

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

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 Send invitations to group participants
Day 1	Activity 1: Setting the stage for the study Activity 2: Public community meeting to introduce ourselves and set the agenda
Day 2	Activity 1: Climate analogues sessions (men's and women's focus groups) Activity 2: Weather forecast sessions (men's and women's focus groups)
Day 3	Activity 1: Understanding and catalyzing gender-sensitive, climate-smart agricultural practices Activity 2: Weather forecast session (youth group)
Day 4	Activity : 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 maps⁴.

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

⁴ 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 example⁵ 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.

⁵ An example from Uganda is available at 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: Do you receive it? Does someone in your household get this kind of seasonal forecast? Do any of your neighbours use seasonal forecasts? Do you trust this kind of seasonal forecast?		If no: Would you like to receive this kind of seasonal forecast? Would you trust this kind of seasonal forecast? Why or why not? 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? When do you use it? 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? When would you use it? 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? 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.