: women in the target area?	
9. What are the major religions that people practice in this area?	✍ _____ ✍ _____
10. What is your best estimate of the ratio of religion by population?	
11. Can you explain the division of the population by economic status? a. How many HH (or what percent) would you classify as being wealthy/rich? b. How many HH (or percent) would you classify as being of middle wealth? c. How many HH (or percent) would you classify as being poor?	
12. What criteria did you use to determine which households are rich, medium, or poor? Please explain:	

What You Get From This (WYGFT): A better understanding of the physical and human geography of the area to be evaluated, towards defining N + identification of key social cleavage lines/divisions within the community (breaks in population homogeneity), **towards identifying the different perspectives that will need to be captured throughout the evaluation process.**

SECTION III. CONSTRAINTS ENCOUNTERED IN AGRICULTURE IN THE AREA

1. Please tell us what you believe to be the most significant constraints/barriers to your community in meeting its livelihood needs?
2. What are the top 5 risks your community faces in relation to agriculture today?
3. Are these different from the risks you faced 5-10 years back?
4. What can village leadership do to help a community prevent or cope with those with the risks mentioned above?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

5. What have been the most significant climate events in your community in the past 5-10 years? What were the outcomes for your community? What role did you play as a leader during these events? How did you cope with these events personally?
6. What are the limits/constraints for village leadership in assisting the community mitigate/cope with climate related risks?

What You Get From This (WYGFT): Understand various constraints farmers face in their agriculture: is climate a limiting factor? Are climate-related risks significant constraints to improving the lives, livelihoods and productivity of farmers in the area? Which climate related risks are most significant to agricultural productivity in the area (which if anticipated and managed appropriately, would be beneficial to increase agricultural productivity in the area)

SECTION IV: INFORMATION TYPES – INFORMATION & DECISIONS: INFORMATION CURRENTLY USED BY COMMUNITY TO INFORM DECISIONS IN AGRICULTURE

1. What types/kind of information are most useful for your community members to make key decisions in their agricultural activities (farming, cattle rearing, etc.)? Why are these so useful?
(Enumerators prompt with: Can you provide/describe 3 key pieces of information that people need to be successful farmers?)
2. What barriers/constraints do you face in obtaining this information?
3. In your view, are there different types of information accessed by men and women farmers?
4. What kinds of social-cultural interactions or events usually happen in the community before/during/after planting? Are there any traditional events that need to be undertaken during the planting calendar? If so, what are these? What purpose does each serve?
5. What kind of information about agriculture is available to you as a community leader? What about information about climate? How do you obtain this information?

What You Get From This (WYGFT): Understand **what information** farmers in the area are currently using to make decisions in their agricultural activities, and determine their farming calendar for the season. **How is information used specifically:** to influence which specific decisions? Leading to **which particular changes in practices/behaviors/skills?** Are there **different types** of information accessed by men and women farmers?

SECTION V: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS

1. You mentioned in your response to Questions 1-2 (in Section 4) ____ and ____ [*note: enumerator fill in*] as the most useful information types that guide agricultural decisions in the community. What are the sources for this information? Where do you get each type of information?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

Please list types of information below:	For each type of info: list the source (who creates/ generates that info)?	For each type of info: How do you get it (methods/means of delivery)	Whom specifically did you share this information with (who did you inform)?	How was it communicated to your community once you received it?
a.				
b.				
c.				
d.				

*Note to enumerators: Probe respondent to provide concrete examples of information they received and then communicated to the community. *enumerators prompt if necessary the following: **Type**-climate warning, weather advisory, etc.; **Methods/means of delivery** (info channel)-at house of worship, rural radio, megaphone at village center, thru SMS; **When** (information lead time)-days, weeks, months before event; **To Whom**-other village leaders, neighbors, village citizens, etc.; **Who not reached**—(explain)*

2. Were there people you felt were not adequately reached? Why or why not?
3. Can you tell us your most successful experience of sharing/communicating information to your community? How did you do so?
4. Have you ever had any training on how to use / communicate this information? When did this training take place and who provided it?

If (and only if) answer to question #2 is YES, ask the following question (#3):

5. If so, please provide us with some information about training that you received (what were you taught, how long was the training, how many people attended from your community or neighboring community, etc.).
6. What do you think the outcome has been for the people in your community after receiving the above information from you?
7. Did you use any knowledge networks frequented by community members (e.g. women's groups, youth clubs, savings clubs, cultural associations, etc.) to reach specific populations/groups within your community?
8. In what ways do you coordinate your efforts with the district government or other village governments? What about with NGOs?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

9. Do you think men and women in your community access agricultural information the same or differently? What about underrepresented groups (i.e. youth, the very poor, the landless, etc.) Can you please explain why?
10. Can you describe the system that is in place to communicate climate information in the community?
Enumerators: Assist respondent in drawing a flowchart that tracks the flow of information from the Met Service to the community. Be sure to specify communication channels used in each line of the flowchart. Also specify (if any) channels through which information spreads to other communities:

What You Get From This (WYGFT): Understand which communication channels are most salient to reach men and women farmers with information services in the target area.

SECTION VI: CONTROL & ACCESS: GENDER ROLES IN AGRICULTURE AND DECISION-MAKING

1. How is land allocated in your community, who has the right to own land? What are the rules of land tenure?
2. Are there differences in traditional and official (government/legal) land tenure rules?
3. Are there differences between who can own land, have a legal title for land, and have access to land in your community?
4. Can women own land/have a legal title to land in this community? Alternatively, can they access land in this community?
5. Does this mean women can also make their own decisions on what to grow on their land plots? Is there a difference in men's and women's roles in these processes?
6. Generally, who determines what to plant and when to conduct farming operations on land plots in this community?
7. Generally, who owns the means of production in this community (e.g.: cart, draft animals, tractors? Specify for each factor mentioned.
8. Are there crops exclusively grown by men and women in this community?
9. Are there differences in how land is used by men and women farmers? What about widows? Divorced women? Youth?
10. Is there sufficient land for youth to inherit/buy in this community? Why/why not? What are youth's options for accessing land?
11. What is the process for raising (and settling) land disputes in your community?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

- a. Is there a difference between traditional and official (government/legal) means of raising (and settling) disputes?
12. Are there rules/regulations for who and when resources can be accessed?
 - a. Can you explain these rules?
 - b. Are there legal/official rules (of the state) that are different from traditional rules?
13. What happens if someone breaks those rules (either legal or traditional) and who is responsible for addressing these issues?
14. Are there public government schemes/subsidies available in this community? Are these available to men and women farmers alike?
15. What kinds of decisions are made at a community level in relation to agriculture?
 - a. Who makes community level decisions related to agriculture here?
 - b. How/where are those decisions made (*e.g. during public community meetings, during closed door discussions, at the fields, under the tree with fellow men, etc.*)?
 - c. Who has input into those decisions?
16. How is information about community level decisions shared to the residents of this community and implemented?
 - a. If people disagree with those decisions, can they voice complaint?
 - b. If so, how and to whom?

What You Get From This (WYGFT): Understanding of different gender roles in agriculture in the area, and different decision-making roles within the household. *Towards better understanding of who controls information and had decision-making power to make use of received information (socio-cultural barriers and opportunities for information use in support of agriculture)*

SECTION VII: CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES (NOTE TO ENUMERATOR: MAKE SURE NOT TO REPEAT ISSUES DISCUSSED IN SECTION 5, IF RESPONDENT HAS ALREADY LISTED CLIMATE INFORMATION AS RELEVANT INFORMATION FOR MAKING AGRICULTURAL DECISIONS)

1. What kind of climate information is available in your community?
2. Has anything prevented/blocked you from receiving climate/agriculture information or trainings?
3. Do you personally/as part of your formal leadership position, communicate climate information to your community?
 - a. How do you do so?
4. Do you use any social networks, groups, or organizations frequented by community members (e.g. women's groups, youth clubs, savings clubs, cultural associations, etc.) to get information to specific sections of the community? (*Note to enumerator: only ask this question as a probe if respondent did not mention social and knowledge networks in their response to questions above.*)

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

5. Have you faced barriers/constraints in sharing new (climate/agriculture) information with your community? Which ones? Can you provide an example?
6. Do you find that communicating information on agriculture/climate in your community is an easy / useful role to play?
 - a. What would improve your ability to fulfill such a role?
7. Are there any technologies you have heard about or used that you think would be useful to access climate related information?
 - a. If so, which ones are they?
 - b. Where did you hear about this technology? Why do you think it would be improve access to climate-related information or why not? Do you personally like this technology? Why or why not? Is it available to the general community? What in your view would improve the information you receive through this technology? What are other methods you would like to receive information through?
8. Do you think men and women in your community access climate information the same or differently? Can you please explain why?

SECTION VIII: TRUST

1. What are the most trusted sources of information on agriculture and climate-related issues in this community?
 - a. Who are your most trusted messengers when it comes to information to guide your agricultural decisions throughout the season?
2. What makes this source trustworthy?
3. Do you think the community at large also trusts these messengers?
4. How would you define a trustworthy person in general?
5. More generally, what makes a source of information trustworthy in this community?
6. What (are the qualities that) makes forecast information on climate trustworthy?
 - a. Under which circumstances would you trust forecast climate information enough to use it to inform your key agricultural decisions, e.g. when to plant, plough, weed, harvest, etc. *(Note to enumerators: Probe respondent to understand what mediates farmer's trust in climate information to determine each key decision in the season)*
7. What would be the top 5 attributes, characteristics, or qualities of your ideal climate information service that you would use to inform your key agricultural decisions ahead of time?

For Village Leader (traditional)--Same as above, with following additions:

8. According to _____ (enumerator: insert tribe/ethnicity name) traditions/beliefs, what makes a leader trustworthy?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART I-B KEY INFORMANT SEMI-STRUCTURED INTERVIEW GUIDE
VILLAGE LEADERS**

9. Do you think the residents of this community have trust in the village leadership? What about the NGOs that work in the area? What about the district government? What about the state government?

What You Get From This (WYGFT): Understand who are the most trusted messengers/ what are the sources of information farmers trust most?

SECTION IX: MEASURES OF SOCIAL RESILIENCE

1. Do people seek your advice/council when facing risks/hazards/threats in their agricultural productivity and livelihoods? What do you think the community's expectations are from you during these events?
2. Are there resources/recourses available within the community to assist residents when they are confronted with a severe climate event/shock? If so what are these? (Resources can mean people, funds, assets, skills, information, family solidarity, etc.)
3. How/Where did you learn about these resources/recourses? Do you have access to them?
4. Are residents aware of these resources? Do they use these resources/recourses in times of climate hazards?
5. Are there specific assets that residents forfeit/give-up in particular during times of climate shocks?
6. Can you give us a specific example of a strategy/resource that actually helped people cope with or mitigate a climate shock? What happened during this instance? Do you think it helped? What could have been improved?
7. Can you give us a specific example of some action/resource that **didn't** work to help people mitigate or cope with a climate shock? What was your role in this situation? Why do you think it didn't work? What would you do differently? What resources were you missing?

What You Get From This (WYGFT): What are key assets that farmers resort to/forfeit when confronted with a climate shock.

PRE-ASSESSMENT SURVEY TO UNDERSTAND MALE AND FEMALE FARMERS' DECISION-MAKING CONTEXTS & USE OF INFORMATION TO OVERCOME CLIMATE-RELATED CONSTRAINTS IN AGRICULTURE

PART II: FOCUS GROUP GUIDE

Introduction and consent by focus group respondents

1. Data Handlers:

	Name	Code	Date (d/m/y)	Signature
Interviewer	_____	[____] FLDCODE	___ / ___ / ____ FLDDAY, FLDMTH, FLDYEAR	_____
Supervisor	_____	[____] SUPCODE	___ / ___ / ____ SUPDAY, SUPMTH, SUPYEAR	_____
1st Data entry clerk	_____	[____]	___ / ___ / ____	_____

County/District name _____ Village name _____

Before the beginning of the interview read out the following paragraph and ensure that the focus group respondents understand before asking for consent.

*"Good morning/afternoon. We are coming from (CGIAR, CCAFS, ICRISAT, ICRAF, etc.) a non-governmental research organization (with permission from the local government). We wish to develop a survey to understand **the usefulness of climate information services that households in your community have received**. We would like to ask you some questions that should take no more than one to one and a half hours of your time. We would like to share some of this information widely in order that more people understand how your community is using climate information, and problems to resolve to make this information more useful for you. We are also looking to explore ways that local communities such as yours can contribute to the improvement and production of better climate information services. As such, we are hoping to first understand locally specific contexts about life, about decision making, about social structures, and about aspects of life that are unique to your community and your livelihoods.*

Your name will not appear in any data that is made publicly available. The information you provide will be strictly used for research purposes; your answers will not affect any government benefits or subsidies you may receive now or in the future. Any data we glean from your individual answers will be aggregated. If we use specific information from our interview, we will remove your name.

Do you consent to be part of this study? You may withdraw from the study at any time during the course of the interview/conversation. If there are questions that you would prefer not to answer then we respect your right not to answer them.

Has consent been given? (01=Yes, 00=No)	[____]	CONSENT
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SECTION I: RESPONDENT DETAILS

A. FOCUS GROUP (Men/women/mixed/youth/elders): _____

B. Participants:

1. _____	6. _____	11. _____
2. _____	7. _____	12. _____
3. _____	8. _____	13. _____
4. _____	9. _____	14. _____
5. _____	10. _____	15. _____

SECTION II: CONSTRAINTS ENCOUNTERED IN AGRICULTURE (*WHAT CONSTRAINTS DO YOU ENCOUNTER IN YOUR AGRICULTURE?*)

1. What are the main livelihoods in this community? What crops do you plant?
2. How is agriculture in this community? Has farming become more difficult in the area over the past 15 years and if so, why?
3. Do you face specific problems/constraints (or difficulties) in your farming activities that make agriculture more difficult in this area? If so, what are these specific constraints? (*Enumerators: refer to Lexicon-make sure to differentiate that a “difficulty” is not a direct risk/threat.*)
4. What are the top 5 risks/threats that jeopardize your agricultural productivity? How do these risks/threats impact you? Do these risks impact/affect men and women differently? If so, in what ways (i.e. how)? [*Note to enumerators: to explain risk, define as a potential threat/hazard. Please make sure to provide an example of how risks can “impact/affect” someone. (e.g. If you lose access to clean drinking water because of a fertilizer plant polluting your water source, that is a risk you are facing. What measures did you take to prevent losing that water or what did you do to cope with that risk once it happened)?*]

****Note to enumerators: if climate-related constraints have not been mentioned above, please make note of this and ask the following question:**

5. Do you face any climate-related constraints and challenges on your farms? If so, how significant are these to your agriculture productivity? And how do you specifically address these challenges?

Section III: TYPES OF INFORMATION USED TO INFORM AGRICULTURAL DECISIONS

6. Which kinds of information do you currently **use** to inform your decisions about specific farm operations during the season? (*enumerators: Examples/prompt for each stage of farming activity—What informs your decisions about: When fields are prepared, when planting is done, what is planted, when weeding is done, when fertilizer/inputs added, when crop is harvested.*)
7. Are you satisfied with the current information you use? If not, what additional information do you **need** to inform your decisions throughout the season and help you overcome constraints you currently experience in your farming?

SECTION IV: INFORMATION FLOW: MOST RELEVANT COMMUNICATION CHANNELS

8. **How** is important information (or news) generally shared with people in the community? (Enumerator: ask them to elaborate on **when** and **where** information is shared, i.e. community meetings, social events, etc.). [*Note to enumerator: when explaining “information” suggest any kinds of information, news, gossip, etc.*]. Do women have restrictions on who they can ask or approach for information or advice?
9. Once you obtain information, how do you communicate it? What are the specific channels you use to share information with others?
10. Are there any specific places where information needs to be shared to ensure that it reaches women? [*Enumerators probe with the following: Are women in your community mobilized in groups? Are there men only groups? Do youth groups exist at all?*]

Section V. Access to Climate Information Services:

11. When was the first time that you received climate information?
12. What type of climate information have you been receiving specifically?
 - a. For each type, can you explain how frequently you are getting this information and whether you receive this weather and climate related information on a regular schedule? If so, can you tell us about it?
 - b. How soon before the event did you receive the information?

13. Is this information widely available to everyone in your community? Please explain why/why not?
- How is it made available?
 - What are the ways it's communicated to you (what are the communication channels)?
 - How do you communicate this information to others? *** enumerators: please use the following as prompts if no answers are provided (observing others, climate forecasts, advice of elders/elder's knowledge, advice of news/radio, expert farmer's advice, climate expert's advice).*
14. When you get climate information, is it easy to understand? If yes, what makes it easy to understand? If not, what makes it difficult to understand? What do you think would make it easier to understand?
15. Is it useful? What makes it useful? If you could change something about this information, what would you change to make it more useful?
16. Does climate information you receive come with agriculture advisory/advice?
17. We would now like to understand what **specific decisions** in your farming activities are influenced by each specific type of climate information you receive (*enumerators: below, please list each type of climate information received, and answer the following questions for each type*):
- Which specific decision in your cropping calendar does it influence?
 - For which crops?
 - What practice or behavior in your farming or in your daily life did you change as a result of this information?
 - Did you see any impacts or different results on your farm/in your farming as a result of this change?
18. If you have received any of the types of climate information mentioned above, did you apply the advice or make any changes in your farming as a result?
- Can you please explain why/why not?
 - Can you give a specific (real life) example of how this information may have been useful in practice?
19. What are the constraints/barriers receiving or accessing climate information?
20. If you receive an early warning about an extreme weather event coming your way (such as a dry spell/wet spell) what are the options available to you to prevent or cope with the damage that it could cause? What kind of support, services, or intervention are needed to enable you to act early and make the most of the information that is provided?
21. If you could design your own climate information service, what would you design?/Can you tell us 5 types of climate information that you would like to have to better inform your agricultural decisions?

Section VI: Trust

22. What makes you trust the information you receive?
23. Whom do you go to or ask for advice for information about farming or other livelihood related activities?
24. Do women have the ability to seek advice or instruction to explain things they do not understand in their farming climate and weather challenges? Why or why not?
25. Do you change anything in your behavior or farming practices based on the advice you receive from your trusted sources?
26. Can you explain what qualities make a particular source of information (a messenger) or their particular advice trustworthy? Can you explain what qualities make a particular source/advice useful?

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART II-FOCUS GROUPS**

27. In your community, do traditional leaders or village elders (certain people) possess important/special knowledge about farming/climate/weather? Can you provide an example of this knowledge?

Section VII: GENDER ROLES IN AGRICULTURE, AND Decision Making at Household and Farm Levels (WHAT INFLUENCES DECISIONS AND WHO TAKES WHAT ROLE IN DECISION MAKING?):

**[For the following 2 questions please differentiate if they 'own' with a title; have traditional rights of access; if they are 'using' a plot of land owned by village, family, friend; etc.]*

28. Is there a difference in "owning" land, title to land, accessing land, etc. in your community?
29. Can women own land in this community? If so, does this mean that she may decide what to grow and what to do with proceeds from her harvest?
30. Are there crop/seed varieties that are available only to women and/or men? If so, can you please explain?
31. Based on your culture who is responsible for conducting the following activities?

Person	Managing large livestock	Manage Small stock	Preparing/ploughing	Planting	Weeding	Adding inputs	Harvesting	Post harvest tasks	Marketing
Husband									
Wife									
Husband + Wife									
Whole family (extended)									
Children									
Hired labor									
Friends									
Neighbors									
Farming group									
Other (please explain):									

32. How is it different from ancient times/time of your ancestors?

33. Who has the *final* decision-making authority for the following decisions in the HH (Enumerators: go through each situation and tick the best answer for each situation):

Situation:	Husband & Wife together	Wife only	Husband only	Child only
a. When to plant crops				
b. Making changes to normal farming activities or schedule				
c. Adding new farm inputs				
d. Diversifying crops				
e. Selling harvests				
f. Use of farming profits				
g. Selling food/harvest from storage				
h. Selling livestock				
i. Use of profits from livestock				
j. Selling milk				
k. Selling small stock/poultry				
l. Starting a small business				
m. Use of small business profits				
n. Sending children to school				
o. Pulling children out of school				
p. Getting medical treatment				
q. Marriage of children				

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART II-FOCUS GROUPS**

r. Participation in development programs				
s. HH money decisions				
t. Other HH livelihood decisions (please specify):				

34. What happens if someone contradicts or goes against the HH decisions (those made by the final decision maker)?

SECTION VIII. MEASURES OF SOCIAL RESILIENCE

35. When is the toughest period of the year and why?

36. How do you cope during this period?

PRE-ASSESSMENT SURVEY TO UNDERSTAND MALE AND FEMALE FARMERS' DECISION-MAKING CONTEXT & USE OF INFORMATION TO OVERCOME CLIMATE-RELATED CONSTRAINTS IN AGRICULTURE

PART III: INDIVIDUAL HOUSEHOLD SURVEY

Introduction and consent by respondent

1. Data Handlers:

	Name	Code	Date (d/m/y)	Signature
Interviewer	_____	[____] FLDCODE	____/____/_____ FLDDAY, FLDMTH, FLDYEAR	_____
Supervisor	_____	[____] SUPCODE	____/____/_____ SUPDAY, SUPMTH, SUPYEAR	_____
1st Data entry clerk	_____	[____]	____/____/_____ 	_____

County/District name _____ Village name: _____

Before the beginning of the interview read out the following paragraph and ensure that the respondent understands before asking for consent.

*"Good morning/afternoon. We are coming from (CGIAR, CCAFS, ICRISAT, ICRAF...) a non-governmental research organization (with permission from the local government). We are developing a survey to understand **the usefulness of climate information services that households in your community have received**. We would like to ask you some questions that should take no more than 1-1.5 hours of your time. We would like to share some of this information widely so that people understand how your community is using climate information and so we can make this information more useful for you. We are also looking to explore ways that local communities such as yours can contribute to the improvement and production of better climate information services. As such, we are hoping to first understand locally specific contexts about life, about decision making, about social norms and structures, and about aspects of life that are unique to your community and your livelihoods.*

Your name will not appear in any data that is made publicly available. The information you provide will be strictly used for research purposes; your answers will not affect any government benefits or subsidies you may receive now or in the future. Any data we glean from your individual answers will be grouped with others' answers. If we use specific information from our interview, we will remove your name.

Do you consent to be part of this study? You may withdraw from the study at any time during the course of the interview/conversation. If there are questions that you would prefer not to answer then we respect your right not to answer them.

Has consent been given? (01=Yes, 00=No)	[____]	CONSENT
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SECTION I. HOUSEHOLD RESPONDENT AND TYPE- *Ideal respondent: household head and/or spouse. Most of these questions can be completed without having to question the respondent directly. Be sensitive about the way you gather this information.*

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART III-INDIVIDUAL HH SURVEY**

1. Name of Main respondent <i>a. First name</i> <i>b. Last name</i>		RESPNAM1	✎ _____
		RESPNAM2	✎ _____
2. Sex of the respondent (01=Male, 02=Female)		RESPSEX	[_ _]
3. Age of respondent		RESPAGE	✎ _____
4. What is the relationship of main respondent to household head		RESPREL	[_ _]
<i>(00=Head, 01=Spouse of head, 02=Parent, 03=Child, 04=Grandchild,</i>	<i>05=Nephew/Niece, 06=Son/daughter-in-law, 07=Brother/sister, 08= Other related (specify) 09=Other unrelated (specify)</i>	SPECREL	✎ _____
5. Respondent's ethnicity/tribe/caste		HHETHNIC	✎ _____
6. Respondent's religion		HHRELIG	✎ _____
7. Primary livelihood activity 00=farmer 01=agro-pastoralist 02=pastoralist 03=trade 04= other (specify)		RESLIVE	[_ _]
8. Household type 01=Male headed, with a wife or wives, 02=Male headed, divorced, single or widowed, 03=Female headed, divorced, single or widowed, 06=Child headed (age 16 or under)/Orphan 07=Other, specify		HHTYPE	[_ _]
		SPECTYPE	✎ _____

SECTION II. INFORMATION TYPES: TYPES OF INFORMATION USED FOR AGRICULTURAL DECISIONS

1. What kinds of information do you use to make farming decisions? (Enumerators: prompt with key agriculture decisions, and if needed examples of types of information)

2. What are the specific indicators or observations that trigger your decisions about when and how to conduct specific farm operations during the season? (*Enumerators: make sure to read the table left to right and across the columns*).

*Note on Table: To be used as prompts for types of information used by farmers in the community as decision triggers. Enumerators can use for examples/prompt and fill in after receiving open-ended suggestions.

	Key Agricultural Decisions throughout Season				
Type of Information serving as decision trigger:	1. When you prepare fields (please list information as a. b. c...)	2. When you plant (pls. specify for each type of crop and label as follows:) a) primary crop b) secondary crop	3. When you weed/hoe	5. When you apply Fertilizer/ pesticide	6. When you harvest
Category 1. Local Knowledge/indigenous					

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART III-INDIVIDUAL HH SURVEY**

	Key Agricultural Decisions throughout Season				
Type of Information serving as decision trigger:	1. When you prepare fields (please list information as a. b. c...)	2. When you plant (pls. specify for each type of crop and label as follows:) a) primary crop b) secondary crop	3. When you weed/hoe	5. When you apply Fertilizer/ pesticide	6. When you harvest
knowledge					
Category 2: Climate information					
Category 3: Experience					
Category 4: Traditional crop calendar					
Category 5: Outside expert advice:					
Other (please explain):					

SECTION III: INFORMATION & DECISIONS: DECISION-MAKING AT HOUSEHOLD AND FARM LEVELS (*WHAT INFLUENCES DECISIONS AND WHO TAKES WHAT ROLE IN DECISION-MAKING?*):

1. Within your household who makes decisions about the following situations: If so, what factors influence your decisions during these situations?

Situation	Who makes these decisions? (HU=Husband, WI=Wife, HW=husband and wife jointly, CH=Child)	What factors weigh in/influence your decision?	When do you make these decisions?
a. What crops/varieties to plant			
b. Buying seeds or other pre-season inputs			
c. Preparing farm for planting			
d. When to plant			
e. When to weed			
f. When to apply fertilizer			
g. When to spray pesticide			
h. When to harvest			
i. When to conduct post-harvest operations (threshing, shelling, podding, drying, storing, use of chaff, etc.)			
j. Adjusting farming activities/schedule due to weather extremes			
k. Other (please explain):			

**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART III-INDIVIDUAL HH SURVEY**

2. Within your household who makes decisions about the following situations Do you have to make decisions about the following livelihood situations? If so, what factors influence your decisions about these issues?

Situation	Who makes these decisions? (HU=Husband, WI=Wife, HW=husband and wife jointly, CH=Child)	What factors weigh in/influence your decision?	When do you make these decisions?
a. Selling harvests			
b. Selling large livestock			
c. Selling small livestock/poultry/ livestock products			
d. Managing small business/enterprise activities and petty trade			
e. Selling other assets (pls. specify)			
f. Pulling children out of school			
g. Immigration to city			
h. Getting medical treatment			
i. HH expenditures (profits from farm, livestock, business, remittances, etc.)			
j. activities/schedule due to weather extremes			
k. Other (please explain):			

3. Of these decisions, which are the most critical for the survival of your family & the success of your farming season?

SECTION IV: INFORMATION FLOW: MOST RELEVANT INFORMATION CHANNELS

1. Where do you get important information, news, gossip from in your community? [Enumerators probe with: *Where* is information generally shared widely within your community?]
2. Where do you get information that is useful to inform your decisions in agriculture? [Note to enumerators: you can ask them about sources such as meetings, social groups, farming groups, TV, radio, SMS etc.]
3. Where do you get information and who do you share it with? [Note to enumerators: read column by column not row by row as the following places are offered as probes, only tick the options that apply.]

Location (places where information is shared)	Type: where do you get the following information types of information? 0=information about farming; 1=information about livestock; 2=information about climate	Person information is obtained from: 0=spouse; 1=non-spouse relative; 2=friend; 3=neighbor;	Person information is shared with: 0=spouse; 1=non-spouse relative; 2=friend; 3=neighbor;	When specifically do you share this information?
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**TOWARDS DEVELOPMENT OF M&E PROTOCOL TO ASSESS IMPACT OF CLIMATE SERVICES FOR FARMERS:
PRE-ASSESSMENT SURVEY, PART III-INDIVIDUAL HH SURVEY**

Type of information	a. Where do you obtain each type of information [if obtain from multiple places, please use multiple lines to designate where, and whom it is shared with] (see codes below):	b. Person information is obtained from : 0=spouse; 1=non-spouse relative; 2=friend; 3=neighbor; 4=leader; 5= village official; 6=experts; 7=other (please specify); 99=n/a.	c. Person information is shared with : 0=spouse; 1=non-spouse relative; 2=friend; 3=neighbor; 4=leader; 5= village official; 6="experts"; 7=other (pls specify); 99=n/a.	d. When do you share this information ? (see codes below)
Information about crop farming				
Information about livestock;				
Information about climate (scientific)				
Information about climate (traditional)				
Other information (please specify)				
Other (please explain):				

Codes a: 01-At village meetings; 02-At the village chief's office; 03-At NGO sponsored meetings/trainings; 04-At the market; 05-At traditional meetings; 06-In the village center/near shops; 07-At their homes-I seek them out; 08-At my home, if they come visit; 09-At women's associations/groups; 10-At men's groups; 11-At farmers co-ops; 12-Sports groups; 13-Over the radio; 14-Via SMS; 15-Via written notice; 16-other

Codes d: 01-as soon as I learn about it; 02-when it is convenient; 03-when I get home; 04-when it comes up in conversation; 05-during meetings; 06-when I see the person I want to share the information with; 07-when I coordinate with others; 08-when I remember; 09-other (please specify).

4. Are you satisfied with the current sources of information you use to determine *what* to plant? (01: yes; 00: no) [____] b. Why or why not?

5. Are you satisfied with the current sources of information you use to determine *when* to plant? (01: yes; 00: no) [____] b. Why or why not?

6. Please tell us if the following questions are true: 01=true; 00=not true [____]

Scenario: In your community, it is common/usual to share useful information with the following	Farming	Livestock	Climate	Why/why not? (if applicable)
a. Friends				
b. Relatives (non-spouse)				
c. Spouse				
d. neighbors				
e. Other (please explain):				

7. When do you normally share the information listed above with family, friends, neighbors, etc.?

SECTION V. CONTROL & ACCESS OF RESOURCES AND GENDER ROLES IN AGRICULTURE

**[For the following 2 questions please differentiate if they 'own' with a title; have traditional rights of access; if they are 'using' a plot of land owned by village, family, friend; etc.]*

1. Do you have access to land for farming? [01=yes; 00=no] _____. Can you explain why or why not?

2. Do you **own*** land? a. (01: yes; 00: no [____])
 - b. If yes, how did you obtain this land? (Circle all relevant options).
 - i. Land title
 - ii. Permit to occupy
 - iii. Lease
 - iv. Customary right
 - v. Other (please explain):

 - c. If you do not own land, under which conditions do you have access to the land you farm?
 - i. Rent
 - ii. Permit to occupy
 - iii. Loan
 - iv. Farm labor trade
 - v. Other (please specify):

3. Are there crop/seed varieties that only to women farm? (01: yes; 00: no) [____]. If so, what are they?

4. Are there crop/seed varieties that only men farm? (01: yes; 00: no) [____]. If so, what are they?

5. Please answer the following questions about socio-cultural norms about resource access:

(Enumerators: go row by row-do not skip)

Resource / means of production	Who in your HH <u>controls</u> each of the following resource? (not specific names of people, e.g. Husband, wife, male child, female child, other relative, outsider, village government, etc.)	Can women <u>access</u> this resource equally? 01=yes; 00=no	Is this resource <i>most utilized</i> by 01=women; 02=men; 03=equally/both
a. Farm land			
b. Seeds (subsidies)			
c. Fertilizer			
d. Pesticide / fungicide			
e. Cart & traction (bullocks / horse)			
f. Farm equipment (tractor, machine for planting, etc.)			
g. Labor (hired)			
h. Fodder			
i. Grazing areas			
j. Traditional medicinal plants			
k. Construction material			
l. Livestock			
m. Credit			
n. Training/ capacity			

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Resource / means of production	Who in your HH <i>controls</i> each of the following resource? (not specific names of people, e.g. Husband, wife, male child, female child, other relative, outsider, village government, etc.)	Can women <i>access</i> this resource equally? 01=yes; 00=no	Is this resource <i>most utilized</i> by 01=women; 02=men; 03=equally/both
building			
o. Markets			
p. Farm related information			
q. Climate related information			
r. Other (explain):			

6. Who or what determines the choice of economic activities you can engage in?
7. Do you (yourself) follow traditional rules that dictate or establish who can access specific resources/livelihood options? a. (01: yes; 00: no [____])

b. Please explain: _____
8. Can you (personally) choose your family's livelihood options? a. (01: yes; 00: no [____])

b. Please explain: _____
9. Is this the norm in your community? a. (01: yes; 00: no [____]). b. Why/why not? _____
10. In your culture (ethnic group, tribe, community, religion, caste, etc.), **who** is responsible for conducting the following tasks?

Person	Managing large livestock	Manage Small stock	Preparing/p loughing	Planting	Weeding	Adding inputs	Harvesting	Post harvest tasks	Marketing
Husband									
Wife									
Husband + Wife									
Whole family (extended)									
Children									
Hired labor									
Friends									
Neighbors									
Farming group									
Other (please explain):									

11. Is this different from how you did it in ancient times? (Note to enumerators: different from how your mothers and forefathers did it?)

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12. Who has the final decision-making authority for the following decisions in the HH (Enumerators: go through each situation and tick the best answer for each situation):

Situation:	Husband & Wife together	Wife only	Husband only	Child only
a. When to plant crops				
b. Making changes to normal farming activities or schedule				
c. Adding new farm inputs				
d. Diversifying crops				
e. Selling crops				
f. Use of farming profits				
g. Selling livestock				
h. Use of profits from livestock				
i. Selling milk				
j. Selling small stock/poultry				
k. Starting a small business				
l. Use of small business profits				
m. Sending children to school				
n. Seeking/obtaining medical treatment				
o. Marriage of children				
p. Participation in development programs				
q. HH money decisions				
r. Other HH livelihood decisions (please specify):				

SECTION VI. CLIMATE: ACCESS TO CLIMATE INFORMATION SERVICES

1. We would like to ask you detailed questions about the types of climate information that you have received & the specific decisions that this information has influenced:

Type of information		a. Did you receive this type of information? (01=Yes, 00=No) If No, go to next row.	b. How often do you receive this information (frequency) 01=daily 02=weekly 03=monthly 04=seasonally	c. From whom/ how did you receive the information? (List up to three) See codes below	h. How many months, weeks, days, hours ahead of forecast event did you receive this info? Days (DY) Weeks (WK) Months (MO) Seasonally (SE)	d. Who usually receives the information in the household? 01=Men, 02=Women 03=Both	e. Did it include advice on how to use the information in your farming? (01=Yes, 00=No) If No, go to next row.	f. Were you able to use the advice? (did you apply the advice?) Why/ why not? (note details) (01=Yes, 00=No) If No, go to the next row.
Forecast of an extreme event (eg: heavy rains, storm, dry spell, strong winds, frost, cyclone, tidal surge or other)	RK EX	[__]	[__]	[__] [__] [__]	[__]	[__]	[__]	[__]
Forecast of the start of the rains (onset)	FC RN	[__]	[__]	[__] [__] [__]	[__]	[__]	[__]	[__]
Forecast of the rains for the following 2-3 months (seasonal forecast)	FC MN	[__]	[__]	[__] [__] [__]	[__]	[__]	[__]	[__]
Forecast of the weather for today and/or next 2-3 days	FC DY	[__]	[__]	[__] [__] [__]	[__]	[__]	[__]	[__]
Forecast of pest or disease outbreak	RK PD	[__]	[__]	[__] [__] [__]	[__]	[__]	[__]	[__]
Notes								

Codes 6c: 01-Radio; 02-Television; 03-Gov't ag/vet extension; 04-NGO project officers; 05-friends; 06-relatives; 07-neighbors; 08-Meteorological office; 09-teachers in local schools; 10-newspaper; 11-traditional forecast/indigenous knowledge; 12-your own observation; 13-local farm group/co-op; 14-local village meetings; 15-local social events; 16-religious organization; 17-cell phone (SMS); 18-internet; 19-other (explain below).

2. After receiving the above climate information, what changes did you make to your farming practices, that is, what were the results to your farming practices? (e.g. Improvements in yield, increased family safety, changed gender roles, etc.) [Enumerators: please specify which type of information they are referring to and reiterate what practice in daily life or farming behavior was changed]. How did it influence your decision, what did it change? Or, did it not have an impact? For each type tell us:

a. Climate information received: [enumerators: list each type mentioned in question #1 above].	b. Specific decision influenced by information? [enumerators prompt: Be very specific: please name the decision that was changed/influenced for each specific type of crop/livestock.]	c. What were the specific impacts?

3. a. Are weather and climate important determinants in your farming outcomes? (01: yes; 00: no [__ __]). b. Why?
4. Is climate information widely accessible in your community to anyone who wants it?
a. (01: yes; 00: no) [__ __]
b. Why/why not? _____
5. If you receive climate information, do you talk about it with anyone when you receive it?
a. (01: yes; 00: no) [__ __]
b. If so, with whom do you discuss it with? _____
c. If not, why not?
6. Do you feel that you are able to make use of climate information services that you receive?
a. (01: yes; 00: no) [__ __]
b. Why or why not?
c. What makes it useful? If it is not useful, why not?
7. Have you ever attended any type of training on using climate services for agriculture?
a. (01: yes; 00: no) [__ __]
b. b. If so, when was this training and who provided it?

c. If yes to #part a, did you change anything about your farming practices as a result of this training? (01: yes; 00: no [__ __]). Please explain:
8. If you could receive five types of climate information to enable you to better manage climate-related risks in your farming activities, what would these five types of climate information be? Please mention what format you would prefer to receive the information in, from whom and by when. Finally, please rank them by importance [1st=most important—5th=least important]

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a. Type of Information (key)	b. Lead time (by when do you wish to receive this information) (key)	c. Format (key)	d. Who (Messenger)	e. Rank: type of information
i.				
ii.				
iii.				
iv.				
v.				

Guidelines for -Type of Information: 1 Forecast on rainfall expected over the season (seasonal rainfall outlook)- specify whether you would like to receive seasonal total rainfall or rain distribution over the season;; 2: Forecast on onset; 3: Forecast on end of the rainy season; 4: Number of days of rainfall; 5: temperature forecast - specify whether you would like to receive seasonal temperature average or temperature extremes; 6 monthly update of climate forecast; 7. Daily and weekly weather forecasts; 8. Real time weather information (daily rainfall and temperature); 9: probability of extreme weather events (heavy rainfall events or dry spells occurring); 10: other (please specify). **Key for Lead time:** 1: at beginning of season (mention exact month/period desired); 2: a month before forecast events; 3: a week before forecasters know; 4: as soon as forecasters know. **Key for-format:** 1:sms in cell phones; 2:voice message in cell phone; 3:radio message; 4: television program; 5:extension agents visits; 6:visit from NGO; 7:word of mouth; 8:newspaper 9:advertisement; 10: village communicator; 11: village elder; 12: other (specify)**Key for - Who:** 1: central weather station, 2: local extension agents, 3. Local weather station 4: Traditional forecaster, 5: Traditional leaders, 6: Expert farmers; 7:NGO workers, 8: Friends, relative , 9: other (please specify))

9. What makes you trust the forecast or early warning forecast for a dry spell/wet spell/storm/flood? (if don't receive=n/a):

10. Even if you received an early warning alert, would you be able to engage in alternative livelihoods or recommended substitute crops?

- a. (01: yes; 00: no [__ __])
b. Why or why not? _____

11. Along with forecast information, do you have options to take action based on the received warning?

- a. (01: yes; 00: no [__ __])
b. Why or why not? _____

12. Do men and women have access to the same information regarding early warnings? What about options for taking action based on received warning?

- a. (01: yes; 00: no [__ __])
b. Why or why not?

13. Do you trust the forecasts that you receive about when extreme weather events will occur (for example dry spells, strong rains, storms, flooding, drought)?

- a. (01: yes; 00: no) [__ __]
b. Why/why not?

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13. Climate service impact pathway:

a. Climate information used (refer to CIS from above)	b. How do you specifically use this information: (answer: on which crop? to inform which decisions?)	c. Which specific practice(s) in your agriculture did using this information change? (see codes)	d. Which specific impact / results in your agriculture have you noticed following this change of practice?

Codes 4a: 01-Forecast of an extreme event; 02-Forecast of the start of the rains (onset); 03-Forecast of the rains for the following 2-3 months (seasonal forecast); 04-Forecast of the weather for today and/or next 2-3 days; 05-Forecast for parasites or plant/animal diseases
Codes 4c: 01-agro-forestry; 02-intercropping; 03-terracing; 04-green manures; 05-livestock manures; 06-fertilizers; 07-pesticides; 08-permaculture practices; 09-zero grazing livestock; 010-improved breeds (livestock); 011-improved seeds; 012-other (specify).
Codes 4d: 01-improved yields; 02-less pest damage; 03-less crop damage; 04-soil health improvement; 05-other (specify)

SECTION VII: TRUST

1. In your opinion, can you explain what qualities make a particular source of information (a messenger) or their particular advice trustworthy? [Note to enumerator: please emphasize that there is no right or wrong “answer” to this question, it is solely their opinion. Additionally, enumerator may need to provide an example or prompt with “what do you see in that person?” or explanation of “qualities” or “characteristics.”]
2. Can you explain what qualities make a particular source/advice *useful*?
3. For questions about farming advice specifically, whose advice do you usually seek out?

4. Are any of the following people trusted sources for information about farming or other livelihood related activities? That is, beyond those listed in question #3, whom else can you depend on or whom do you go to or ask for advice about farming or livelihoods?	01=Yes; 00=No
Key: a. Village leader b. Traditional leader/healer c. Child or relative who has been educated d. Spouse e. Village official (village government member, committees etc.) f. District government representative g. NGO staff h. Researchers i. Government agriculture extension agent j. “Expert” farmer k. Successful/wealthy farmer in the community l. Neighbor m. I do not usually seek out someone for further information n. Religious/spiritual leader o. Other (please explain who people in your community go to for advice):	a. [__] b. [__] c. [__] d. [__] e. [__] f. [__] g. [__] h. [__] i. [__] j. [__] k. [__] l. [__] m. [__] n. [__] o. [__]

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5. Do women have the ability to seek advice or instruction to explain things they do not understand in their farming climate and weather challenges?
6. (01: yes; 00: no) [__ __]
7. If yes, whom do they generally go to? [enumerators: keep in mind categories listed in above table]
8. If not, why not?
9. Please rate whether you agree or disagree with the following statements (check/tick each box that applies):

Statement:	Disagree	Agree	Neither agree nor disagree	Why?
a. Most people can be trusted in this community				
b. People in this community want to take advantage of me				
c. If I am successful, people in this community might take advantage of me				
d. The opinion of my neighbors/others in the village are important to me				
e. People in this community will help you if you need it				
f. I feel accepted as a member of this community				
g. I trust my spouse				
h. I trust my neighbors				
i. I trust my leaders				

SECTION VIII. MEASURES OF SOCIAL RESILIENCE

1. Please tell us about your HH food supply for this past year:	
a. Did you produce enough for the entire year?	[Yes=01; No=00] [__]
b. How many months can your harvests support your family?	
c. If it is not enough, how do you cover the gap? (fill in codes below)*	
d. Is your supply <i>increasing, decreasing or constant</i> year to year?	
e. What factors contribute to these changes and why?	

*Codes: 1=sell assets (specify, land, livestock jewelry etc.); 2=get food from relatives; 3=purchase food using cash from nonagricultural resources; 4=receive food aid; 5=other (please specify)

2. Is Agriculture your main source of income? [01=yes; 00=no]. How much income can you estimate you earned in the past 12 months? _____

3. What other sources of income do you or members of your household have? (prompt for things like remittances, wage labour, jobs, renting land to others, etc.). How much did you earn from these other sources of income?
-

4. Did you borrow funds or goods (such as food staples) last year (the past 12 months)? If so, from whom and how much? What were the funds or goods used for?
-

5. Has your farm/household received other farm support in the past 12 months? (01: yes; 00: no)
[_ _]

- a. If so, what type of support? (Enumerators, prompt with the following: subsidized seeds, subsidized fertilizer, subsidized fodder, subsidized farm tools/machinery, subsidized food, other).

6. Please choose the most appropriate answer (from the box on the right) to the following:

	Select all that apply below:
a. The last time you had very poor harvests, how did you recover? (please, offer any suggestions for strategies that are not listed here)	<input type="checkbox"/> I did not improve my farm <input type="checkbox"/> Help from a friend <input type="checkbox"/> Help from relatives <input type="checkbox"/> help from spouse <input type="checkbox"/> Loan from a friend <input type="checkbox"/> I used my own money myself <input type="checkbox"/> Sold other assets ...Explain: _____ <input type="checkbox"/> Other (explain): _____ <div style="float: right;"> <input type="checkbox"/> Help from NGO <input type="checkbox"/> Help from the government <input type="checkbox"/> Help from church/mosque <input type="checkbox"/> Loan from a bank <input type="checkbox"/> Loan from a relative </div>
b. What was the most important thing that helps you during climate hazards or in the face of climate related changes?	<input type="checkbox"/> money <input type="checkbox"/> education (trainings) <input type="checkbox"/> Traditional knowledge <input type="checkbox"/> luck <input type="checkbox"/> power (leadership) <input type="checkbox"/> connections to pool access to pasture <input type="checkbox"/> Other (explain): _____ <div style="float: right;"> <input type="checkbox"/> knowledge of where to go <input type="checkbox"/> access to labor <input type="checkbox"/> connections to pool labor <input type="checkbox"/> food aid </div>