

## Part 2: Guidance to users

### Module 4: Preparing for field work

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In this module, you will:

- learn good practices for the process of carrying out participatory research;
- learn how to collect socio-economic, gender and climate sensitive information at the village and household level by using a sampling strategy; and
- understand processes for identifying needs and priorities of different groups in relation to climate-smart agriculture.

Building on the concepts covered in the previous modules, this module explains the specific activities that are requested of you and your colleagues at the conclusion of this training session.

As part of an implementation team for research on gender, climate change, agriculture and food security, you will be organizing and implementing research and analysing findings.

This section provides you with an overview of how work in the field can be carried out. It is followed by step-by-step guidelines on implementing research activities, including instructions on how you can record your findings. Finally, guidance is provided on analysing and reporting on the findings of your field work.

To ensure that study sites can be revisited in the coming years, it is important that a standardized approach is developed and followed, ensuring consistency and quality of implementation across sites, as well as on intensive briefing and training of study teams. Given the emphasis on qualitative methods, much effort will be needed to ensure that the risk of each village process going off in its own direction is minimized.

#### Implementation teams

We suggest that implementation teams comprise two research facilitators and at least two note takers; one female and one male research facilitator and one female and one male note taker. Between you, you will have some experience in employing participatory research tools in community-based participatory action research, some technical knowledge of gender and social issues as well as climate change and agriculture. You will lead the implementation of the field study, using the participatory research tools in this joint FAO-CCAFS initiative. Keep in mind that you will be responsible for organizing the fieldwork, ensuring that the research protocols are followed, overseeing the recording of data collected in the field; analysing and reporting on that data; and evaluating the entire research process.

*Specifically, this requires you to:*

- Hire and instruct at least two local note takers (one female, one male) at each site. Instruction should take place prior to any collection of data. See paragraph below, Process of data collection. It may also prove useful to contact a local ‘ambassador’ or gatekeeper who can facilitate your entrance into the village.
- Identify one village in which to implement the research.

- Fulfil all ethical best practice requirements to ensure effective engagement with appropriate institutions and communities.
- Engage with the relevant authorities to ensure that the study can be carried out in selected village.
- Ensure that the logistical arrangements and materials for each visit are in place before departure to the field.
- Ensure the refreshments and lunches are available for the participants for each day.
- Sample focus group participants by following the sample frame protocols laid out in this Module (see the paragraph: Sampling procedure for focus group participants). This is critical in order for the results to be comparable across sites.
- Send out or deliver invitations either in writing or orally to the selected individuals with the help of the village authorities. Invitations must convey the objective information about the first and final public community meeting, the activity schedule and a statement that participants will be provided lunch as a token of appreciation for their time. The invitations should also explain the approximate amount of time participation in the study will require; i.e. participation in the public community meeting on the first day, in at least one focus group discussion and in the meeting on the final day.
- Carry out field activities for information collection in accordance with guidelines, including meticulously checking that records in the debriefing documents are complete and reliable.
- Prepare a brief presentation of major results and present these at the final public meeting in the village.
- Compile an audit trail of all processes, as and when they are underway, highlighting any events that were different from the plan, specific comments about implementing the research and any observations. This is pertinent for the interpretation of the data from the village.
- Deliver final site reports to CCAFS. The village maps and any other visual information should also be included, as per the guidelines in the CCAFS–FAO Analytical Report.
- Leave a copy of all your findings (village maps and other visual information) with the village.

### Note takers

As mentioned, the implementation team will include two note takers, one woman and one man, who have some experience in note taking. Note takers will have a critical role to play by taking meticulous notes throughout all activities in the field and transcribing notes to the debriefing document in collaboration with you, the research facilitators.

It is important to include female team members in equal proportion to male colleagues, as the men and women of the target communities may be more comfortable speaking to members of their own sex. This will enable focus group discussions to take place with men and women in separate groups at the same time. They are responsible for completing the debriefing document and play an important role in supporting the research facilitator. The note takers must all be briefed by sharing this training guide. You may want to even hold a mock fieldwork session with them for preparation. Ideally, note takers should have a good understanding of development issues and some experience in fieldwork. If the research facilitators are not from the area of study, it may also be helpful to work with note takers who are from the area to gain access to villagers since a local note taker will know people and will be able to use the local dialect. This will help to develop and gain trust between the implementation team and respondents.

The implementation team will take gender and cultural sensitivities into account and should know the local language and area well. The implementation teams will be responsible for implementation of the activities in the village.

### Process of data collection

Prior to visiting the villages, you are advised to carry out preparatory work (see Module 3, A. Preparing for and carrying out participatory field research). This preparatory work will consist of a meeting with your team members, carrying out background research and briefing everyone on the team about the objective of the study. The CCAFS household baseline study may also be used to provide background information to the village. Doing preparatory work will help you develop an entrance strategy into the village where you will conduct fieldwork and develop a work plan.

A preliminary visit should be paid to members of the community (i.e. village leaders, representatives of existing groups) to request their permission for participation, inform them of the process, set meeting times and organize focus groups. You might also ask participants to bring a cushion or chair to the sessions depending on the location.

An outline of steps that can be taken and the tools that can be used to collect the data in the community can be found in the step-by-step guide in Module 5: Work plan on gender and climate change in agriculture and food security. In total it is estimated that you would spend a about four days at a site (this does not include preparatory meetings in advance). **Different groups of community members should be used for different exercises, so as to not overburden individuals.**

### Sampling strategy

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

- The village leaders must be willing and able to provide information related to CCAFS work.
- The village must be relatively easy to access and must not be very small (i.e. less than 50 households).
- A village is defined as:
  1. A place where people act as a 'community' in the sense that there is a level of interaction and dependence among them;
  2. A place where it is possible to define who is or is not part of the village;
  3. A place where it is possible to communicate with inhabitants (e.g. through a chairman or a village meeting).

You can find suggestions and more details on village sampling on CCAFS internet site on Baseline surveys: [HTTP://CCAFS.CGIAR.ORG/RESOURCES/BASELINE-SURVEYS](http://ccafs.cgiar.org/resources/baseline-surveys).

### Sampling procedure for focus group participants

A random sampling procedure, using for example the randomizing function in Excel, can be used to limit possible biases in participant selection. This also allows for potential comparison of the results across villages, as the same sampling procedure can thus be followed by research teams across sites. For this you will need to get hold of already existing household listings, such as the household listings prepared for the CCAFS household survey undertaken in early 2011, or you will have to

create them yourself. You should then select at random groups of males and females to participate, **following the procedures described below.**

The target size of each focus group is not more than 20 individuals (as that can get unwieldy quickly) and not less than 8 (since you will want to capture a range of experiences). We would suggest that you deliver 15 invitations, one to each household that was randomly selected. Ideally, participants are to receive written invitation letters (see example letter below), but if written letters cannot be delivered, it is critical that the same procedure described below is followed to find out which households need to receive verbal invitations, if not written ones. For the women’s focus groups, the invitation should specify that an adult woman engaged in agricultural production activities from the household is requested to attend the focus group session (at a particular time and place). For the activity on weather forecasts, we suggest that an additional two groups of youths (one female and one male) within the age range of 18–25 are be targeted, and in this case the invitation should specify this.

**Table 4.0: Summary of the activities and the number of focus groups required**

| Activity                              | Focus Groups (ideal size: 8–15 participants)   |
|---------------------------------------|--|
| Climate Analogues                     | 1 male focus group and 1 female focus group  |
| Weather Forecasts                     | 1 male focus group; 1 female focus group<br>1 youth group of females and (ages 18–25)<br>1 youth group of males (ages 18–25) |
| Climate-smart agriculture initiatives | 1 male focus group and 1 female focus group  |

Instructions for randomly choosing the households from which the focus group participants will be invited:

1. Use the complete list of households of the village (that was generated earlier or used in the CCAFS household baseline survey);

Your Excel file could look something like this:

|    | A  | B                     |
|----|----|-----------------------|
| 1  | No | Household head        |
| 2  | 1  | Samwel Nyangweso      |
| 3  | 2  | Joel Auma             |
| 4  | 3  | Hellen Atieno Chore   |
| 5  | 4  | Esther Akoth Otieno   |
| 6  | 5  | Origa Opiyo           |
| 7  | 6  | Evaline Odhiambo      |
| 8  | 7  | Eunice Opiyo          |
| 9  | 8  | Jacob Ouma            |
| 10 | 9  | Tobias Odhiambo       |
| 11 | 10 | Abigael Opiyo         |
| 12 | 11 | Fanis Mbori           |
| 13 | 12 | Nora Ombe             |
| 14 | 13 | Losi Otieno           |
| 15 | 14 | Margaret Agembo       |
| 16 | 15 | Peres Agembo          |
| 17 | 16 | Mary Lucy             |
| 18 | 17 | Millicent Ochieng     |
| 19 | 18 | Wilfrida Onada Ovienn |

2. In Cell C1 enter the header “Random Function”.
3. In Cell C2 enter the formula **=rand()**.

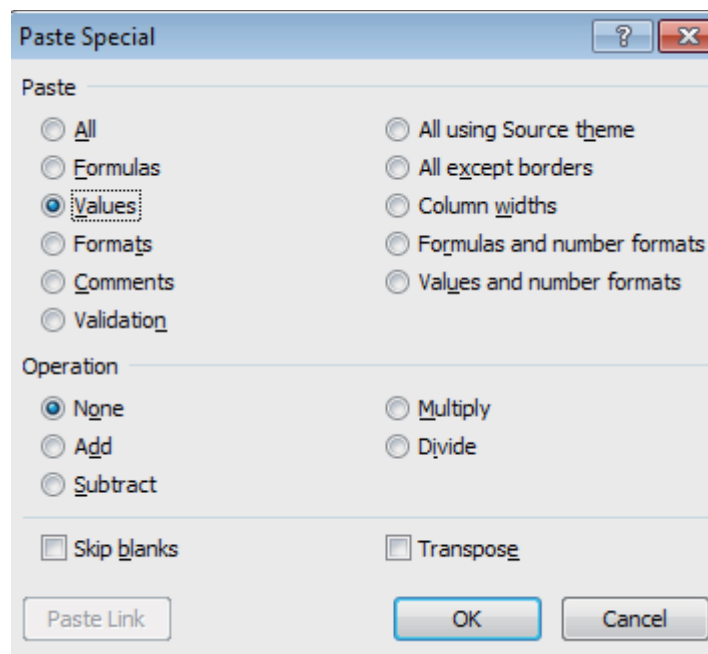
- When you press <enter>, a random number between 0 and 1 will appear as shown here:

|   | A  | B                   | C               |
|---|----|---------------------|-----------------|
| 1 | No | Household head      | Random Function |
| 2 | 1  | Samwel Nyangweso    | =rand()         |
| 3 | 2  | Joel Auma           |                 |
| 4 | 3  | Hellen Atieno Chore |                 |
| 5 | 4  | Esther Akoth Otieno |                 |
| 6 | 5  | Origa Opiyo         |                 |
| 7 | 6  | Evaline Odhiambo    |                 |
| 8 | 7  | Funice Oniva        |                 |

AND()

|  | C               | D |
|--|-----------------|---|
|  | Random Function |   |
|  | 0.242206437     |   |

- Copy this formula down to the rest of the cells in this column. 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.
- With the whole of column C selected, right-click and choose **Copy**.
- Move into cell D1; right-click and choose **Paste Special**.
- On the **Paste Special** dialog box select **Values** as shown here:



- 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.

| B           | C                      | D                      |
|-------------|------------------------|------------------------|
| <b>head</b> | <b>Random Function</b> | <b>Random Function</b> |
| ingweso     | 0.744177876            | 0.058706894            |
|             | 0.640201683            | 0.963529815            |
| o Chore     | 0.395211113            | 0.627936679            |
| n Otieno    | 0.11728479             | 0.163614979            |
|             | 0.256438018            | 0.2770732              |
| ambo        | 0.453193442            | 0.094103139            |
| o           | 0.97922997             | 0.594697083            |
| a           | 0.811615447            | 0.461596198            |
| ambo        | 0.105462689            | 0.344765124            |
| ro          | 0.386375295            | 0.440159737            |
|             | 0.886159111            | 0.370800928            |
|             | 0.446585654            | 0.612235868            |

- Cancel any selections you may have in place, then sort the worksheet in descending order by column D ensuring all columns are sorted together.
- For the first group exercise, select the first 15 households from the randomized list as shown here:

|    | A         | B                     | C                      | D                      |
|----|-----------|-----------------------|------------------------|------------------------|
| 1  | <b>No</b> | <b>Household head</b> | <b>Random Function</b> | <b>Random Function</b> |
| 2  | 33        | Peter Boyi            | 0.874077455            | 0.017730519            |
| 3  | 13        | Losi Otieno           | 0.91832201             | 0.024524936            |
| 4  | 35        | Joash Okoth Olango    | 0.504202832            | 0.032677951            |
| 5  | 68        | Akeyo Owuor           | 0.611844209            | 0.046565199            |
| 6  | 72        | Margaret Ajwang       | 0.036357955            | 0.049803141            |
| 7  | 1         | Samwel Nyangweso      | 0.761231935            | 0.058706894            |
| 8  | 6         | Evaline Odhiambo      | 0.257287622            | 0.094103139            |
| 9  | 57        | Lilian Okoth          | 0.184998841            | 0.105234312            |
| 10 | 52        | Grace Okungu          | 0.894102602            | 0.106317496            |
| 11 | 25        | Mary Osude            | 0.572225309            | 0.108259188            |
| 12 | 16        | Mary Lucy             | 0.951542042            | 0.114684376            |
| 13 | 46        | Herine Onyisi         | 0.082671843            | 0.1294482              |
| 14 | 41        | Eunice Akoth          | 0.479688169            | 0.143003494            |
| 15 | 4         | Esther Akoth Otieno   | 0.58344778             | 0.163614979            |
| 16 | 32        | Judith Onyango        | 0.300780051            | 0.16936147             |

- For the second group session, continue down the list. If you get to the end of the list, go back to the top and continue the selection.
- For female focus groups the invitation should go to an adult female in the household; for male groups it should go to an adult male in the household; and for youth groups to a person aged between 18 and 25 years. If there is nobody in the household fitting the description, then choose the next household from the randomized list.

Although random sampling prevents bias, there is a risk that the random sample will generate a list of participants who are not active farmers, which makes it difficult for them to participate and answer the questions that need to be posed. In such a case, go through the entire list of households with a village authority and keep only the households that are farming, for example. Then generate a random sample of farming households.

### Invitation letters for group participants

Send out or deliver written invitation letters to each participant and to the village leader. These letters should be addressed to the selected households. In some countries women's names are often not registered for the household. In such a situation, one may have to visit the household to personally invite women. Specify exactly whether you are inviting a man, woman, female or male youth (age 18–25) for the activity, when the activity is to take place, where, etc. For an example, see the attached sample letter (Box 4.1 Suggested sample invitation letter). It may be useful to take a local official with you when delivering invitations, depending on the local context. This may help to gain access to participants and better local knowledge, as well as gain trust between the implementation team and respondents. Such local officials may act as important ambassadors of the project and gatekeepers to the village.

#### Box 4.1. Suggested sample invitation letter

Dear Mr/Mrs/Ms.....

CCAFS, the CGIAR Research Program on Climate Change, Agriculture and Food Security intends to conduct a study in your community. The meeting will focus on understanding strategies used to adapt to changing climates within your community and beyond. We would like to work closely together with you over the next days to help develop answers to questions that we as researchers and you as a community member may have – we aim to develop insights that will help to better address the challenges you face in the future.

We would very much appreciate your participation in this study. If you would like to participate in any of our group activities [*provide schedule of activities*] for a maximum of 2 hours, please inform your village authority. In addition to the group activities, we would also like to invite you to a public meeting on... October 2011, at ...a.m. for you to become aware of our objectives. We will also have a final public meeting on... October 2011, at ...am. Lunch (compensation) and refreshments will be provided at all these meetings.

Thank you and I look forward to your collaboration.

Yours faithfully,

Mr/Mrs/Ms.....

Although formal, written invitations are encouraged, in some contexts, informal oral invitations may also be used, especially if those being invited are unable to read or if they are suspicious of formal documentation. Before inviting participants, however, check when there will be major festivals or holidays since those are times when participation will be difficult. One should also check when local schools are in session since it may be difficult for youths to participate when they are in school. It may also be difficult for women and girls to participate during certain hours of the day depending on their daily activity and/or cultural restrictions that prevent attending public meetings.

It is possible that those invited may not want to participate due to participation fatigue since there could be many research institutes and non-governmental organizations in the area that have also been trying to work with the same group of participants. Additionally, those invited may not want to participate because they do not feel that they will receive anything tangible. In such instances, it may be useful to partner with a national institute that has local credibility to gain access to participants. At the same time, you may want to disseminate information packages on agriculture or other related issues that the national institute has produced to provide something tangible to participants.



### Communicating with the village

You should communicate the requirements mentioned in the Sampling procedure for group participants section with the village authorities in advance of the actual group discussions, asking them to help with the invitations in the village to form focus group discussions. One innovative suggestion for describing how the particular households are picked is by comparing it to a 'lottery' (and helps explain why a particular village elite may not get invited). Working closely with the village authorities to schedule the work also tends to help facilitate a relatively smooth process. Meetings and activities during your visit should be scheduled at times when both women and men as well as all socio-economic groups are available to attend. You should send out written or oral invitations to the selected individuals in the community with the help of village authorities. These letters must include the objective, information about the first and final public community meeting (providing the suggested work plan is followed), the activity schedule and a statement that participants will be provided with lunch and refreshments as a token of appreciation for their time. This letter should also explain the approximate amount of time participation in the study will require (i.e. participation in the public community meeting on the first day and the time of at least one focus group discussion). All community members should be made aware that on the first and fourth day there will be an open invitation for all community members (participation is voluntary) for the implementation team to introduce the objectives of the study and provide a summary of their findings respectively.

The objective of the research should be described at an open meeting on the first day of the visit to the village. This initial meeting can also serve to meet the selected individuals for the focus group discussions based on the responses to the invitation letter mentioned above (if they also attend the open meeting, they will want to know why they were selected – the lottery analogy may also come in handy here!). The expected outputs and possible benefits of the research should also be shared. You should convey the message that the study will address assumed challenges, needs, and priorities of the village in the future. It is also important that you manage the expectations of villagers at an early stage, thereby avoiding anticipation of things that you are not able to deliver. Those attending on the first day should be notified that there will also be a public meeting on the fourth and final day.

### Research Ethics

- It is essential that permission is gained not only from the village chief, but also from the participants themselves. Participants should be explicitly asked to confirm that they consent to take part, and reassured that they are free to leave the sessions any time if they feel uncomfortable or no longer want to participate.
- Participants should be made aware of the purpose of the research and what they can expect to receive in the way of feedback (e.g. the meetings planned for the fourth day).
- Participants should be notified that the information they put forward will remain anonymous and confidential and will thus not be circulated beyond the research team.

### Checklist of materials

- Flip chart pads or other large papers
- Pens
- Notebooks for recording
- Camera



- Stones or twigs etc. (if going for the low tech option)
- Mats, chairs or rugs to sit on?
- Check the various materials lists in the next module (print out matrix sheets in sufficient quantities, etc.)
- Audio recording device (this requires participants' consent)

## Module 5: Work plan on gender and climate change in agriculture and food security

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In this module, the user will understand:

- how to use the step-by-step guide on how to carry out the field work;
- how to keep track of the field work using a debriefing document; and
- how to analyse the field data and create an analysis report.

### Guidelines for implementing the gender and climate change study

**Table 5.0: Summary of the village programme**

|                        |   |
|------------------------|---|
| Pre-visit arrangements | Establish contact with village authorities<br>Send invitations to group participants  |
| Day 1                  | <b>Activity 1:</b> Setting the stage for the study<br><b>Activity 2:</b> Public community meeting to introduce ourselves and set the agenda                         |
| Day 2                  | <b>Activity 1:</b> Climate analogues sessions (men's and women's focus groups)<br><b>Activity 2:</b> Weather forecast sessions (men's and women's focus groups)     |
| Day 3                  | <b>Activity 1:</b> Understanding and catalyzing gender-sensitive, climate-smart agricultural practices<br><b>Activity 2:</b> Weather forecast session (youth group) |
| Day 4                  | <b>Activity :</b> Presentation of the summary to the community  |

The schedule above is a suggestion. Activities related to climate analogues, weather forecasts, and climate-smart agricultural practices may be sequenced differently, especially if different focus groups are being used. However, activities such as setting the stage, public community meeting, and presentation of the summary to the community should stay in the sequence listed.

#### Day 1 - activity 1: Setting the stage for the study

You will have interacted with the village authorities in advance to set the time and dates for the village study and to ensure participants have been invited. The process is outlined under sampling strategy in the Module 4: Preparing for field work in this guide.

#### Managing expectations – Introduction

The community needs to be informed about the plans and motivated to participate. One way to motivate participation is by mentioning that the village chosen is lucky to be selected because of their motivation and commitment. Managing expectations is important throughout the whole time you are in the village. It is important that the expectations are realistic and promises are not made on behalf of CCAFS and FAO. The only promise that can be made is that the researcher can help participants' voice to be heard. It will be particularly important to make clear who CCAFS and FAO are, and what you as research teams intend to do during the introductions to the village authorities and to the community. For instance, you may want to explain that the research will inform

development organizations that may be able to provide support, and that this particular research is not the end all. You may also want to refrain from using the word 'project' when introducing CCAFS and FAO, which may lead participants to believe that a development project will certainly be established. There may, however, be times when it may not be useful to state that this is CCAFS and FAO supported work because that may raise expectations. In such a situation, it may be useful to state the name of the research organization you represent. Ultimately, it is important to be transparent about the purpose of the work.

### Introduction to the village authorities

You and your team are to travel to the village and make sure that all arrangements have been made. You should conduct a meeting with the local authorities. If possible, depending on who are considered to be the authorities in the local context, make sure that both men and women leaders are included in this meeting.

Pre-visit arrangements include conducting a meeting with the village authorities. This meeting should be arranged by you. The aim of this meeting is to introduce the study that you are planning during the course of the following days.

Introduce CCAFS and its plans for the future (see previous section on managing expectations) and how findings will be shared with the community. Introduce the agenda and the agreed upon timeline (which have already been negotiated with the group in advance). Follow up on whether the invitations have been shared with the selected households. You will need help in bringing people to the different activities and you need to rely on the authorities to invite and mobilize people to participate. Request the leaders' support in mobilizing the community for focus group discussion. Also ask village leaders to identify any carbon projects in the area and staff that could be interviewed. The community leaders are the experts on their resources, therefore their input will be critical – you should listen to the input they provide and do not forget to take notes.

### Involvement of the village leader in the group discussions

How to involve the village leader so that he or she does not dominate or influence the overall outcome in the group discussion? Prior to the group activity, explain to the village leaders that you would like to get equal input from various village members regarding the different topics. During the group activities the village head should be fully involved in the coordination of the group activities. By doing so, the village head will be more involved in the coordination than participating in group discussions. However, you have to keep the village head motivated and get his/her opinion on the group activities. You should make sure the village leaders give their input to the group activities at the end of each day and not during the focus group sessions because focus group participants may not feel comfortable speaking up in the presence of a village leader. Village leaders could be involved in welcoming and cofacilitating participants to the session on Day 1. They can also be asked informally for input and what they think about the process of this study and if they would like to comment on any of the activities being conducted.

### Participant Compensation

The big unaccounted cost of this type of study is always the time that community members give so generously to discuss things that you are interested in. The best way to repay community members

is to ensure that the research work has beneficial consequences for the community and other communities with whom you and your organizations work. However, in the short term, this commitment may not be enough, particularly when the research is not fully participatory and cannot guarantee regular interactions with the communities in the near future. Moreover, we cannot guarantee that they will directly participate in the future activities of CCAFS or FAO – although we hope this will be the case.

Before deciding what form the compensation will be in, ask the village authority if providing lunch and refreshments would be appropriate as compensation for the participants. Lunch and refreshments should be provided for the group participants on the second and the third day..

## Day 1 - activity 2: Public community meeting

### Part 1: Introduction of the study team and the study itself

The first point of interaction with the village members is during the public community meeting that you have organized. You may want to publicize the meeting by placing posters in public areas such as churches or engaging with people in public cafes. If posters are used to announce the public meeting, it is important to have the posters made by local people without using too many official logos to keep things informal. This will help manage expectations. Publicizing the community meeting should, however, target places where both men and women are able to go. The whole team (research facilitators and note takers) should be present. Please introduce all the members of the team and thank the community and the village leader for their hospitality.

### Part 2: Set the agenda of the meetings and discuss group formation

#### **Box 5.0. Suggested script for introducing CCAFS**

CCAFS is part of a 10-year programme that is bringing together many institutions – government agencies, researchers, development organizations (such as FAO), NGOs and the private sector – to work on improving farm and land (soil, water, crops, livestock) management practices that will enable people to better deal with environmental and other changes, such as rising prices, declining soil fertility, improved communications, more variable rainfall, etc. CCAFS is already working in your country to conduct research to help farmers improve their livelihoods and protect the environment in order to ensure sustainable agricultural production and food security. *[Insert a local example or two]*. This is not a typical short-term project focused on a specific intervention, such as organizing tree nurseries or forming a new group practicing rainwater harvesting. We are interested in providing information to support and test a range of interventions, determined by the community's priority needs. Learning from other communities that are undertaking measures that are helping them deal with variable weather, higher prices, environmental degradation, population changes and other changes will be a big part of what we will be exploring together with you. We will share our findings in a meeting at the end of our stay. We would like to work closely together with you over the next days to help develop answers to questions we may have as researchers and as a community. Together we are hoping to find answers that will help us to better address challenges, needs, and priorities in the future in your country.

Please read the Box 5.0. Suggested script for introducing CCAFS and Box 5.1. Suggested Script for Obtaining Informed Consent (below). Community members should be asked whether they would like to participate or not. The introduction is crucial! At this stage you need to present the study ahead as interesting and valuable to the community. You are also building trust. Motivate the community members to participate actively. In many cases, female participation is difficult. During the public meeting you may want to state why it is important to have women participate. Note that not much prominence is given to the mention of climate change in order to avoid biasing study

responses. Each team should make notes about the first public meeting. This can include observations, concerns or comments you have and may also include your interpretations or qualifications about specific issues or concerns. Make note of anything that went differently to the way planned.

#### **Box 5.1. Suggested script for obtaining informed consent**

“Good morning/afternoon. We are representing CCAFS and FAO with permission from the local leader. We are conducting a study on agriculture and land management, and your visions of your community resources in the future. We would like to invite you to participate in our group activities. We are going to be here for four days. Some of you have been invited to participate in the sessions. Invitations were sent to randomly selected households instead of to all of you, as we do not want take too much of everyone’s time. We are planning to carry out separate sessions for men and women.

We will be taking notes for our benefit, so that we remember the discussions. Before we leave, we will present our main findings to the whole group to make sure we got everything right and to answer any questions you may have. We would like to share some of this information widely in order that more people understand what opportunities and constraints you face.

Names will not appear in any data that is made publicly available. The information you provide will be used purely for research purposes. Your answers will not affect any benefits or subsidies you may receive. If you are not comfortable with this, you do not have to participate. You may leave discussions at any time and if there are questions that you would prefer not to answer then we respect your right not to answer them.”

#### ***Part 3: Ending the activity***

Make sure to thank people for their participation and explain to them that you are excited about the information they provided and the active discussions. Give group participants the opportunity to add anything, make clarifications, or make either specific or general comments on the study issues. Thank them again for their time and invite them to come to the final public meeting, where the results of the different group discussions will be presented to the whole community.

#### **Day 2 - activity 1: Climate analogue session**

(Duration: Between 2 and 3 hours)

#### ***Part 1: Introducing climate analogues***

As described in Module 3 (see Box 2.5 Climate analogue Approach), CCAFS and partners have developed a methodology called ‘Climate analogues’, that can help people visualise what their climate and environment is likely to look like in the future. The analogue tool connects people’s current site or location with places with climates similar (analogous) to what is expected in future in the current locations.

One way in which this tool can be used to help people adapt to their changing climate is to enable farmers to better envision how their site-specific agricultural future might look like. For example, if I am farming in a place that relies heavily on maize, and the climate analogue tool shows that my place will soon look like a range of other locations that are not planting maize at all because there is not enough rainfall, I may want to start thinking about starting to shift from maize to other crops. Thus this tool becomes one way of facilitating farmer-to-farmer exchanges of knowledge. This could happen through visits to analogue sites, or through the use of films or through exchange of information via cell phones, for example. These opportunities need to be explored further, and one key question is ‘how do we ensure that women and disadvantaged groups (e.g. those without education or cell phones) will benefit from this new knowledge?’

Thus the challenge in this particular study (covered in these training materials) is only intended to provide insights as to the potential benefits to (and possible pitfalls of!) a facilitated farmer-to-farmer exchange of knowledge making use of climate analogues as a key piece of information. Scientists are hoping the climate analogue approach will help catalyze uptake of technologies, strategies and approaches that help farming families improve their livelihoods and be better equipped to deal with a changing climate.

Since one of the potential ways of making climate analogues useful and used is to physically move people to areas where people are already dealing with a climate that they should expect, one focus of the dialogue with different focus groups (men's and women's) in this exercise will be placed on understanding the level and extent of mobility of different types of farmers. This will allow researchers and development workers to develop approaches that help facilitate movement of farmers and efficient exchange of information and learning that will help people adapt to a changing climate.

### Part 2: Objectives of the session

As you carry out this activity, keep in mind the following objectives of the session. These objectives should not be read to the participants as this could bias their answers.

- Understand the extent to which different types of farmers are mobile (or not) and generate insights as to if, what and how they wish to learn from visiting climate analogue sites.
- Better understand how the use of other information and communication technologies (e.g. films (e.g. short YouTube videos), cell phones) may be ways in which to effectively share knowledge about what people are doing now in places with similar future climates for these different groups.
- Test the usefulness of gender-differentiated participatory resource maps (in this case, already available) in helping to enhance understanding of the potential of using the climate analogues tool in potential action research.
- Better understand the factors helping and hindering male and female farmers in learning from others about adaptive strategies for dealing with climatic uncertainties.

### Part 3: Outputs of the Climate analogues session

- Development of Village Resource Maps that focus more on tracking farmers' mobility and noting factors that help and/or hinder mobility and knowledge exchange regarding adaptation strategies.
- Seasonal calendars will help to understand when mobility is possible.
- Notes on responses, from the men's focus group and from the woman's focus group, to a set of guiding questions aimed at the objectives described above.

Outputs of the analysis of the results of this session:

- Better understanding of who may benefit from farmer to farmer exchanges based upon climate analogues, and why. Recommendations regarding gender-sensitive strategies to incorporate in the design of action research based upon climate-analogue informed farmer to farmer exchanges and other possible approaches (e.g. use of films, cell phones) aimed at

making linking climate analogue information with actions that help improve livelihoods of the poor in a sustainable manner;

- Help in determining if using gender-disaggregated participatory village-level resource maps will help to inform all of the above objectives.

#### Part 4: Materials required

Focus group discussion forms and tables (see Module 6: Reporting formats);  
Paper and markers for drawing and/or expanding on existing gender-disaggregated Village Resource Maps;  
Existing Village Resource Maps (if they have been done in previous sessions);  
Paper and markers for drawing seasonal calendars.

#### Part 5: Data collection

The following steps should be carried out with **a group of men and a group of women in separate areas** so they do not influence each other's responses. Each group should have between 8–15 individuals chosen through the random sampling procedures described in Module 4: Preparing for field work. Once the group has gathered, you should welcome the participants to the session and introduce the activity by stating, "Thank you for joining us. Today we would like to speak with you about the weather and your farming practices. Our discussion will last approximately two hours, until...." When explaining your objectives, it is best to use non-technical terms.

**Step 1:** Discussion on potential of farmer to farmer exchanges and level of farmer mobility with use of the (previously generated) gender-disaggregated village resource maps<sup>4</sup>.

The starting point is a gender-disaggregated **Village Resource Map** that should note key landmarks, such as infrastructure (markets, schools, etc.), roads, location of rivers, mountains, forests and paths used to commute to neighbouring villages, and distances between their village and another village that they may visit. If Village Resource maps already exist these can be used instead of creating a new one, though the actual drawing up of the maps often serves as a good starting point. The aim is to enhance the information on linkages to outside locations where information and services may be sought; in particular, to expand upon the distances and access to sources of information that the villages typically seek (e.g. market prices, agricultural inputs or services, etc.).

You can also ask the villagers to note socio-economic aspects of their village compared to other nearby villages and market centres, for example approximately how many people live there, whether there are schools or services, such as government organizations, and what alternative farming systems, ethnic groups or religions are represented in the neighbouring villages.

The goal is to include information on some other villages or market centres that the villagers currently visit and exchange information with. The conversation could start with places participants travel to, why they go there and what kind of information or services they are seeking

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<sup>4</sup> For others using this approach, first generate a village resource map according to the approach/tool described in Module 3: Field research tool box.



that they don't get at home? What are the barriers to travelling to learn what others are doing? What helps them to travel and get more information? To what extent are cell phones and other new modes of communication helping them learn more about what farmers elsewhere are doing without travelling? What are the main constraints hindering this kind of flow of information?

If village members travel, ask them where they go, how far they travel and the types of information that is exchanged, particularly noting information that is exchanged on adaptation strategies. If villagers learn adaptation techniques from other villages, discuss the conditions under which information exchange occurs in another village and what is learned and applied. The following questions can be used as a guide for discussion:

- Where do you in this group travel to most frequently (e.g. neighbouring villages or market centres)? For what purpose? How often do such visits occur? Who typically makes these visits?
- How do you usually get to neighbouring villages? How easy is it to travel? What enables some and prevents others from such visits or travelling?
- For this group, what time of the year are such visits commonly made?
- Do you think your village is different in any way from the villages that people from your village tend to visit? How?
- What is the weather like in those villages that people in this group tend to visit or know about (e.g. is it wetter, drier, hotter, does it have more or less trees)?
- What kinds of farming practices (crops, livestock) do those other villages undertake? Are they much different from what your village members are doing? How do farming practices differ?
- So if village 'X' that you've been telling me about is wetter (drier, hotter, whatever...) and we've heard that your weather is changing (e.g. in the earlier surveys done), is it possible your village may become more like this neighbouring village?
- If so, how can you cope? Do you think you have something to learn from villages that have different weather and environments than your village?
- What kind of questions do you ask when you visit other places? What information is the most useful to you when you return home?
- Do the villagers you visit have ideas on farming that you think may be useful to you to protect your family's ability to produce and eat enough food?
- If some of you have learned about different ways of farming - different crops, varieties, livestock, soil or water management practices - what kinds of things did you learn? Did you try some of these things on your farm? What helped you to try new things?
- Information on improved farming practices can come from many different sources (e.g. extension officers, radio, NGO's or projects, government, etc.). What are the major constraints that you see in terms of being able to access the kinds of information you need in order to improve your farms?

**Step 2:** Discussion on mobility of farmers based on seasonal calendars

In order to complement findings from the village resource map, the **seasonal calendar** tools may help to understand farmers' perception of typical seasonal conditions, such as rainfall, dimensions of food security and livelihoods that may or may not encourage visiting neighbouring villages. To

begin, explain that you want to learn about what people do over a year. A calendar may be drawn on a large piece of paper or on the ground. You may want to start discussions by asking about rainfall or droughts, which usually impacts movement. The following questions can be used as a guide for discussion:

- How do women's calendars compare with men's? What are the busiest periods and how does this affect mobility?
- How does food availability vary over the year? Are there periods of hunger? Does this lead to travel?
- How does income vary over the year? Are there periods of no income which forces farmers to travel and search for work?
- How do expenditures vary over the year? Are there periods of great expense (e.g. school fees, food purchases)? Does the need for money encourage farmers to travel?

It is important to note that several variables can be used within a seasonal calendar, such as rainfall, labour, food availability, disease occurrence, income and water sources and availability. Therefore, one must carefully choose which variable to use because not all may relate to climate change or help meet the objective of understanding mobility. The questions above are only suggestions. The researcher must have a good understanding of the objective of this exercise in order to select variables for the seasonal calendar that help determine who might benefit from farmer to farmer exchanges based upon climate analogues, as well as when and why.

When asking your particular focus group, pay particular attention to any differences in responses that may arise from respondents based on their wealth, age, ethnicity, or any other social differentiation (other than gender).

### **Step 3: Ending the activity**

This was the last activity with this group. Make sure to thank people for their participation and explain to them that you are excited about the information they provided and the active discussions. Give group participants the opportunity to add anything, make clarifications or make either specific or general comments on the study issues. Thank them again for their time and invite them to come to the final public meeting, where the results of this and similar group discussion will be presented to the whole community.

Each team is asked to take a few minutes to make notes about the focus group discussion. This can include any observations, concerns or comments you have and may also include your interpretations or qualifications about specific issues or concerns. Make note of anything that went differently than planned. Include group characteristics or dynamics between participants (e.g. disagreements on certain issues) that you would like to highlight, paying particular attention to dynamics based on social differentiation. Notes should also be taken highlighting the relationship between men and women and how this affects whether or not respondents are able to visit other villages to learn about adaptation strategies. You (and the note takers) should make sure to record as much information as possible during each day. If possible, it might be useful to start completing the debriefing document immediately. The results of the activity from the men's and women's groups should be recorded separately and compared at a later time.

## Day 2 - activity 2: Weather forecast session

(Duration: Between 2 and 3 hours). Note that this part is identical to the youths group discussion on the Day 3.

### Part 1: Introducing weather forecast session

As described in module 3, managing risks associated with climate variability is integral to a comprehensive strategy for adapting agriculture and food systems to a changing climate. If farmers have access to climate-related information, they are likely to manage such risks better. This could help lower and prevent poverty and vulnerability. Therefore, assessing the type of information farmers receive, differentiated by gender and age, through mediums (such as cell phones) and the extent to which farmers use this information, will be valuable to understanding information gaps and how to address them. This will allow farmers to manage risks and make climate-sensitive decisions.

Climate information is a key resource in farming. Men's, women's and youths' differential access to this resource could play a role in their ability to adapt, so it is important to document and address any gender-based differences in access to and use of climate information, as well as to understand different needs for information.

### Part 2: Objectives of the weather forecast session

As you carry out this activity, keep in mind the following objectives of the session (these objectives should not be read to the participants as this could bias their answers):

- to better understand how we make weather information more useful and equitable to rural women and men including youths;
- to better understand which types of weather information is available to women, men and youths;
- to understand how and from where women, men and youths get information on weather.
- to better understand men's, women's and youths' abilities to use this information, including the opportunities and constraints in accessing and using both daily and seasonal weather forecasts;
- to inform the design of action research to reach women, men and youths with weather and climate-related information that they can use it in making climate-smart agricultural decisions.

### Part 3: Outputs of the weather forecast session

- An overview of the kind of weather information women, men and youths have access to, the source of this information and how they use it; and an understanding of the kind of weather information participants would like to receive and how they would like to receive it.
- A seasonal calendar that demonstrates farming activities based on weather information.

Outputs of the analysis of the results of this session:

- A summary of the ways women, men and youths receive information, including from where and from who, as well as their reliance on local and received knowledge.

- Identification of ways to deliver climate information to both men, women and youths, i.e. strategies and approaches for efficiently and effectively reaching the different groups.
- Identification of the extent to which information is used in the household and by whom.
- Recommendations regarding the type of information that would benefit women, men and youths to manage risks, as well as the appropriate methods for delivery of climate information.

#### Part 4: Materials required

- daily weather forecasts & copies of seasonal forecasts;
- paper and markers for drawing seasonal calendar; and
- focus group discussion forms.

#### Part 5: Data collection

The following steps should be carried out with **a group of men, a group of women and a group of male youths and a group of female youths in separate areas** so they do not influence each other's responses. When collecting data, you should pay particular attention to any differences in responses that may arise from respondents based on their wealth, age, ethnicity, or any other social differentiation. You should also make note of the relationship between men and women and how this affects their use and need for climate information.

##### **Step 1:** Discussion on daily weather forecasts

Once the group has been gathered, welcome participants to the session and introduce the activity by stating: "Thank you for joining us today. In the next two hours, until..., we would like to discuss with you how you learn about the weather in order to make decisions in your farming practices."

Start by asking participants in general about the weather. Talk about what the weather is like today by using the Table .

Now ask participants about longer term weather patterns, for example: Are the rains coming earlier or later? Are the more or less heavy and are they predictable? How about droughts? Then ask the group to compare current weather patterns to patterns in the past. Once you have documented important seasonal climate factors, ask the participants how they know what the conditions will be like. You may want to focus first on the growing season, and if time allows, you can also speak about other periods of the year.

**Table 5.1: Help for discussing the daily weather forecast**

| Do you know what the weather is going to be like tomorrow?   |   |
|--|---|
| <p>If yes, how do you know?</p> <p>What kind of weather information do you receive? And from where? Through what medium do you receive such information (e.g. radio, TV, cell phone, newspaper etc.)?</p> <p>Do you have traditional ways of anticipating what the weather will be like, for example, did your parents or grandparents teach you to look for certain signs? If yes, what do you look for and when?</p> <p>Do you receive forecasts of what the weather will be like? (As you ask this question you could present a daily weather forecast taken from a newspaper, TV, cell phone or radio to the group. <u>Translation into local language may be required</u>).</p> <p>How often do you get a weather forecast?</p> | <p>If no</p> <p>Would you like to know, would it be useful to you?</p>  |
| <p>If daily forecasts are used:</p> <p>Do you understand this type of information? If not try to assess why not.</p> <p>Is this forecast in a format that is useful to you?</p> <p>Do you use this type of forecast? Do you find the information conveyed by this source to be reliable?</p> <p>Does someone other than you in your household use this type of information? Do you share this source of information?</p> <p>Do most other households use this type of forecast too?</p> <p>Are the channels by which you receive forecasts reliable or effective?</p>  | <p>If daily forecasts are not used:</p> <p>Would you like to receive daily weather forecasts? Why/why not?</p> <p>If you would like to receive daily forecasts, how would you like to get this information?</p> <p>When (what time of year) would you like to receive it?</p> |

**Step 2:** Discussion on seasons through the seasonal calendars

As a way to begin discussions about seasons, the **seasonal calendar** tools may help to understand farmers' perception of typical seasonal conditions, such as rainfall, and how that may impact food security. To begin, explain that you want to learn about what people do over a year and how seasonal weather patterns participants are aware of impact their activities. A calendar may be drawn on a large piece of paper or on the ground. You may want to start discussions by asking about rainfall or droughts. The following questions can be used as a guide for discussion:

- When does it rain or when is the dry season? How does this impact your activities?
- When is the coolest and hottest times of the year? How does this impact your activities?
- How do seasonal changes in precipitation and temperature affect food availability and income?

It is important to note that several variables can be used within a seasonal calendar. In this exercise, the two most important variables are rainfall and temperature. The researcher must have a good understanding of the objective of this exercise in order to correctly determine which additional variables, if any, to add to further develop the seasonal calendar with the aim of addressing how seasonal forecasts can be made useful.

When asking your particular focus group, pay particular attention to any differences in responses that may arise from respondents based on their wealth, age, ethnicity, or any other social differentiation (other than gender).

**Step 3:** Discussion on seasonal forecasts

Present an example<sup>5</sup> of a seasonal forecast (translation into local language may be required).

This bulletin contains information on the overall forecast for a three-month period for Uganda. It also includes a short review of weather conditions from the previous three-month period. In summary, the example from Uganda for September to December 2011 contains the following information:

- The first section relates rainfall performances for the previous three months in the different regions.
- The second section of the bulletin contains first an overview of the seasonal climate outlook for the upcoming period. In this case the seasonal forecast for September-December in Uganda is an increased likelihood of near normal rainfall over most parts of the country with a slight tendency to above normal (enhanced) rainfall over southern and eastern Uganda, while the North Eastern Region and Central Northern Region are expected to experience normal to below normal rains. This is followed by a more detailed regional forecasts with onset and cessation dates of the rains over the coming period.
- The third section discusses the potential implications of the current forecast in terms of agricultural production and the likelihood of extreme weather events such as floods. This is coupled with advice on actions to be taken according to the seasonal forecast, such as switching to shorter-cycle crop varieties, harvesting water and taking health precautions.

This information is meant to help farmers make better-informed decisions that improve their productivity and lower their vulnerability. Since different people in the household make different agricultural and natural resource management decisions, however, it is critical that this information reaches all of them. So the issue of 'who is receiving this kind of information, and if and how they are able to use it' is very important. With a copy of a seasonal forecast at hand ask participants the questions from the Table 5.2.

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<sup>5</sup> An example from Uganda is available at [WWW.NECJOGHA.ORG/NEWS/2011-03-10/UGANDA-MARCH-MAY-2011-SEASONAL-CLIMATE-FORECAST](http://WWW.NECJOGHA.ORG/NEWS/2011-03-10/UGANDA-MARCH-MAY-2011-SEASONAL-CLIMATE-FORECAST). If you are using this example, inform participants that this is a past forecast.

**Table 5.2: Questions for discussing the seasonal forecasts**

| Are you familiar with this kind of seasonal forecast? Did you know it existed?   |  |   |  |
|--|--|---|--|
| If yes:<br>Do you receive it?<br>Does someone in your household get this kind of seasonal forecast?<br>Do any of your neighbours use seasonal forecasts?<br>Do you trust this kind of seasonal forecast? |  | If no:<br>Would you like to receive this kind of seasonal forecast?<br>Would you trust this kind of seasonal forecast? Why or why not?<br>If not, do you trust and use daily weather forecasts? If yes, why would you trust one, but not the other. |  |
| If you trust this information, do/could you use the information?<br>When do you use it?<br>If yes, what action do/ would you take to protect your crops and family?                                      | If you do not trust this information, what source of information would you rely on for seasonal forecasts? | If you trust this information, would or could you use the information?<br>When would you use it?<br>If yes, what action would you take to protect your crops and family?  | If you do not trust this information, what source of information would you rely on for seasonal forecasts? |
| Do you depend more on daily weather forecasts or seasonal forecasts? Why?<br>Do you share seasonal forecasts with anyone in your household? If so, with whom do you share this information and why?      |  | If you had a seasonal weather forecast would you share it with anyone in your household? If so, with whom do you share this information and why?  |  |
| Would it make a difference if you were to receive a seasonal forecast by radio, TV, mobile phone and/or newspaper? Why or why not?   |  |   |  |

Note if the medium in which the seasonal forecast is transmitted makes any difference to the answers. Ensure that socio-economic characteristics of the group, such as education, age, wealth and gender, are indicated in the notes.

**Step 4: Ending the activity**

This was the last activity of day 2. Make sure to thank people for their participation and explain to them that you are excited about the information they provided and the active discussions. Give group participants the opportunity to add anything, make clarifications, or make either specific or general comments on the study issues. Thank participants again for their time and invite them to come to the final public meeting, where the results of this and similar group discussion will be presented to the whole community.

Each team is asked to take a few minutes to make notes about the focus group discussion. This can include any observations, concerns or comments you have and may also include your interpretations or qualifications about specific issues or concerns. Make note of anything that went differently than planned. Include group characteristics or dynamics between participants (e.g. disagreements on certain issues) that you would like to highlight, paying particular attention to dynamics based on social differentiation. Notes should also be taken highlighting the relationship between men and women and how this affects use and need for climate information. You (and the note takers) should make sure to record as much information as possible during each day. If possible, start completing the debriefing document. The results of the activity from the men’s, women’s and youths’ groups should be recorded separately and compared at a later time.



## Day 3 - activity 1: Understanding and catalysing gender-sensitive climate-smart agriculture initiatives

### Part 1: Introducing the session on understanding and catalysing gender-sensitive climate-smart agriculture initiatives

Climate-smart agricultural practices are described in more detail in Module 2. These include both adaptation and mitigation measures to ensure food security. Agricultural practices that sustainably increase productivity and resilience are termed adaptation, whereas agricultural practices that are mitigation measures are those that reduce greenhouse gas emissions, avoid or displace emissions, or remove emissions and create 'sinks'.

This research aims to support more widespread uptake of climate-smart agricultural practices by both women and men. It also seeks to enhance the likelihood that the benefits of initiatives, projects and programmes aimed at supporting improvements in farming practices are efficient and equitable.

The issue here is how to enhance the likelihood that these initiatives are gender-sensitive and benefit marginalized groups and not just men and wealthier farming households.

### Part 2: Objectives of the climate-smart agriculture session

- To explore how institutional arrangements can be strengthened to improve access to benefits of climate change-related interventions (e.g. how are benefits/payments shared; how are project activities implemented to promote adaptation (e.g. by individuals or groups); and
- To understand gender differences in access to climate-smart agricultural interventions and opportunities.

### Part 3: Outputs

- Information regarding the kinds of institutions (broadly defined as the 'rules of the game'), strategies and approaches that can support shifts to climate-smart agricultural practices by both men and women;
- Better understanding of the kinds of climate-smart agricultural practices that have been taken up by men and women, how and why these changes have come about, including challenges and opportunities.

### Part 4: Materials required

- focus group discussion forms (see CCAFS – FAO debriefing document in the Module 6: Reporting formats);
- paper and markers for creating institutional profiles and drawing the Venn diagrams

### Part 5: Data collection

Before starting the first focus group discussion, you should make sure you have a good overview of organizations and institutions working with natural resources, food security and, if possible, climate change.

This session includes two parts. The first focuses on getting information on the institutional arrangement in which the participants act, and the second focuses more directly on farming practices. The first part consists of focus group discussions only, whereas the second contains both key informant interviews as well as focus group discussions.

The following steps should be carried out with **a group of men and a group of women in separate areas** so they do not influence each other's responses. When collecting data, you should pay particular attention to any differences in responses that may arise from respondents based on their wealth, age, ethnicity, or any other social differentiation. You should also make note of the relationship between men and women and how this affects their use and knowledge of different institutions and organizations. You can use the forms in Module 6: Reporting formats to help structure your findings.

This session will use the Venn diagram tool to identify names of local and external organizations and institutions, and more importantly, their importance to the participants and their interrelations. However, if you require more detailed information on the organizations and institutions, the Institutional Profiles tool may help you learn more about local organizations, including how they function and for what purpose. This tool can also be used to identify the extent to which men and women farmers can access existing institutions and identify areas of improvement. Welcome the participants to the session. You could introduce the activity by saying: "Thank you for participating in this activity. We would like to find out more about the institutions and organizations that you are involved with. We would also like to know about organizations that might be further away, but which you perceive as being potentially interesting to work with".

**Step 1: Venn diagram** - focus group discussions with a randomly chosen group of men, and a randomly chosen group of women

Follow the established sampling procedure and use the guiding questions below.

- Could you name the institutions or organizations both local and external that provide you with services related to agricultural practices? If the participants are unclear about what you mean, you could give an example, such as extension services, the place you get your seeds from, the place you get information on farming practices and management.
- What is the objective of the organization?
- Which institutions have achievements related to climate-smart agriculture practices? Give examples, such as improved soil, water, land, agroforestry or livestock practices?
- Which institutions have links with outside institutions? For what purpose?
- Are there areas of conflict between this organization and another?
- Who has access to the services provided by the organization? Do young and elderly people have access to the services?
- Do women face certain constraints in accessing the organization compared to men? If so, what are the constraints?
- Does one group (social and/or gender) rely more on the organization than others?

As you are recording the answers to the above questions, ask the participants to map with you the different institutions they are involved with. Also ask them to map external organizations that they could potentially get involved with. Ask the participant to place the institutions and organizations in

relation to each other thus creating a Venn diagram. Remember to keep in mind that we are focussing on activities related to agricultural practices, ultimately we are interested in potential climate-smart agriculture practices.

**Step 2: Changing farming practices tool** - focus group discussions with the same group as for the activity above

To familiarize yourself with existing farming practices, the CCAFS baseline household survey data and report provides information on what kinds of changes in farming practices have been occurring over the last 10 years in this area.

We would like to document how a change in a farming practice, such as planting trees or modifying soil management, impacts the activities of men and women. We want to foster discussion of how the change in the farming practice came about, roles in decision making and access to any benefits created by the change. We want to identify opportunities for catalysing more widespread adoption of climate-smart agriculture practices, particularly by women.

Explain that you want to understand what kinds of changes in farming practices have been occurring, what kinds of things have been driving these changes, and what kinds of things may have been supporting them (what may have hindered them and who might have resisted or been opposed to the change). Ask the group to please describe some of the changes in farming practices that they themselves have made, or may have seen their neighbours adopt (e.g. changes to crops or varieties, types of livestock and livestock feeding and management practices, planting trees, soil management, home gardens, and water storage or management. List the changes they mention and ask them which they feel are the most important three to five changes. These will be used for further discussion (e.g. the most widespread changes, or the most recent ones).

Ask the participants to describe the change that was undertaken, including how the decision was made to make the change and how the change was carried out. Then ask about how the change has affected them overall in terms of well-being, income and food security.

Guiding questions:

- What was the change that was made? Why was this change made? Who decided to make the change, women or men?
- How did you learn about this new practice? Who provided you with information, women or men?
- Who implemented the change, women or men?
- 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?
- If the change required new technology, who owns the technology, women or men? Who uses it, women or men?
- What were the supportive factors that have helped to make changes? Did the change create any problems? For whom, women or men?
- Did you experience hindrances to implementing the change? What were the hindrances? Institutional, organizational, cultural or personal hindrances?
- Did you keep the change in place or return to previous practices?

- What is hindering you from making more changes to your farming practices to deal with the challenges you are facing?

**Step 3: Key informant interviews** with staff and/or participants of projects or interventions promoting climate-smart agricultural practices

Use the guiding questions indicated below. Identify one or two people involved in one of the activities (preferably from different organizations and one man and one woman). The purpose of the interview is to understand the institutional aspects of these interventions with a focus on strategies and approaches they are using for including marginalized groups, such as poor men and women and minorities in the activities and benefits of the project.

Welcome the project staff member to the session. You could introduce the activity by saying: “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, how and why these changes have come about. We would like to hear about your project or the activity in which you are involved. And we would like to ask you some questions that focus on the approaches, strategies and institutional arrangements for sharing the benefits of the interventions that you are pursuing within your initiative.”

We are not trying to get all the details of their projects, but to focus on the issues of particular interest to us – how do men and women access information about new practices and technologies that enable them to deal with their changing climate? There are usually many different projects and government programmes going on in any given village as well as informal groups and networks; we would like to ‘tease out’ lessons from a sampling of these regarding strategies, approaches, rules, etc. that are being employed (or not) to enhance poor men and women’s participation in, and benefits from, such initiatives.

Guiding questions:

- What types of improved agricultural practices are being implemented?
- Who is participating in the project? Approximate percentage of men and approximate percentage women?
- How do they participate? (e.g. 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 were they?
- What project benefits have flowed to women compared to men? Have you pursued any approaches aimed at ensuring equitable benefit sharing?
- What kinds of strategies and approaches have you used to address issues around inclusive participation? (e.g. of poor men and women, and other marginalized groups)
- Any strategies employed for empowering marginalized groups to take up improved agricultural and natural resource management practices?

#### **Step 4: Ending the activity**

This was the last activity with this group. Make sure to thank people for their participation and explain to them that you are excited about the information they provided and the active discussions. Give group participants the opportunity to add anything, make clarifications, or make either specific or general comments on the study issues. Thank participants again for their time and invite them to come to the final public meeting, where the results of this and similar group discussion will be presented to the whole community.

Each team is asked to take a few minutes to make notes about the focus group discussion. This can include any observations, concerns or comments you have and may also include your interpretations or qualifications about specific issues or concerns. Make note of anything that went differently than planned. Include group characteristics or dynamics between participants (e.g. disagreements on certain issues) that you would like to highlight, paying particular attention to dynamics based on social differentiation. Notes should also be taken highlighting the relationship between men and women and how these affects whether or not respondents are able to visit other villages to learn about adaptation strategies. You (and the note takers) should make sure to record as much information as possible during each day. If possible, start completing the debriefing document. The results of the activity from the men's and women's groups should be recorded separately and compared at a later time.

#### **Day 3 - activity 2: Weather forecast session (youths)**

See Day 2 - activity 2: Weather forecast session for a description of how to lead the session.

#### **Day 4 - activity 1: Presentation of the summary to community (final community meeting)**

(Duration: Approximately one hour)

##### Part 1: Introduction

The final meeting aims to wrap up the study in the village and to share major findings with the community.

##### Part 2: Participants

All community members and village authorities are invited to attend the final meeting. The session will be attended by trainees and note takers and facilitated by one of the trainees in the team.

##### Part 3: Intended outputs

Notes on the discussion

##### Part 4: Materials required

Major outputs compiled for reporting back. – The views of the male and the female participants will both be presented orally. Report back on at least 3 research findings on each of the topics covered (i.e. analogue method, climate information, climate-smart agriculture). The presentation should not last more than 30 minutes, leaving an additional 30 minutes for feedback from the audience.

Part 5: Exit Strategy – sharing back major findings and wrapping up

The team will present a snapshot of the major outputs from day 2 and 3. You may be supported by group representatives in their explanations. After the presentation a short interactive question and answer session may be held.

As a way to wrap up, thank the community for their hospitality and their participation. Talk about a way forward in terms possible of future engagement. CCAFS is planning to engage in the area over the next years to come and will possibly return in the near future. The outcome of the study will contribute to guiding future engagements between CCAFS partners and the community. Take care not to create any false expectation or make commitments that you cannot honour. As discussed in the beginning of this module, managing expectation is key and promises are not made on behalf of CCAFS and FAO. The only promise that can be made is that the researcher can help participants' voice to be heard. You may want reiterate that the research will inform development organizations that may be able to provide support and that this particular research is not simply and end in itself.

## Module 6: Reporting formats

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### Audit trail - log

You should keep an audit trail of all your activities. It should include information ranging from discussions on the applicability of the tools in the respective countries, training sessions, the quality control process, oddities found in the data compared with actions taken, steps taken when analysing the data and writing the report. The audit trail is part of the debriefing document.

### Transcribing discussions and analysing findings – the debriefing document and the site analysis document

All the discussions should be recorded as they take place in the notebooks of the note takers. The outputs of the group work (maps, diagrams, etc.) will need to be copied or saved to keep complete the record of the activities. You must ensure that you complete your notes and collect outputs at the end of each activity. Furthermore, you must ensure that the relevant sections of the Debriefing Document are fully completed at the end of each day in the village. The debriefing documents and all other outputs from the field work should be submitted to CCAFS together with the analysis report.

### Electronic files and hard copies

The templates for the debriefing document and analysis report will be distributed in both electronic form and hardcopy. A copy of the files, saved with village identifications should be sent to the CCAFS team along with the sampling frames as appropriate.



## CCAFS - FAO debriefing document

Dates in village (from/to):

Names of research facilitators:

---

---

Names of note takers:

---

---

Name of block or village:

CCAFS country and village ID:

Check list:

Upon leaving the village, you should check that the team:

- Has compiled notes of the qualitative topics in this debriefing document
- Check that all documents have the site name on every page
- Check that all sections of this debriefing document have been completed

---

Signature of the research facilitator

---

Signature of the note taker

### Auditing

In the audit trail detail the dates and activities carried out, based on the step-by-step guide and the implementation guide. The audit trail should also include comments on the pre-visit arrangements, sampling procedures, invitations, etc. Add rows as needed.

| Date | Activity | Changes made | Comments |
|------|----------|--------------|----------|
|      |          |              |          |

### Meeting with village authorities

| Role in the village<br>(administrator, traditional<br>leader, etc.) | Age group (tick appropriate boxes) |       |         | Sex  |        |
|---|------------------------------------|-------|---------|------|--------|
|   | Young person                       | Adult | Elderly | Male | Female |
|   |                                    |       |         |      |        |
|   |                                    |       |         |      |        |
|   |                                    |       |         |      |        |
|   |                                    |       |         |      |        |
|   |                                    |       |         |      |        |
|   |                                    |       |         |      |        |

### Notes

Discussions during the meeting revolving around the topics of this study and any other relevant information should be captured.

#### Day 1 - Public community meeting

Venue: \_\_\_\_\_

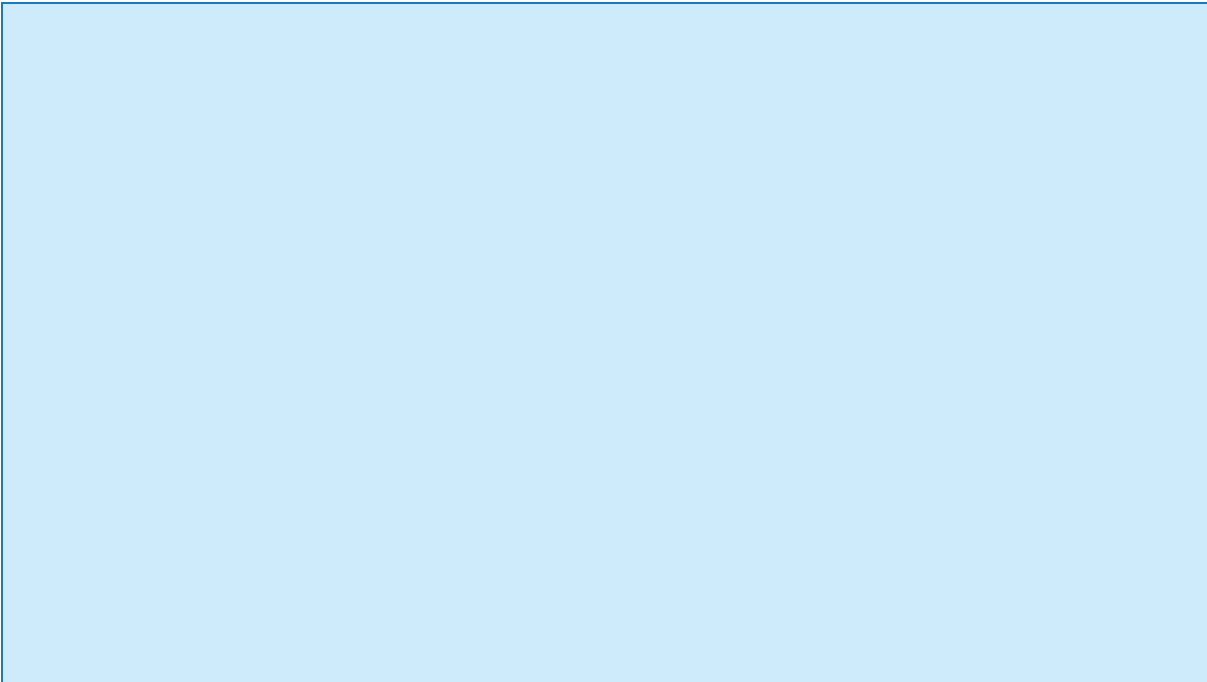
Time taken: \_\_\_\_\_

(Estimated) total number of males: \_\_\_\_\_

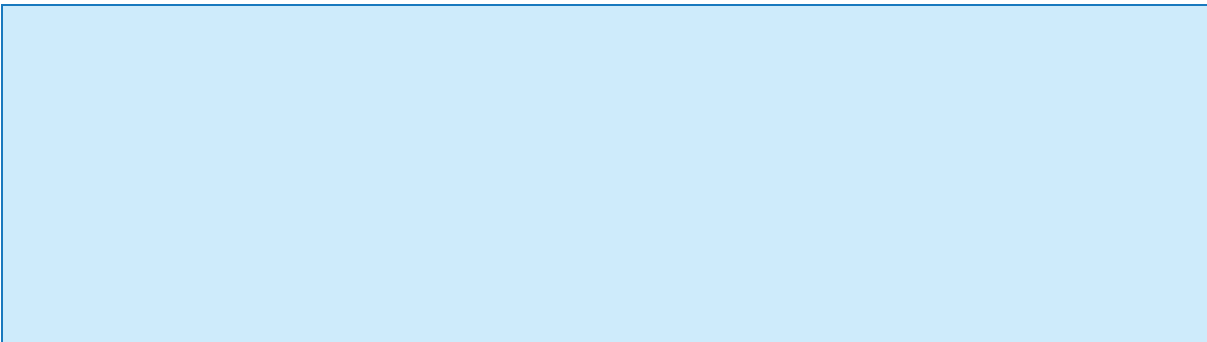
(Estimated) total number of females: \_\_\_\_\_

Was informed consent obtained? (Y/N) \_\_\_\_\_

Was there any discussions or disagreements? Elaborate.



Observations or comments about other discussions during the public meeting.



Day 2 - topic 1: Climate analogues session for women's group  
Group 1 (women)

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (insert number of participants)

|                |        |
|----------------|--------|
| Age group      | Female |
| Young people   |        |
| Adults         |        |
| Elderly people |        |

Climate Analogues Recording Table (please expand boxes as needed to capture what group participants are saying with respect to these factors!)

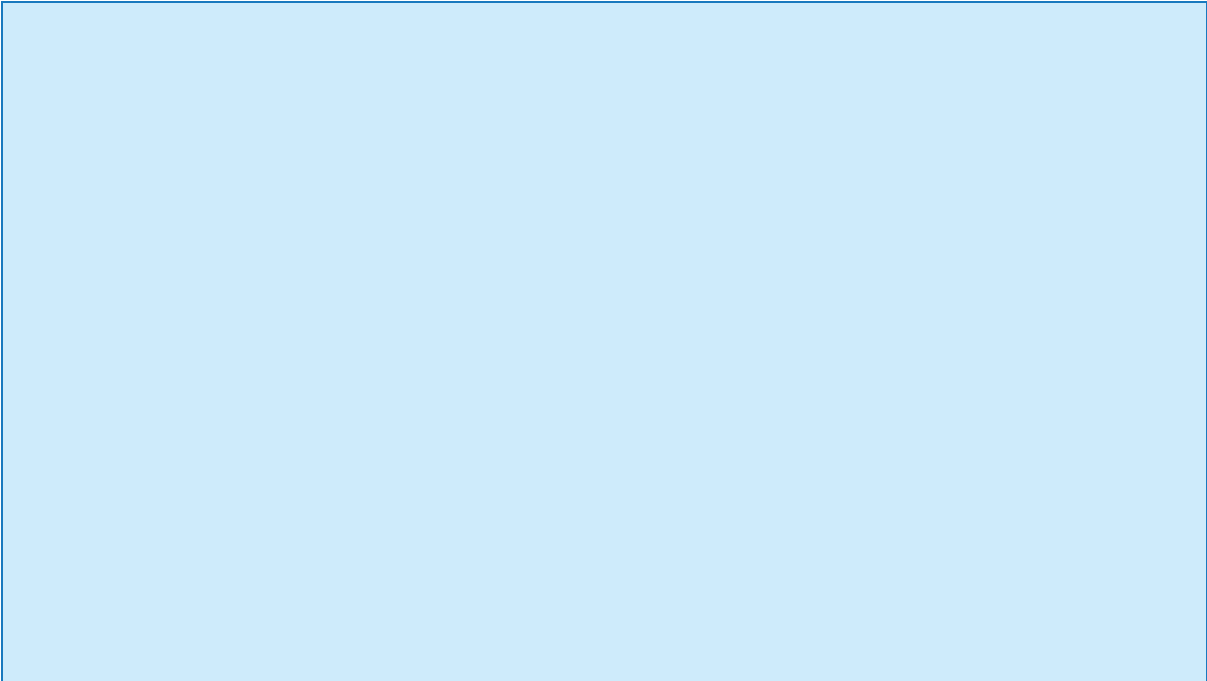
| Contextual Factors  | Enabling Factors of Mobility                               | Preventing Factors of Mobility |
|---|--|--------------------------------|
| Reasons for visiting other villages   | Methods of travel  | Constraints to travel          |
| Types of information sought   | Frequency and time of visits                               | Who doesn't travel?            |
| Types of information shared   | Who travels?   | Why?                           |
| Examples of information you would like to receive   | Trigger or driver (Who or what triggered/triggers travel)? |                                |
| Examples of ways in which you've been able to use information from visits to other villages |  |                                |

Scan and insert the extended **Village resource maps**.

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

Scan and insert the **seasonal calendar** if used.

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



Day 2 - topic 1: Climate analogues session for men's group

Group 2 (men) \_\_\_\_\_

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (if there are not enough lines in this box, continue overleaf. **Do not write names**, but insert number of participants).

|                |      |
|----------------|------|
| Age group      | Male |
| Young people   |      |
| Adults         |      |
| Elderly people |      |

Climate Analogues Recording Table (please expand boxes as needed to capture what group participants are saying with respect to these factors!)

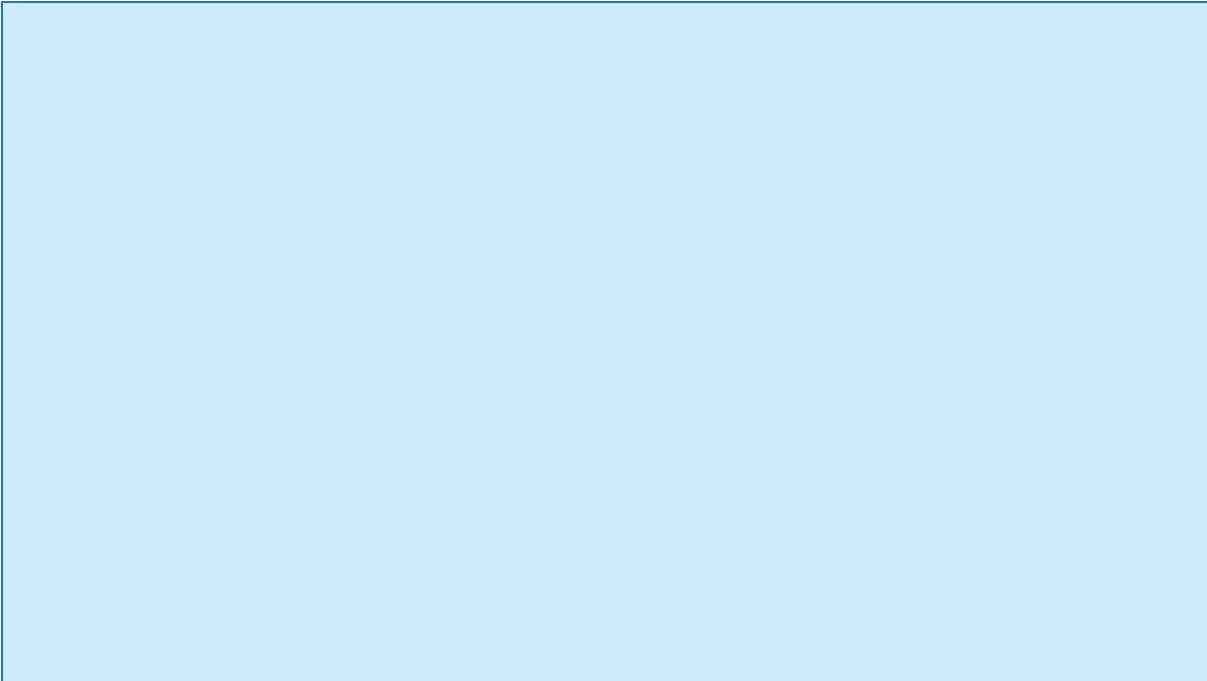
| Contextual factors  | Enabling factors of mobility                               | Preventing factors of mobility |
|---|--|--------------------------------|
| Reasons for visiting other villages   | Methods of travel  | Constraints to travel          |
| Types of information sought   | Frequency and time of visits                               | Who doesn't travel?            |
| Types of information shared   | Who travels?   | Why?                           |
| Examples of information you would like to receive   | Trigger or driver (Who or what triggered/triggers travel)? |                                |
| Examples of ways in which you've been able to use information from visits to other villages |  |                                |

Scan and insert the extended **Village resource maps**.

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

Scan and insert the **seasonal calendar** if used.

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





## Day 2 - topic 2: Weather forecast sessions for women's group

Group 1 (women) \_\_\_\_\_

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (insert number of participants)

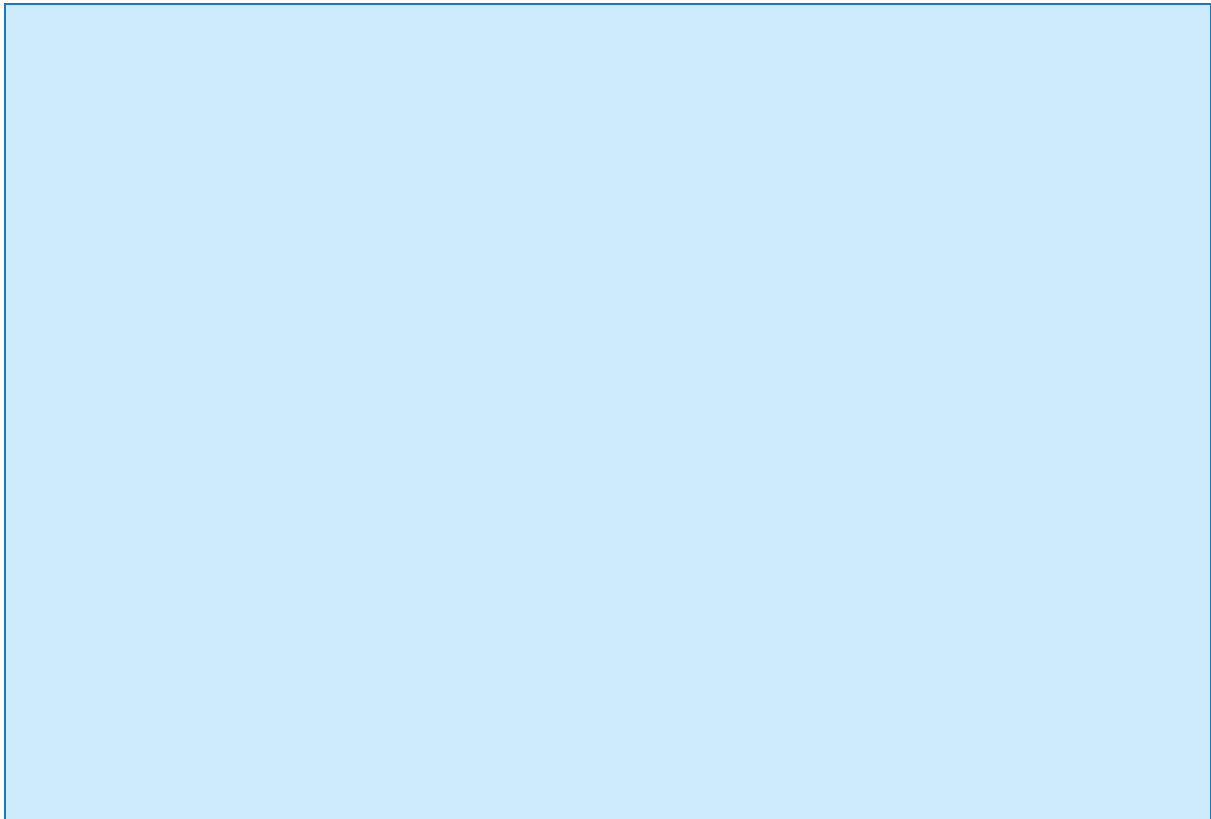
| Age group      | Female |
|----------------|--------|
| Young people   |        |
| Adults         |        |
| Elderly people |        |

Please capture the information shared by participants in the tables below (expand boxes where necessary).

### Daily weather forecasts – women's session

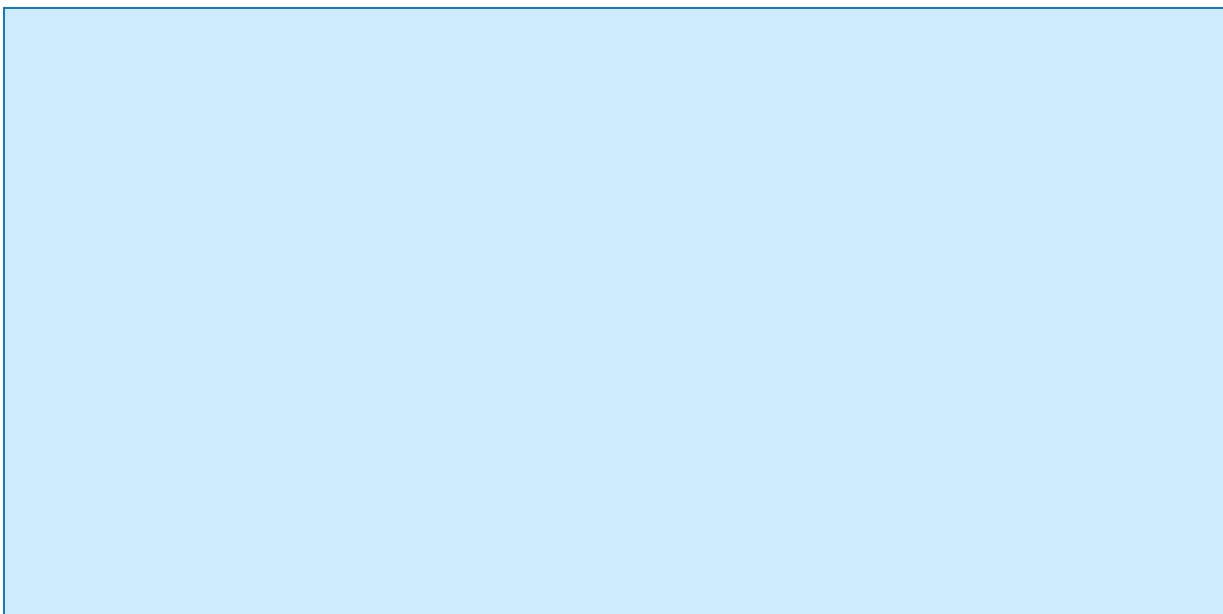
| Participants that use daily weather forecasts                     | Participant that do not use daily forecasts                             |
|---|---|
| Who uses forecasts?   | Who does not?   |
| Number or part of the households that use daily weather forecasts | Why not?  |
|   | Would they like to? Why?  |
| Weather information channels                                      | Which channels would they prefer to use?                                |
| Format – is it useful?  | Format preferred  |
| Frequency of use  | How often would you use your preferred format and how would you use it? |
|   | When would you use it (time of year)                                    |
| Is it trusted/ reliable?  |   |
| How is it used? Examples of actions                               | If daily forecasts are not trusted: are other sources relied on? Which? |

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



Scan and insert the **seasonal calendar** if used.

Provide any additional issues, comments or observations that were raised in the session.



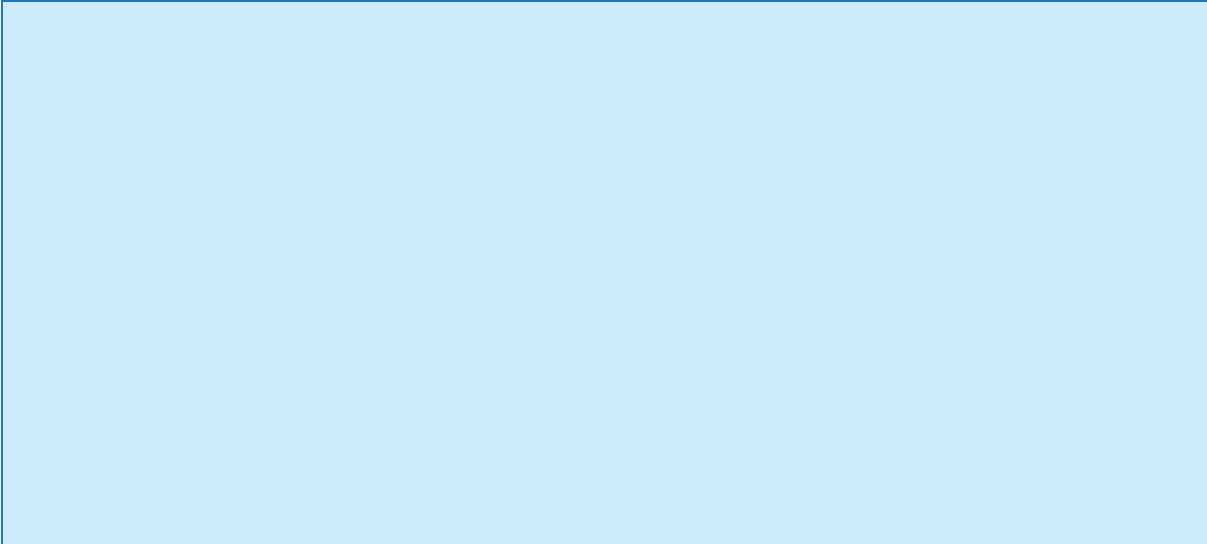
Seasonal forecasts – women’s session

|  |   |  |  |
|--|---|--|--|
| Participants that use seasonal forecasts                     |   | Participant that do not use seasonal forecasts                 |  |
| Who uses forecasts?  |   | Who does not?  |  |
| From where or whom do you get the forecasts?                 |   | Why not?   |  |
|  |   | Would they like to? Why?                                       |  |
| When are the seasonal forecasts used?                        |   | When would they use them (time of year)                        |  |
| Format or channel?   |   | Preferred format or channel?                                   |  |
| Is it trusted or reliable? Why/Why not?                      |   |  |  |
| If yes: How is it used?<br>Examples of actions               | If not: are other sources relied on? Which? | How could seasonal information be used?<br>Examples of actions | If seasonal forecasts are not trusted – which sources are relied on instead? |
| Would the format and channel make a difference? Why/why not? |   | Would the format and channel make a difference? Why/why not?   |  |
| Is the information shared? With whom?                        |   |  |  |

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



Any additional overall thoughts shared regarding the use of daily weather forecasts and seasonal forecasts?



## Day 2 - topic 2: Weather forecast sessions for men

Group 2: (men)

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (insert number of participants)

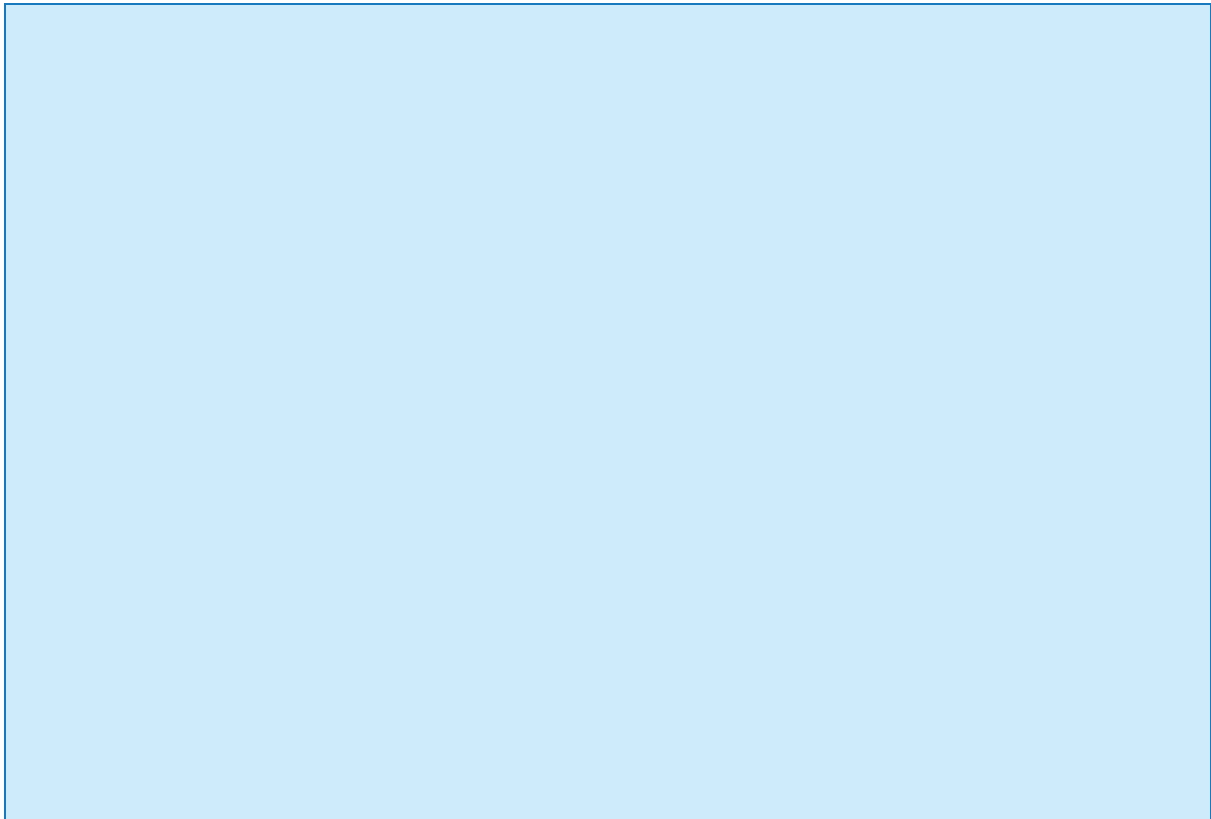
| Age group      | Male |
|----------------|------|
| Young people   |      |
| Adults         |      |
| Elderly people |      |

Please capture the information shared by participants in the tables below (expand boxes where necessary).

### Daily weather forecasts – men's session

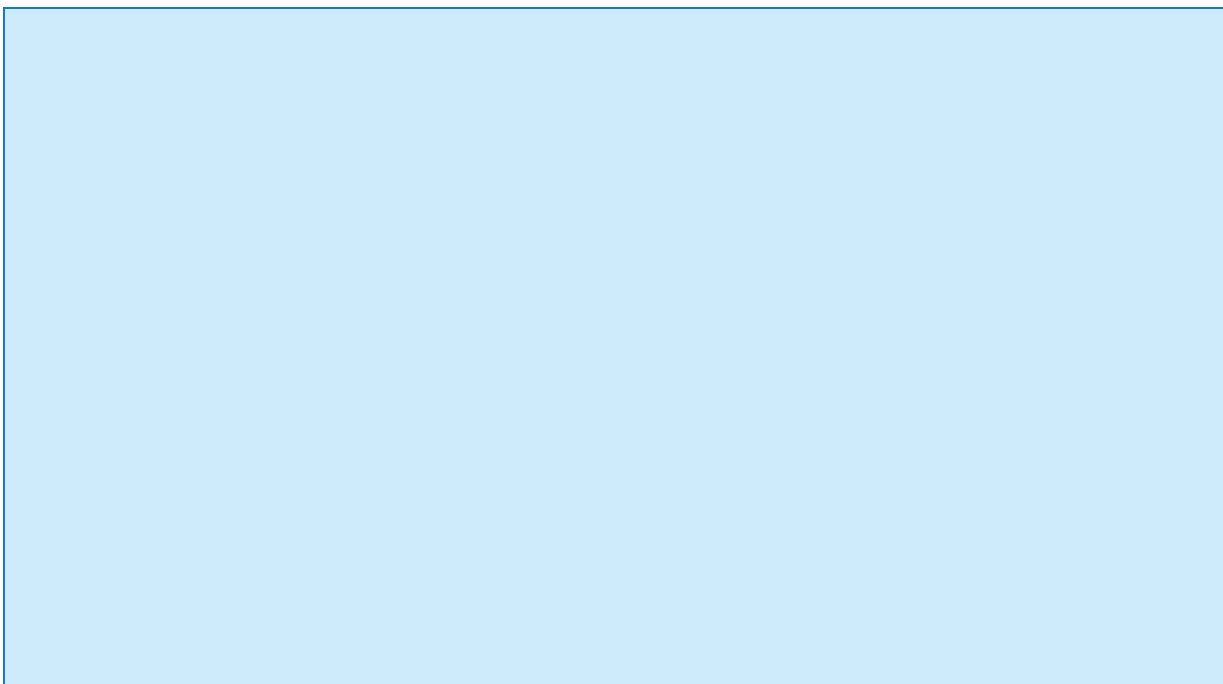
| Participants that use daily weather forecasts                     | Participant that do not use daily forecasts                             |
|---|---|
| Who uses forecasts?   | Who does not?   |
| Number or part of the households that use daily weather forecasts | Why not?  |
|   | Would they like to? Why?  |
| Weather information channels                                      | Which channels would they prefer to use?                                |
| Format – is it useful?  | Format preferred  |
| Frequency of use  | How often would you use your preferred format and how would you use it? |
|   | When would you use it (time of year)                                    |
| Is it trusted/ reliable?  |   |
| How is it used? Examples of actions                               | If daily forecasts are not trusted: are other sources relied on? Which? |

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



Scan and insert the **seasonal calendar** if used.

Provide any additional issues, comments or observations that were raised in the session.



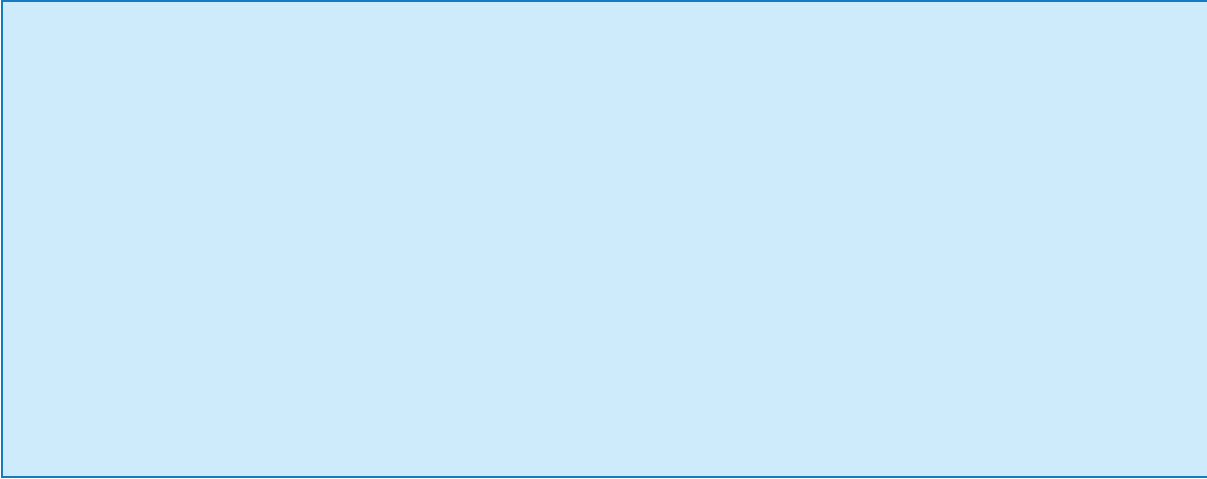
Seasonal forecasts – men’s session

|   |  |   |   |
|---|--|---|---|
| Participants that use seasonal forecasts                        |  | Participant that do not use seasonal forecasts                    |   |
| Who uses forecasts?   |  | Who does not?   |   |
| From where or whom do you get the forecasts?                    |  | Why not?  |   |
|   |  | Would they like to? Why?  |   |
| When are the seasonal forecasts used?                           |  | When would they use them (season/time of year)                    |   |
| Format or channel?  |  | Preferred format or channel?                                      |   |
| Is it trusted or reliable? Why/Why not?                         |  |   |   |
| If yes: How is it used?<br>Examples of actions                  | If not: are other sources<br>relied on? Which? | How could seasonal<br>information be used?<br>Examples of actions | If seasonal forecasts are<br>not trusted – which<br>sources are relied on<br>instead? |
| Would the format and channel make a difference?<br>Why/why not? |  | Would the format and channel make a difference?<br>Why/why not?   |   |
| Is the information shared? With whom?                           |  |   |   |

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



Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?





## Day 2 - topic 2: Weather forecast sessions for female youths

Group 3: (female youths)

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (insert number of participants)

|           |  |
|-----------|--|
| Age range |  |
| Females   |  |

Please capture the information shared by participants in the tables below (expand boxes where necessary).

### Daily weather forecasts – female youths’ session

| Participants that use daily weather forecasts                     | Participant that do not use daily forecasts                             |
|---|---|
| Who uses forecasts?   | Who does not?   |
| Number or part of the households that use daily weather forecasts | Why not?  |
|   | Would they like to? Why?  |
| Weather information channels                                      | Which channels would they prefer to use?                                |
| Format – is it useful?  | Format preferred  |
| Frequency of use  | How often would you use your preferred format and how would you use it? |
|   | When would you use it (time of year)                                    |
| Is it trusted/ reliable?  |   |
| How is it used? Examples of actions                               | If daily forecasts are not trusted: are other sources relied on? Which? |

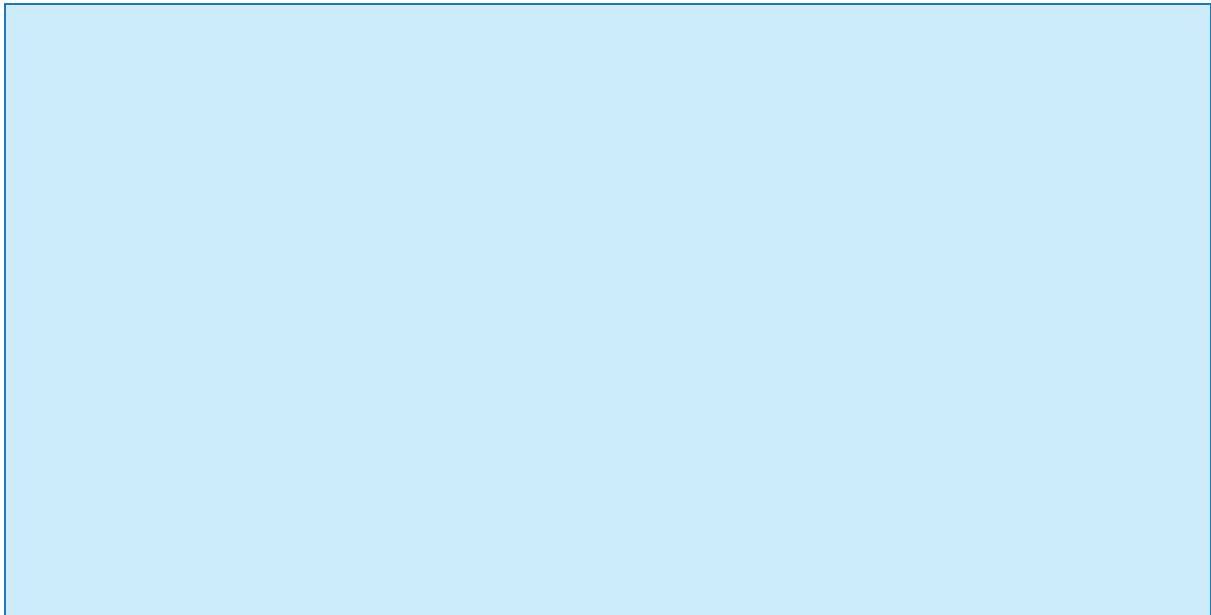
Insert the **daily weather forecast** presented and note down any additional information provided by participants regarding the weather forecast session not captured in the table above.

|  |
|--|
|  |
|--|

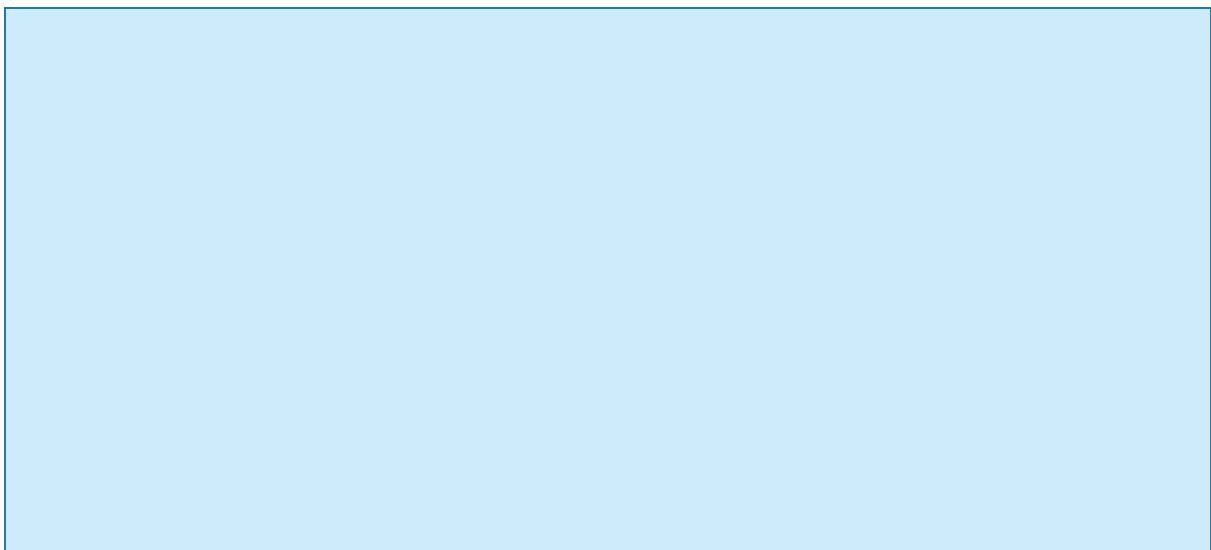
Seasonal forecasts – Female youths’ session

| Participants that use seasonal forecasts                     |   | Participant that do not use seasonal forecasts                 |  |
|--|---|--|--|
| Who uses forecasts?  |   | Who does not?  |  |
| From where or whom do you get the forecasts?                 |   | Why not?   |  |
|  |   | Would they like to? Why?                                       |  |
| When are the seasonal forecasts used?                        |   | When would they use them (time of year)                        |  |
| Format or channel?   |   | Preferred format or channel?                                   |  |
| Is it trusted or reliable? Why/Why not?                      |   |  |  |
| If yes: How is it used?<br>Examples of actions               | If not: are other sources relied on? Which? | How could seasonal information be used?<br>Examples of actions | If seasonal forecasts are not trusted – which sources are relied on instead? |
| Would the format and channel make a difference? Why/why not? |   | Would the format and channel make a difference? Why/why not?   |  |
| Is the information shared? With whom?                        |   |  |  |

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



Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?



## Day 2 - topic 2: Weather forecast sessions for male youths

Group 4: (male youths)

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (insert number of participants)

|           |  |
|-----------|--|
| Age range |  |
| Males     |  |

Please capture the information shared by participants in the tables below (expand boxes where necessary).

### Daily Weather Forecasts – Youths' session

| Participants that use daily weather forecasts                     | Participant that do not use daily forecasts                             |
|---|---|
| Who uses forecasts?   | Who does not?   |
| Number or part of the households that use daily weather forecasts | Why not?  |
|   | Would they like to? Why?  |
| Weather information channels                                      | Which channels would they prefer to use?                                |
| Format – is it useful?  | Format preferred  |
| Frequency of use  | How often would you use your preferred format and how would you use it? |
| Is it trusted/ reliable?  | When would you use it (time of year)                                    |
| How is it used? Examples of actions                               | If daily forecasts are not trusted: are other sources relied on? Which? |


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

|  |
|--|
|  |
|--|

Seasonal forecasts – male youths’ session

| Participants that use seasonal forecasts                     |   | Participant that do not use seasonal forecasts                 |  |
|--|---|--|--|
| Who uses forecasts?  |   | Who does not?  |  |
| From where or whom do you get the forecasts?                 |   | Why not?   |  |
|  |   | Would they like to? Why?                                       |  |
| When are the seasonal forecasts used?                        |   | When would they use them (time of year)                        |  |
| Format or channel?   |   | Preferred format or channel?                                   |  |
| Is it trusted or reliable? Why/Why not?                      |   |  |  |
| If yes: How is it used?<br>Examples of actions               | If not: are other sources relied on? Which? | How could seasonal information be used?<br>Examples of actions | If seasonal forecasts are not trusted – which sources are relied on instead? |
| Would the format and channel make a difference? Why/why not? |   | Would the format and channel make a difference? Why/why not?   |  |
| Is the information shared? With whom?                        |   |  |  |

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



Any additional overall thoughts shared by the group regarding the use of daily weather forecasts and seasonal forecasts?



Day 3 - topic 3: Understanding and catalysing gender-sensitive, climate-smart agriculture initiatives - women's group

Group 1 (women)

Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (if there are not enough lines in this box, continue overleaf. **Do not write names**, but insert number of participants).

| Age group      | Female |
|----------------|--------|
| Young people   |        |
| Adults         |        |
| Elderly people |        |

Insert the Venn diagram – women's session



Reporting on Institutional Issues - women's session

Reporting on the institutions and organizations based on the Venn diagram

| Name | Objective | Achievements related to climate-smart agriculture | Links to other institutions | Any conflicts? If yes which? | Who has access? | Constraints faced by women? | Who relies most on the institution? |
|------|-----------|---|-----------------------------|------------------------------|-----------------|-----------------------------|-------------------------------------|
|      |           |   |                             |                              |                 |                             |                                     |
|      |           |   |                             |                              |                 |                             |                                     |
|      |           |   |                             |                              |                 |                             |                                     |
|      |           |   |                             |                              |                 |                             |                                     |

The following tables relate to relevant examples of climate-smart agricultural that are being pursued (or they'd like to pursue). They could include, but are not limited to: tree nurseries or other tree planting initiatives, water management-related, soil fertility or management-related; crop-related; livestock-related (production, marketing, information-related). Please list in the following table the 3-5 most important agricultural practices that this group wants to discuss, because they are very important for their livelihoods, they have been experiencing change with respect to these practices, or other reasons that the group feels they are important.

Reporting on climate-smart agriculture practices - women's session

| Climate-smart agriculture practices being pursued | Who participates? (% men, %women) | How do men and women participate? | How are benefits shared? | Women's constraints to participation | Women's access to benefits | Strategies for inclusive participation | Strategies for equitable benefit sharing | Strategies for empowering marginalized groups |
|---|-----------------------------------|-----------------------------------|--------------------------|--------------------------------------|----------------------------|--|--|---|
| Practice 1  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 2  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 3  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 4  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 5  |                                   |                                   |                          |                                      |                            |  |  |   |



*Reporting on changing farming practices – women’s session*

List 3–5 farming practice changes

| Practice change | Who has changed their behaviour? | What was the change and why the new practice? | Driver (needs what drove this (is behind this)?) | Who helped this change come about? | Who decided to make the change? | How did you learn about the new practice? | Who provided the info? | Supportive factors or change and/or problems created by the change | Who was affected? |
|-----------------|----------------------------------|---|--|------------------------------------|---------------------------------|---|------------------------|--|-------------------|
| Change 1        |                                  |   |  |                                    |                                 |   |                        |  |                   |
| Change 2        |                                  |   |  |                                    |                                 |   |                        |  |                   |
| Change 3        |                                  |   |  |                                    |                                 |   |                        |  |                   |
| Change 4        |                                  |   |  |                                    |                                 |   |                        |  |                   |
| Change 5        |                                  |   |  |                                    |                                 |   |                        |  |                   |

Day 3 - topic 3: Understanding and catalysing gender-sensitive, climate-smart agriculture initiatives - men's group

Group 2 (men)

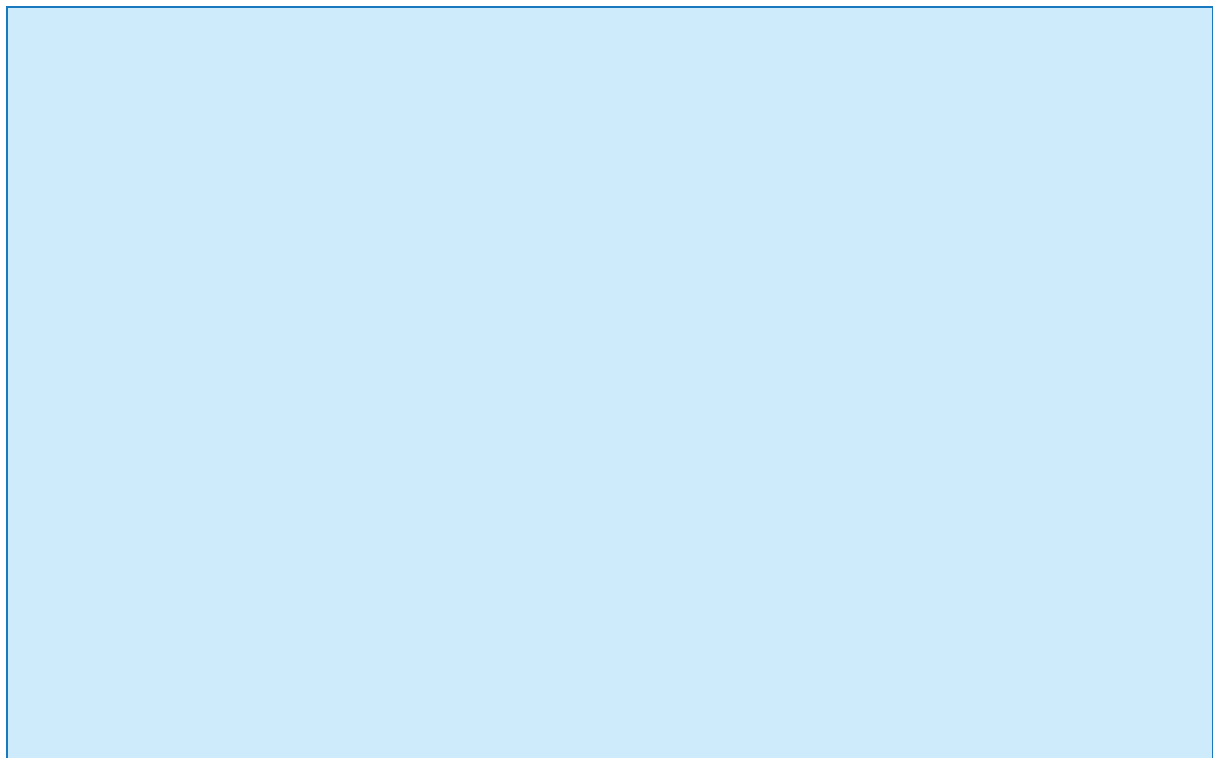
Venue: \_\_\_\_\_

Time taken: \_\_\_\_\_

Focus group discussion members (if there are not enough lines in this box, continue overleaf. **Do not write names**, but insert number of participants).

| Age group      | Male |
|----------------|------|
| Young people   |      |
| Adults         |      |
| Elderly people |      |

Insert the Venn diagram – men's session



Reporting on the institutions or organizations: Men's session based on the Venn diagram

| Name | Objective | Achievements related to climate-smart agriculture | Links to other institutions | Any conflicts? If yes which? | Who has access? | Constraints? | Who relies most on the institution? |
|------|-----------|---|-----------------------------|------------------------------|-----------------|--------------|-------------------------------------|
|      |           |   |                             |                              |                 |              |                                     |
|      |           |   |                             |                              |                 |              |                                     |
|      |           |   |                             |                              |                 |              |                                     |

The following tables relate to relevant examples of climate-smart agricultural that are being pursued (or they'd like to pursue). They could include, but are not limited to: tree nurseries or other tree planting initiatives, water management-related, soil fertility or soil management-related; crop-related; livestock-related (production, marketing, information-related). Please list in the following table the 3-5 most important agricultural practices that this group wants to discuss, because they are very important for their livelihoods, they have been experiencing change with respect to these practices, or other reasons that the group feels they are important.

Reporting on climate-smart agriculture practices - men's session

| Climate-smart agriculture practices being pursued | Who participates? (% men, %women) | How do men and women participate? | How are benefits shared? | Women's constraints to participation | Women's access to benefits | Strategies for inclusive participation | Strategies for equitable benefit sharing | Strategies for empowering marginalized groups |
|---|-----------------------------------|-----------------------------------|--------------------------|--------------------------------------|----------------------------|--|--|---|
| Practice 1  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 2  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 3  |                                   |                                   |                          |                                      |                            |  |  |   |
| Practice 4  |                                   |                                   |                          |                                      |                            |  |  |   |
| Change 5  |                                   |                                   |                          |                                      |                            |  |  |   |

*Reporting on changing farming practices- men's group*

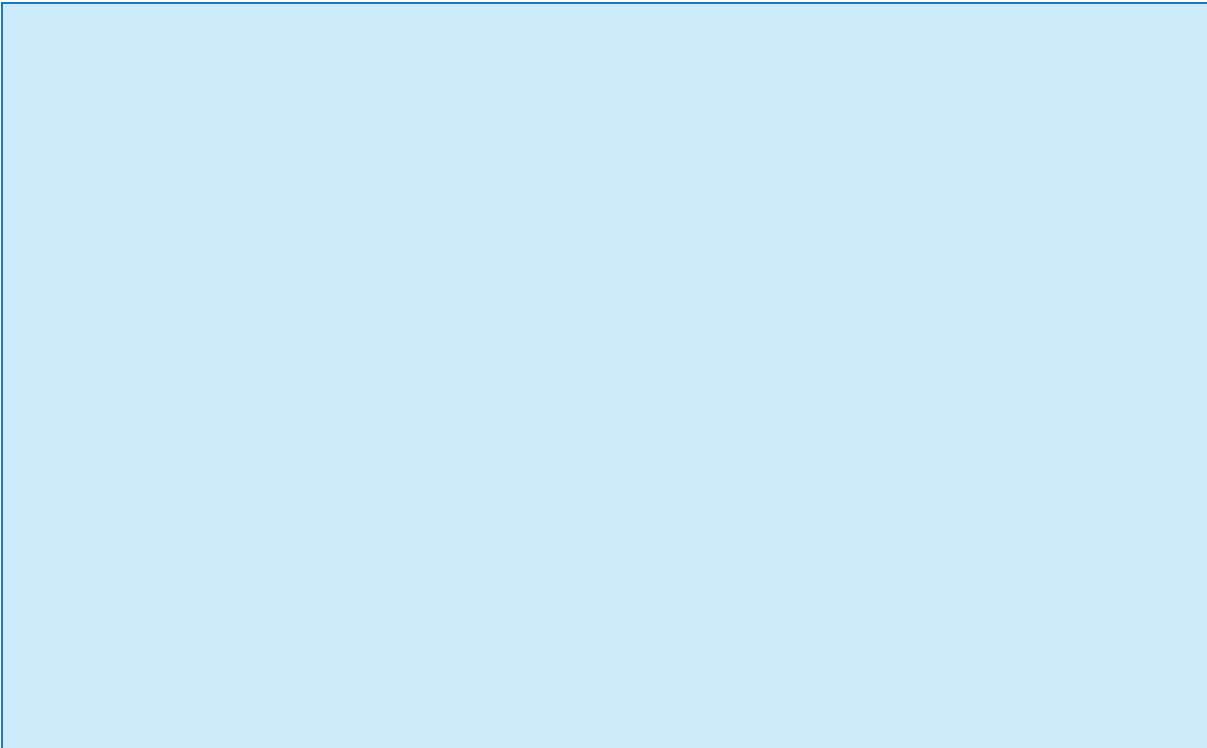
List 3–5 farming practice changes

| Practice change | Who has changed their behaviour? | What was the change and why the new practice? | Driver (needs what drove this (is behind this)? | Who helped this change come about? | Who decided to make the change? | How did you learn about the new practice? | Who provided the info? | Supportive factors or change and/or problems created by the change | Who was affected? |
|-----------------|----------------------------------|---|---|------------------------------------|---------------------------------|---|------------------------|--|-------------------|
| Change 1        |                                  |   |   |                                    |                                 |   |                        |  |                   |
| Change 2        |                                  |   |   |                                    |                                 |   |                        |  |                   |
| Change 3        |                                  |   |   |                                    |                                 |   |                        |  |                   |
| Change 4        |                                  |   |   |                                    |                                 |   |                        |  |                   |
| Change 5        |                                  |   |   |                                    |                                 |   |                        |  |                   |

Note down any additional information related to the activities on institutional issues or approaches and changing farming practices.



Overall comments on the use of the changing farming practices tool and discussions.



**Day 4 - Presentation of the summary in the public meeting**

Public meeting attendance (tick appropriate boxes; insert number of participants)

| Age group      |      |        |
|----------------|------|--------|
|                | Male | Female |
| Young people   |      |        |
| Adults         |      |        |
| Elderly people |      |        |
|                |      |        |

Notes

Capture any discussion in the meeting revolving around the topics of this study and any other relevant information.

## Module 7: Reporting

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You will want your report to synthesize the wealth of information that you gathered in the field. The ‘analytical tools’ you will be using to write this report are basically synthesis, comparison, looking at similarities versus differences across groups and figuring out how the information gathered has (or has not) addressed the objectives and outputs of each of the activities carried out. The section on Topics is divided into research component and methods component, both of which this study addresses. The overview below shows a suggested annotated table of contents for an analysis Report. For CCAFS users the final report should not exceed 30 pages. The audience of your report may include both researchers and development practitioners who may want to use the results for the development of action research, so be careful to include all the findings that might be of use to others.

Components of the final report:

### Executive summary of main findings

One-half- to one-page summary of the key lessons and findings of the study. Since we are tested the tools, this should include a brief overview of the strengths versus weaknesses/ limitations of the approach and training materials.

### Introduction

- Brief description of the village and site in terms of geography, climate conditions and recent trends, farming practices, socio-economic issues and roles of men and women in agriculture and food security. This may be based on a literature review as well as your own observations and studies. (In this case, since an earlier village baseline survey was undertaken, this will be provided by CCAFS, with any additions you would like to make.)
- Brief description of the use of research tools used to retrieve information on climate analogues, climate information, institutions and mitigation, adaptation strategies and risks.

### Receptiveness of the study

Brief description of how well the pre-study process went, including the sampling procedure for selection of participants, the process of speaking to and getting cooperation of village authorities, managing expectations, compensation issues and the first public meeting.

### Topics

This section will analyse the research findings from days 2 and 3.

## Topic 1: Climate analogues

### Research component

Reminder of the objectives:

- to understand the extent to which different types of farmers are mobile (or not) and generate insights as to if, what and how they wish to learn from visiting climate analogue sites;
- to better understand how the use of other information and communication technologies (e.g. films such as short YouTube Videos or cell phones) may be ways in which to effectively share knowledge about what people are doing now in places with similar future climates for these different groups;
- to test the usefulness of gender-differentiated participatory resource maps (in this case, already available) in helping to enhance understanding of the potential of using the climate analogues tool in potential action research;
- to better understand the factors helping and hindering male and female farmers in learning from others about adaptive strategies for dealing with climatic uncertainties.

For **those who visit other villages** provide a summary of the answers to the following guiding questions:

- Where do they travel to? For what purpose? How often do they go there? How do they get there?
- Do other members of their households travel to these villages? Who? How often and for what purpose? How do they get to neighbouring villages? How easy is it to travel? What enables them and prevents them from travelling?
- What time of the year do they and their family travel the most?
- Are the nearby villages similar or different to theirs? If yes, in what ways?
- Are the villages they visit becoming drier or wetter or hotter or cooler?
- Do they think their village will become drier or wetter or hotter or cooler in the future? If so, then how will they make changes to make sure that they have enough food in the future?
- Do the villagers they visit have ideas on farming that they think may be useful to them to protect their family's ability to produce and eat enough food in the future?
- If they learned an adaptation technique or a new technique or idea from a neighbouring villager, what did they learn and how have they applied it if at all?

For **those who do not visit other** villages provide a summary of the answers to the following guiding questions:

- What is preventing them from travelling? (Note that women and men may have different restrictions on their mobility and the extent to which they interact with people outside of their own village. It is important to document any social restrictions on travel, in addition to any physical restrictions, such as poor roads).
- If they were to visit another village, what would they like to learn from other farmers?
- Would such visits help them? Why or why not?



The following broader questions may be used to facilitate analysis of information gathered in the climate analogue section of the report:

- Who would benefit from farmer to farmer exchanges and why? What the preventing and enabling factors to be mobile?
- How will or could farmer to farmer exchanges be beneficial?
- How can farmer to farmer exchanges be more inclusive of different types of farmers based on their gender, age, wealth, and/or ethnicity? Was there a difference between men's and women's ability to or interest in travelling to and interacting with other villages that could affect their participation in the analogue approach?
- What types of villages are conducive to information exchange?

#### Methods component

- Reflect on the effectiveness of using a Village resource map (if you have a good digital version/picture please insert it here). Did it help you communicate the concept of climate analogues?
- Reflect on the effectiveness of using a seasonal calendar (if you have a good digital version/picture please insert it here) if this was used. Did it help you communicate the concept of climate analogues?
- Did it help, for example, to discuss the potential of farmer-to-farmer exchanges, capture issues of mobility, and help you address the other objectives of this session?
- How effective was the use of focus group discussions for achieving the objectives of this session?
- Address how easy or difficult it was to use these tools. What should be changed about the methods to gather information on the possibility of farmer to farmer exchanges?
- How helpful, efficient and/or effective have the reporting guidelines been?

#### Topic 2: Weather forecast session

Reminder of the objectives:

- to better understand how we make weather information most useful and equitable to rural women and men including youths;
- to better understand which types of weather information is available to women, men and youths;
- to understand how and from where women, men and youths get information on weather;
- to better understand men's, women's and youths' abilities to use this information. This includes understanding the opportunities and constraints in accessing and using both daily and seasonal weather forecasts;
- to inform the design of action research to reach women, men and youths with weather and climate-related information that they can use it in making climate-smart agricultural decisions.

#### Research component

- Synthesize what the different groups said regarding local means of interpreting the weather and whether participants trust this more than other sources.

- Explain which groups found the daily versus seasonal forecasts of relevance, whether they were using, or would like to use them, and whether and what weather forecast information is shared within their households, and how this varies by women, men and youths.
- Provide a summary of the “Daily weather forecasts table” (see debriefing document) and describe the type of information men, women and youths receive and the channels through which they receive them. Did you see, or did they mention, any social differentiations in who received and used such information (e.g. poor versus wealthy households)?
- Explain whether and which respondents trust seasonal forecasts, whether these longer run forecasts are relevant to them, whether they would use them and whether information is shared in the household.
- How is the weather information they are receiving used by women, men and youths? Were you hearing similar or different things from these groups? What were the major similarities? The differences?
- Did the different groups trust traditional sources of information more than weather and seasonal forecasts? Why or why not?

Reminder of which results should be used in your analysis:

Use the sequence of questions in Module 5: Work plan on gender and climate change in agriculture and food security to help structure the synthesis of the three focus group discussions (men, women and youths).

Advice on what to consider when analysing results in order to meet the outputs of the Climate Information Session:

- Recommend the type of information that would benefit men, women and youths to manage risks, as well as the appropriate methods for delivery of climate information.
- Are there particular needs of any or the three groups that are not being met? Which communication mechanisms are preferred by men, by women and by youths?
- Identify the extent to which information is used in the household and by whom: Draw upon the answers to the questions regarding which household members access which information, as well as decision making about the information.
- Summarize ways women, men and youths receive information, including from where and from whom, as well as their reliance on local and received knowledge, in order to identify ways to deliver climate information to men, women and youths. In addition, research teams that may have gathered information during their background research on literacy rates and education may find it useful to interpret the villagers’ responses on accessing and using information based on their educational levels. This may, to some extent, explain why villagers use certain sources over others.

#### Methods component

- Share your experience in using the daily weather forecast and the seasonal forecast as a research tool to understanding the value of climate information.
- Reflect on the effectiveness of using a seasonal calendar (if you have a good digital version/picture please insert it here). Did it help initiate discussions on seasonal forecasts?

- How effective was the use of focus group discussions for achieving the objectives of this session?
- How did the gender-specific approach work out practically?
- How helpful, efficient and/or effective have the reporting guidelines been?

### Topic 3: Understanding and catalysing gender-sensitive climate-smart agriculture initiatives

Reminder of the objectives:

- to explore how institutional arrangements (e.g. How are benefits or payments shared? How are project activities implemented promote adaptation, e.g. by individuals or groups?) can be strengthened to improve access to benefits of climate change-related interventions;
- to understand gender differences in access to climate-smart agricultural interventions and opportunities.

#### Research component

Please compare and contrast the different group session findings, and synthesise your findings with respect to these objectives. For example:

- What were the major kinds of agricultural practice changes discussed/being made by the women? By men? What were the main reasons the different groups were making such changes, and did they differ by gender or other social differentiation factors?
- Who and what did the different groups mention as assisting in making these changes?
- In terms of who provided them information on climate-smart agriculture practices, are there differences between what the men's group was saying compared to the women's group?
- Which were the main organizations/institutions with which participants (men and women respectively) were involved? Was there a difference? If yes, what was the difference – were men and women mainly interested in different organizations, if yes why?
- Were there any constraints for women (or men) in accessing or participating in activities and information provided by the most important organizations/institutions? If yes, what were they?
- What kinds of supporting factors did the different groups talk about? Were they mostly the same, or different?
- With respect to access to different types of projects or opportunities, what similarities and differences arose in terms of constraints to participation in projects/programmes, etc. between men's and women's groups?
- What kinds of strategies or approaches did the women discuss that they have seen with respect to equitable access to, and benefits from, participating in projects or collective action efforts helping them improve their agricultural practices? The men?
- What kinds of efforts did the two focus groups mention in terms of empowering marginalized groups to participate in any efforts to improve agricultural practices?

### Methods component

- How effective were the facilitated focus group discussions in terms of addressing the objectives of this exercise?
- How effective was the Venn diagram tool in gaining an understanding of the institutional arrangements and 'rules of the game' related to support for changing farming practices?
- How effective was the changing farming practice tool in understanding change among men versus women?
- How helpful, efficient and/or effective have the reporting guidelines been?

### Conclusion and recommendations

- Pull the major findings together from all of the above topics.
- Comment on the final public meeting and receptiveness of the findings.
- Highlight location specific concerns.
- Make recommendations for major opportunities for the target areas, and identify gaps in knowledge or other current constraints that could provide opportunities or niches for:
  - research (by CCAFS);
  - action research (by CCAFS partners such as the institutions of the implementation teams, other NGOs and local academia); and
  - development interventions (development partners such as FAO).