PART 3- LOGISTICS & PLANNING GUIDE
Preparation

A. Building a Team

Your research team is the foundation of your research project. Building a strong team requires guidance and deliberate capacity building in gender and PAR processes. Investing your time in building your team can really dictate the quality of your research.

Team Composition

As a principal investigator or research project coordinator, you are responsible for hiring and building the capacity of your team. Specifically this may require hiring at least two local note takers and two facilitators.

Pay careful attention to the gender composition of your team. It is highly recommended to have at least one female facilitator and one female note taker. This would allow for maximum flexibility while conducting your focus groups. Team members should anticipate adjusting their roles or opinions to meet the challenges of building trust and gender sensitive research spaces. In some cases, having female facilitators may improve trust with female focus groups. In other cases, having mixed gender facilitators may work better.

Practical Skills Needed by facilitators AND note takers:

- Some background in participatory action research or field work
- Some technical knowledge of development, gender and climate change issues
- Familiarity with the local community (if not belonging to the community themselves)
- Cultural sensitivity to the community’s practices
- Local language proficiency

Orientation and Training

Once you have staffed your team, you will need to spend time orienting and training them to help every member of your team understand their roles, responsibilities, and enable them to work together toward a common purpose. We suggest communicating the following points in a series of open discussions, brainstorming sessions and conversations:

Note that involving “community gatekeepers” or local leaders in this process may be useful in promoting transparency and participation. You may choose to invite key local leaders who could help facilitate your research activities in this preparatory phase as needed.
1. **The purpose of your research.** What is the overall purpose of your research? Is this inductive or deductive research and what does that mean? What are the main research themes or questions that you want to explore? How will the data collection and analysis from this project fit into the project or overall institutional context of your organization?

If you are working from an analytical framework, we suggest that you **present it early in the process** and talk through the challenging terminology and meanings of the research questions, indicators and/or themes to ensure that all of your team members fully understand the purpose. This directs the facilitation and note taking, as well, making it more attentive, relevant and appropriate.

2. **Logic and expectations.** Why have you chosen to do gender sensitive and PAR research? What are your expectations for and vision of a “successful” gender and socially inclusive research project? How do your team members define it? What are your expectations for and vision of “successful” participation? How do your team members define it? Having these discussions early is important to **establish team norms and support systems.** Not only will the logic of the research be clarified, it may also help teams commit themselves to the project and each other.

**Expectations of time requirements, compensation and all expected roles,** for example not just translating but also participating in recording data every day, should also be clarified early in the team-building process. The team needs to understand all that is expected of them to maintain team unity and transparency.

3. **Methodology Review and Pre-testing** For many teams, participatory approaches may challenge their own sense of comfort and reveal biases. It is important to spend time becoming comfortable with participatory approaches and address the fears your team members

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**Preparing your note takers**

- The quality of your study relies upon the data collected from your note taker(s).
- During training, the research team needs to decide on the depth of their notes – summarizing is not enough for qualitative research. Exact quotes and stories are necessary.
- If the burden seems too heavy for just one note taker, consider adding a second to your team.
- During the tool review and pre-test, the facilitator and note taker should practice working together to use techniques like echoing – the facilitator repeats what the participant says to both validate the participant’s comment and allow the note taker to have more time to record the exact comment made or story told – to ensure better note taking.
- Also during the review and pre-test, the team needs to complete the data entry part of the process to both get into the habit and to figure out ways to improve the note taking for actual data collection.
- For actual testing, sessions can be recorded but only to provide support to the note takers. The team should always take thorough notes.
- For actual testing, the research team should work together at the end of each day to complete the transcript from the notes and recollections of quotes and stories. You cannot hire someone to do qualitative data entry for your project. Only the research team can compile a database, and the note taker is the key to this process.
may have. To become more comfortable in PAR, we recommend reviewing each tool with your group, first discussing their purpose and priorities, followed by role-playing the actual activities. Role playing will allow your team to begin to understand how they use the tools, how they work together as a team, and what is confusing or challenging to them as facilitators and note takers. Note taking, especially, should be practiced in these mock sessions because it is just as critical, if not more so, as facilitation in the data collection process. Refer to the box on tips on preparing your note taker(s).

This should also lead to pre-testing each activity in a community before starting the testing process. This community pre-test is critical for helping your team become familiar and comfortable with practicing the tools with community members and for deciding how the tools can best be used in your research context to obtain the information you desire. Additionally, your team will learn to work together to collect more data, by the facilitators, translators and note takers further practicing techniques for effective, ethical and thorough data collection.

Additionally, if you will be using recorders, audio or video, you team needs to be oriented on how to use the equipment. We suggest using recorders but only if communities consent and only as a supporting source of data. The note taking and data entry in the reporting sheets should provide the majority of the content for your database.

4. Capacity Building on Gender & Climate Change. We highly suggest reviewing the basic concepts and learning activities found in this manual with your team before engaging in research. Coming into research with common terminologies and being well informed on the subject and concepts of your research, will enable your team to work cohesively and effectively.

B. Background Research

Prior to visiting the community or communities to carry out your research work, it is crucial that you conduct background research. The following lists of questions on (1) institutional settings (who are the actors) and (2) environmental, economic, and social trends will help you ensure that you identify socio-economic and gender issues from the beginning of the field visit.

Both of these lists of questions should be explored using available information on the area to the extent it exists, including:

- Statistics and reports from government departments and ministries;
- Program and project documents from agencies and NGOs;
- Studies and surveys from universities and research institutions; and
- Documentation from service organizations in the local area.
Note that this background information should not lead your analysis but may help inform you of key stakeholders and issues to be aware of. Answers to the following questions may not be readily available but it is important to be aware of the local context to the extent possible. Checklist 1 suggests questions to investigate institutional settings:

<table>
<thead>
<tr>
<th>Checklist 1</th>
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<tbody>
<tr>
<td>• Are there local groups that are organized around environment issues such as climate change, forest user groups or water user groups? Do both women and men participate in these?</td>
</tr>
<tr>
<td>• Are there local groups that are organized around economic issues for example credit, agriculture production? Do both women and men participate in these?</td>
</tr>
<tr>
<td>• Are there local groups that are organized around social issues includes health, literacy, religion, youth?</td>
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<tr>
<td>• Are there groups exclusively for women? If so, what is the focus of these groups? What do women gain from them? Are the groups open to all women?</td>
</tr>
<tr>
<td>• Are there groups from which women are excluded? Which ones? Why? What do the women lose due to the lack of their participation?</td>
</tr>
<tr>
<td>• Are there groups exclusively for the poor separated along gender lines? If so, what is the focus of these groups? What do the poor gain from them?</td>
</tr>
<tr>
<td>• Are poor men and women excluded from any of the local groups? If so, which ones? Why? What do the poor lose due to the lack of their participation?</td>
</tr>
<tr>
<td>• Are there groups exclusively for youth and are they separated by gender? If so, what is the focus of these groups? What do youth gain from them?</td>
</tr>
<tr>
<td>• Are there groups from which young men and women are excluded? Which ones? Why? What do the youths lose due to the lack of their participation?</td>
</tr>
<tr>
<td>• What are the links between local groups or organizations and outside institutions such as NGOs, political parties and government institutions?</td>
</tr>
</tbody>
</table>
Checklist 2 has suggested questions to investigate local trends:

<table>
<thead>
<tr>
<th>Checklist 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the most important environmental trends (e.g. drought, deforestation, erosion or other meteorological trends)?</td>
</tr>
<tr>
<td>• What are the most important trends in agricultural production and food security?</td>
</tr>
<tr>
<td>• What are the most important economic trends, e.g. jobs, wages, prices, costs of living, crop yields and livestock population?</td>
</tr>
<tr>
<td>• What are the most important demographic trends (e.g. birth rates, infant mortality, immigration, out-migration, increases in female-headed or child-headed households and the role of HIV/AIDS)?</td>
</tr>
<tr>
<td>• Which other trends are important (e.g. governance, social changes, in for instance the household or change in government policy)?</td>
</tr>
<tr>
<td>• What are the linkages between the trends?</td>
</tr>
<tr>
<td>• Are there linkages or causes stemming from intermediate or macro levels?</td>
</tr>
<tr>
<td>• What is getting better? What is getting worse?</td>
</tr>
<tr>
<td>• Which trends impact men and women differently? And how?</td>
</tr>
<tr>
<td>• Which trends impact poor men and women more than richer men and women (e.g. health, access to resources etc.)?</td>
</tr>
<tr>
<td>• Are there differences in gender roles by ethnicity, class etc.?</td>
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</table>

As you explore these issues, you should keep in mind that the questions are a starting point. When entering the community, you may find that the people you speak with perceive different trends, or prioritize challenges differently to what you found during your background preparations. In addition, it is possible that the community uses different terms or ways to express what they perceive around them. You will need to bridge language, vocabulary and conceptual barriers. In addition, you will need to be careful not to lead the discussion toward trends you have read about, but use this information only to facilitate discussions among community members. (FAO 2012 p. 37-38)

C. Sampling Strategies and Procedures

Before you enter a village and begin to collect information, you need to develop a plan for exactly how you will carry out your work. Planning ahead ensures that you ask the right questions, use the right tools and speak to the right people. If you don’t plan ahead, these things will likely shift to being a matter of convenience, and you will introduce bias into your study.
Choosing Your Villages

Deciding on where you will work, and who you will speak with is part of your ‘sampling strategy’. This strategy should be based on your objectives and those of your organization. To begin, let’s work through some simple questions:

- What is the mission of your organization?

- Why are you carrying out this study? What will your organization do with the information?

This is the objective of the study. Now you are ready to identify where you will do the study:

- If your organization works in a specific place, like a certain village or district, then you will do your study in that place.

- If your organization is looking for a new place to work, you need to consider the mission of the organization and choose a place that corresponds well with that mission.
  - Is the mission to help farmers mitigate against climate change? Then, you should choose a place that has potential for carbon storage in crop fields and pasture, or by conserving forest.
  - Is the mission to help farmers adapt to climate change? Then you might choose a village where farmers have already begun to notice the impacts of a changing climate.
  - Is the mission to help farmers get access to and use information about climate and weather? Then you might consider places that have good access to radio and good support services.

In order to facilitate your work, we suggest you select villages that fulfill the following criteria:

- Where there is a lot of need for your organization’s mission and the organization can have a lot of impact.

- The village leaders must be willing and able to provide information related to what you would like to study, and the village should not be very small (less than 50 households).

- A village is defined as:
  - A place where people act as a ‘community’ in the sense that there is a level of interaction and dependence among them;
A place where it is possible to define who is or is not part of the village;

A place where it is possible to communicate with inhabitants (e.g. through a chairman or a village meeting) (FAO 2012 p. 62).

Purposeful vs. Random Selection

To choose the exact village or villages you will work in, you need to decide if you need to choose them randomly or if you can select them purposefully.

**Purposeful** selection is good in the following circumstances:

- When you have one or a few villages that you know you will be working in for the next few years, and you would like to co-develop knowledge with the residents that will provide everyone with a deep understanding of the problems and priorities, and a common understanding of the way forward.
- When you know that there is something unique or special about a certain village that will provide you with information and points of view that you will not be able to access elsewhere.

**Random** selection is good in the following circumstances:

- When your organization will be working in a large area like a province or a watershed, and it is not possible to study all of the villages, then you can take a sample of villages to represent them all.
- When you would like to do a statistical analysis of your findings, then you need to randomize the sample and select enough villages to survey that they will represent the diversity of all the villages.

If you would like to select your villages randomly, use the following steps:

1. Delineate your working area. This is the entire area that your organization would like to work in the future. You can use a map, and a red marker to draw a line around the area.

2. If the area is uniform (a single district, a single watershed, etc.), you can use a single random sampling, which is a good way to involve community leaders so that they can see that there were no biases in the selection:
   
   a. Identify all of the villages in the area.
   b. Write each on a separate slip of paper, fold them, and put them in a hat or basket.
   c. Draw out one piece of paper at a time and write the name down until you have the number of villages you need to sample.

3. For a single random sampling, you can also use Excel to limit possible biases in participant selection:
   
   a. Enter the list of villages into an Excel spreadsheet as follows:
b. Decide on the number of villages you need to include in your study. For example, in the list of 11 villages from Burkina Faso above, you may need to include four of the villages.

c. In Cell C1 enter the header “Random Function”.

d. In Cell C2 enter the formula `=rand()`, like this:

e. When you press <enter>, a random number between 0 and 1 will appear as shown here:
f. Copy this formula down to the rest of the cells in column C. Note: as you do this, the first value will change. This happens because you have a dynamic function in the cells so we need to convert these to static values. It will look like this:

![Excel spreadsheet image]

- g. With the whole of column C selected, right-click and choose **Copy**.
- h. Move into cell D1; right click and choose **Paste Special**.
- i. On the **Paste Special** dialogue box select **Values** as shown here:
j. Click OK and the actual values rather than the formulae will be pasted. Note the values in column C will have changed again – this is expected as they still contain dynamic functions, but the values in column D are now fixed and suitably random, like this:

<table>
<thead>
<tr>
<th>No</th>
<th>Village</th>
<th>Random Function</th>
<th>Random Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bousia</td>
<td>0.401933584</td>
<td>0.183944066</td>
</tr>
<tr>
<td>2</td>
<td>Donsen</td>
<td>0.393561689</td>
<td>0.74783433</td>
</tr>
<tr>
<td>3</td>
<td>Weregourou</td>
<td>0.262433316</td>
<td>0.677435385</td>
</tr>
<tr>
<td>4</td>
<td>Bonam</td>
<td>0.546924695</td>
<td>0.774767727</td>
</tr>
<tr>
<td>5</td>
<td>Tapoa-Djerma</td>
<td>0.791646764</td>
<td>0.830582187</td>
</tr>
<tr>
<td>6</td>
<td>Bwahoun</td>
<td>0.855478479</td>
<td>0.668354844</td>
</tr>
<tr>
<td>7</td>
<td>Dani</td>
<td>0.180599472</td>
<td>0.989772386</td>
</tr>
<tr>
<td>8</td>
<td>Koria</td>
<td>0.651651719</td>
<td>0.462137788</td>
</tr>
<tr>
<td>9</td>
<td>Alambar</td>
<td>0.432880272</td>
<td>0.115637114</td>
</tr>
<tr>
<td>10</td>
<td>Gorom-Gorom</td>
<td>0.390973245</td>
<td>0.763295363</td>
</tr>
<tr>
<td>11</td>
<td>Hounde</td>
<td>0.192302484</td>
<td>0.771982462</td>
</tr>
</tbody>
</table>

k. Now sort the worksheet in descending order by column D ensuring all columns are sorted together. You can do this by clicking on ‘Data’ and choosing ‘Sort’, like this:
I. In the **Sort** dialogue box that pops up, click on **Column** and choose the second **Random Function**, like this:

![](image)

m. Select the first villages from the randomized list that you need. For example, if you need four villages, you will choose Alambare, Boulsa, Koria and Bwahoun as shown here:

![](image)
4. If the area is not uniform (different terrains, different districts, different production systems, different ethnicities in different locations, etc.), you should stratify your sample. You can do this by creating a different worksheet for each type of category. For example, you may have a worksheet for villages in valleys, another for villages in mountains, and another for villages on flatlands. For each worksheet, follow steps a-m above.

**Determining Sample Size:** If you are choosing your villages by random selection, you first need to determine the number of villages that you need to study.

1. Start by counting the number of villages in the area where you will be working over the next few years.

2. Calculating a survey sample size can be done using two basic formulas, one calculating a preliminary sample size, followed by one to correct the calculation for a finite population (Creative Research Systems 2012):

**Sample Size:**

\[
ss = \frac{Z^2 \times (p) \times (1-p)}{c^2}
\]

Where:

- \(Z\) = Z value (e.g. 1.96 for 95% confidence level)
- \(p\) = percentage picking a choice, expressed as decimal (.5 used for sample size needed)
- \(c\) = confidence interval, expressed as decimal (e.g., .04 = ±4)

**Correction for Finite Population:**

\[
\text{new } ss = \frac{ss}{1 + \frac{ss-1}{\text{pop}}}
\]

Where: \(\text{pop}\) = population
A number of websites provide sample size calculators based on these formulae, for example Creative Research Systems at: http://www.surveysystem.com/sscalc.htm (Creative Research Systems 2012). Note that when using these formulae to determine how many villages you need to include in your study, the number you enter for pop (population) is the total number of villages, not the total number of people.

You will notice that if you have a small number of villages, your ideal sample size as a proportion of the total will be quite large. For example, with 70 villages, a confidence interval of +4 and a confidence level of 95%, you should include 63 villages in your study. That may be unrealistic for you. Just remember that the fewer villages in your study, the lower the confidence level in terms of your results being truly representative of your entire area. For example, you may decide that you will include 10% of the villages in the area in your study. That seems like a large proportion of the villages. If you have 70 villages, that would mean surveying seven of them. But your confidence level drops from 95% to 35%. The objective of randomly choosing the villages is:

• To prevent biases like road bias to enter into your selection – so even if you choose a small number of villages at least you have been unbiased in your chose.

• To evaluate the statistical significance of the results you obtain – if it is important that your results are statistically representative of a larger population, then you should endeavor to survey the recommended number of villages from your sample size calculation.

Choosing your informants

Now you need to decide which people from the village (informants) you will speak with, at least in the beginning. Again, let’s begin by answering some simple questions:

• Are there specific categories of people that your organization focuses on (for example women)?

• Are there types of people that are most implicated in your organization’s mission? For example, if your organization seeks to help small farmers adapt to climate change, you may want to focus on the farmers in a village, not non-farmers like brick makers.

• Has your background research identified categories of people that may be marginalized in the village (such as single mothers, minority ethnicities, very poor families, landless, etc.)?

• Are there people in the village that can serve as key informants, because they have special knowledge about an important topic?

Note down your answers. Make a note to yourself about important categories of people that you must make sure are participating in every focus group discussion that you facilitate.

You will need to gather informants to form a focus group for every tool that you use from this guide. Thus, for each tool you need a sampling strategy. Everyone that uses this guide will usually start with the Co-production of Knowledge Section, the Village Map.

1. Read the objective of the tool, and the suggested participants. Compare them to your notes on the objective of the study and important categories of people for the study.

2. Decide on the number of focus groups that you will need for the tool, and the number and types of participants in each of the focus groups.
Purposeful vs. Random Selection:

If you are using **purposeful** selection, discuss the types of people you would like to have for each focus group with the appropriate community leaders and arrange for the leaders to invite the desired number of participants. Refer to the entering communities section for suggestions on working with leadership and invitations. You may find in some communities it is appropriate for a village chief to send a messenger to a household to tell a person that they are invited to a focus group. In other communities it will be necessary to send an invitation letter to each person. In some cases, it is more appropriate to hold an orientation meeting for all members of the village, and ask for volunteers for certain focus groups. If you use this method, remember to pay attention to who is volunteering. If important categories of people are being left out, it may be necessary for you or community leaders to seek them out individually and invite them. Whatever method you use, don’t be surprised when additional people show up and passerbys join in. When this happens, be sure that the focus group has an inclusive atmosphere, and that they feel welcome to participate.

If you are using **random** selection for focus group participants, you are going to use a similar method to what you did to select the villages.

1. Develop two lists – one containing the names of all the men in the village, and one containing the names of all the women in the village. You may want to include important information, like age group and occupation.

2. If you are using the hat method, put the men’s names in one hat and the women’s in another.
   a. For your first men’s focus group, draw out names and set them aside until you have the number of men you need in the group. Then put all the names back in the hat for the next drawing.
   b. Do the same for your first women’s focus group.
   c. If it is a mixed sex group, divide the number of participants evenly between men and women and draw an equal number from each hat.
   d. For every focus group interview you conduct, follow the same procedure.
   e. Sometimes you will find that you want a specific category of women or men, for example male farmers or young women. In this case empty the hat and find all of the women or men that fit that category, putting their names back in the hat to draw from.

3. If you are using Excel make one spreadsheet for men and one for women and follow the steps for 3a through 3m from the village random selection instructions above.
   e. Each time you make a new selection for a new focus group, start with the name just below the last person you chose and work your way down the list.
   f. If you would like to have specific types of men or women, like female farmers or older men, first stratify the list based on that characteristic. Cut and paste those names into a new list, then follow the instructions for randomization and choosing your informants.

(Adapted from FAO-CCAFS 2012)
A. Research Ethics

For implementing research projects, it is important to uphold research ethics that are standardized throughout the research cycle. For example:

- Get consent! – The first step before you begin your research is to gain consent from participants. You must also seek consent from the existing village leaders or certain “gatekeepers” who play critical roles in community life. Consent can be verbal or written but should clearly ask participants whether they are willing to participate. Here is an example statement that you may use to introduce yourself and gaining consent from the community:

**Example Statement:**

“My name is _________ and I am a ___________ from the organization ______________. Our organization’s mission is to _______ and we are here today to gain your permission to ask you some questions on the different social, economic and political characteristics of the village over the course of the next ____ days. The information that you provide will be very valuable for our organization to learn about how different roles, responsibilities, and different decisions are made on agricultural and natural resource management by men, women and children in the village. Most of our discussions with you will be done in separate women’s and men’s groups.

We hope that you will be comfortable speaking to us and that we can record (or write) the valuable insights and opinions you have. We would like to record each discussion because your voice is important and rather than summarize, we would like to capture your thoughts in detail. If you are not comfortable with this, let me know and I will make sure that your name is not written and that the information you share with us is anonymous. Your participation in this project is completely voluntary and you can leave at any time.

Are there any questions?”
Communicate Your Research Goals - You must share not only the purpose of your research but how your data will be used in the future. Who will it be shared with, what impact might the research have?

Ensure Anonymity – You must be explicit about confidentiality and build the confidence of participants that their words will not be misconstrued or used for any purpose outside of those you have listed. Individuals will not be identified or singled out without express permission.

Recommended for PAR:

Follow Up – It is highly recommended that researchers follow up with the communities they work with by presenting summaries or preliminary findings to the community at the end of the research period, or returning once the research has been completed and circulating any outputs, publications, or future plans for interventions.

Compensation - You will need to carefully consider what forms of compensation you will be providing participants. In some contexts, no compensation can help reinforce a self-help and rights based approach. In other contexts, communities will expect monetary compensation because of local norms and relations with other development and research organizations. It is important to understand that providing compensation will set the tone and precedent for future work in the community, not only for your team but all other organizations who will be working with the community. It may also cause tension when passersby try to join the session.

In some cases, coordinating with community gatekeepers and village leaders on providing lunch to focus groups as a form of compensation can be arranged ahead of time. This can be a cost effective and transparent incentive for participation.

If doing longer semi-structured interviews with individuals or households, it may be more appropriate to compensate individuals with small items such as staple crops, sugar, tea etc.

If monetary compensation is demanded, as a research team you must be very aware of building expectations or setting unrealistic ones when dealing with money. Researching how much a farm worker would get paid in the village for 1 days work can be a good reference for compensation if necessary.
B. Entering a Community

It is very important to establish transparency and good communication with the leadership and members of the community you will be working with. You must make sure to confer with village authorities and gain consent from your participants before proceeding with any activities.

Working with Leadership

As a research team, you must be aware of the social and political dynamics of the community in which you work. There will be “gatekeepers” in the village who are strategically important as allies as you embark in your research. These ‘gatekeepers’ may also represent a particular strata of the village elite that can either enable or hinder your work. This is why it is of utmost importance to be sensitive to the hierarchies that operate within the leadership. Community leaders can lend legitimacy to your work, help you mobilizing participants, and give valuable insight to the research topic.

You should strive to involve gatekeepers in different aspects of the research process without letting them dictate or influence the participants. Be sure to discuss with them that you are interested in understanding the perspectives of many different types of people, and that they should help encourage community members to speak up.

To keep village gatekeepers engaged in the process, you may want to periodically ask them to evaluate how the research activities are going. If they have feedback or suggestions for improving participation, this may help better define their roles as enabling influences for your work.

Modes of Entry

There are several ways to enter a community. You will have to keep in mind the most culturally appropriate places and forms of communication, how to target women, youth and other specific groups, and who to recruit from the community to help gain you legitimacy and introduce your research project.

- **Invitation letters** - If choosing to write formal letters to individual participants and village leaders, you may need to keep in mind that households may only be listed under the husband’s name. Inviting women to focus groups via letters may require physically visiting households or going through the village leaders who can then distribute them to women on your behalf.

  Remember to specify exactly whether you are inviting a man, woman, girls or boys (indicating age), for the research activity.

  You may need to be accompanied by a local official or leader while delivering these letters depending on the context. (FAO 2012 p. 65)

- **Informal oral invitations** - Holding a public event with the cooperation of local leaders and gatekeepers may be a good platform for introducing your research. Remember that not all communities have the same literacy rate and that letters are not universally appropriate.

  Make sure that your community announcement does not conflict with weddings, funerals, market days, holidays etc.
If you intend to involve youth, find out when school hours end or choose different venues to target your audience.

**Introductions**

You must be able to manage expectations when introducing your research project. Be aware that the very word “project” may imply the promise of development activity. Here are some guidelines for introducing your work to the village:

- Explain who you are and what your organization does
- Explain the theme and purpose of your research – where will the data go?
- Be transparent about timing and the schedule of your work
- Make realistic promises by reinforcing that as researchers, your main purpose is to reflect community voices (not provide services or introduce development interventions)
- Ask for input or open up to questions

**C. Exiting a Community**

It is important to wrap up your research activities with purpose and clarity. As gender and PAR researchers, we suggest sharing your findings with the community in a public event, even if it is providing a snapshot of findings.

After the presentation, be open to questions. Support any discussions on participant experiences and try to encourage a sense of closure.

If you have concrete plans on returning to the community, share them at the meeting.

**D. Audit Trail Log**

You should keep an audit trail of all of your activities. It should include information ranging from discussions on training sessions, the applicability of the tools in respective contexts, the quality control process, the challenges or research barriers faced, the interesting data you find and from which tools and actions, as well as the steps taken when analyzing the data and producing written outputs. The audit trail can be accounted for through the reporting sheets and through daily debriefing with the research team.

By **completing the reporting sheets every day after your sessions**, all of the notes from the note takers will be recorded. When possible, direct quotes and stories need to be transcribed. Any interferences or instances of potential bias additionally should be recorded. The outputs of the group work (maps, diagrams, etcetera.) should be photographed or copied into the reporting sheets to keep a complete record of the activities. The reporting sheets and all other outputs from your research can be shared on the online interactive platform for practitioners and researchers around the world.

(Adapted from FAO-CCAFS 2012)