



# 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.



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.





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

## 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.





**Materials:** • Flipchart paper • Colored Markers • Cards

## 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.

Facilitator: You will likely find different perceptions between men and women about responsibilities and decision-making regarding production, marketing and income. You may find that women and men sell products in spite of previous agreements in the household, or without informing their partners, during times of scarcity. It is important for the facilitator to probe with sensitivity on how men and women negotiate their roles.



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
<ol style="list-style-type: none"> <li>1. Maize</li> <li>2. Beans</li> <li>3. Milking</li> <li>4. Tomatoes</li> </ol>	<ol style="list-style-type: none"> <li>1. Basket Making</li> <li>2. Laundry</li> <li>3. Drying small fish</li> </ol>

**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
<p><b>Land Access and Use</b></p> <ul style="list-style-type: none"> <li>• If a crop, where is it planted? In your home garden, on your own plot, on your husband's plot, on shared plots?</li> <li>• Do you own any land either alone or jointly with someone?</li> <li>• Do you own, personally (or share with others in your household), the land you farm?</li> <li>• If not, how do you access land? Do you rent it from someone? Exchange labour for access? Have a communal or group plot?</li> <li>• Does your husband or wife have separate plots he or she farms?</li> </ul> <p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>• If the crop or product is sold, who sells it? Men, women, both, groups?</li> <li>• Do spouses seek permission before selling it?</li> <li>• If it is sold, who keeps the income? Men, women, shared?</li> <li>• 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?</li> </ul>

### 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			

**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	
<p><b>Weather and climate:</b></p> <ul style="list-style-type: none"> <li>• Rainy season</li> <li>• Hunger season</li> <li>• Flood</li> <li>• Extreme fog</li> <li>• Extreme heat</li> <li>• Extreme cold</li> <li>• Hail</li> <li>• Frost</li> </ul> <p>Add your own:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p><b>Food security &amp; livelihood:</b></p> <ul style="list-style-type: none"> <li>• Months of purchasing food</li> <li>• Months when households spend the most money</li> <li>• Special occasions affecting income (school fees, religious festivals ect.)</li> <li>• Months when livestock is sold</li> <li>• Months with most pests, disease ect.</li> </ul> <p>Add your own:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

### 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.***



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

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?*

--



**Materials:** • Flip chart paper • Stickers • Markers

## Daily Activity Clocks

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

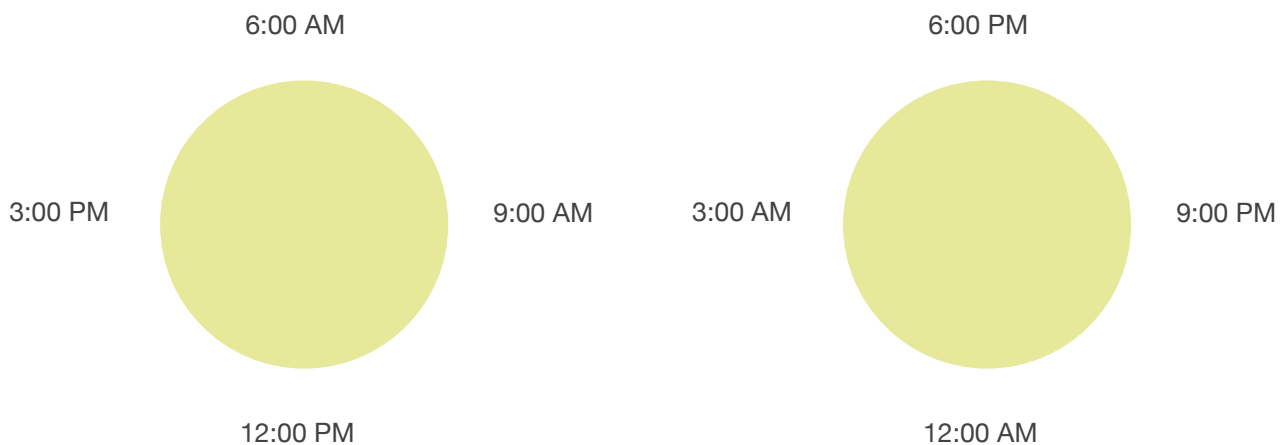


**Time:** 30 minutes - 1 hour

### Material Preparation

- Prepare two clocks, one for the day (6:00 AM to 6:00 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



- 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? \_\_\_\_\_

\_\_\_\_\_



A circular diagram on a chalkboard representing a 24-hour schedule for a cow. The circle is divided into segments by radial lines. The segments are labeled as follows:
 

- EAST**: Located in the upper-left quadrant, with a 'B' and '10:00' written near it.
- FARM WORK**: Located in the lower-left quadrant.
- GRAZING**: Located in the right half of the circle.
- WAKE UP**: Located in the lower-right quadrant, with an arrow pointing from the center towards it.
- EVENING**: Located in the upper-right quadrant, with '11:00' and '12' written near it.

 The word **DAY** is written at the top of the board. The circle has tick marks around its circumference, and a central dot is connected to the 'WAKE UP' segment by a line with an arrow pointing towards the center.

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

**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:

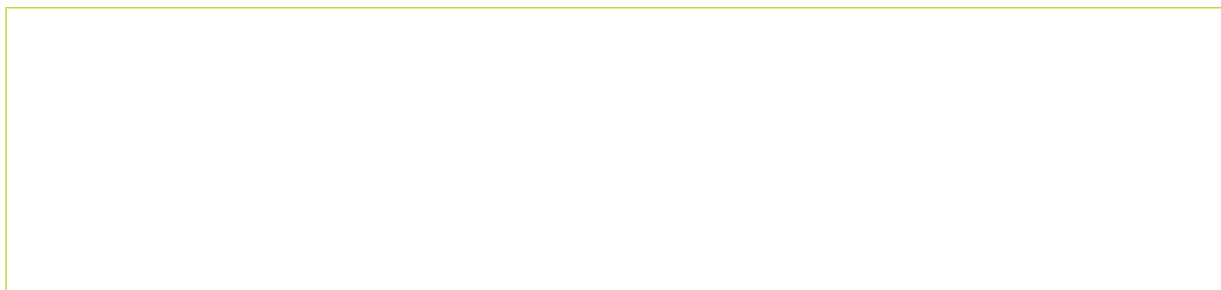
Focus group discussion members (insert number of participants, add categories as desired)

Men	
Women	
Youth	
Elderly	
Disabled	

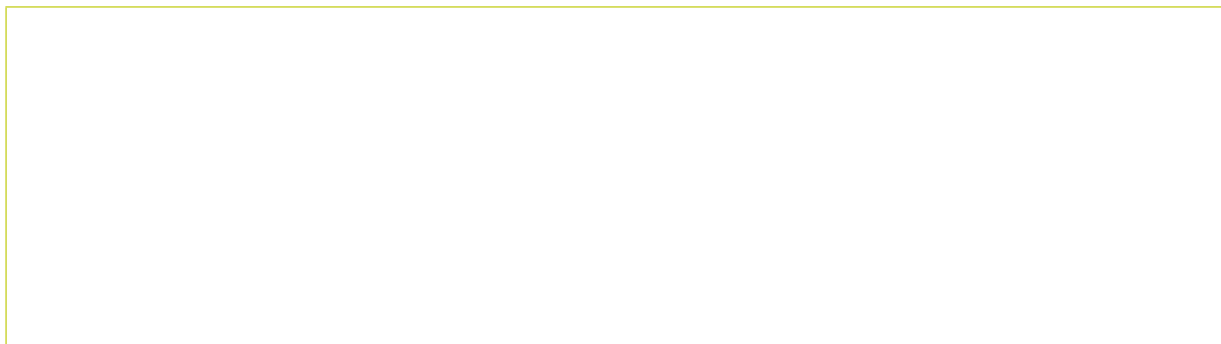
*Data Notebook: Insert your full transcript from the session before moving forward. **Work as a research team to record the exact words and phrases used by the participants in the session.***



*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?*



**Materials:** • Flip chart paper • Markers

# 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? \_\_\_\_\_

**Facilitator:** You can also take **2 to 3 minutes** to remind people of political parties in power, major global events to help them remember.

**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
<b>Rainy seasons</b> <i>(irregularity of rainfall, heat waves, cold spells..)</i>	<b>Changes in seasons:</b> <ul style="list-style-type: none"> <li>• 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?</li> <li>• How did these changes effect farming?</li> <li>• How did it affect the household? Who does it affect the most (Men, women, children)? How?</li> <li>• How did it affect income/costs?</li> <li>• How did it affect nutrition?</li> <li>• How did it affect physical security and safety?</li> <li>• How did it affect food security?</li> <li>• How did it affect crop yield, soil condition, water quality etc.?</li> <li>• Did it change relationships between husbands, wives?</li> <li>• Did it challenge, improve or cause tension between social groups? Men and women? Rich and poor?</li> </ul> <b>Changes in new practices or technologies:</b> <ul style="list-style-type: none"> <li>• How did you learn about this new practice? Who provided you with the information? Were women or men targeted first? Rich or poor?</li> <li>• Who implemented the change first, women or men? Particular households? How did it spread?</li> <li>• 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?</li> <li>• If the change required new technology, who owns the technology, women or men? Who uses it, women or men?</li> <li>• Did the change create any problems? For whom, women or men?</li> <li>• Did you face obstacles to implementing the change? What were they? Institutional, organizational, cultural or personal hindrances?</li> <li>• Did you keep the change in place or return to previous practices?</li> <li>• What is hindering you from making more changes to your farming practices to deal with the challenges you are facing?</li> <li>• Is the use of the technology or practice increasing or decreasing? Why?</li> </ul>
<b>Drought seasons</b>	
<b>Hungry season</b> <i>(Plentiful season ect)</i>	
<b>Crops</b> <i>(hybrid? Local seeds? Intercropping? Pests?)</i>	
<b>Livestock</b> <i>(Diseases? New management practices?)</i>	
<b>Forest Products</b> <i>(fodder, fuel, tree planting)</i>	
<b>Non-Agricultural Income Sources</b> <i>(seasonal work, loans)</i>	
<b>New technologies introduced for farming</b>	

### Variation

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?



**Materials:** • Colored Markers • Paper circles of different sizes (optional) • Flip Chart Paper • Chalk

# 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


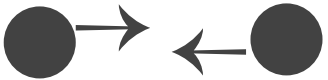


- What are the objectives of the organization?
- How long has the organization existed in the village?
- What has been its most successful project in the village? Why? Who benefited?
- Does it have links with outside organizations? For what purpose?
- Who are the main beneficiaries? Men, women, young, old?
- Does one group (social and/or gender) rely more on the organization than others?

**TIP:** To capture more information on the “flatness” or directionality of relationships between organizations and communities, arrows can be drawn between circles indicating the flow of information.

**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

Note taker: No need to be as concerned with recording the details of the diagram. Focus on recording the discussions that are had and the stories that are told. The diagram should always be captured with a picture to reduce the burden on the note taker.

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

Checklist 2	
Topics	Suggested Questions
Gender ( <i>management roles, participation</i> )	<ul style="list-style-type: none"> <li>Who holds decision-making roles in the organization?</li> <li>Does the organization have both men and women participating? If so, in what ways are they participating?</li> </ul>
Information ( <i>access, sources, uses</i> )	<ul style="list-style-type: none"> <li>Do women provide input in this organization? If so, how do the men react to it?</li> <li>Does the organization work specifically with women in agriculture or natural resources management?</li> </ul>
Social inclusion ( <i>not just of gender, elderly, marginalized groups, youth</i> )	<ul style="list-style-type: none"> <li>Does the organization provide information on farming practices? If yes, what is the nature of this information?</li> <li>Who accesses the information provided by the organization? Men? Women? How they access it?</li> <li>Are the specific needs of young and elderly people taken into account by the institution? If so, how?</li> <li>Are there specific needs of marginalized groups for example ethnically, financially, socially marginalized, taken into account by the institution? If so, how?</li> </ul>



### 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?*



**Materials:** • Colored Markers • Paper circles of different sizes (optional) • Flip Chart Paper • Chalk

## Key Informant Interviews

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



**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?*

