PART 4 – RESEARCH MODULES

Co-Production of Knowledge Module

The Co-Production of Knowledge module seeks to create a more equal platform for creating information and a shared vision of adaptation and resilience. The following tools are meant to create more transparency and trust between the research team and community, supporting a research space that encourages community members and particular marginalized groups to define their priorities. The information in this module can also collect a broad range of data that may add to your "baseline" information for your study or project.

Tools:

This module includes a group of tools that when implemented sequentially provides us with the necessary background information for designing an agriculture program that can integrate gender, with special consideration for vulnerable groups.

Tool	Suggested Use
Village Resource and Use Map	Two sessions – Men and Women A baseline understanding of the village layout, identifying resources on which people depend for their livelihoods as well as resource gaps and conflicts over resources, according to both men and women.
Village Map (Cont.) and The Goal Tree	Two sessions – Men and Women Community priorities and visions for the future.
Wealth and Vulnerability Analysis	One mixed session Social-differentiation along economic lines to identify vulnerable groups and their characteristics.
Gender Empowerment Now and Then	Two sessions – Men and Women Men and women's definitions of "empowerment" and how empowered, based upon the local definitions, do they consider women now and in the past.

Flexibility and Use:

This module can be used independently to prepare for a climate-resilient agriculture programme, or in conjunction with any other module to prepare for a programme with multiple climate change and gender objectives. If used in conjunction with other modules, the research team should take care to plan the sequential roll-out of tools so as to avoid repetition. For example, a baseline village map developed in Module 1 can be added to Module 2 to identify livelihood resources and matched with Module 3 to identify areas of with mitigation potential. The tools in this module are designed to sequentially build on each other. However, if you already have the information generated by one or more of the tools, you can easily drop them and concentrate your time and resources on the other tools.

Materials: • Flip chart paper • Stickers • Markers • Beans or other counters • Other objects to mark landmarks • Chalk

Village Resource and Use Map

Participants: Separate groups of men and women (6-14) are highly recommended for capturing gender-specific information.

Time: 1 ½ - 2 hours

Activity Preparation

The village map is not concerned with cartographic precision, but with getting useful information about local perceptions of resources by men and women. Practitioners should determine the contents of the map by focusing on what is important to them. Perception of what is important and the use of resources will most likely vary between genders and vulnerable groups so make sure to choose and disaggregate your focus group participants well.

What resources are you most interested in learning about?_____

_____

Are there particular ways in which you should disaggregate the groups to get information relevant to

your interests?_____

_____

Step 1 - Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves, and note the name and any special information for each individual (such as youth, elderly, disabled)

Step 3 – Ask someone to suggest a centrally located landmark in the village. Try placing a rock in the centre of the circle and ask participants to mark other important things in the village with chalk or other objects available until they have drawn the entire village.

Participants should not be interrupted unless they stop drawing/marking, after which follow-up questions can be asked.

Step 4 – After the village according to the group has been drawn, ask follow up questions regarding important features that may relate to your project. Some suggested features are in checklist 1:

Maps should be drawn using symbols, pictures and diagrams so that non-literate people can participate.
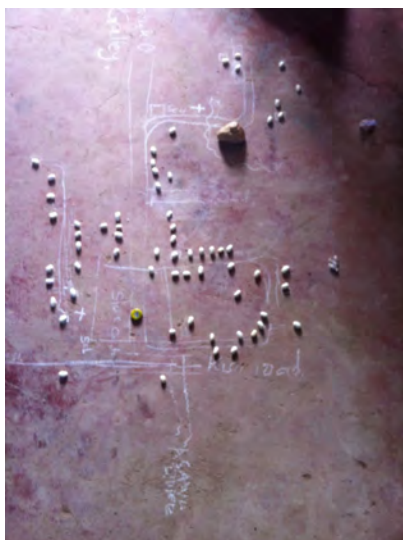
Checklist 1						
Water Sources e.g:	**Infrastructure e.g:**	**Agricultural Lands e.g:**	**Market Related Spaces e.g:**	**Services e.g:**	**Special Use Places e.g:**	**Agro-ecological Zones e.g:**
water bodies, irrigation sources, rivers, boreholes, taps	roads, bridges, houses, buildings	crop varieties and location, commonly held land versus private lands, grazing lands	shops, markets, small industries	Health clinics, schools, ICTs	Bus stops, cemeteries, shrines, waste sites	Soils, slopes, elevations, degraded lands, forests, wetlands

On many occasions, how a focus group chooses to draw a map can reflect the complex social and political groupings in a community. As a facilitator, note how borders are drawn and whether certain ethnic groups, classes or marginalized identities are omitted from the map. You may choose to prompt your group on this, or choose to interpret their omission as valuable data in itself.
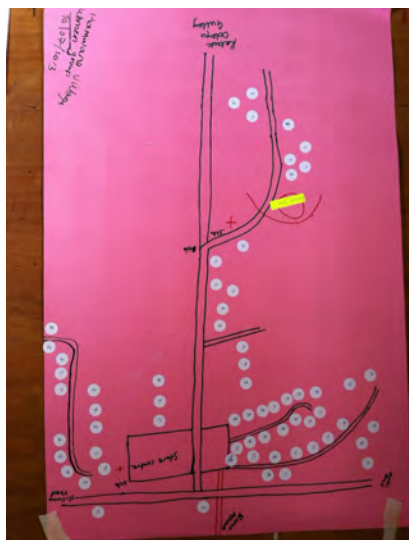
Step 5 - Ask participants to describe the map and discuss the features represented. Ask questions about anything that is unclear. You may find that this generates further discussion and changes to the map.

Step 6 - Once a basic map has been produced, ask a participant to transfer it to paper. Make sure to write each resource's name, local and official.

Step 7 - When the group has finished the map, start a discussion to deepen your understanding about the resources depicted.

Step 5

Step 6

Some suggested questions are in Checklist 2:

Checklist 2				
	Is there enough for everyone? How is its quality?	How is its quality changing? What is driving the change?	Are there restrictions to use?	Who is responsible for maintain it? What has been done to improve it?
Forest y				
River x				
Add your own				

Step 8- The village map is also an opportunity to probe specific resources and the gender specific labor roles associated with them. You can refer to Checklist 3 for examples of specific resources that are often gender specific along with probing questions on their gendered access, use and control.

Checklist 3		Who does the labor? Who helps them?	How long does it take them?	How often is it collected or made?
Water	Irrigation			
	Potable			
	Livestock			
Fuel	Firewood			
	Charcoal			
	Farm Residue			
Land Mgmt.	Fertilizers			
	Compost			
	Manure			
Livestock	Grazing			
Add your own				

Step 9 - If time permits, having a discussion about conflict over resources can reveal key gender and vulnerability issues. Ask participants to identify any major conflicts and use Checklist 4 to probe each one. When the discussion has been completed, distribute counters and ask the group to rank the conflicts in terms of their severity, impact on their household relations, ability to produce income, or another category relevant to your project goals.

Checklist 4				
	Why does this happen?	Who is most involved?	What are some solutions?	Ranking based on: _____ _____
Cattle Theft				•••••• •••••
Use of Grazing Lands				••••
Neighboring village does not help water committee				•
Drunk men attack women near borehole				••••• ••••

Variations

1. *Mobility Map.* This variation can be used to understand mobility and access to resources based on social group or gender. You can probe participants on how far, how often and why they travel within or outside the village. You can also probe on the enabling or constraining factors such as permissions needed, expenses, safety and other factors affecting movement all using the basic village map as foundation.

2. *Resources Maps of Past and Present*. This tool can be used to map resources as they were in the past (ex. 30 years ago) and at present. This can be used to facilitate discussion on changes in resources.

3. *Future Map.* You may want to ask participants to indicate things they would like to see in their village that are not currently on the map - in other words to draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages people to begin contributing their thoughts at an early stage in the participatory process.

4. *Social-disaggregation.* In addition to separate focus groups of men and women, from the results of the Wealth Ranking you may want to add focus groups based on age classifications, wealth status and other vulnerable groups. You may even choose to include a group based on leadership status.

Reporting – Village Resource & Use Map

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. Work as a research team to record the exact words and phrases used by the participants in the session.

Insert a photo of the village resource and use map

[   ]

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

[   ]

Resources and Uses (add categories as desired)

Resource	Uses	Users	Quality	Drivers	Restriction	Mgmt.

Household Level Resource Use by Gender (add categories as desired)

Activity	Source	Users	Frequency	Time

Dimensions of Security and Conflict Over Resources (add categories as desired)

Rank	Resource	Detail of Conflict	Resolutions?

What do I need more information about? What do I need to clarify? What topics were not covered that I still want to discuss?

[   ]

Village Map Continued & Goal Tree

Participants: 6-14 separate groups of men and women are highly recommended for capturing gender-specific information.

Time: 1-2hrs

Material Preparation

- Make sure to have your completed village map.

- Cut 10-20 circles out of colored paper to be your "fruits" for the tree. You want them to be big enough for everyone to be able to be able to read them from where they are seated.

Activity Preparation

- Have your village map in the center of the circle before you begin.

- Arrange participants in a circle.

As a facilitator, try to emphasize that this activity is about imagining a future that the community can build themselves.

- Clear the ground so that a large area can be seen and used by all.

Step 1 - Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (youth, elderly, disabled etcetera)

Step 3 - Warm up the focus group by asking everyone to think about the future and what is important to them as members of this community. Roughly ask:

"With a lot of effort and hard work, what could your village be like five years from now?"

Step 4 - Refocus the participants on the village map and present the group with 10-20 circle cut-outs. This time, you want the group to write down or draw what they have imagined for their future community, placing the improvements on top of the map as they discuss. Invite people to think of physical changes and improvements, but also social, political and personal changes such as- better relationships between men and women, stronger ties to government services etc.
These activities are intended to help create a picture of the future the participants see for their community, not the picture someone from outside envisions.

Step 5 - Gather all the circles with future goals written or drawn on them, and present it back to the entire group, going through each one if it is unclear. Goals may change shape or become more developed during this discussion.

Step 6 – Taking away the village map, now present the group with a large drawing of a tree (we recommend drawing it directly into the ground or using chalk if you are indoors). Ask people to imagine this tree having many fruits that the community wants to eat. Each goal or circle is a "fruit". There can be "low-hanging fruit" at the bottom of the tree that people in the community can easily eat or achieve. There can also be fruit higher up the tree that people in the community have to work harder to reach. Ask the focus group to arrange the fruits based on how easily they can achieve these goals using their own hard work.

Step 7 – As a facilitator, you may choose to focus on specific fruits that relate to your project, or have a general discussion about why the community has arranged the tree as they did. Probe the focus group on which goals are most achievable and why, which ones are most important and why, or even going further and probing the group on steps needed to achieve these goals.
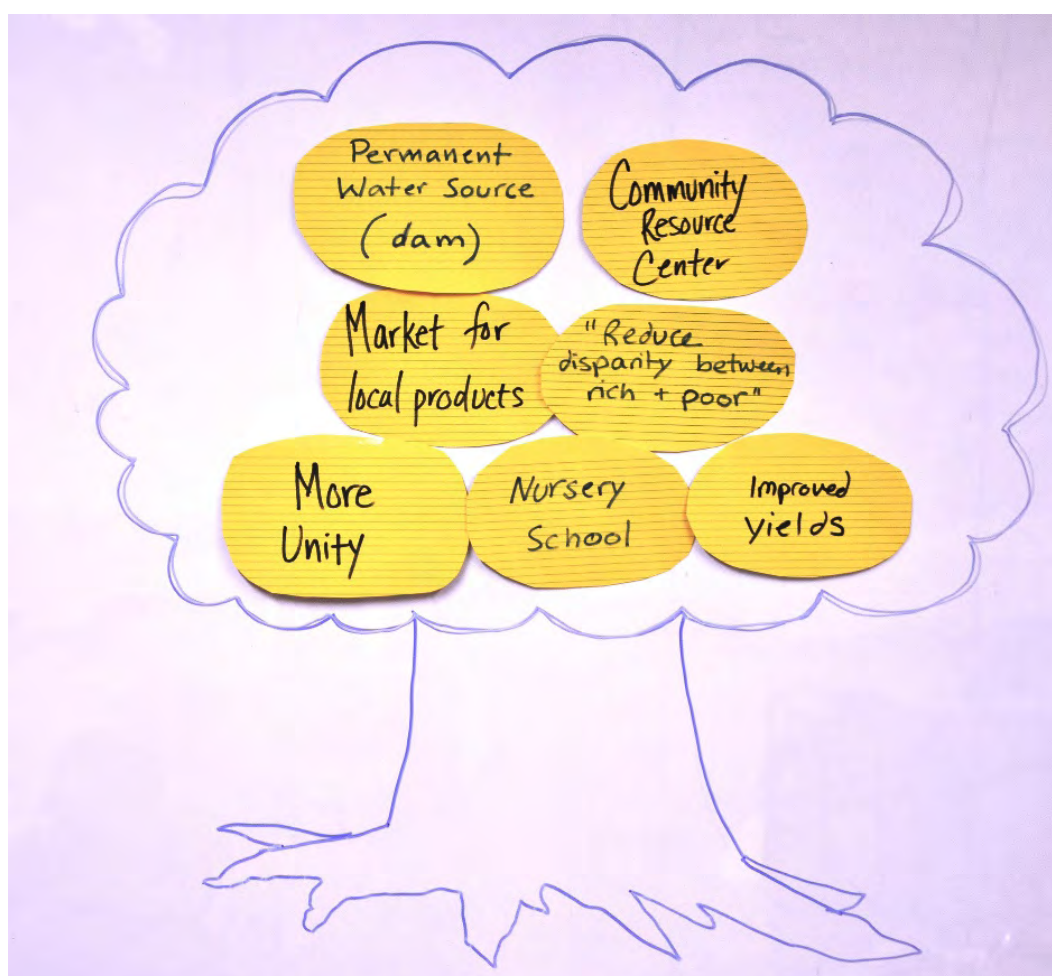
Optional Step 8 – Since these goals are intended to be conducted in separate men's and women's groups, you can choose to share the men's tree with the women's group and vice versa. This way men and women can see each other's priorities easily, highlighting opportunities to work together as well competing interests that might hinder cooperation.

Variation

Go back through each goal at the different levels and ask, "What is the first step that needs to be taken to make this goal happen?" Follow-up with questions about relationships, tools and/or skills that are needed, considering how each may be found locally. This approach adds more dimensions to the strategy piece of this activity by laying out what steps the community can start taking and how.

Reporting – The Goal Tree

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. ***Work as a research team to record the exact words and phrases used by the participants in the session.***

Insert a photo of the Goal Tree

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The Goal Tree:

Goals	Perception about how to achieve goal
e.g. Primary school in community	

Provide any additional issues, comments or observations that were raised in the session by participants that could not be captured in the table above.

What do I need more information about? What do I need to clarify? What topics were not covered that I still want to discuss?

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Materials: • List of households in village (optional) • 100 Counter • Markers • Flip Chart Paper • Chalk

Wealth & Vulnerability Ranking

Participants: Separate groups of men and women (6-14) are highly recommended for capturing gender-specific information.

Time: 1 ½ – 2 hours

Activity Preparation

- Reflect on what important agricultural, socio-economic or gendered information you are interested in for your program goals. Before starting this activity, read through Checklist 2 and select all of the topics that would be helpful for your organization to know about the community, adding your own criteria as you need.

- Arrange participants in a circle.

- Clear the ground so that a large area can be seen and used by all.

- It is important to take your time in explaining the objective of wealth ranking so as not to create conflict. This exercise can help your organization hear from participants on what local definitions of poverty and wealth are rather than imposing outside perceptions. This is also an opportunity to ensure that the most marginalized are included, and to understand better the wealth trends within the community as a whole.

Step 1 – Introduce yourself and the team and then the activity.

Step 2 – Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, etc.)

**Step 3 –** Start with general questions about the village from Checklist 1.

Checklist 1
• What is a typical household in this community? Who is in it? (Make sure to define what a household is and get clarifications on polygamous, joint families and the diversity of living arrangements.)
• How many households are there in this village?
• Is the village population changing in general? Why or why not?
• What is a "female headed" household?
• How many of those households are female headed? Child headed?
• Is the number of female headed households changing? Why or why not?
• Is the number of child headed households changing? Why or why not?

Step 4 –Draw a line in the center of the page where one end represents the poorest group while the other end represents the least poor. Draw three circles along the line to represent three basic wealth groups.

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Assure the informants of confidentiality and do not discuss the ranks of individual families but rather a representative average.
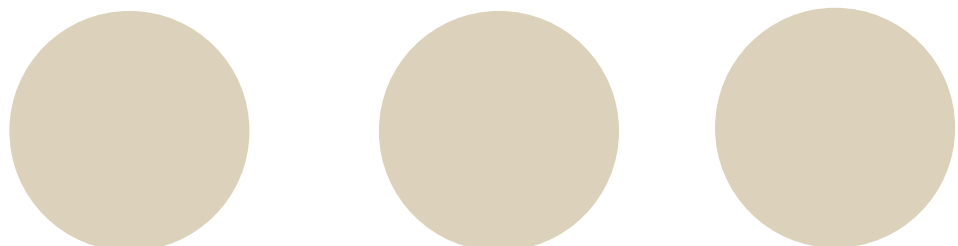
It is important to be aware of culturally appropriate indicators of wealth before entering the community. For example, asking for the number of livestock in pastoral communities may be highly inappropriate in certain communities. Having communities describe typical households based on their own criteria may be a good starting point for this activity, rather than entering with pre-set questions.

Step 5 – Take out 100 counters and explain that these *represent* the total number of households in the community. Ask participants to discuss on their own and sort the beans into the three different categories based on wealth.

Let the participants take time to discuss and move around the beans. **Let them complete this without intervening.**

Step 6 – Once the participants have finished, ask them what they have named the categories. You will find that the community may already have terms to define these groups. Then begin by probing them on what a typical household in the middle category looks like. Allow the participants to use their own criteria to describe the groups, before moving on to the other circles.

Step 7 – Once you have understood important markers or characteristics based on community standards of wealth, challenge the participants to think about whether there are any in between wealth categories. Are there a few people in the village who do not fit into these three main categories? If so, add a 3rd or 4th circle and define a typical household in these categories.

Step 8 – Now that you have created a basic idea of the differences between each wealth category, review each category again, using Checklist 2 to ask specific questions pertinent to your programme goals to create a fuller picture.

Checklist 2 – To ask each different category

- How many children are in an average household?
- How many disabled or sick people are in this group?
- Do both boy and girl children go to school? What kind of schools would they attend?
- What is the average education level of men? Of women?
- Do men sell their own labour? How often? Do women? How often?
- What are the major hardships or disasters experienced by this group?
- How many meals in a day do they eat?
- What type of diet do they have?
- How many months are households food self-sufficient?
- How many months do households work in order to have food security?
- How many months do households purchase food?
- How much land for cultivation do they hold?
- What crops do they grow? (Hybrid? Local? Inputs?)
- Do they practice agroforestry? What varieties? Who in the family, men or women?
- What kind of house and compound would they have?
- What livestock would they own? (How many? Hybrid? Local?)
- Do they rent farm equipment? How many own?
- What sort of transportation do they own?
- How many cellphones? TVs? Radios? Who owns the cell phone? husband or wife, or both?
- Are they involved in any group activities (beekeeping, vegetable growing, credit groups etc.)?
- Do they have any special leadership roles in the community (Church? School? Local governance?)
- Are there elected leaders in this group?
- Are there individuals that others seek advice from?
- Where would they get most of their money? (Remittances? Farm products? Small business?)
- Which of these income sources are generally the greatest?
- What type of credit do they have access to? (Commercial? Informal merry-go-round? Self-help or microfinance?)
- Add your own _____
- Add your own _____
- Add your own _____
- Add your own _____
- Add your own _____
- Add your own _____

Step 9 – Return to your circles and explain to the group that you are interested in understanding how people can move up or down these wealth groups. You can begin by asking some of the following questions:

- Based on these groups, which groups are increasing in size? Why?

- Which groups are decreasing and why? Why?

- Which group is the hardest to get out of? Why?

Alternately, you can go through each individual category and ask participants how families move up or down, probing on the different values, assets and factors enabling this mobility.

Step 10 – Finally, probe the group on general trends in the community. Ask your group to identify the category with the largest number of:

- Female headed households

- Girl child headed households / Boy child headed households

- Elderly heads or disabled/sickness

As you identify these trends, be sure to ask the group why one particular category has a concentration of these types of households.

- Is the number of female headed households in this category increasing or decreasing?

- What factors are making it worse/better? Why? (Repeat for child headed, and other categories).

Variations

1. *Change over time.* Add an additional sorting activity after these basic steps, asking the community to think back 10 years. How was the distribution of beans (households) across categories then? Why has it changed or not changed. This additional step can add very rich information and community analysis to the activity.

2. *Large groups*. If the village has been chosen as the site of a project, Participatory Wealth Ranking is a good tool to do in as large a group as possible. This will improve project-transparency as most villagers will define and help identify potential project beneficiaries through this activity.

3. *Identifying real households.* This activity can also be done using the real households in the village. Instead of using beans or counters, the facilitators can prepare a list of households (adding or eliminating households after cross-checking with the community) and pile sorting the cards based on wealth categories. This version of the activity may generate very rich discussion and reflection on mobility and economic dynamism in the community. It is best to do the activity with the largest number of participants possible to ensure an inclusive product. The facilitators will have to take extra care to mediate conflicts that may arise when using real household names on cards.

Variation 3

Reporting – Wealth & Vulnerability Ranking

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. ***Work as a research team to record the exact words and phrases used by the participants in the session.***

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

What is a typical household?   *What is a "female headed household?"*

Overall Trends for the village (add categories as desired)

Category	Total	Trend	Drivers
Total house holds			
Total female headed homesteads			
Total child headed homesteads			

Household statistics per group (add categories and groups as desired)

	Group A	Group B	Group C	Group D	Group E
Human Capital					
Average # of children					
Average # of disabled/sick					
Average years of education (adult men)					
Average years of education (adult women)					
Physical Capital					
Type of housing					
Average acreage farmed					
Modes of transportation					
Average # cellphones					
Average # of TVs					
Average # of radios					
Social Capital					
Number of influential people					
Average # and types of groups men belong to					
	Group A	Group B	Group C	Group D	Group E
Average # and types of groups women belong to					

Financial Capital					
Main source of non agriculture income					
Types of credit accessible					
Type and frequency of selling labor					
Type and frequency of agriculture equipment rented					
Type of agriculture equipment owned					
Food Security – Natural Capital					
Average # of meals/day					
Average # months purchasing food					
Average # months food self-sufficient					
Major crops					
Types of agriculture inputs used					
Tree Nurseries					

Vulnerable Group Trends (add categories as desired)

Group A	Group B	Group C	Group D	Group E
Type:	**Type:**	**Type:**	**Type:**	**Type:**
Size of Group:	**Size of Group:**	**Size of Group:**	**Size of Group:**	**Size of Group:**
Trend:	**Trend:**	**Trend:**	**Trend:**	**Trend:**
Reasons Given:	**Reasons Given:**	**Reasons Given:**	**Reasons Given:**	**Reasons Given:**
Total (By Household Head)				
Male:	**Male:**	**Male:**	**Male:**	**Male:**
Female:	**Female:**	**Female:**	**Female:**	**Female:**
Child:	**Child:**	**Child:**	**Child:**	**Child:**
Elderly:	**Elderly:**	**Elderly:**	**Elderly:**	**Elderly:**

What do I need more information about? What do I need to clarify? What topics were not covered that/ still want to discuss?

Perceptions of Women's Empowerment

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 1 – 1 ½ hours

Activity Preparation

- Arrange participants in a circle and clear the ground in the middle.

- Consider this question:

Are there aspects of "empowerment," for example agency, structure, relations, about which you are

most interested in learning?_____

_____

How do you think women's empowerment affects your programme or project goals?

_____

Step 1 – Using your own questions or those suggested in Checklist 1, prompt the group to describe empowerment. As people discuss dimensions of empowerment, write them down in your notebook to use as criteria for the next step.

Checklist 1
• Have you ever heard of the term women empowerment?   • How do you define it?   • What is an empowered woman? In the house? In the community?   • What is a woman who is not empowered? In the house? In the community?   • Can an empowered woman and an empowered man live in the same house? Why or why not?

Step 2 – Construct a scale of 1 – 5 on the floor or on paper. The definition of empowerment is much more complex than what is represented in this scale. The purpose of this step is to assess changes in *perception* about empowerment and why.

Step 3 - Take 100 counters and explain to the group that they represent all of the women in the community. Ask a volunteer to distribute the counters along the scale to reflect how they think the women in the village are today with 1 being least empowered, 5 being most empowered.

•••	•••	•••• •••••••••• ••••••••	•••••••••••• •••••••••••• •••••••••••• •••••••••••• ••••••••••••	••••• •••••
1	2	3	4	5
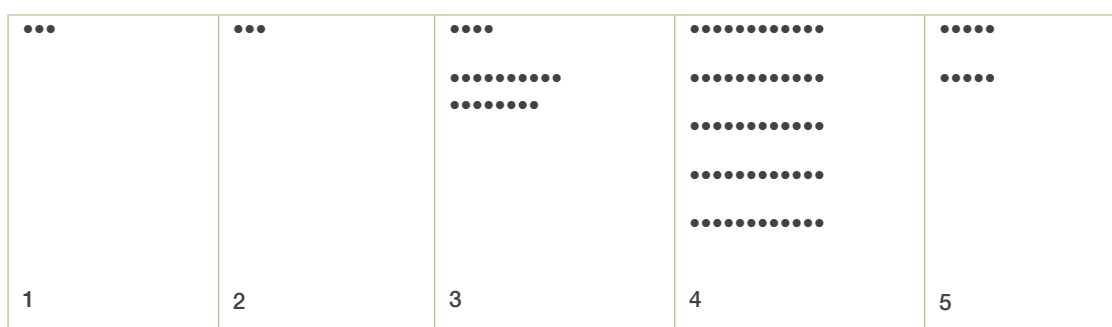
Step 4 – Ask volunteers to redistribute the counters but this time based on how they think women in the village were 10 years ago.

Step 5 – Prompt a discussion about the outcomes. If there is a difference between today and ten years ago, ask the group to explain what has changed. Use your own questions or some of those suggested in Checklist 2.

- Why have these changes occurred?

- What helped facilitate more or less empowerment for women?

- What were the biggest factors?

- How do men or women feel about the changes?

- Have these changes affected household conflicts? If so, how?

- Have these changes affected the roles that women or men play in the house? On the farm? In off-farm activities?

- Are women good farmers, now? In the past?

- Are women good at keeping livestock now? In the past?

- Are women good at making decisions about agriculture and food security now? In the past?

- Are women good at business, now? In the past?

- What assets do women have access to now? In the past?

- What assets do women own now? In the past?

- What decisions do women make now? In the past?

Variation

Using the same scale, add any of the following dimensions of agricultural work today and ten years ago, as they are relevant to your project:

- Women's access to information about new agricultural practices or technology

- Women's actual *use* of new practices or technology

- Women's ability to make decisions about their own plots

- Women's ability to make decisions about their shared/family plots

- Women's access to markets for selling their products

- Women's participation in or ownership of small business

- Women's ability to control their own income from farms

Discuss the outcomes of these votes to connect the discussion about overall empowerment and how it affects women in these aspects in particular.

Research Modules / Co-production of Knowledge

Reporting – Perceptions of Women's Empowerment

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date & Session:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. **Work as a research team to record the exact words and phrases used by the participants in the session.**

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Local Ideas of Empowerment/Disempowerment:

Definitions of Empowerment	
Dimensions of Empowerment	(Agency)
	(Structures)
	(Relations)
Dimensions of Disempowerment	(Agency)
	(Structures)
	(Relations)

Proportional piling on scale of empowerment:

Pilings (Numbers in each category)	Notes on explanation	Notes on difference
Today	(Agency)	
	(Structure)	
	(Relations)	
Ten Years Ago	(Agency)	
	(Structure)	
	(Relations)	

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

NOTES

Climate Resilient Agriculture Module

Climate resilient agriculture includes a broad set of practices that sustainably increase productivity and resilience, reduce and/or remove greenhouse gas emissions where possible and enhances the achievement of food security and development goals.

Tools:

This module includes a group of tools that when implemented sequentially provides us with the necessary background information for designing an agriculture programme that can integrate gender, with special consideration for vulnerable groups.

Tool	Suggested Use
Village resources and use map	Two sessions – men and women A baseline understanding of the village layout, identifying resources on which people depend for their livelihoods as well as resource gaps and conflicts over resources.
Wealth and vulnerability targeting	One mixed session Social-differentiation along economic lines to identify vulnerable groups.
Livelihood systems matrix	Two sessions – men and women List of the most important on-farm and off-farm activities and their relative importance to men and women's income, consumption, food security, and household stability.
Seasonal calendar	Two sessions – men and women Annual drivers of agricultural practices, including agricultural labour roles for men and women, climate conditions, food security and resource availability.
Daily activity clock	Two sessions – men and women The different types of activities carried out by men and women in a typical day to understand current and past household and agricultural labour roles and responsibilities.

| Tool	Suggested Use
Changing farming practices	Two sessions – men & women Sources for, factors of, users of, and impacts of agricultural changes and new technologies or interventions.
Venn diagrams	Two sessions – men & women Key organizations, groups and individuals working in the community and their services, networking, and community involvement.
Key informants interviews	Understanding institutional strategies and approaches for inclusion and engagement of marginalized groups.

Flexibility and Use:

This module can be used independently to prepare for a climate-resilient agriculture programme, or in conjunction with any other module to prepare for a programme with multiple climate change and gender objectives. If used in conjunction with other modules, the research team should take care to plan the sequential roll-out of tools so as to avoid repetition. For example, a baseline village map developed in Module 1 can be added to Module 2 to identify livelihood resources and matched with Module 3 to identify areas of with mitigation potential. The tools in this module are designed to sequentially build on each other.   However, if you already have the information generated by one or more of the tools, you can easily drop them and concentrate your time and resources on the other tools.

Materials: • Flip chart paper • Stickers • Markers • Beans or other counters • Other objects to mark landmarks • Chalk

Village Resource and Use Map

This tool can be adapted to provide baseline information about actual and perceived resources that are important to both men and women. The activity in its entirety can be found in the Co-Production of Knowledge module on page 97.
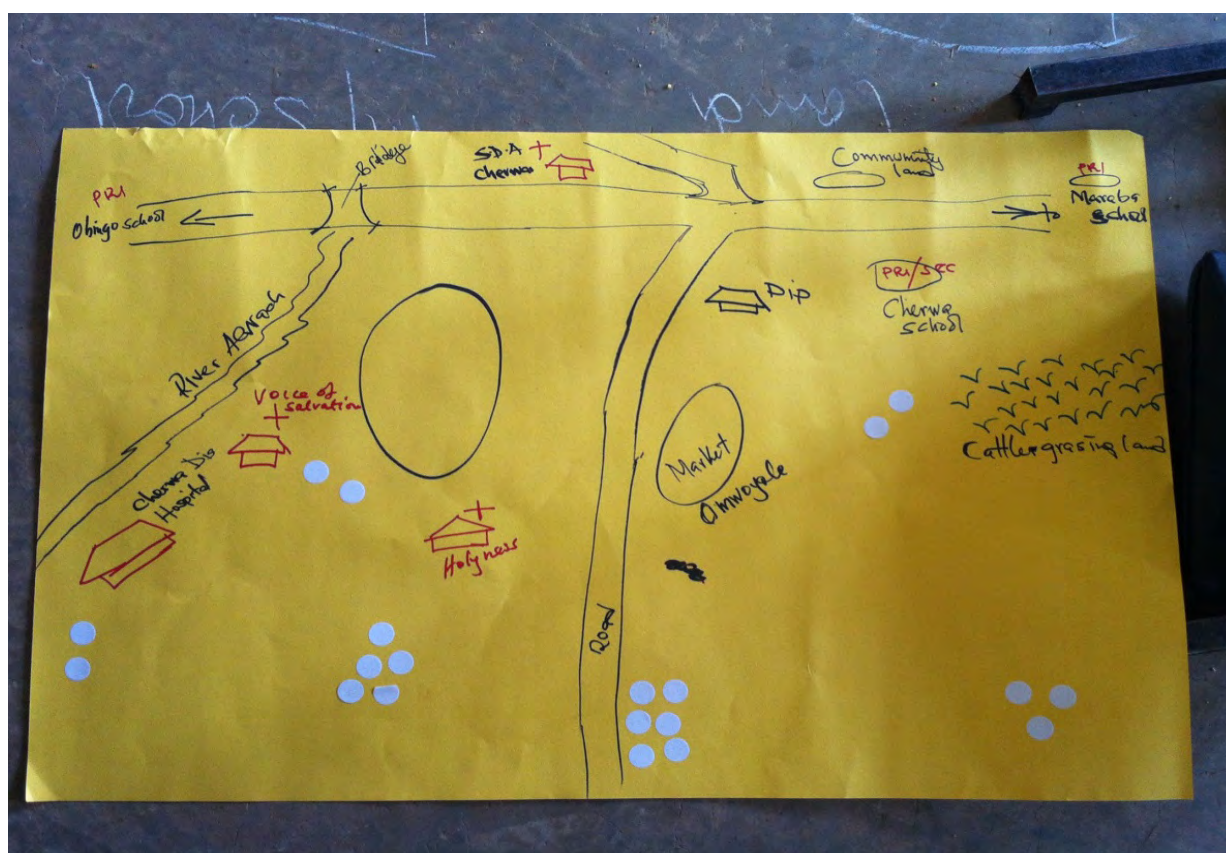
Wealth and Vulnerability Ranking

This tool can be adapted to provide baseline information about the differences between community-defined socio-economic groups in the community. The activity in its entirety can be found in the Co-Production of Knowledge module.

Livelihood Systems Matrix

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 1 hr

Material Preparation

- Note takers should prepare their notes using these columns.

Agricultural Income	Responsibilities, decision-making and control	Marketing	Income management
Kale	Women plant kale exclusively without men's help.	Women sell in local markets without input from husbands	Women keep income and spend money on foodstuffs
…	…	...	…
…	…	…	…
Non-Agricultural Income	Responsibilities, decision-making and control	Marketing management	Income management
Milking	Mostly women produce milk from goats and cows, men do so as well	Men re-sell milk to local distributor	Men generally keep income, sometimes sharing with women.
…	…	...	...
…	…	...	...

Activity Preparations

- Arrange participants in a circle.
- Clear the ground so that a large area can be seen and used by all.

NOTE: Livestock, fishery or other activities can be included in "on farm activities".

Step 1 - Introduce yourself (or team) and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (youth, elderly, disabled etcetera)

Step 3 - Break the focus group into two. Ask group one to make a list of the most important on-farm income sources for women [or men, if working with men]. Ask group two to make a list of most important off-farm income sources.

Have a volunteer from the group or your co-facilitator write or draw on cards what the group comes up with as they discuss.

Step 4 – Have the group re-convene and ask a volunteer to help rank which on-farm activities generate the most income for women [or men] by arranging the cards according to most important to least.

Step 5 – Ask another volunteer to assist with ranking the off-farm activities.

Women On-Farm	Women Off-Farm
1. Maize 2. Beans 3. Milking 4. Tomatoes	1. Basket Making 2. Laundry 3. Drying small fish

Step 6 - Once you have your two lists based on the gender of you focus group, ask some of your own probing questions or use some provided in Checklist 1 for each on-farm or off-farm activity in which you are interested.

Checklist 1					
	Use	Who decides how it is used?	If sold or traded, who does it?	Who keeps income?	What/ how is income spent?
Maize	Consumption, sold during emergency, for pigs				
Beans					
Dry Fish					

Step 7 – You may also choose to probe each on farm and off farm activity deeper using some of the following questions:

Checklist 2

Land Access and Use

- If a crop, where is it planted? In your home garden, on your own plot, on your husband's plot, on shared plots?

- Do you own any land either alone or jointly with someone?

- Do you own, personally (or share with others in your household), the land you farm?

- If not, how do you access land? Do you rent it from someone? Exchange labour for access? Have a communal or group plot?

- Does your husband or wife have separate plots he or she farms?

Marketing

- If the crop or product is sold, who sells it? Men, women, both, groups?

- Do spouses seek permission before selling it?

- If it is sold, who keeps the income? Men, women, shared?

- In times of emergency or hunger, is this crop or product sold for extra income? Is this done with or without the permission of your spouse?

Variations

1. *Proportional piling.* When doing ranking exercises, it is often difficult for a group to remember a long list of items to rank. To solve this you can draw a circle on the ground for each item, and label it by writing the name or drawing a picture. Then give the group a pile of 100 beans and ask them to divide the pile to show the relative importance of the items in terms of contributing to a household's food security. After discussing and counting, gather up the beans and repeat the exercise first for household income, and then women's income.

2. *Grouping.* Depending on the perceptions you are trying to gather, you may break your respondents into different types of group that address diverse gender roles. For instance, you can ask both the group of men and women the same questions, but about men's major activities.

Reporting – Livelihood Systems Matrix

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. ***Work as a research team to record the exact words and phrases used by the participants in the session.***

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Farming systems matrix (add categories as desired)

Agricultural Income	Responsibilities, decision-making and control	Marketing	Income management
Non-Agricultural Income	Responsibilities, decision-making and control	Marketing management	Income management

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Materials: • Poster paper • Colored Markers

Seasonal Calendar (Gender Roles)

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages

Time: 1-1 ½ hours

Material Preparation

- Prepare the following three posters on poster paper:

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec

- Are there particular crops, livestock, or fishery practices that your project is focusing on? If so, you may want to replace "most important food crop" and "most important crop bringing income" with your desired agricultural product.
- As a note taker, make sure to arrange your notes using the following headings:

Notebook view:

Steps for Maize	Roles	Method	Inputs / Tech Used
Clearing fields	Only men	By hand, burning	Hoe and machete
Applying fertilizer	Only women	From local cow manure	By hand
Buying seeds	Only men	In local agro-vet store	--

Note: Not all communities understand time or seasonality based on a 12 month calendar. Be conscious of the community's own perception of season and adjust your calendar as needed.

Activity Preparation

- Arrange participants in a circle.

- Clear the ground so that a large area can be seen and used by all.

Step 1 - Introduce yourself (the team) and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (youth, elderly, disabled etcetera)

Step 3 – Explain to the group that you want to know more about women's [or men's] roles on and off the farm in a typical year. To begin the conversation, ask participants to name the main food crop they grow and consume in the household.

Step 4 - Then, ask the participants to describe all of the steps needed to produce this crop - from purchasing seeds to storing after harvest. Make sure to note any special equipment, inputs or management techniques mentioned. Note them down as a flow chart:

Crop: Maize	Who	Method	Input/Tech
Decide how much maize to grow	👩 + 👨		
Rent land	👨	From wealthy landowners	
Clear land	👨	Burning	By hand
Prepare land	👨		Donkey Plough
Planting	👩 + 👨		By hand
Etcetera			

126 Research Modules /Climate Resilient Agriculture

Step 5 – Referring to the steps mentioned, go through each one probing participants on *who* in the household is responsible for the work. Their labour roles may be shared or done collectively so be sure to probe on whether the labour is *mostly* the man or the woman's responsibility. This may also be a good time to ask about land ownership and access. Who owns the land on which this crop is farmed? If it is not the participants, how do they gain access to the land?

Repeat this listing for any particular crops in which you are interested.

Step 6 – Now that you have your agricultural labour roles listed by crop, shift the conversation to the calendar. Explain to your focus group that you want to discuss broadly how a typical year looks in the village by season.

Once you present the calendar to the group, it is usually easiest to start by asking about rainfall patterns and seasons. Ask participants to define which months represent a typical rainy season(s) – colour-in and labelling each month as they decide. Repeat this for other climactic or seasonal events. Refer to the checklist for suggestions.

Step 7 – Now refer back to your list of agricultural roles and responsibilities and add each step into the calendar.

Step 8 – You may also want to probe for how these various changes in labour roles or in any of the suggested topics in Checklist 1 in the last 5 or 10 years.

Checklist 1	
Weather and climate:	**Food security & livelihood:**
• Rainy season • Hunger season • Flood • Extreme fog • Extreme heat • Extreme cold • Hail • Frost Add your own: • _____ • _____ • _____	• Months of purchasing food • Months when households spend the most money • Special occasions affecting income (school fees, religious festivals ect.) • Months when livestock is sold • Months with most pests, disease ect. Add your own: • _____ • _____ • _____

An example calendar:

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Rainy Season												
Hunger Season												
Maize	Clearing	Preparing	Planting		Weeding 1		Weeding 2		Harvest			
Livestock			High disease								Sell for emergencies	Sold for school fees

Variations

Other dimensions that can be measured:

1. *Non-farm activities.* What are the main non-farm activities of people in the village? List the top five that earn the greatest income. Indicate the time of year when these items are made and when they are sold. Indicate who (men, women) make them and who sells them.

2. *Infrastructure* – A seasonal review of infrastructure availability and use, and related hazards.

3. *Nutrition and health* – A seasonal review of socially disaggregated human health status and hazards, which can be related to climatic and production patterns.

Reporting – Seasonal Calendar (Gender Roles)

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook : Insert your full transcript from the session before moving forward. **Work as a research team to record the exact words and phrases used by the participants in the session.**

Insert a photo of the timeline below:

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
│                                                          │
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
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Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

```
┌──────────────────────────────────────────────────────────┐
│                                                          │
│                                                          │
│                                                          │
└──────────────────────────────────────────────────────────┘
```

Crops (add crops and steps as desired)

Steps	Roles	Method	Inputs / Tech Used	Period
Crop 1:				
Crop 2:				

Changes (add categories as desired)

Climate
Hungry season

Crop 1:
Crop 2:
Livestock species 1:
Livestock species 1:
Livestock species 2:
Agroforestry

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Daily Activity Clocks

**Participants:** Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 30 minutes - 1 hour

Material Preparation

- Prepare two clocks, one for the day (6:00 AM to 6:0 PM) and one for the night (6:00 PM to 6:00 AM), either on poster paper or on the ground in the middle of the circle, as shown below.

Activity Preparations

6:00 AM

3:00 PM   9:00 AM

12:00 PM

6:00 PM

3:00 AM   9:00 PM

12:00 AM
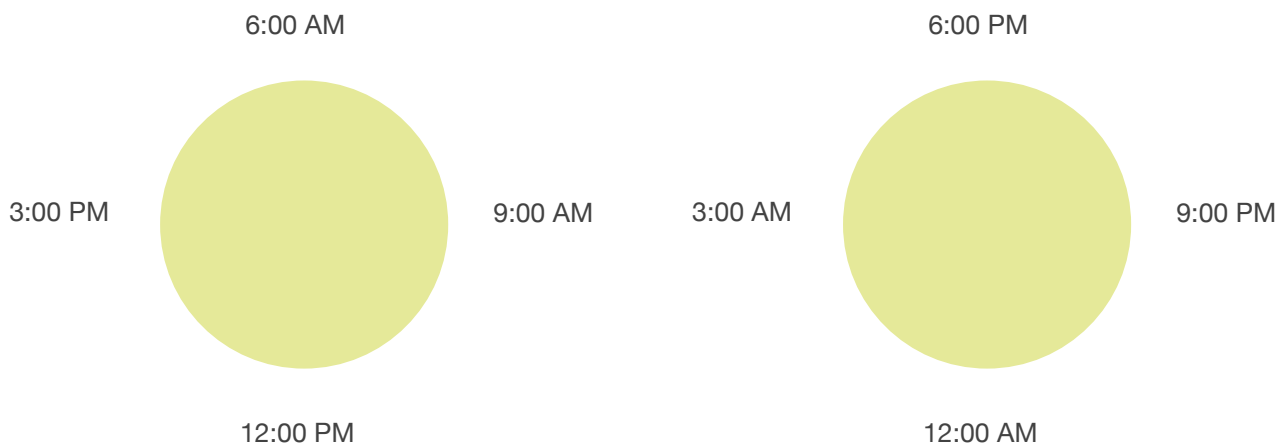
- Arrange participants in a circle and clear the ground in the middle.

- Review the seasonal calendar to recall the month or time of year in which the workload is heaviest for the men or women.

- Consider these questions:

Is there a time of year in which you are most interested?_____

_____

Are there certain household or agricultural labor roles about which you want to be sure to ask?_____

_____

Are you interested in recording men and women's perceptions of each other's roles as well? If so, consider making time for the variations provided.

Step 1 – Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, for example)

Step 3 – Begin by asking the participants to identify the month or period in which their **workload is the highest**. Explain that you want to learn what participants do in a typical day during that period.

Step 4 - Ask the group what time they wake up and the first thing they do. Let them discuss and come up with an 'average'. Draw a line from the central dot to the hour mentioned for the start of that activity, and a second line from the central dot to the hour mentioned for the end of that activity. Write or draw the activity into the pie space created.

Step 5 - Ask volunteers from the group to take over the drawing and writing, and continue showing their activities during all 24 hours of the day.

For simultaneous activities that both require significant attention for example weeding and caring for children, write them in the same piece of the circle. For activities that overlap but are not equitable in required attention, write or draw the main activity in the circle and use an arch outside of the circle for the secondary activity.

Step 6 – Use your own probing questions to discuss household and agricultural labor roles for men and women, for example, or refer to Checklist 1 for some suggested questions.

Checklist 1
• Do men have any household tasks? Cleaning? Cooking? Childcare? Fetching water?
• Do you think this is changing or will ever change?
• Have these changes affected conflicts within the household?
• Today, what are the main roles men or women ONLY have on the farm?
• What are the shared roles on the farm?
• How have these roles changed in the last ten years?
• Why have these roles changed?
• How have these changes affected conflicts within the household?
• Are these daily activities different for any certain group of men or women in the community? If so, how?
• Are these daily activities different for any certain families, for example those with multiple wives or husbands, female-led households, grandparent-led households, etc.?

Variations

You may want to divide the focus groups into smaller clusters for this activity. More variations in labour may be recorded if you choose this method, which can better represent the reality of socially differentiated groups. It can be interesting to do this exercise by livelihood group. What does a pastoralist's day look like compared to a farmers?

You can ask the group/s to perform the same exercise for a different season. You may be interested in, for example, what a group's workload looks like during a relatively labour-free part of the year.

In addition, you can ask the women's group to create a clock for the average man, and ask the men's group to create a clock for the average woman. This way you can compare at a later stage men's and women's perceptions of each other's activities.

Also try disaggregating groups by age and asking the adult men to draw a clock for adolescent boys and/or adolescent girls, or adult women to draw a clock for adolescent boys and girls. This will help you understand the importance of children's labour relative to education and household livelihood, and may give you some insight into how much leniency household decision-makers are willing to give for education.

Be creative in how you use the different spaces (pieces of pie) to visually represent information. For example, once the clock is complete give the participants a pile of 100 beans to show the activities they feel are relatively more demanding or labour intensive compared to others. Or they can show the activities they find relatively enjoyable and rewarding compared to others. Or you can ask them to place a stone or other marker to show activities during which they obtain other benefits, like sharing information with others.

Reporting – Daily Activity Clocks

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	
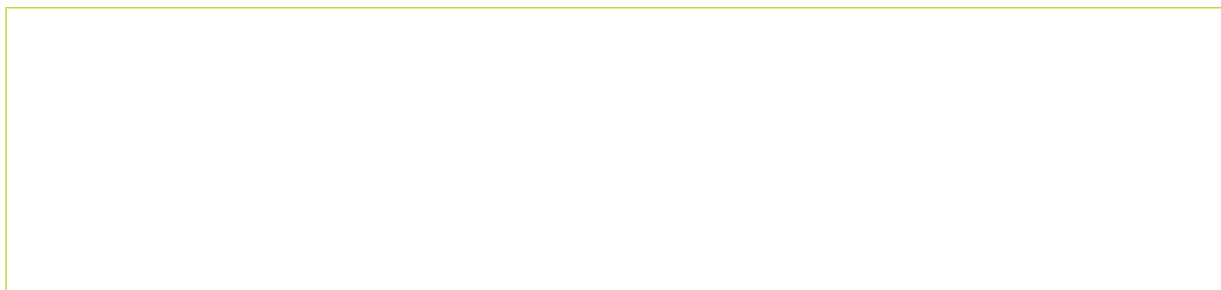
Data Notebook: Insert your full transcript from the session before moving forward. **Work as a research team to record the exact words and phrases used by the participants in the session.**

Insert photo of the daily activity clocks:

Record any key quotes, stories or testimonies collected during the session. **Work as a research team to record the exact words and phrases used by the participants in the session.**

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Season or month being represented: _____

Peak labour time/activity _____

*Slack labour time/activity*_____

Daily activities starting from the first in the day (add activities as desired)

Activity	Timing	Description	Differences between ages and socio-economic groups

Household and agricultural labor roles:

Role	Who performs it? Men? Women? Both?	Changes in role over time?	What caused these changes to occur?	What are the impacts of these changes on households?

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Changing Farming Practices

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 1 hr

Material Preparation

- Find a large open space and set up the ground or paper as shown below:

Categories	2014	2009
Rainy season		
Hungry season		
Crops		
Livestock		
New technologies		
ADD YOUR OWN		

- Set up your notebook as shown below to make note taking easier:

Categories of Change	2014	2009	Why	Who was Affected	Who Introduced It	Effects on the community	Trends
Rainy Seasons							
Hungry Season							
ADD YOUR OWN							
ADD YOUR OWN							
ADD YOUR OWN							

Activity Preparation

- Familiarize yourself with baseline or background data regarding changes in farming practices in the village over the last 10 years.

- Decide on the timescale to probe. It is likely that the community will be able to recall about 5 years – 10 years with relative ease.

- Consider these questions:

About which changing practices do I want to learn using this tool?_____

_____

Which categories will I include in the table to probe in-depth?_____

_____

What time scale is most applicable for my work? 5 years? 10?_____

_____

Step 1 - Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves, and note the name and any special information for each individual (for example youth, elderly, disabled)

Step 3 - Warm up the participants by asking them about **disasters and environmental events** over the timescale**.** These events are easier to recall and their details are often agreed upon by most people (for example drought, famine, flood, hurricane).

The facilitator or co-facilitator should note these events on the timeline with description, detail, and year and month if possible.

Step 4 – Use your knowledge of the baseline or background data to prompt the group to talk about the major changes to the other agricultural practices in which you are interested. Note the year and the change on the timeline.

Ongoing – Use your own probing questions that arise during the session or refer to the topics and questions in Checklist 1 for more suggestions.

Note taker: The "Who Introduced It" category in your notes can also include information on innovators or early adopters of farm practices. **It is very important to note gender or other specific characteristics of people involved**.

Checklist 1	
Categories of Changes in Practice or Condition	**Example Probing Questions**
Rainy seasons (irregularity of rainfall, heat waves, cold spells..)	**Changes in seasons:**
	• What are the rainy seasons like this year? How was it two years ago, five years ago? In the past? Why are these changes occurring?
	• How did these changes effect farming?
Drought seasons	• How did it affect the household? Who does it affect the most (Men, women, children)? How?
	• How did it affect income/costs?
Hungry season *(Plentiful season ect)*	• How did it affect nutrition?
	• How did it affect physical security and safety?
Crops *(hybrid? Local seeds? Intercropping? Pests?)*	• How did it affect food security?
	• How did it affect crop yield, soil condition, water quality etc.?
	• Did it change relationships between husbands, wives?
Livestock (*Diseases? New management practices?)*	• Did it challenge, improve or cause tension between social groups? Men and women? Rich and poor?
	Changes in new practices or technologies:
	• How did you learn about this new practice? Who provided you with the information? Were women or men targeted first? Rich or poor?
Forest Products *(fodder, fuel, tree planting)*	• Who implemented the change first, women or men? Particular households? How did it spread?
	• What was needed to make the change? Did you need new technology or information? How did you go about getting what you needed to make the change?
Non-Agricultural Income Sources *(seasonal work, loans)*	• If the change required new technology, who owns the technology, women or men? Who uses it, women or men?
	• Did the change create any problems? For whom, women or men?
New technologies introduced for farming	• Did you face obstacles to implementing the change? What were they? Institutional, organizational, cultural or personal hindrances?
	• Did you keep the change in place or return to previous practices?
	• What is hindering you from making more changes to your farming practices to deal with the challenges you are facing?
	• Is the use of the technology or practice increasing or decreasing? Why?

The same exercise can be used for planning with a community. This time the very bottom of the line will represent the present, and as you move up the line you move further into the future.

Reporting – Changing Farming Practices

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker(s):
Facilitator(s):

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. Work as a research team to record the exact words and phrases used by the participants in the session.

Insert a photo of the timeline below:

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

Changing conditions and practices (insert additional conditions/practices and columns as needed):

Conditions and practices	Descriptions and Changes	Perceptions of why changes are occurring	Who adopted the changes - gendered aspects of access/ adoption/use/ information, etc.	Impact of changes on individuals and community
Rainy Season				
Drought Season				
…				
…				
…				
…				

What do I need more information about? What do I need to clarify? What topics were not covered that I still want to discuss?

```
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
[                                                                    ]
```

Venn Diagrams

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 30 minutes-1 hr

Material Preparation

- Cut 20-25 circles out of paper in small, medium and large sizes.

- If you know different organizations working in the village, you may want to bring a small print out of logos that can be used for the activity.

- On flip chart paper, make three separate columns listing "Organizations", "Groups" and "individuals".

- Set up your notebook as shown below to make note taking easier:

Our area of focus:					
Organizations					
Name	Years in village	Activities in village	Greatest perceived benefit	Conflicts?	Who relies most on the organization?
Groups					
Name	Years in village	Activities in village	Greatest perceived benefit	Conflicts?	Who relies most on the organization?
Key Individuals					
Name	Activities in village	Greatest perceived benefit	Conflicts?	Who relies most on the person?

Activity Preparation

- Arrange participants in a circle and clear the ground in the middle.

- Consider: Which organizations, groups or individuals do you know of and want to learn about in particular? _____

Facilitator: Youth groups, women's groups, agricultural associations and financing groups, are often operating in communities. If they do not come up naturally in the discussion, it might be helpful to ask about these.

Keep your list to 15 or fewer total organizations, groups and individuals to keep the exercise manageable.

Step 1 – Introduce yourself and the team and then the activity.

Step 2 – Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, etc.)

Step 3 – Ask the participants to identify impactful organizations, local and external, that provide services related to your area of focus (for example projects and activities that improve agriculture). Follow up by asking for a list of organizations that are non-agricultural (finance, healthcare, women's empowerment, etc.).

Step 4 – Repeat for "Groups" and "Individuals".

Step 5 – Once list is complete, ask questions about the work of the organizations, groups and individuals in the community. Refer to Checklist 1 for potential probing questions.
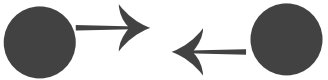
Checklist 1
• What are the objectives of the organization?
• How long has the organization existed in the village?
• What has been its most successful project in the village? Why? Who benefited?
• Does it have links with outside organizations? For what purpose?
• Who are the main beneficiaries? Men, women, young, old?
• Does one group (social and/or gender) rely more on the organization than others?

Step 6 - Repeat for the "Groups" and "Individual" categories as applies.

Step 7 - Explain to the group that through discussion you will transfer all of the organizations, groups and individuals on to circles. The participants should decide which list item deserves a small, medium, or large circle to represent its relative importance to your area of focus (e.g. improved agriculture).

Step 8 - Ask the participants if the organizations work together or have overlapping memberships. The circles should be placed as follows:

● ●	= no contact
● → ← ●	= information passes between organizations
●●	= some co-operation in decision-making, planning and/or implementation
●●	= a lot of co-operation in decision-making, planning and/or implementation

Step 9 - Deepen the discussion with probing questions. Some suggested questions can be found in Checklist 2.

Checklist 2	
Topics	Suggested Questions
Gender *(management roles, participation)*	• Who holds decision-making roles in the organization?
	• Does the organization have both men and women participating? If so, in what ways are they participating?
	• Do women provide input in this organization? If so, how do the men react to it?
Information *(access, sources, uses)*	• Does the organization work specifically with women in agriculture or natural resources management?
	• Does the organization provide information on farming practices? If yes, what is the nature of this information?
Social inclusion *(not just of gender, elderly, marginalized groups, youth)*	• Who accesses the information provided by the organization? Men? Women? How they access it?
	• Are the specific needs of young and elderly people taken into account by the institution? If so, how?
	• Are there specific needs of marginalized groups for example ethnically, financially, socially marginalized, taken into account by the institution? If so, how?

Variations

Elements can be added to Venn Diagrams to represent more information than simply the importance of an organization and the degree of its relationship with other organizations. For example:

1. Lines can be added to create a network diagram that shows formal relationships for instance organizations that meet once a month to discuss and plan for food security in the village. Different types of lines (dotted, dashed, solid) or different colors can be used for different networks.

2. Arrows can be added to show the direction of information flow about your area of focus within the network. The usefulness of information can be indicated by the strength of the arrow (indicated by its thickness), or the frequency of communication.

3. Different colored circles can be used to indicate perceptions regarding groups of organizations. For example, green can be used to indicate organizations that the participants perceive to be friendly and easy to work with, while red is used for those that use too much scientific language or that do not seem to respect farmers.

4. Try doing this exercise with key informants from the organizations themselves so that you gain an idea of how the perceptions of research/development workers correspond to the perceptions of community members.

Reporting – Venn Diagrams

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. **Work as a research team to record the exact words and phrases used by the participants in the session.**

*Insert photo of Venn Diagram here***:**

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Actors in area of focus (insert additional names as needed)

Our area of focus:					
Organizations					
Name	Years in village	Activities in village	Greatest perceived benefit	Conflicts?	Who relies most on the organization?
Groups					
Name	Years in village	Activities in village	Greatest perceived benefit	Conflicts?	Who relies most on the organization?
Key Individuals					
Name	Activities in village	Greatest perceived benefit		Conflicts?	Who relies most on the person?

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Key Informant Interviews

Participants: Identify one or two people involved in each organization's activities (preferably one man and one women).

Time: 20-45 mins

Activity Preparation

- Review the Venn Diagram and Changing Farming Practices Timeline results and identify the organizations that intervene with the target community in which you are interested in learning.

- Review any other organizational or institutional profiles that have already been completed in the target region, such as the CCAFS Organizational Baseline Survey.

- Make a list of organizations below about which you would like to learn, including community based organizations (CBOs), farmer groups, local women's groups, farmer associations, local NGOs, international organizations, civil society groups, local government, extension services, etc.

- Contact the organizations and make appointments for interviews.

  Step 1 - Welcome the project staff member and introduce the research team and the objective of the exercise.

> Your introduction can look like this:
>
> "Thank you for participating in this interview. We are interested in learning more about the kinds of new agricultural practices that have been taken up by men and women, and how and why these changes have come about. We would like to hear about your project or the activity in which you are involved, by asking some questions that focus on the approaches, strategies and institutional arrangements you employ to share the benefits of your interventions."

Step 2 Organizational profile - Focus first on the organization itself. You are not trying to get all the details of their projects, but rather to 'tease out' lessons regarding strategies, approaches, rules, etc. that are being employed (or not) to enhance low-income men and women's participation in, and benefits from, such initiatives. Refer to Checklist 1 for some suggested questions.

Checklist 1
• What kind of organization (e.g. CBO, NGO, public, etc.) is yours and at what level does it work (e.g. local, national, regional, international, etc.)?
• What is the purpose or focus of your organization?
• How long has it been working in the target community?
• What kinds of people in the community does your organization target? Who has access to the services provided by the organization? Do young and elderly people have access to the services? Does one group in the community rely more on the organization than others?
• What is the relative importance of climate change in the portfolio of your organization?
• What are your organization's objectives in terms of supporting climate-resilient agriculture?
• What has the organization encouraged related to climate change mitigation and/or adaptation?
• What is the organization doing well?
• What do you do in areas of climate-resilience from which others can learn?
• Are there any areas for potential expansion of climate related activities that your organization is not able to currently support?
• Considering all the organizations that are working in the target community, what do you see are areas for potential expansion?
• Which organizations are linked with yours? How? For what purpose?

Step 3 Climate-resilient agriculture activities - Next focus on the organization's activities in your target community that promote climate-resilient agriculture. You can use the following SEAGA guiding questions from Checklist 2.

Checklist 2
• What types of improved agricultural practices are being implemented?
• Who is participating in the project? Approximate percentage of men and approximate percentage women? Approximate percentage of youth and elderly?
• How do they participate? (for example as individuals, within groups)?
• How are benefits shared?
• In what roles do women farmers participate? Are women involved in the leadership structure or decision making?
• Do women face certain constraints to joining the project compared to men? If so, what are they?
• What interventions benefit more women compared to men? Vice versa? What, if any, approaches have you used to work toward equitable benefit sharing?
• What kinds of strategies and approaches have you used to encourage inclusive participation? (e.g. of low-income men and women, youth, other marginalized groups)
• What, if any, strategies have you employed to encourage marginalized groups to adopt improved agricultural and natural resource management practices?

Step 4 - Give your interviewee the opportunity to ask anything, add anything, make clarifications, or make either specific or general comments on the study issues. Thank them for coming and explain that you are excited about the information they provided.

Reporting – Key Informant Interviews

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group (Organization, CBO, name):
Interviewee (Name & Role):
Date&Session:
Note Taker:
Interviewer:

Data Notebook: Insert your full transcript from the interview before moving forward. Work as a research team to record the exact words and phrases used by the interviewees.

Provide any observations or thoughts you have about the interview in general. What biases do you think affected the interview and in what way(s)? How do you think this is reflected in your data?

NOTES

Climate Information Services Module

Climate information is the relevant information for adaptation to climate change, long-term planning and early warning systems. This module hopes to identify and understand available and potential sources of weather and climate-related information in a community, how this information is disseminated, and how beliefs, access and use have changed over time. There are also tools to help evaluate national weather and seasonal forecasts in terms of understanding and use.

Tools:

This module includes a group of tools that when implemented sequentially provides us with the necessary background information for designing an agriculture programme that can integrate gender, with special consideration for vulnerable groups.

Tool	Suggested Use
Climate information ranking	Two sessions – men and women Assess different sources (both individuals and organizations) of weather and climate-related information and their credibility, legitimacy and salience.
Information networks game	Two sessions – men and women Creating profiles of access and control over information channels.
Scientific forecasting	Two sessions – men and women This questionnaire assesses levels of understanding and use of existing weather and seasonal forecasts.
Key informant interviews	Understanding institutional strategies and approaches for inclusion and engagement of marginalized groups.

Flexibility and Use:

This module can be used independently to prepare for a climate-resilient agriculture programme, or in conjunction with any other module to prepare for a programme with multiple climate change and gender objectives. If used in conjunction with other modules, the research team should take care to plan the sequential roll-out of tools so as to avoid repetition. For example, a baseline village map developed in Module 1 can be added to Module 2 to identify livelihood resources and matched with Module 3 to identify areas of with mitigation potential. The tools in this module are designed to sequentially build on each other. However, if you already have the information generated by one or more of the tools, you can easily drop them and concentrate your time and resources on the other tools.

Climate Information Ranking

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 1 hr

Material Preparation

- Review the concepts of **weather, climate and probability.**

As a facilitator being very clear about the difference between weather and climate is important before discussing forecasting with your focus group. It may also be the case that you ask the focus group to define weather first! Many languages do not have a word for "weather" but refer to rains or wet and dry seasons. Weather in general refers to short term conditions such as rainfall, temperature, humidity, wind, floods, hail etcetera. A *weather prediction* therefore is about rainfall, temperature, humidity, moisture in the next **1 - 10 days**. Climate generally refers to the average patterns in weather that exists in a region over time.

Forecasts issued by the National Weather Service often use a "PoP" (probability of precipitation) statement, which is often expressed as the "chance of rain". If there is 40% chance of rain predicted in x Province, it means that the forecasters are 40% **'confident'** that it will rain. That also means that forecasters are 60% **'confident'** that it will *not* rain.

- Be sensitive to local belief systems.

Anticipate this activity to bring forth **traditional knowledge** and practices of anticipating weather. There may include natural signs, myths and beliefs, or stories that have been passed down which may shape local understandings of weather and climate. Interviewers may encounter a lack of response around traditional sources initially for a number of reasons. For example:

- The information is exclusive to certain groups/ages
- The information is considered sacred/secretive
- The information is considered "backward"
- The information is in conflict with a particular identity

Changing attitudes around the validity, value or use of these beliefs should be noted and probed further if appropriate.

- Reflect on the specific climate and weather information sources that your project is interested in. What are these? _____

_____

- If you have identified specific information sources for your project, you may choose to use them in the ranking exercise purposefully to assess perceptions of their "Credibility" and "Salience" (Step 6-8)

Activity Prep

- Arrange participants in a circle.

- Clear the ground so that a large area can be seen and used by all.
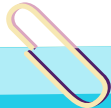
Note takers must be very aware of climate versus weather information. Focus group participants may often mix the two types of information together, but be aware to note the differences in your reporting sheets as well as in your notebook.

Step 1 - Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (youth, elderly, disabled etcetera)

Step 3 – What is probability? We recommend warming up the focus group by discussing local concepts of "probability". You may find that the local concept challenges scientific forecasting. This opening discussion may prompt rich information on trust, myth, religion and science as well as shifting cultural beliefs due to increased variability of weather from climate change.

Checklist 1

Is there a local word or concept for probability? **(*We suggest using the English term first so as not to pre-define the concept.)**

Can anyone explain what probability is? (not just in terms of weather)

Can anyone think of a time where they made a decision based on high or low probability of something happening?

Has anyone made such decisions based on probabilities related to the weather?

Step 4 – Now that you have defined probability, begin a discussion on weather information and climate information. Make a list of the different sources of **weather** information (short-term weather) community members use then probe each source using some of the questions from Checklist 2.

Step 5 – Repeat this for climate information (long term patterns or seasonal information, particularly related to agricultural practices).

Checklist 2
What are different sources of weather (or climate) information in this community?
Who produced that information?
What specifically did you learn last time you went to the source?
What did you do based on that information?
Who made the decision to act? Husband, wife, girls, boys? What happened?
Has your opinion on the type of information you used changed over time? Why?

Step 6 – Once your list of weather and separate list of climate information sources have been made, begin a proportional piling activity.

Starting with weather information sources, draw or write each major source on the ground or on paper, drawing a circle around each source. Distribute 100 beans or counters in the middle and ask the group which source they think is the most "credible". Sometimes this can be described as the source that is most "trusted".

Once the focus group has finished their proportionally piling, ask probing questions on why they piled the way they did. You can use questions like those in Checklist 1 if you choose.

Step 7 – Continuing with weather information sources only, ask the group to proportionally pile once more, based on which source is the most "salient".

Just because a certain source is trusted, or recognized as credible, doesn't mean that it is the most 'salient'. Salient information is information that is actually relevant to farmer's needs. Does the source of information give them valuable information that they are able to use? Or is it badly timed, on crops and practices that farmers are not interested in, too expensive for farmers to implement etcetera. These are all factors that affect an information source's "salience".

Ask probing questions to understand the rankings based on salience.

Step 8 – Repeat this process for climate information sources.

Checklist 3
'Why is this information more useful than the others?'
'What is it about this information that makes it less relevant to your needs?'
'Why is there such a big gap in the levels of trust you have for the information from these sources compared to the others?'

Reporting – Climate Information Ranking

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. ***Work as a research team to record the exact words and phrases used by the participants in the session.***

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Weather forecasting sources:

Source	Weather info.	Who produced it	Actions resulting	Decision-making on actions	Changes on use

Proportional piling for weather forecasting session:

Sources	Counters for legitimacy (trust)	Counters for credibility (usefulness)	Counters for salience (how needed info is)

Legitimacy of Sources:

Source 1	Narratives on legitimacy
	Narratives on credibility
	Narratives on salience

Source 2	Narratives on legitimacy
	Narratives on credibility
	Narratives on salience

Weather forecasting sources:

Source	Weather info.	Who produced it	Actions resulting	Decision-making on actions	Changes on use

Proportional piling for weather forecasting session:

Sources	Counters for legitimacy (trust)	Counters for credibility (usefulness)	Counters for salience (how needed info is)

Legitimacy of Sources:

Source 1	Narratives on legitimacy
	Narratives on credibility
	Narratives on salience

Source 2	Narratives onl egitimacy
	Narratives on credibility
	Narratives on salience

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Information Flow Map

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 1 hr – 1 1/2 hrs

Activity Preparation

- What sort of information will your project aim to communicate? _____

- Who (men, women, youth, most marginalized, landless?) will your project seek to focus on?

  _____

- Based on your project's audience and needs, you and your team should prepare 1 or 2 specific scenarios to map with the community.

Sample Scenarios:

Information type: Long-term seasonal information	**Scenario statement:** "The national metreological service predicts a very long dry period this season."
Information type: Information targeting women of child-bearing age.	**Scenario statement:** "The health clinic will hold a workshop on nutrition, child and maternal health."
Information type: Specialized, time sensitive information	**Scenario statement:** "Oh no! A new disease is affecting livestock. Farmers will need to vaccinate livestock."
Information type: Agricultural extension information	**Scenario statement:** "There is a new short maturing variety of seed available for farmers."
Make your own _____	Make your own _____

- Arrange participants in a circle.
- Clear the ground so that a large area can be seen and used by all.

Step 1 - Introduce yourself (or team) and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (for example youth, elderly, disabled)

Step 3 – Explain that you will be playing a game to understand how news travels through the village.

Begin by reading out your scenario statement, and then, consider prompting a discussion by first asking, "How does this information enter a community?" Then, "From that starting point, how does the information flow between different people?" and so on.

Step 4 - As you are discussing each scenario, draw a map of all the actors, technologies, places and meetings involved.

Each scenario should be mapped on its own poster

Facilitator Notes:
Go through one scenario at a time, starting with one "starting point" at a time. If "radio" is one starting point, map radios before moving on to "NGO meeting" or "newspaper".

Also, It is very important to understand WHO - men, women, children, wealthy men or poor women, gets information and when. Make sure to show how different actors overlap. If women are contacted first, and then re-occur as information sharers or recipients later, make sure to loop your lines back to women every time they come up.

TIP: It is important to capture the information being discussed as a picture of a network. We often think of information flow as being linear, either from a source at the 'top' to recipients at the 'bottom', or up and down in the form of a feedback loop. But in a community, information most often travels through a network of places and people as nodes in that network. By visualizing that network, facilitators and participants can see how rich and complex it is, and who helps spread information and why.

Note takers:

There will be a plethora of information gathered during this game outside the parameters of the questions posed. Note down information such as perception, use and access to information specific to different social groups in additional columns as needed.
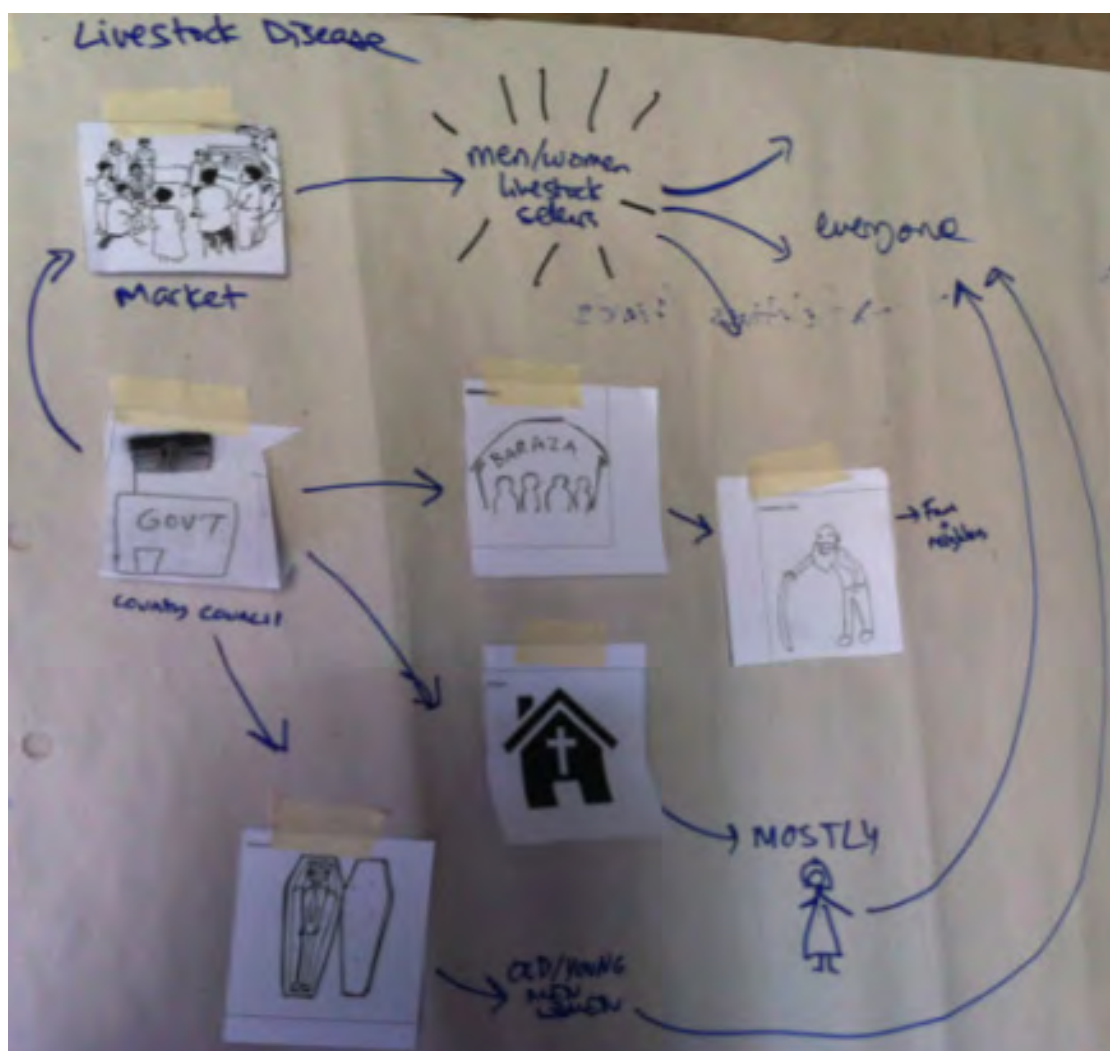
Step 5 - After reading out your scenarios, present your map back to the focus group. Use your own probing questions or those provided in Checklist 1 for more information of interest.

Checklist 1
• Who first hears about it (men, women, wealthy, poor?), why?
• Are women the first ones to receive information? Why or why not?
• Who or what group in the village is usually left or hears last about this information? Why?
• In your opinion, is access to important information equal or unequal between different people in the village? Why or why not?
• If it is unequal, how can it be improved?

Step 6 – If your project is focusing on specific technologies or platforms for information sharing, consider using the questions in Checklist 2 to better understand issues of information access, use and control.

Checklist 2	
Access Control Use	**Technology:** • Who has access to this technology? Who does not? Why? • Who owns it? Is it shared? Who does not own it? Why? • Do [men/women/youth] need permission to use it? From who? Are there those who are not allowed to use it? Who? Why? • How often do [men/women/youth] use it? Why? • Is it easy or difficult to use? Why? **Meetings / Platforms:** • Who attends meetings? Who does not? Why? • Do [men/women/youth] need permission to attend? Can they go alone? Are there those who are not allowed to attend? Why? • Is it easy or difficult to attend? Why? • If you attend, do you get to speak or contribute to discussion?

Reporting – Information Flow Map

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. Work as a research team to record the exact words and phrases used by the participants in the session.

Insert photograph of Scenario 1

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Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

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Information flows:

Scenario 1	Who are the primary receivers?	Who does not hear or hears last and why?	Suggestions on improving access
Scenario 2			
Scenario 3			
Scenario 4			
Scenario 5			

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

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Scientific Forecasting

Time: 1– 2hrs

Step 1 - Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves and note the name and any special information for each individual (youth, elderly, disabled etcetera)

Step 3 – Explain to the group you want to understand if people have ever used weather forecasts. Show the group an example of scientific forecast that is currently used in the community.

Ask them the following questions:

1. Have you ever seen or heard a forecast like this?	
If yes: 2. Where do you listen/see the forecast? Who made it? When and how often do you listen/read it? 3. Do you share the information with anyone? When, where? How often? (It is more productive to ask about a specific instance rather than "in general', for example, "The last time you used this forecast, who did you share it with? When? How often?") 4. What would make the forecast more trustworthy? 5. Would it make a difference if you received a daily forecast by radio, TV, mobile phone and/or newspaper? Why or why not?	If no: 2. Now that you have seen what a weather forecast can look like (or heard what it can sounds like), would you want to receive this? Why or why not?

Reporting

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. Work as a research team to record the exact words and phrases used by the participants in the session.

Insert the scientific **forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

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Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

```



```

Reporting for daily weather forecast discussion

Participants who use scientific forecasts	Participants who do not use scientific forecasts
Who uses this forecast?	Who does not use this forecast?
	Would they like to receive forecasts? Why or why not?
Who produced the forecast they use?	
Where and how often do they use this forecast?	
Who do they share it with?	
What factors allow them to trust or not trust this forecast?	
How can trust be improved?	
Preferred channels and factors for preference.	

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other tools? What topics were not covered that I still want to discuss?

Key Informant Interviews

Participants: Identify one or two people involved in each organization's activities (preferably one man and one women).

Time: 20-45 mins

Activity Preparation

- Review the Venn Diagram and Changing Farming Practices Timeline results and identify the organizations that intervene with the target community in which you are interested in learning.

- Review any other organizational or institutional profiles that have already been completed in the target region, such as the CCAFS Organizational Baseline Survey.

- Make a list of organizations below about which you would like to learn, including community based organizations (CBOs), farmer groups, local women's groups, farmer associations, local NGOs, international organizations, civil society groups, local government and extension services

_____

_____

- Contact the organizations and make appointments for interviews.

  Step 1 - Welcome the project staff member and introduce the research team and the objective of the exercise.

  > Your introduction can look like this:
  >
  > "Thank you for participating in this interview. We are interested in learning more about the kinds of new agricultural practices that have been taken up by men and women, and how and why these changes have come about. We would like to hear about your project or the activity in which you are involved, by asking some questions that focus on the approaches, strategies and institutional arrangements you employ to share the benefits of your interventions."

Step 2 Organizational Profile - Focus first on the organization itself. You are not trying to get all the details of their projects, but rather to 'tease out' lessons regarding strategies, approaches, rules, etc. that are being employed (or not) to enhance low-income men and women's participation in, and benefits from, such initiatives. Refer to Checklist 1 for some suggested questions.

Checklist 1
• What kind of organization (e.g. CBO, NGO, public, etc.) is yours and at what level does it work (local, national, regional, international)? • What is the purpose or focus of your organization? • How long has it been working in the target community? • What kinds of people in the community does your organization target? Who has access to the services provided by the organization? Do young and elderly people have access to the services? Does one group in the community rely more on the organization than others? • What is the relative importance of climate change in the portfolio of your organization? • What are your organization's objectives in terms of supporting climate-resilient agriculture? • What has the organization encouraged related to climate change mitigation and/or adaptation? • What is the organization doing well? • What do you do in areas of climate-resilience from which others can learn? • Are there any areas for potential expansion of climate related activities that your organization is not able to currently support? • Considering all the organizations that are working in the target community, what do you see are areas for potential expansion? • Which organizations are linked with yours? How? For what purpose?

Step 3 Climate-resilient agriculture activities - Next focus on the organization's activities in your target community that promote climate-resilient agriculture. You can use the following SEAGA (CCAFS-FAO 2012) guiding questions from Checklist 2.

Checklist 2
• What types of improved agricultural practices are being implemented?
• Who is participating in the project? Approximate percentage of men and approximate percentage women? Approximate percentage of youth and elderly?
• How do they participate? (for example as individuals, within groups)?
• How are benefits shared?
• In what roles do women farmers participate? Are women involved in the leadership structure or decision making?
• Do women face certain constraints to joining the project compared to men? If so, what are they?
• What interventions benefit more women compared to men? Vice versa? What, if any, approaches have you used to work toward equitable benefit sharing?
• What kinds of strategies and approaches have you used to encourage inclusive participation? (for example of low-income men and women, youth, other marginalized groups)
• What, if any, strategies have you employed to encourage marginalized groups to adopt improved agricultural and natural resource management practices?

Step 4 - Give your interviewee the opportunity to ask anything, add anything, make clarifications, or make either specific or general comments on the study issues. Thank them for coming and explain that you are excited about the information they provided.

Reporting – Key Informant Interviews

NOTE: When possible, complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group (Organization, CBO, etc.):
Interviewee (Name & Role):
Date:
Note Taker:
Interviewer:

Data Notebook: Insert your full transcript from the interview before moving forward. Work as a research team to record the exact words and phrases used by the interviewees.

Provide any observations or thoughts you have about the interview in general. What biases do you think affected the interview and in what way(s)? How do you think this is reflected in your data?

NOTES

Mitigation Module

Mitigation of climate change involves reducing Green House Gas emissions and/or enhancing the capacity of 'sinks' for GHGs, for the ultimate purpose of stabilising their concentration in the atmosphere; aims to reduce global *exposure* to the effects of climate change (SPC 2011). Tools in this module can be used to identify existing agricultural practices addressing climate vulnerability in order to improve co-benefits and mitigation impacts. They can also help better understand social cohesion and equity on a community level for implementing mitigation projects and benefits sharing.

Tools:

This module includes a group of tools that when implemented sequentially provides us with the necessary background information for designing an agriculture program that can integrate gender, with special consideration for vulnerable groups.

Tool	Suggested Use
Changing farming practices timeline	Two sessions – men and women Identification of mitigation & adaptive practices along with key actors and target beneficiaries.
Co-Benefit analysis	Two sessions – men and women Understand potential community incentives for and challenges to adopting proposed mitigation projects.

Flexibility and Use:

This module can be used independently to prepare for a climate-resilient agriculture programme, or in conjunction with any other module to prepare for a programme with multiple climate change and gender objectives. If used in conjunction with other modules, the research team should take care to plan the sequential roll-out of tools so as to avoid repetition. For example, a baseline village map developed in Module 1 can be added to Module 2 to identify livelihood resources and matched with Module 3 to identify areas of with mitigation potential. The tools in this module are designed to sequentially build on each other.   However, if you already have the information generated by one or more of the tools, you can easily drop them and concentrate your time and resources on the other tools.

Changing Farming Practices Timeline

This tool can be adapted to probe specifically for information about new practices in the community already support increased carbon sequestration and mitigation. The activity in its entirety can be found in the Co-Production of Knowledge module.

Materials: • Flip chart paper • Markers • Counters or beans

Co-Benefit Analysis

Participants: Separate groups of men and women [8-10] of mixed socio-economic status and ages.

Time: 30 mins - 1 hr

Material Preparation

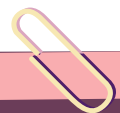- Set up your notebook as shown below to make note taking easier:

Practice:		
Benefits (included number from piling!):	*Burdens (included number from piling!):*	*Discussion Notes:*

Activity Preparation

- Arrange participants in a circle and clear the ground in the middle.
- Review the list of current agricultural practices that you already know or that you recorded during the Changing Farming Practices Timeline.
- Consider these questions:

NOTE: This exercise is very flexible and can be used to assess particular interventions as well.

About which practices or interventions do I want to probe?

_____

Do you want to ask men and women about the same topics or different ones? If different, record which

practices you will ask the men and women's groups about. _____

_____

Step 1 – Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, etc.)

Step 3 – Begin the discussion by asking about one agricultural or non-agricultural change that is of interest to you. Probe the focus group to understand the different benefits and burdens from each practice.
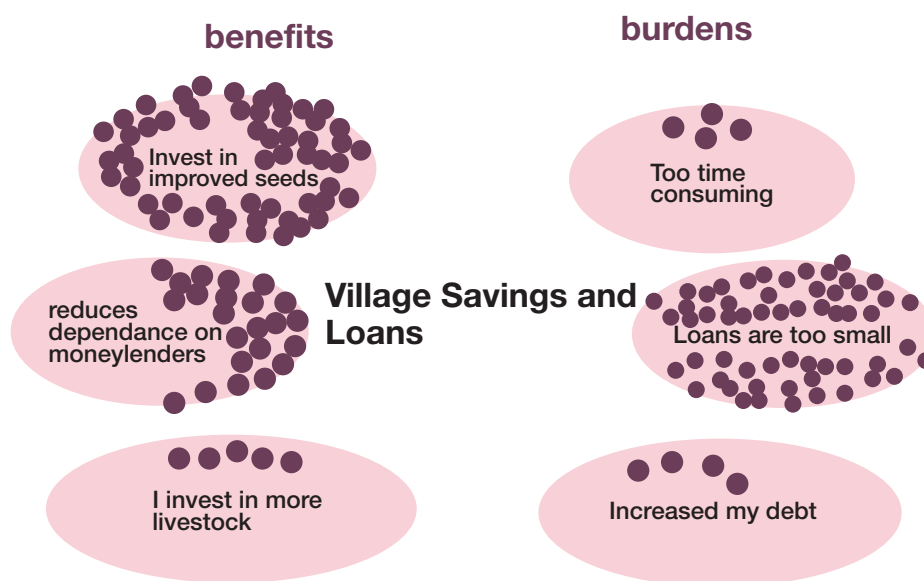
Step 4 - Once lists of benefits and constraints have been noted, ask a volunteer to list or draw them out on many sheets of paper or on a large poster.

Step 5 – Take 100 counters or beans and explain that they represent all of the men or women (depending on the disaggregated group). Ask a volunteer to distribute the counters between the benefits from the practice first. Encourage the group to work together to create a distribution upon which they agree.

Step 6 – Repeat this step but for the burdens of adopting the practice. Discuss the results as a group to gain more insight about the perceptions of the benefits and burdens.

Step 7 – Follow the same process for each practice of interest. Record the benefits, burdens and discussion notes for each practice.

Ongoing - Use your own probing questions that arise during the session or refer to the topics and questions in Checklist 1 for more suggestions

benefits

burdens

Invest in improved seeds

Too time consuming

reduces dependance on moneylenders

Village Savings and Loans

Loans are too small

I invest in more livestock

Increased my debt

Checklist 1	
Categories of effects and requirements for practices	**Example probing questions**
Resources (soil, water, forest, land) Labor, time and tools Knowledge and skills Health and nutrition Income and expenses Access and information	**Agricultural Practices:** • How does this activity affect soil quality? • How does this activity affect water sources? • How does this activity affect forest resources? • How does this activity affect crop diversity? • How does this activity relate to land tenure? Is land required? Rented? Shared in common? Privately owned? • Who has control over land? Who has access to land? How does those who do not own land gain access to it? • How is the burden of labor for this activity shared? Who does most of the work? Is it done in a group? • Does this activity require buying or renting of equipment? Can all groups or individuals in the village afford the equipment? If not, how is it shared? Who cannot afford it? • Are there seasonal or time constraints associated with the equipment? Who operates the equipment? Who rents it? **Agricultural and Non-Agricultural Practices:** • How time consuming is this activity? How does it affect amount of labour for men? For women? For children? • Is there special knowledge required to do this activity? Who holds this knowledge? Who does not? • How does this activity effect household food security or consumption? • Does this activity have any nutritional benefits? Who makes the decision to invest in nutrition? Who in the family does it benefit the most in terms of nutrition? • How does this activity affect overall family income? Who keeps the income? Is it shared? • Is the income from this activity channelled into long-term investments like education, businesses, loan repayment? Who makes the decision to invest? Who benefits most? • How is information shared within a group or household engaged in this activity or among individuals? • Are there small businesses that have grown from this activity? Do men, women or children run these businesses? Are there associations that run the business? Is the membership of associations mostly men, women? How are decisions made in associations? How are benefits shared?

Reporting – Co-Benefit Analysis

NOTE: Complete this form with the entire research team—facilitator(s), co-facilitator(s), note taker(s), and anyone else who participated in some way—to produce a more complete report of the session for your database.

Venue:
Group:
Date:
Note Taker:
Facilitators:

Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

Data Notebook: Insert your full transcript from the session before moving forward. ***Work as a research team to record the exact words and phrases used by the participants in the session.***

Provide any observations or thoughts you have about the session in general. What biases do you think affected the session and in what way(s)? How do you think this is reflected in your data?

Proportional pilings (relative importance):

Practice:		
*Benefits **(included number from piling!):***	*Burdens **(included number from piling!):***	*Discussion Notes:*

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*Benefits **(included number from piling!):***	*Burdens **(included number from piling!):***	*Discussion Notes:*

What do I need more information about? What do I need to clarify? What information gathered supports or disputes information gathered with other sessions? What topics were not covered that I still want to discuss?

NOTES