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?

Materials: • Tape • Different Colored Circles • Markers • Colored Papers • A Large Flip Chart Paper With A Tree Drawn On It (optional)

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

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?

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.

Participants often refer to female headed households as those that lack men. Disaggregating based on this definition is not enough – it obscures households where men are present, but women are the primary breadwinners. Make sure to address this definition with the community ahead of time by discussing what a female headed household or head of household in general is.

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?

Note: You should emphasize that wealth is relative to the village, not the country.

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.

−   +

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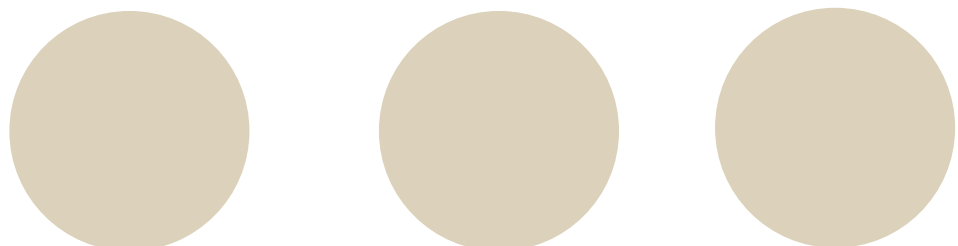
It is important to be aware of culturally appropriate indicators of wealth before entering the community. For example, asking for the number of livestock in pastoral communities may be highly inappropriate in certain communities. Having communities describe typical households based on their own criteria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

Adapted from IFAD "Gender and Poverty Targeting in Market Linkage Operations Toolkit for Eastern and Southern African Division" 2002 (IFAD 2002)

Variation 3

Research Modules / Co-production of Knowledge

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: **Size of Group:** **Trend:** **Reasons Given:**	**Type:** **Size of Group:** **Trend:** Reasons Given:	**Type:** **Size of Group:** **Trend:** **Reasons Given:**	**Type:** **Size of Group:** **Trend:** **Reasons Given:**	**Type:** **Size of Group:** **Trend:** **Reasons Given:**
Total (By Household Head)				
Male: **Female:** **Child:** **Elderly:**	**Male:** **Female:** **Child:** **Elderly:**	**Male:** **Female:** **Child:** **Elderly:**	**Male:** **Female:** **Child:** **Elderly:**	**Male:** **Female:** **Child:** **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
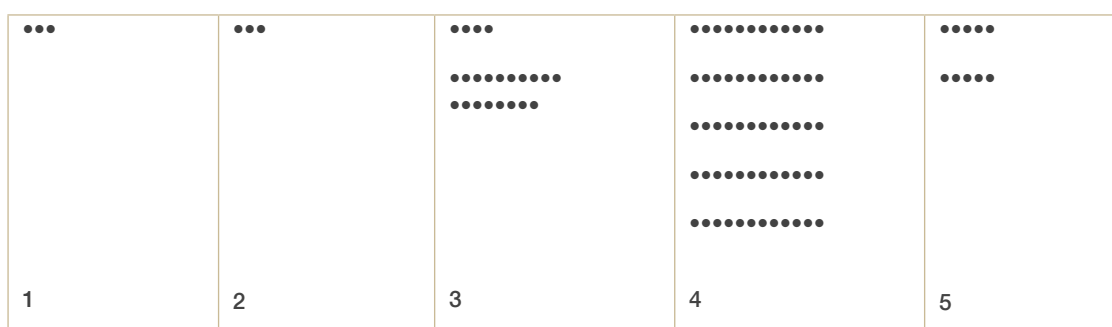
Step 4 – Ask volunteers to redistribute the counters but this time based on how they think women in the village were 10 years ago.

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.

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