Bringing evidence to bear on negotiating ecosystem service and livelihood trade-offs in sustainable agricultural intensification in Tanzania, Ethiopia and Zambia as part of the SAIRLA program

Proposed methodology for activity 4.1: Participatory Workshop Guide: Gender-disaggregated identification of SAI interventions and associated indicators of success

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The Sustainable Intensification of Agricultural Research and Learning in Africa (**SAIRLA**) Programme is a UK Department for International Development-funded initiative that seeks to address one of the most intractable problems facing small-holder farmers in Africa - how to engage in the market economy and to deliver sustainable intensification of agriculture, that is, which avoids negative impacts on the environment. SAIRLA will generate new evidence to help women and poor African smallholder farmers develop environmentally and financially sustainable enterprises and boost productivity. The research will focus non-exclusively on 6 countries (Burkina Faso, Ethiopia, Ghana, Malawi, Tanzania and Zambia), thus complementing other research efforts in these regions.

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I. Objectives of the participatory workshop

The objectives of the workshop are five-fold:

1) To identify the vision of agriculture for the farming community – by gender
2) To identify gendered farmers' indicators of success' for agricultural systems
3) To develop a prioritized list of SAI practices by gender
4) To identify 'root causes' of non-adoption of SAI
5) To identify farmers willing to trial the SAI options on their farms

This workshop is a direct follow-up on the Stakeholder Mapping workshops held in September 2016.

Workshop length: The workshop will be one-day.

Suggested participants: Farmers (male, female, young people), extension agents

Suggested location: As close to the famers as possible.

Note: ALL exercises will be gender-disaggregated.

II. Exercise One: Visioning Exercise by gender

This exercise will be used to understand the future vision of the farmers – by gender- including the vision of their landscape, farming system, education of children, assets, etc. For example, is their vision that farms are more diverse or less diverse? That their children stay in farming or move to the city? That the crops have more inputs? There are more or less trees? This will be considered an ice breaker exercise to have the group divide into gendered groups and possibly even by agroecological zone and discuss, draw, list what their vision of the community and landscape is.

All of the discussion and drawings will need to be captured and recorded.

See the below suggestions from Muller et al. 2013. Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A guide for facilitators. World Agroforestry Centre (ICRAF). Nairobi, Kenya.

Box 1: Vision Mapping from: Muller et al. 2013. Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A guide for facilitators. World Agroforestry Centre (ICRAF). Nairobi, Kenya.

Module 8 – Vision mapping

Duration	1 hour
What	To help the groups develop a vision to assist them in developing plans. It helps the groups define their desired livelihood outcomes, and identify opportunities and assets they can exploit and develop effective strategies.
Why	The outcomes of this session: • Each group will have a vision • Vision maps of past, present and future on three separate flip charts
Who	Facilitator and participants
How	Presentation at the plenary followed by group activities
Room Layout	Conducive to group exercise e.g. group tables
Resources	• Flip charts • Makers of different colours • Plain sheets of paper

Background information

Community visioning has been considered an interactive process for engaging with farmers to identify opportunities and facilitate community action planning. It is a vehicle for creating awareness, learning about change, facilitating communities or groups to develop their visions of desired future conditions and for developing specific action plans.

The objective of the vision mapping exercise is to help the groups develop a vision to assist them in developing individual group plans. It will help them to define their desired livelihood outcomes, and identify opportunities and assets they can exploit. They will also develop effective strategies.

In this exercise the groups are required to make a presentation on their community, past (how things were two years ago or before they started), present and the future – up to 10 years from now.

Definition

Visioning has been defined as a mental process in which images of the desired future (goals, objectives, outcomes) are made intensely real and compelling to act as motivators for the present action.

Visioning is a process by which a community envisions the future it wants and plans how to achieve it.

Process for vision mapping

Step 1: Each group is given three flip charts and different coloured markers.

Step 2: Each group draws three separate maps representing their community in the past, present, and the future (10 years from now). The maps should cover the area where the group operates and activities shown should relate to the group's activities.

Step 3: Select a few groups to present their vision maps in a plenary.

Step 4: Each group is given plain sheet of paper. In their groups, participants come up with their vision which is written on a plain sheet of paper

Box 2: Example output from the vision mapping from: Muller et al. 2013. Assessing Capacity Needs and Strategy Development for Grassroots Rural Institutions: A guide for facilitators. World Agroforestry Centre (ICRAF). Nairobi, Kenya.

Output

Figure 6 shows an example of a vision map developed by a group.

Fig 6: An example of a vision map prepared by a community group in Kapchorwa District, Uganda

Facilitator tips

Use local examples to help the participants understand the meaning of a vision statement. This is the desired future state (for instance, in the next 10 years).

For example, the facilitator may ask the question "What is your vision for your child?" Possible answers may include to become a doctor, teacher, etc.

When groups are preparing their different time period maps; the past should include things that prompted them to form their group, such as environmental degradation or soil erosion. The present is what they are currently doing and changes as a result of their activities to date or for some groups may be similar to the past. The future should include things that will change as a result of achieving their vision.

Lessons from the field

Smallholders relate very well to this exercise

The first time we conducted the vision mapping was in Kapchorwa. This was because many of the groups and the local facilitators there had already experienced this method through Landcare projects. What impressed me was how quickly and easily new groups that had never even attended a training before completed this activity and it reconfirmed that this method is both easy to understand and effective.

Bourne - Workshop Facilitator, Kapchorwa Uganda

III. Exercise Two: Farmers' Indicators of Success by gender

Objectives

- To gather information on farmers' criteria for prioritization
- To identify farmers' indicators of successful/positive/good agricultural practices.

Exercise

- Ask farmers to develop a list of indicators of success for the agricultural system – by gender
- Write down the list of indictors
- Give each farmer five seeds.
- For each indicator, ask farmers to allocate - by the number of seeds - how important the indicator is in their AEZ. (*Assign one to five seeds for each indicator, where one means that the indicator is least important, and five means that the indicator is most important.* Look at the seeds. If there are any differences, please discuss why.

IV. Exercise Three: Prioritized list of SAI Practices by gender

Objectives

- To identify a prioritized list of SAI practices, by gender that the famers would like to trial on their farm.

FIRST: Confirm the short list of SAI Practices developed in the September 2016 Workshops
Workshop reports are available here

- Mbarali, Tanzania:
- http://www.worldagroforestry.org/sites/default/files/outputs/Report_Tanzania_SAIRLA stakeholder meeting Mbarali Sept 2016_Final_0.pdf
- Ziway, Ethiopia: http://www.worldagroforestry.org/sites/default/files/outputs/Report_Ethiopia SAIRLA stakeholder meeting Ziway Sept 2016_Final _0.pdf
- Solwezi, Zambia: http://www.worldagroforestry.org/sites/default/files/outputs/report-zambia-sairla.pdf

Table 1: Example from Ziway: In the stakeholder workshop in September, a list of practices was identified. Use this table to check that these are still relevant and add any practices that are missing. Ask: Are there any practices that you used to practice before but you are currently not using? (Enumerator will list the abandoned practices). Why did you stop using the practice?

Group	SAI practice	Gender (M/F/Y/A)	Benefits	Negative consequences	Barriers to adoption
4	Soil and water conservation	All	-Degraded land rehabilitation -Increase in production, productivity, soil fertility and water table -Decrease soil erosion, runoff	-Tedious activity -Long term effect	-Highly needs skilled manpower -Materials are not available (eg surveying materials)

4	Area enclosure	All / Y	-Increased animal feed, land productivity, opportunities and restoration of mother tree -Income generating activity	-Some conflicts over land use	-By-laws not functioning
4	Seedling production	All	-Increase income, forests -Microclimate amelioration -Biodiversity conserved	-	-Lack of knowledge on quality nursery management -Lack of inputs -Unavailability of market chain -Practical skills problem/lack of
4	Irrigation system	All	Increase food security and income	-Over-use of water/water productivity decrease -Soil, climate and water pollution by chemicals and fertiliser	-Unequal distribution of water and land for irrigation
2	Agroforestry practices on farm	M	-Increased soil fertility -Increased production and fodder	-Shading effect if distance is not appropriate	-Free grazing -(insetiity?) moisture
2	Crop diversification	All	Increase crop production -Improve nutrition, soil fertility, ecosystem service -Reduce risks -Income generation	-	-Lack of sufficient inputs -Skill gap
2	Homestead agroforestry	All	-Increase soil fertility -Income generation -Use for wind break -Improve retention	-Have allopathic effect if it is not practiced scientifically	-Lack of inputs -Lack of awareness
2	Intercropping	All	-Increase production -Improve soil fertility -Income generation	-Shade impact if not appropriately managed	-Need large human power -Lack of awareness -Climate change -Lack of inputs
1	Crop rotation	M	-Improve soil fertility -Increase production and productivity -Reduce pests and diseases	-	-Knowledge problem -Shortage of agricultural land
1	Intercropping	M/W	-Harvesting different crops within one season from a plot -Contribute to the fertility of soil -Alternative income -Effective utilization of land -Risk minimization	-Needs different agronomic practices and different time of maturation	-Inputs -Knowledge and skills
1	Afforestation	All	-Income -Improved soil fertility	-	-Willingness of farmers

			-Improved environment -Source of animal feed		-Lack of proper species for difference agro ecologies
1	Soil and Water Conservation	All	-Avoid soil degradation -Maintain soil fertility -Increase ground water availability -Increase production period	-	-Needs budget, large manpower that is skilled -Willingness of farmers
3	Compost	W/Y	-Improved soil fertility -Improved productivity of the land -Decreases cost of productivity -Get organic product -Increase water retention	-Labour -Need large amount of biomass per m^2 -Transportation	-Lack of raw materials -Water scarcity
3	Inorganic fertilizer	All	Improved production	-	-
3	Soil and water conservation	-	-	-	-
3	Agroforestry	-	-	-	-

V. Exercise Ranking/ Prioritization of SAI practices by gender

This exercise is adapted from the Climate-smart agriculture rapid appraisal (CSA-RA)[1]:

- Give each farmer five seeds.
- Write down the agreed list of SAI Practices for their AEZ
- For each practice, ask farmers to indicate by the number of seeds which SAI practice they would prioritize in their AEZ. (*Assign one to five seeds for each practice, where one means that the indicator is least important, and five means that the indicator is most important.* Look at the seeds. If there are any differences, please discuss why.
- Ask farmers to select and rank from the master list of practices they they would like to try on their farm – using the seeds. Ask them to also consider any of the practices they were not aware of that they would like to see tried.
- The practice that receives the most number of seeds will be considered the prioritized practice.

Additional information for the exercise:

The below exercise could be included or modified for the prioritization:
https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf?sequence=7

[1] Mwongera C; Shikuku KM; Winowiecki L; Twyman J; Läderach P; Ampaire E; van Asten P; Twomlow S. 2015. Climate-smart agriculture rapid appraisal (CSA-RA): A prioritization tool for outscaling CSA. Step-by-step guidelines. Cali, Colombia. International Center for Tropical Agriculture (CIAT) Publication 409. ISBN: 978-958-694-151-8. 44 p. https://cgspace.cgiar.org/handle/10568/69250

Box 3: Co-benefit analysis from: . Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark. Available online at: https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf?sequence=7

Co-Benefit Analysis

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

Time: 30 mins - 1 hr

Material Preparation

- Set up your notebook as shown below to make note taking easier:

Practice:		
Benefits ***(included number from piling!):***	*Burdens* ***(included number from piling!):***	*Discussion Notes:*

Activity Preparation

- Arrange participants in a circle and clear the ground in the middle.
- Review the list of current agricultural practices that you already know or that you recorded during the Changing Farming Practices Timeline.
- Consider these questions:

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

About which practices or interventions do I want to probe?

_____

Do you want to ask men and women about the same topics or different ones? If different, record which practices you will ask the men and women's groups about. _____

_____

Box 4: Steps of the co-benefit analysis from: Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark. Available online at: https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf?sequence=7

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

Step 1 – Introduce yourself and the team and then the activity.

Step 2 - Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, etc.)

Step 3 – Begin the discussion by asking about one agricultural or non-agricultural change that is of interest to you. Probe the focus group to understand the different benefits and burdens from each practice.

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

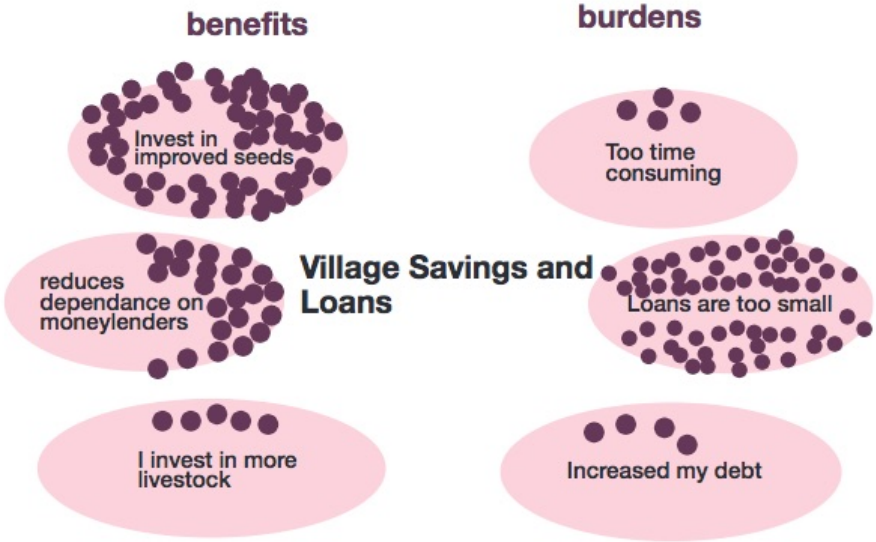
Step 5 – Take 100 counters or beans and explain that they represent all of the men or women (depending on the disaggregated group). Ask a volunteer to distribute the counters between the benefits from the practice first. Encourage the group to work together to create a distribution upon which they agree.

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

Step 6 – Repeat this step but for the burdens of adopting the practice. Discuss the results as a group to gain more insight about the perceptions of the benefits and burdens.

Step 7 – Follow the same process for each practice of interest. Record the benefits, burdens and discussion notes for each practice.

Ongoing - Use your own probing questions that arise during the session or refer to the topics and questions in Checklist 1 for more suggestions



Box 5: Checklist of the co-benefit analysis from: Jost, N. Ferdous, T. D. Spicer, 2014. Gender and Inclusion Toolbox: Participatory Research in Climate Change and Agriculture. CGIAR Research Program on Climate Change, Agriculture and Food Security (CCAFS), CARE International and the World Agroforestry Centre (ICRAF). Copenhagen, Denmark. Available online at: https://cgspace.cgiar.org/bitstream/handle/10568/45955/CCAFS_Gender_Toolbox.pdf?sequence=7

Checklist 1	
Categories of effects and requirements for practices	**Example probing questions**
Resources (soil, water, forest, land) **Labor, time and tools** **Knowledge and skills** **Health and nutrition** **Income and expenses** **Access and information**	**Agricultural Practices:** • How does this activity affect soil quality? • How does this activity affect water sources? • How does this activity affect forest resources? • How does this activity affect crop diversity? • How does this activity relate to land tenure? Is land required? Rented? Shared in common? Privately owned? • Who has control over land? Who has access to land? How does those who do not own land gain access to it? • How is the burden of labor for this activity shared? Who does most of the work? Is it done in a group? • Does this activity require buying or renting of equipment? Can all groups or individuals in the village afford the equipment? If not, how is it shared? Who cannot afford it? • Are there seasonal or time constraints associated with the equipment? Who operates the equipment? Who rents it? **Agricultural and Non-Agricultural Practices:** • How time consuming is this activity? How does it affect amount of labour for men? For women? For children? • Is there special knowledge required to do this activity? Who holds this knowledge? Who does not? • How does this activity effect household food security or consumption? • Does this activity have any nutritional benefits? Who makes the decision to invest in nutrition? Who in the family does it benefit the most in terms of nutrition? • How does this activity affect overall family income? Who keeps the income? Is it shared? • Is the income from this activity channelled into long-term investments like education, businesses, loan repayment? Who makes the decision to invest? Who benefits most? • How is information shared within a group or household engaged in this activity or among individuals? • Are there small businesses that have grown from this activity? Do men, women or children run these businesses? Are there associations that run the business? Is the membership of associations mostly men, women? How are decisions made in associations? How are benefits shared?

VI. Exercise Four: Root Cause Analysis

This exercise adapted from the stakeholder mapping guide[2].

Root cause analysis

In groups of around 8 people (disaggregated by gender), ask participants to choose a key barrier to the implementation of SAI. The barriers identified in the stakeholder workshop in the district could be used to initiate the discussion or participants could be asked what they consider are the key barriers and then each group focusses on one key barrier. The barriers should be as specific as possible and could apply to different crops or genders. To complete the root cause analysis each group should write their barrier in the centre of a flip chart and then draw around the barrier what causes it. For each of these causes, ask again what causes that (*like a 2 year old asking 'but why?' To every answer*). Continue the exercise until they have exhausted the causes (reach the root causes) or time is finished for the session.

VII. Exercise Five: Farmers sign up to trial the proposed SAI practices during the next rainy season

- Ask farmers to volunteer to trial these practices on their farm.
- Record their name and phone number along with the practice.

[2] Bourne M, Neely C, Winowiecki L, Hughes K. 2016. Guide to Stakeholder Mapping for the project: Brining evidence to bear on negotiated ecosystem service and livelihood trade-offs in sustainable agricultural intensification. World Agroforestry Centre, Kenya. http://www.worldagroforestry.org/sites/default/files/outputs/Guide to stakeholder mapping 2016_final uplodad for 2017.pdf