



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.



Materials: • Flip chart paper • Markers

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.

	2013	2008	2002	WHY?	WHO	EFFECTS	TR
1. RAIN FALL	extreme rain Feb-Mar	moderate	"normal" & less rain not destroyed	too many trees attract more rain climate change	Men	<ul style="list-style-type: none"> men are resp. for repairing houses houses were destroyed crop destruction land was washed - destroyed - bridges + roads travel is limited communication - neighbors distances - human - effect all drinking water was contaminated more ppl rainwater harvest brothers #2 (3 in primary school) 	
2. Drought	Jan-Feb: June-Sept unpredictable	5mm	* 5 mos. BUT some bits of political funding / not interested for food support	High rates sand topsoil, & soil came & scarce soil climate change	MEN WOMEN ADULTS children old men	<ul style="list-style-type: none"> diseases - human + livestock (blust) food shortage -> delirious diet food price increase - income is declining heat, heat, stress - drinking water water used reduce - work longer loss of over 1000 on road - stolen from - children to be a poverty - cultural - human selling of livestock - lost from work - table banking 	↗
3. Food Self-Sufficiency	X many had yr, no harvest	1 month	8 months, autumn 2 seasons in check & long-term	* lack of over - rest unit -> poor timing over STOLEN			
4. Livestock	Cows 3 Goats 36 Sheep 3 very few sheep plants - no grass declined	2007 steal	livestock #	Theft	MEN	<ul style="list-style-type: none"> can't cultivate land can't take hrs school bus even ask - no safety for medicines 	↘
5. Charcoal	lots of charcoal sold within village indigenous trees	from Kedondong the main ppl	growing land planting	population			
6. TREES	live plants	planted into, 1000, 11	X	hunger -> income	MEN	<ul style="list-style-type: none"> drought prolonged life cutting trees for scarcity - soil erosion 	
7. INCOME	more ppl learn skills for work marketing - making mechanism - security, form	outside	X	hunger	MEN	<ul style="list-style-type: none"> endured time, timber, charcoal soil erosion - climate - human - shade income still not high enough better environment - crop, human 	↗
8. CROPS	more ppl learn skills for work marketing - making mechanism - security, form	outside	X	hunger	MEN	<ul style="list-style-type: none"> endured time, timber, charcoal soil erosion - climate - human - shade income still not high enough better environment - crop, human 	↗
9. TECH.	over 1000 2011 - 2012 2013 - 2014 2015 - 2016 2017 - 2018 2019 - 2020 2021 - 2022	"	"				↗



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 (<i>included number from piling!</i>):	Burdens (<i>included number from piling!</i>):	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:

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. _____



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

Note taker:
Remember to note down as much as you can of the discussions that the group members have as they decide upon the benefits, burdens and rankings of the practices. The lists of benefits and burdens and the ranking are not as important as the explanations and stories that explain why.

TIP: You may want to do a separate chart for agricultural benefits/burden and non-agricultural benefits/burden.

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.

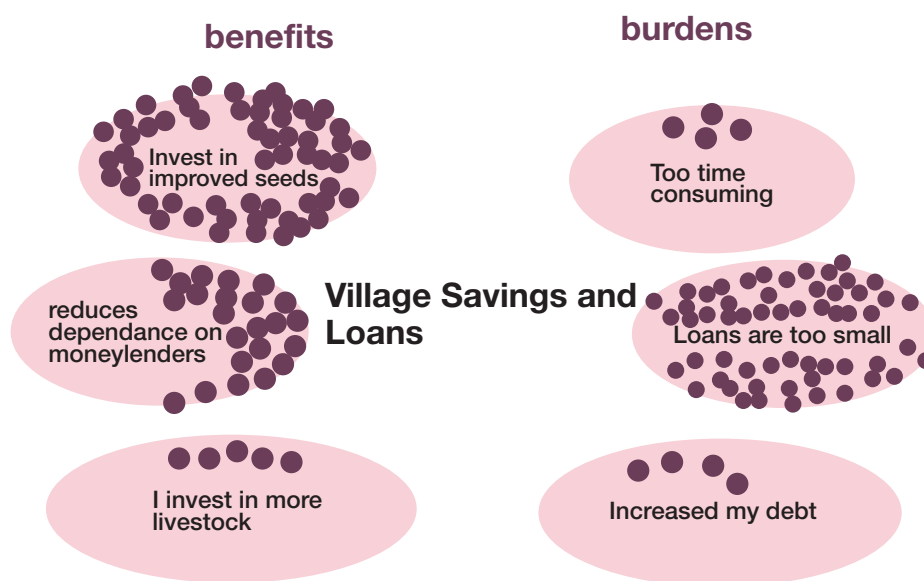
Step 4 - Once lists of benefits and constraints have been noted, ask a volunteer to list or draw them out on many sheets of paper or on a large poster.

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



Checklist 1	
Categories of effects and requirements for practices	Example probing questions
Resources (soil, water, forest, land)	<p>Agricultural Practices:</p> <ul style="list-style-type: none"> • 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? <p>Agricultural and Non-Agricultural Practices:</p> <ul style="list-style-type: none"> • 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?
Labor, time and tools	
Knowledge and skills	
Health and nutrition	
Income and expenses	
Access and information	



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?

Research Modules/Mitigation