

Example on gender-sensitive approaches and tools, including good practices for the application of these approaches and tools for understanding and assessing impacts, vulnerability and adaptation to climate change¹
Inputs provided by:
Climate Change, Agriculture, Food Security (CCAFS)
Title of practice/tool
Climate Resilient Agriculture Module
Description of practice/tool
<p>The Climate Resilient Agriculture Module (CRAM) includes a group of participatory research tools to support research and development partners in gathering information that will help them design inclusive and gender sensitive programs in climate resilient agriculture. This module focuses on understanding current agricultural practices and their underlying institutional, environmental, climatic, social and economic drivers from a gender perspective. CRAM can be used to identify opportunities for enhancing climate change adaptation for women and vulnerable groups.</p> <p>The CRAM module includes the following tools: village resources and use map, wealth and vulnerability targeting, farming systems, seasonal calendar, daily activity clock, changing farming practices, organization Venn diagram, key informant interviews and organizational profiles. CRAM is one in a series of modules, currently being designed and tested, as part of major revisions to the CCAFS and FAO (2012) 'Gender and Climate Change Research in Agriculture and Food Security for Rural Development' training guide– Training Guide'. The manual is being revised for a global audience.</p>
Region
<ul style="list-style-type: none"> • Africa and the Arab States
Country
Currently being tested in Kenya, but the manual is being designed for a global audience
Sector
<p>Please select sector/sectors (from the ones below, as applicable), where the good practice and/or tool for gender consideration have been developed/applied.</p> <ul style="list-style-type: none"> • Food security, agriculture and fisheries

¹ Please use this template for providing inputs related with one example. If you have more than one example, please provide them in separate files using this template.

Name of implementing institution/s
CCAFS, FAO, currently discussing collaboration with CARE and IFAD
Further information
Please provide relevant web links, paper and other specific publications. http://hdl.handle.net/10568/21790 http://ccafs.cgiar.org/publications/using-gender-lens-explore-farmers%E2%80%99-adaptation-options-face-climate-change-results-pilot
Contact details
Dr. Christine C. Jost, c.jost@cgiar.org Nafisa Ferdous < nafisaferdous@gmail.com >

Climate-Resilient Agriculture Module

Definition:

- Agricultural practices that sustainably increase productivity and resilience, and enhance achievement of food security and development goals

Goal:

- Understand current agricultural practices and their underlying institutional, environmental, climatic, social and economic drivers from a gender perspective
- Identify opportunities for enhancing women's agricultural adaptation to climate change
- Provide the research and/or development partner with the information necessary to design a gender-targeted climate-resilient agriculture PAR program

Tools:

This module includes a group of tools that when implemented sequentially provides us with the necessary background information for designing an agriculture program that will enhance women's resilience to climate change, with consideration for other vulnerable groups. This guide uses the Socio-Economic and Gender Analysis approach (SEAGA).

Tool	Purpose	Disaggregation Suggestions
Village Resources and Use Map	A baseline understanding of the village layout, identifying resources on which people depend for their livelihoods as well as resource gaps, by gender.	Separate Gender Groups
Wealth & Vulnerability Targeting	Social-differentiation along economic lines to identify vulnerable groups.	Mixed Groups
Farming Systems Matrix	Input and output chart for livelihood activities (agricultural and non-agricultural) according to gender.	Separate Gender Groups
Seasonal Calendar	Annual drivers of agricultural practices (including workloads, climate conditions, food security and resource availability)	Separate Gender Groups

Daily Activity Clock	The different types of activities carried out by an individual in a 24 hour period during key times in the production season, illustrating relative workloads	Separate Gender Groups
Changing Farming Practices	Drivers of agricultural change outlining benefits, constraints and impacts.	Separate Gender Groups
Organizational Venn Diagram	Key local groups and organizations in terms of services and networking, clarifying linkages between different groups	Separate Gender Groups
Key Informants Interviews & Organizational Profiles	Understanding institutional strategies and approaches for inclusion and engagement of marginalized groups.	As needed

Flexibility and Use:

This module can be used independently to prepare for a climate-resilient agriculture PAR program, or in conjunction with any other module to prepare for a program with multiple climate change and gender objectives. If used in conjunction with other modules, the research team should take care to plan the sequential rollout of tools so as to avoid repetition. For example, a baseline village map developed in module 1 can be added to in module 2 to identify livelihood resources and module X to identify areas of with mitigation potential.

Village Resource and Use Map

Materials: • Flip chart paper • Stickers • Markers • Beans
• Other objects to mark landmarks • Chalk

Objective: The Village Resources Map is a warm-up tool that helps us learn about a community and its resource-base. It can gain a baseline understanding of the village layout, identifying resources on which people depend for their livelihoods as well as resource gaps.

Participants: Separate groups of men and women are highly recommended for capturing gender-specific information.

Time: 90mins - 2hrs

Activity Prep- Clear a large open space . Arrange participants in a circle. It is important that the map is large so everyone can see and participate.

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual (under 18, elderly, disabled etcetera).

Step2 - It is suggested to start by placing a rock that represents a central and important landmark in the village (perhaps the present location of the group). Ask participants to mark other important things in the village by chalking or placing beans and other objects on the ground.

Participants should not be interrupted unless they stop drawing/markings, in which follow-up questions can be asked.

You may find that participants need time to discuss and agree on the placement of landmarks before transferring a map to paper.

Starting with major roads can be a helpful, and then adding homesteads and other features as needed.

Step 3 - Follow-up questions may be about features you have observed during your drive or walk around the village, or resources that are important for adapting to climate change.

Maps may include some or all of the following:

infrastructure (roads, bridges, houses, buildings)	water sources (drinking water, water bodies, irrigation sources, rivers, boreholes)	agricultural lands (crop varieties and location); communal lands*
health clinics, schools and religious facilities	shops, markets, small industries	special use places (bus stops, cemeteries, shrines, waste sites)
agro-ecological zones (soils, slopes, elevations)	Forests, wetlands, grazing land	degraded lands, gully

* It is advised to designate commonly held lands from homesteads as they may have different restrictions for use based on gender, income level ect.

The primary concern is not with cartographic precision, but with getting useful information about local perceptions of resources by men and women. Users should determine the contents of the map by focusing on what is important to them. Perception of what is important and the use of resources will most likely vary between genders and vulnerable groups.

If security is an issue, men and women can be asked to identify where in the community security is of the biggest concern for them.

Step 4 - Ask participants to describe the map and discuss the features represented. Ask questions about anything that is unclear. You may find that this generates further discussion and changes to the map.

Step 5 - Once a basic map has been produced, ask a participant to transfer it to paper.

Step 6 - When the group has finished the map, start a discussion group based on the following questions (adapted from SEAGA Guiding Questions). It is suggested to use the following format for recording answers on flipchart.

Add categories as desired:

Resource	Restrictions?	Mgmt	Uses	Trend	Why
1. River X	Only X ethnic group uses	Women chairperson,	Consumption, livestock , swimming	Clean and improving	Drought, bad mgmt.

Natural Resources:

- What resources have been depicted?

- What are their names?
- Who uses it (men, women, children?)
- How long does it take to get there?
- What do you use the resource for?
- What is the quality of it (Ample supply? Shortage? Unused? Improving?)
- Why has it changed? (Divers)
- Are there restrictions to use? If so, how is it regulated/who controls it?
- Who makes decisions on use and management, women or men?
- How many villages share it?

Social Resources

- What resources have been depicted? (Market, school, CBO office, mill ect.)
- What are their names?
- Who uses it (men, women, children?)
- How long does it take to get there?
- What do you use the resource for?
- What is the quality of it (Ample supply? Shortage? Unused? Improving?)
- Why has it changed? (Divers)
- Are there restrictions to use? If so, how is it regulated/who controls it?
- Who makes decisions on use and management, women or men?
- How many villages share it?

Step 7 To thoroughly understand the gendered use of resources, it is recommended to question the participants on their household level roles. The following matrix can be used as a template based on the SEAGA guiding questions below.

Household Level Resource Use by Gender:

- **Water** - How is water used in the homestead? Where do people go to fetch water for consumption? Who collects water- mostly women, men, girls or boys? How long does it take? How many villages share water source? Do you practice rainwater harvesting? (Repeat for irrigation, water for livestock.)
- **Fuel** - What sources of fuel are used in the village? Where do people collect it? Who obtains the fuel – mostly men or women, girls, boys? How long does it take? How many villages share it? (Repeat for fertilizer, mulch, manure ect.)
- **Livestock / Grazing** - Where are animals taken for grazing? Who manages the grazing? How long does it take? How many villages share the grazing

lands? Are the rights of access different for women and men or for people from different ethnic or other socio-economic groups?

Type	Source	Users	Distance / Frequency
Drinking Water	Awach River	Women, sometimes children	2hrs roundtrip, daily
Firewood for cooking	Market	Women purchase and transport	1hr, 3x/week

Step 8 If time permits, having a discussion around the security and conflicts over resources depicted can prove to reveal key gender and vulnerability issues. Ask participants to identify any major conflicts over resources that arise. (e.g.- cattle theft, attacks or VAW for women traveling long distances, ethnic conflict over shared forests ect.) A suggested template for recording answers is included following guiding questions.

Gender & Conflict Over Resources:

- Are there any conflicts over resources? Why? Who is more affected by these conflicts (men, women, children)? What are some resolutions? What are the most important resources that have conflict? (Rank and go through the list of resources such as shared grazing field, shared water sources, firewood sources ect.)

Rank	Resource	Issue	Details	Resolutions?
1	Firewood	Rape and assaults on women	Scarcity forces women to travel 7hrs to purchase firewood from X, increase in rapes	Police are not sympathetic but issue has been raised in comm. meetings
2	Cattle	Theft between X & Y village	Major ethnic clash in 1992	Sports teams and other friendship programs facilitated by X NGO

Variations

1. *Resources Maps of Past and Present.* This tool can be used to map resources during a period in the past (for example, thirty years ago) and at present. This can then be used to facilitate discussion of any changes in resources and linkages to changes in the environment or other factors.

2. *Future Map.* You may want to ask participants to indicate some things they would like to see

in their village that are not currently on the map - in other words to draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages people to begin contributing their thoughts at an early stage in the participatory process.

3. *Social-disaggregation.* In addition to separate focus groups of men and women, based on the results of the Wealth Ranking, you may want to add focus groups based on age classifications, wealth status and other vulnerable groups. You may even choose to include a group based on leadership status.

If you are using a previous map (e.g. on flip chart), you can use flip chart size transparency paper to add new information, or information specific to agriculture. If large size transparency isn't available, you can add information using a variety of other materials (e.g. stickers, colored pencil, dried beans). Get creative and have fun!

Watch the group discussion during the mapping exercise. If you notice that one or more people are dominating the discussion, or that some are not participating, you may need to intervene with a friendly question to the non-participant like, "Jane, I wonder what you think about places to gather mulch. Do you get mulch from this forest, and are there other places?"

Maps can be drawn using symbols, pictures and diagrams so that non-literate people can participate.

Reporting

Venue:

Group :

Date:

Note Taker :

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 15<	
Elderly	

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

Resources and Uses

Type	Name	Use	Restrictions & Mgmt.	Quality	Drivers of Change
			Gendered Use	# Of Villages Using	Frequency / Time / Distance
Type	Name	Use	Restrictions & Mgmt.	Quality	Drivers of Change
			Gendered Use	# Of Villages Using	Frequency / Time / Distance

Household Level Resource Use by Gender

Activity	Source	Users	Frequency / Time / Distance
Collecting Drinking Water			
Collecting Firewood			

Dimensions of Security and Conflict Over Resources

Priority	Resource	Issue	Details of Conflict	Resolutions/Results

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

Wealth and Vulnerability Ranking

Materials: • List of households in village (optional)
• Index cards • Markers • Flip Chart Paper • Chalk

Objective: Participatory wealth ranking is a tool to investigate perceptions of wealth through local indicators and to map the relative position of households in a community.

Participants: 4-5 key informants who know the village well of mixed socio-economic status and genders.

Time: 30-60 mins

Activity Prep | First familiarize yourself with any baseline or survey data regarding the characteristics and number of households in the village. Prepare a list of all the households in the community by writing the name each head of household on a separate index card. If a list is not available, have your participants write down the names before you begin.

Note: This can be a tedious activity if villages contain more than 100 households. It is recommended to divide the village into sections in the case of 100+ households.

Step 1 - Clear the ground so that a large area can be seen and used by all.

Step 2 - Introduce the research team and the objective. Ask the participants to introduce themselves, and note the name and any special information for each individual.

It is important to take your time in explaining the objective of wealth ranking so as not to stir conflict. This exercise can help your organization hear from villagers what local definitions of poverty and wealth are rather than imposing outside perceptions. This is also an opportunity to ensure that the most marginalized are included, and to understand better the wealth trends within the community as a whole.

Step 3 – Draw a line in the center of the group where one end represents the poorest group while the other end represents the least poor. Draw three circles along the line to represent three basic wealth groups. Two further groups can be added to show more categories. The participants can eliminate or add circles as needed.



A participatory wealth ranking exercise in Western Kenya with 5 wealth categories.

Step 4 - Ask the informants to sort the cards in as many piles as they would like to represent different wealth categories along the line.

Note: Facilitators should emphasize that wealth is relative to the village, not country.

These categories should be based on their own criteria and left to the group to label (“very poor”, “middle poor”, “destitute” ect). Assure the informants of confidentiality and do not discuss the ranks of individual families but rather a representative average. You may want to start of the discussion by asking if there are groups that have 1 meal a day versus 2, versus 3.

Step 5 - Let the community take time to discuss and sort each card. Do not interrupt them. After sorting, explain to the group that you will now as a group define each category (pile) in detail.

Step 6 - Ask villagers to describe a typical household in the middle most category. Write the characteristics on a large flip chart paper for everyone to see. You may ask some of the following questions:

You may prefer listing averages or specific numerical values based on your research needs. Counting the number of sick or bedridden people in a category rather than presenting an average can allow for more detail and potential for follow-up.

Human Capital

- How many children are in an average household?
- How many disabled or sick people?
- Do both boy and girl children go to school? What kind of schools would they attend?
- What is the average education level of men? Of Women in households?
- Do they sell their own labor? How often?
- What are the major hardships or disasters experienced by this group?

Food Security / Natural Capital

- How many meals a day do they eat?
- What type of diet do they have?
- How many months would the family be able to eat with its own production?
- How much land for cultivation do they hold?
- What crops do they grow? (Hybrid? Local? Inputs?)
- Do they practice agroforestry?
- What varieties of trees?

Assets / Manufactured Capital

- What kind of house and compound would they have?
- What livestock would they own? (How many? Hybrid? Local?)
- Do they rent farm equipment? How many own?
- What sort of transportation do they own?
- Cellphone? TV? Radio?

Social Capital

- Are they involved in any group activities (beekeeping, vegetable growing, credit groups ect.)
- Do they have any special leadership roles in the community (Church? School? CBO? Local governance?)

Financial Capital

- Where would they get most of their money? (Remittances? Farm products? Small biz?)
- Which of these income sources are generally the greatest?
- Do they have access to credit? (What kind? Commercial? CBO? Merry-go-round?)

Step 7 – Ask villagers to describe a typical household in the least poor category. Repeat questions above and record on flip chart paper for all wealth categories.

Step 8 - Once all the categories have been defined, return to the individual households and label them A, B, C, D and as needed starting from the less poor to the poorest. Count the number of households (cards) in each pile and enter the totals on the flip chart. Repeat for all the categories.

Step 9 – Sort each pile again into new piles according to whether the household is headed by a man, woman or child. Put an 'F' on the cards with the female-headed households so that they can be easily recognized. Repeat for child headed households indicating 'Boy' or 'Girl'.

Step 10 - You may want to ask probing questions on the trends associated with specific vulnerable groups. For example:

Trends

- Is the number of Female Headed households in this category increasing or decreasing?
- What factors are making it worse/better? Why? (Repeat for Child Headed etcetera)

Variations

If the village has been chosen as the site of a project, Participatory Wealth Ranking is a good tool to do in as large a group as possible. This will improve project-transparency as most villagers will define and help identify potential project beneficiaries through this activity.

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 18<	
Elderly	
Disabled	

Overall Trends

Category	Total	Trend	Reasons
Total Homesteads			
Total Female Headed Homesteads			
Total Child Headed Homesteads			

Adjust name and number of categories as needed:

	Very Poor (A)	B	C	D	E
Human K					
# of Children					
# of Disabled/Sick					
Average Education (M)					
Average Education (W)					
Assets / Manufactured K					
Description of Houses					
Average farm land					
Transportation					
# of cellphone owners					
# TV					
# Radio					
# Cows					
# Sheep					
# Goats					
Social K					
# "leaders"					
Type/# groups					
Financial K					
Major non ag. income					
Access / Type of Credit					
Type/Frequency of selling labor					

Renting Ag Equip-					
Own Ag Equip-					
Food Security – Natural K					
#of meals/day					
#months purchasing Food					
#months food self-sufficient					
#other sources of food					
Major crops					
Hybrid / Local					
Inputs					
Tree Nurseries					
Varieties					

Vulnerable Group Trends

Group A	Group B	Group C	Group D	Group E
Size of Group: Increasing ↑	Size of Group:	Size of Group:	Size of Group:	Size of Group:
Reasons Given: Death of husbands, loss of income.	Reasons Given:	Reasons Given:	Reasons Given:	Reasons Given:
Total (By Household Head)				
Male: Female: Child: Elderly:	Male: Female: Child: Elderly:	Male: Female: Child: Elderly:	Male: Female: Child: Elderly:	Male: Female: Child: Elderly:

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

Farming Systems Matrix

Materials: • Flipchart paper • Colored Markers • Village resource map (optional)

Objective: The farm systems matrix helps roles and responsibilities of on- and off- farm activities for men, women and children.

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

Time: 30 mins

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual.

Step 2 - Start by asking what the major cropping activities are for women in the village and write them down on flip chart.

Step 3 – Once this list is prepared, ask probing questions on the access and control of crop if they are sold in the market. Repeat for livestock, tree planting, and other topics as needed. You may find that women and men sell products despite what their partners permission during times of scarcity.

Women's Agricultural Activity	Permission	Income Pooling
1. Cowpeas	No	Women keep all
2. Maize	Yes, from husbands	Shared with husband
Women's Non-Agricultural Activity	Permission	Income Pooling
1. Basket weaving	No	Women keep all

Step 4 - As a way of promoting gender sensitive discussion, ask women what the major purchases and responsibilities are for men and women. Fill out the matrix as they discuss.

Women's Expenses	
Cost	Source
1. Food	1. Mostly from cowpeas & groundnuts sale
Men's Expenses	
Cost	Source
1. School Fees	1. Mostly from selling livestock (only men allowed)

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 15<	
Elderly	

Agricultural Income	Permission	Income Pooling
Non Agricultural Income	Permission	Income Pooling
Men	Women	
Main Expenditures	Sources	Main Expenditures Sources

Seasonal Calendar

Materials: • Flipchart paper • Colored Markers

Objective: The seasonal calendar tool is used to understand farmers’ perceptions of typical seasonal conditions, such as rainfall amounts and timing, as well as key dimensions of food security and livelihoods.

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

Time: 60-90 mins

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual.

Step 2 - Explain that you want to know the sequential order of activities needed to produce major crops and who does what. You may want to ask the group what the major crops grown in the village are, specific to women and to men. Once a list of major crops is compiled, you may consider using this format to discuss the gendered breakdown of farming steps:

Steps for Crop X	Roles	Inputs / Tech Used	Roles
1. Clearing Fields	Only Men	By hand	Mostly Men
2. Ploughing	Mostly Men	Most use oxen plough and hand	Men rent oxen, but women can also handle

Step 3 - Find a large open space for the calendar to be drawn on the floor, either on the ground or on paper. Draw a line all the way across the top of the cleared space (or paper) and divide into 12 months. Explain that the line represents a year. It can look something like this:



You can add in an extra column to the right indicating changes to note down any recent shifts in duration or timing of practices. You do not need to go into detail on changes as the Changing Farming Practices explores specific changes in the village in depth.

Step 4 – Climate and Extreme Weather: It is usually easiest to start the calendar by asking about rainfall patterns and seasons. Ask participants to mark between which months represent typical rainfall. Discuss other seasonal and climatic conditions:

- Drought? Floods? Extreme fog, heat, cold, hail, frost, freezing.
- Have these climate conditions changed or become more unpredictable?
- How many seasons does the village plant during?

Step 4 – Hungry Season: Identify the hungry periods by asking participants to mark when:

- Food is plentiful (or which months people are self-sufficient)
- When it is scarce (or purchased)
- Ask participants to indicate a ‘normal’ year and a ‘bad’ year (in terms of food availability)

Step 5 - Crops: Based on the list of major crops and the gendered activities needed in the cultivation process, ask participants to fill in when the agricultural timings for the major crops they grow are (e.g.- land preparation for maize, winnowing, laying fertilizer). Some questions you may want to add are:

- When do they obtain the inputs (fertilizer, seeds, pesticides, etc.)? Draw or write the response in the row for that crop under the appropriate month.
- When do the main pest and disease problems occur and what are they?
- When does marketing occur and how?
- Have any of these practices changed in terms of timing? Why?

After the discussion is complete for the second crop, draw a new row for the next crop on the list and continue on until all the crops are completed.

Step 6 - Repeat this step for:

Livestock , including:

- peak months of sales per animal
- livestock disease
- availability of fodder

Agroforestry / forest products

Loans & Expenditures

Off-farm labor & livelihood activities (as listed in Farming System Matrix)
Main household expenditures
Water Availability
Most labor intensive months for agricultural labor
Most labor intensive months for non-agricultural labor

Variations

Other dimensions that can be measured:

Non-farm Activities - What are the main non-farm activities of people in the village? List the top five that earn the greatest income. Indicate the time of year when these items are made and when they are sold. Indicate who (men, women) make them and who sells them.

Road access - An indication of infrastructure availability and use.

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 15<	
Elderly	

Insert photo of the seasonal calendar:

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Notes on Changes

Rainfall

- Heavy rains longer that resulted in poor crops if not complete loss in 2013.
- Heavy rains also destroyed roads.

↓ Crop loss

↑ Hunger

↑ Purchasing of food

↑ Sickness, which effects all but also children most susceptible

↑ Cost of fixing homesteads

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

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Daily Clocks

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

Objective: Daily Activity Clocks illustrate all of the different types of activities carried out by an (average) woman, man, girl and boy in one day.

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

Time: 30 mins

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual.

Step 2 - Review the seasonal calendar and ask the participants to identify the month or period when their workload is the highest. Explain that you want to learn what participants do in a typical day during that period. You can introduce the activity by explaining what you do in a typical day including when you wake up, when you go to work and so forth.

Step 3 - Draw two circles on the ground (or on a piece of flip chart paper) that represent 12 hours each during daytime and one for nighttime. Mark on paper or with a chalk the appropriate time marks and place a large dot in the center of the circle.

Step 4 - Ask the group what time they wake up and what the first activity they do is. Draw a line from the central dot to the hour mentioned for the start of that activity and a second line from the central dot to the hour mentioned for the end of that activity. Write the activity into the pie space created.

Step 5 - Ask the group to take over the drawing and writing, and continue showing their activities during all 24 hours of the day.

Activities are often carried out simultaneously, such as child care and gardening. Note along the clocks when women are with children.

Make sure to include “free time”, “naps” and other non-labor activities.

Note when peak and slack labor times are for men and women are.

The clock should be representative of the average in the group, with differences between age

and socio-economic groups noted.

Variations

You can ask the group to perform the same exercise for a different season. You may be interested in, for example, what a group's workload looks like during a relatively labor free part of the year.

In addition, you can ask the women's group to create a clock for the average man, and ask the men's group to create a clock for the average woman. This way you can compare at a later stage men's and women's perceptions of each other's activities.

Also try disaggregating groups by age and asking the adult men to draw a clock for adolescent boys and/or adolescent girls, or adult women to draw a clock for adolescent boys and girls. This will help you understand the importance of children's labor relative to education to household livelihood, and may give you some insight into how much lenience household decision-makers are willing to allow for education.

It can be interesting to do this exercise by livelihood group. What does a pastoralist's day look like compared to a farmers?

Be creative in how you use the different spaces (pieces of pie) to visually represent information. For example, once the clock is complete give the participants a pile of 100 beans to show the activities they feel are relatively more demanding or labor intensive compared to others. Or they can show the activities they find relatively enjoyable and rewarding compared to others. Or you can ask them to place a stone or other marker to show activities during which they obtain other benefits, like sharing information with others.

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 15<	
Elderly	

Insert photo of the Daily Clock:



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



Changing Farming Practices

Materials: • Flip chart paper • Stickers • Markers

Objective: The Changing Farming Practices Timeline is useful to note major hazards and historical events over time. The timeline also tracks changes in agricultural practices, agroforestry, livestock and some factors behind their adoption.

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

Time: 60 mins

Pre-Activity Prep | Familiarize yourself with baseline or survey data regarding changes in farming practices in the village over the last 10 year. You may also familiarize yourself with different political parties or major historical events in the country as a means of prompting conversation.

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual.

Step 2 - Introduce the activity by explaining that you want to understand how farming has changed in the village. What kinds of things have been driving these changes? What kinds of things have supported them (what may have hindered them and who might have resisted or been opposed to the change)?

Step 3 - You may want to use the following matrix to take notes from the discussion.

Practice/Condition	2013	2008	2003	Why	Who was Affected /Who Introduced It	Effects	Trend
Rainfall							
Drought							
Food Security							

Note that a discussion on “effects” of change can have multiple dimensions effecting income/costs, nutrition, physical security, food security, crop yield, gender relations ect.

The “Who” category can also include information on innovators or early adopters of farm practices. It is very important to note gender or other specific characteristics of people involved.

Step 4 - Recalling earlier activities such as the Farming Systems Matrix, Seasonal Calendar or available baseline data, begin the activity by asking the group what the major changes to agricultural practices they think have happened in the past few years. Fill in their answers on the matrix.

The time scale to probe is up to the researcher. It is likely that the community will be able to recall only about 10 years with relative ease. For both a 10 year scale or when choosing a longer timeline, the facilitator is recommended to warm up the participants by reminding them of major events during the years (political parties in power, large weather events etcetera)

Step 5 - Once the community has offered up changing practices or conditions, use your own probes to fill in the matrix. You may want to consider some of the following:

- **Disasters and environmental events:** drought, famine, flood, hurricane ect. Note them on the timeline with description, detail, and year and month if possible.
- **Crops:** Recalling the crops listed by gender from the Farming Systems Matrix, fill in major crops. Include categories such as Manure, Compost, Chemical Fertilizer, Water or Soil Management.
- **Livestock**
- **Fuel**
- **Trees / Agroforestry**
- **Non-Agricultural Income Sources**
- **New Technologies Introduced for Farming**

For each change mentioned, you can use the following SEAGA questions for deeper probing:

- 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?

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 18<	
Elderly	
Disabled	

Insert a photo of the timeline below:

Conditions & Practices	2013	2008	2002	Why	Gender / User Groups	Effects	Trend
Rainfall							
Drought							

Organizational Venn Diagram

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

Objective: To identify and clarify linkages between key local groups and organizations, and the target population.

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

Time: 30-60 mins

Pre-Activity Prep - Cut 20-25 circles out of paper in small, medium and large sizes.

If you know of different organizations working in the village, you may want to bring a small print out of logos that can be used for the activity.

For the sake of standardizing units between villages in the study, facilitators should remember to differentiate between organizations, groups and individuals.

Step 1 - Introduce the research team and the objective of the exercise. Ask the participants to introduce themselves, and note the name and any special information for each individual.

Step 2 - On a large centrally placed flip chart paper, make three separate columns listing “Organizations”, “Groups” and “Individuals”.

Step 3 - Start with your organization as an example and ask participants to list various organizations, local and external, that provide services related to your area of focus (e.g. projects and activities that improve agriculture). Follow up by listing organizations that are non-agriculture related (Finance? Healthcare? Women’s empowerment?). The note taker should record each organization as it is named. Repeat for “Groups” and “Individuals”.

Step 4 - It is suggested to keep to under 15 orgs/groups/individuals in total. Once a sufficient list has been compiled, ask questions about the organizations.

- What are the objectives of the organization?
- How long has the organization existed in the village?
What has been its most successful project in the village? Why? Who benefited?

- Does it have links with outside organizations? For what purpose? Who are the main beneficiaries? Men, women, young, old?
- Does one group (social and/or gender) rely more on the organization than others?

Step 5 - Repeat for the “Groups” and “Individual” categories as applies.

Be sure to include the names of local groups, informal organizations and even individuals which also intervene in the area of focus. Are there informal merry-go-rounds for hardship funds? Is there local leadership from a youth group?

Step 6 – Once a full list with details has been compiled, explain to the group that they must now transfer all the organizations, groups and individuals on to circles. The participants should decide whether it deserves a small, medium, or large circle to represent its relative importance to your area of focus (e.g. improved agriculture). If paper circles are not available, you may draw a symbol for the organization on the ground or your flip chart paper, and draw the appropriate size circle around it.

Step 7 - Ask the participants if the organizations work together or have overlapping memberships. The circles should be placed as follows:

Separate circles = no contact;

Touching circles = information passes between institutions;

Small overlap = some co-operation in decision making, planning and/or implementation;

Large overlap = a lot of co-operation in decision making, planning and/or implementation.

To gauge more information on the “flatness” or directionality of relationships between organizations and communities, arrows can be drawn between circles indicating the flow of information. See below for variations.

Step 8 - Deepen the discussion with SEAGA guiding questions while noting down discussion points.

- Do women have decision making roles in the local institutions?
- Do the institutions in the Venn diagram target both men and women?
- Are there programmes specifically for women in agriculture or animal or natural resources management? If yes, what organizations are involved?
- What sources of information exist on farming practices?

- Who provides advice to men and women on taking up farming practices, such as tree planting or improved soil management techniques and cropping patterns?
- Have women provided input in institutions? If so how did the men react to it?
- Are the specific needs of young and elderly people taken into account by local institutions?

Variations

Elements can be added to Venn Diagrams to represent more information than simply the importance of an organization and the degree of its relationship with other organizations. For example:

1. Lines can be added to create a network diagram that shows formal relationships. For example, organizations that meet once a month to discuss and plan for food security in the village. Different types of lines (dotted, dashed, solid) or different colors can be used for different networks.
2. Arrows can be added to show the direction of information flow about your area of focus within the network. The usefulness of information can be indicated by the strength of the arrow (indicated by its thickness), or the frequency of communication.
3. Different colored circles can be used to indicate perceptions regarding groups of organizations. For example, green can be used to indicate organizations that the participants perceive to be friendly and easy to work with, while red is used for those that use too much scientific language or don't seem to respect farmers.
4. Try doing this exercise with key informants from the organizations themselves so that you gain an idea of how the perceptions of research/development workers correspond to the perceptions of community members.

Reporting

Venue:

Group:

Date:

Note Taker:

Facilitators:

Focus group discussion members (insert number of participants and additional groupings)

Men	
Women	
Young people 18<	
Elderly	
Disabled	

Insert photo of Venn Diagram here:

Organizations							
Name	Yrs	Activities in Village	Greatest Perceived Benefit	Perceived Weakness	Links to Other Orgs	Conflicts?	Who relies most on the institution?
Groups							
Name	Yrs	Activities in Village	Greatest Perceived Benefit	Perceived Weakness	Links to Other Orgs	Conflicts?	Who relies most on the institution?
Key Individuals							
Name		Role					

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

Key Informant Interviews

Objective: This tool is to interview staff and/or participants of projects promoting climate resilient agriculture, and understanding institutional strategies and approaches for inclusion and engagement of marginalized groups.

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

Time: 20-45 mins

Pre-Activity Prep | Review the Venn Diagram and Changing Farming Practices results, and identify the organizations that intervene with the target community that you are interested in learning more about. This may include organizations that you know work in the community, even though they weren't mentioned during the Changing Farming Practices exercise. Also review any other organizational or institutional profiles that have already been completed in the target region, such as the CCAFS Organizational Baseline Survey. Make a list of organizations you'd like to learn about, including community based organizations (CBOs), village farmer groups, local women's groups, farmer associations, local NGOs, international organizations, civil society groups, local government, extension services, etc. Contact the organizations and make appointments for interviews.

Step 1- Welcome the project staff member and introduce the research team and the objective of the exercise.

Your introduction can look like this:

"Thank you for participating in this interview. We are interested in learning more about the kinds of new agricultural practices that have been taken up by men and women, 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."

Step 2 - Organizational Profile. Focus first on the organization itself. We are not trying to get all the details of their projects, but rather to 'tease out' lessons regarding strategies, approaches, rules, etc. that are being employed (or not) to enhance poor men and women's participation in, and benefits from, such initiatives.

You can use the following guiding questions:

- What kind of organization (e.g. CBO, NGO, public, etc.) is it and at what level does it work (e.g. local, national, international, etc.)?
- What is the purpose or focus of the organization?
- How long has it been working in the target community?
- What kinds of people in the community does the organization target? Who has access to the services provided by the organization? Do young and elderly people have access to the services? Does one group in the community rely more on the organization than others?
- What is the relative importance in the portfolio of your organization that is placed on climate change?
- What are the organization's objectives in terms of supporting climate-resilient agriculture?
- Which has the organization achieved related to climate change mitigation and/or adaptation?
- What is the organization doing well, or is innovative in areas of climate-resilience that others can learn from you?
- Are there any gaps in the area of climate related activities that you perceive in your organization today?
- Considering all the organizations that are working in the target community, what are the unmet needs?
- Which are your organization's linkages with outside organizations? For what purpose?

Step 3 - Climate-resilient agriculture activities. Next focus on the organization's activities in your target community that promote climate-resilient agriculture.

You can use the following SEAGA guiding questions:

- 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 - Give your interviewee the opportunity to add anything, make clarifications, or make either specific or general comments on the study issues. Thank them for coming and explain that you are excited about the information they provided.