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**WOCAT - World Overview of Conservation Approaches and Technologies**

Questionnaire on Gender-responsive  
Sustainable Land Management (SLM) Technologies

Version 2022

**A picture containing timeline

Description automatically generated**

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**Part 1: Guide to the Questionnaire**

# Welcome to WOCAT

The ultimate goal of documenting and assessing sustainable land management (SLM) practices (Technologies and Approaches) is to share and spread valuable knowledge in land management, support evidence-based decision-making, and scale up identified good practices. WOCAT focuses on efforts to prevent and reduce land degradation and restore degraded land to reach land degradation neutrality (LDN) through improved land management technologies and approaches.

WOCAT provides a modular framework for the documentation and assessment of SLM technologies and approaches which, together, make up a SLM practice. The two standardized WOCAT questionnaires on **SLM Technologies (QT) and SLM Approaches (QA)** (<https://www.wocat.net/en/global-slm-database/slm-practices-technologies-and-approaches>) contain key questions on SLM. Taken together, the questionnaires provide the full picture of an SLM practice. All information documented through WOCAT questionnaires is made available in the open-access online Global WOCAT SLM database (<https://qcat.wocat.net> ) recognized by the United Nations Convention to Combat Desertification (UNCCD) as the primary recommended database for the reporting on good practices in SLM. Specific modules can be added to the WOCAT questionnaires (QT and QA) to gain further in-depth knowledge about specific topics/ themes such as Carbon Benefits or Climate Change Adaptation.

The questionnaire was developed in collaboration with the UNCCD and a number of specialists and countries as a tool **to assess the gender-responsiveness of SLM Technologies and related Approaches.** Hence,the **gender-responsiveness questionnaire (hereafter called QG)** is an addition to the existing WOCAT Questionnaires QT and QA.The QG focuses on **individual SLM Technologies** that are implemented in and by a community and if available the related **Approach** used to disseminate this Technology. In future, it will be added as a module in the online Global WOCAT SLM database.

# Aim of the questionnaire

The low adoption rate of SLM technologies remains a key bottleneck for making real progress in combating Land Degradation, Desertification and Drought (DLDD) and achieving the Sustainable Development Goals (SDGs) in particular Land Degradation Neutrality (SDG 15.3). Understanding the different roles of women and men in land management is key particularly considering, for instance, that in developing countries, women account for half of the food production.

The aim of the present questionnaire is therefore to:

1. add a gender lens to SLM Technologies and Approaches and assess their gender-responsiveness
2. evaluate how gender-responsiveness of SLM Technologies and Approaches can be improved, stepping up adoption and dissemination, making SLM beneficial for women and men alike.

**Definitions**

**Sustainable Land Management (SLM)** is defined as the sustainable use of land resources – including soils, water, vegetation, and animals. <https://www.wocat.net/en/glossary>

**SLM Approach**: defines the ways and means used to implement one or several SLM Technologies. It includes technical and material support as well as the involvement and roles of different stakeholders. An Approach can refer to a project/ programme or to activities initiated by land users themselves. Example: <https://qcat.wocat.net/en/wocat/approaches/view/approaches_3173/>

**SLM Technology:** is a physical practice that controls land degradation and enhances productivity and/or other ecosystem services. A Technology consists of one or several measures, such as agronomic, vegetative, structural, and management measures. Example: <https://qcat.wocat.net/en/wocat/technologies/view/technologies_3359/>

**Land user:** the person/ entity who implements/ maintains the Technology. The term land user may refer to individual small- or large-scale farmers, groups, cooperatives, government institutions (e.g. state forest), etc.

**Community:** groups of people that share access to common material resources and that are anchored, for one reason or another, to a given geographical setting. Community members share membership, interactions and a physical context.[[1]](#footnote-2)

**Gender-responsive:** A term used to describe laws, policies, programmes and public services that are formulated and/or delivered to: i) take into account existing structures and relations of gender inequality and seek proactively to overcome and remove them; ii) identify and bring attention to women’s contributions and critical roles as agents and leaders, in order to facilitate gender equality, the empowerment of women and women’s enjoyment of human rights.[[2]](#footnote-3)

**Women friendly technology:** A technology, which is adapted to women’s needs and potentials, is useful to and empowers women.

# Who collects the data

A person or group of persons compiles the information, conducts key interviews and facilitates a discussion group. She/he/they are called the **compiler(s)** (or facilitator(s)). Ideally, minimum two persons are assigned to do the tasks given that particularly the facilitation of a group discussion is easier in a team. The gender of compiler(s) are mainly determined by the composition of the discussion group: women for female and preferably also for mixed groups, and men for male groups.

The compiler(s) have the following **tasks**:

Prior to group discussion

* extracting relevant data from the WOCAT global SLM database to be incorporated into QG
* consulting existing data and literature
* identifying and interviewing key informants
* conducting a trial run/ dry run to prepare for group discussion if facilitator is not yet skilled or experienced
* newcomers to the WOCAT methodology and tools can contact [wocat.cde@unibe.ch](mailto:wocat.cde@unibe.ch) for training on QG and for a ‘filled example’ for orientation

During group discussion

* collecting and assessing gender-disaggregated data using the Questionnaire
* taking photos and videos of the discussion group and the considered technology in the field

After group discussion

* enter assessed data into data sheet prepared for the final recording of QG data

The compiler(s) have the following **skills and experience**:

* be familiar with moderation techniques and participatory methods for inclusive dialogues, making sure all voices are heard
* be experienced in organizing inclusive discussion groups, ensuring gender-balanced groups where possible and collecting inclusive and reliable data
* have good communication and time management skills
* speak the local language
* have a certain degree of specialized knowledge on natural resources, land management practices, gender-related issues, community dynamics and gender roles
* know the local conditions and context (socio-cultural, bio-physical, land use, land degradation and SLM etc.)
* have skills to build a trustful relationship with different stakeholders and community members involved in SLM
* be familiar with the WOCAT database and the methodology of documenting SLM Technology and Approach case studies to which the Gender Questionnaire relates
* be familiar with the Gender Questionnaire and equipped to identify the best approach to achieve the desired results
* try to formulate the questions in simplified language rather than just asking the question as written out, i.e., translate questions of QG into simple language, which is easily understood by the community.

# How to apply the questionnaire

## Structure

The Gender Questionnaire aims at assessing the gender-responsiveness of SLM Technologies and Approaches and collecting and analysing gender-disaggregated data. QG is linked to SLM Technology and Approach entries in the Global SLM database (<https://qcat.wocat.net/en/wocat/>).

QG is divided into 5 Chapters:

* Chapter 1: Short description of SLM Technology (and if available the related Approach)
* Chapter 2: General information about compiler, key informant and discussion group
* Chapter 3: Context of community where the Technology and if available the related Approach are applied
* Chapter 4: SLM Technology and if available the related Approach activities and impacts
* Chapter 5: Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption

*Note: Specific questions in QG can be answered by extracting the data from the Technology and if available the related Approach entry in the Global SLM database. Reference to the Technology and Approach entry and relevant question is included in brackets.*

In general, questions are formulated in such a way that the answers can be categorized as much as possible to facilitate data analysis. This brings with it a rather structured way of posing questions. However, there is always the possibility - under the category ‘other (specify)’ - to add a missing category and - under the columns ‘explain/ comment’ - to give more details and explain in open text format.

It is up to the compiler to decide if she/ he would like to go question by question or allow a more open and less structured discussion and then translate this information received into the format of the QG at a later stage.

## Source of information and data

Compiler(s) compile data for QG in the following three ways. The icons which are shown below are used in the questionnaire to show the compiler(s) how to collect the data. Data assessed from external sources and questions answered by key informants are not repeated in the discussion group except if a need for verification is defined.

|  |  |
| --- | --- |
|  | **from external sources**, such as existing national datasets, reports, scientific articles, etc. and by consulting the WOCAT SLM database. This compilation is taking place before visiting the communities and holding the discussion group(s). |
|  | **from key informant(s)** from the lowest administrative unit in the community, e.g., community council or village chief. Key informants are contacted prior to carrying out the discussion group. Can also be consulted to confirm the information provided during discussion groups. Both women and men key informants should be identified to have parity. |
|  | **from the discussion group** |

## Discussion group

The discussion group is the main activity organized and implemented to collect the relevant information in the QG. This method is based on the assumption that during the discussion shared knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews, can be identified and clarified. During the discussion, the participants’ shared narrative as well as their differences based on their experiences and perspectives are captured.

A **group discussion/ discussion group** is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator/ facilitator. This method serves to solicit participants’ attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people.[[3]](#footnote-4)

**Selecting participants and forming the discussion group(s)**

To organize the discussion group, the compiler(s) - with the help of key informant(s) if useful - identifies and invites land users of the community who **applied or are applying the Technology** under study and **if available the related Approach**. The discussion group can include persons whose Technology was documented or who participated in the related Approach that was documented.

If found necessary to ensure social inclusion and obtain gender-disaggregated data, **more than one discussion group should be organized.** Sensitivities, e.g., different ethnic or age groups, should be taken into consideration. The following discussion groups should be considered:

* + Women separate (young/ elderly; female-headed households/ male-headed households)
  + Men separate (young/ elderly)
  + Mixed group (parity between women & men)
  + Youth group[[4]](#footnote-5)
  + Other group (e.g. ethnicity, indigenous peoples, caste, religion, …)

The compiler(s), based on the context, has/have to judge for her-/himself, which types of groups shall be formed.

Homogenous groups encourage a sense of well-being among participants and to reach some consensus. Diverse (mixed) groups bring together people with various roles and differing experiences and might yield unexpected, varying and broad-ranging results.

If several discussion groups are carried out, **for each group a separate questionnaire needs to be filled out**.

Each discussion group should consist of 6-12 participants. A table of participants, recording their name (optional), age, and other relevant characteristics is filled to give an overview of who in the community is applying the Technology and if available the related Approach.

**Conducting the discussion group(s)**

**Preparation:**

* If needed, obtain official approval for conducting the discussion(s) in the village/community.
* Identify a convenient venue for the discussion (e.g., village/ community centre). Consider: familiar setting to ensure participants’ comfort, easy access to the venue, levels of distraction in and around the venue, availability of sufficient number of seats.
* Make sure participants know the time and location of the discussion group.

**During the discussion group:**

* Have the compiler(s) and discussion group members introduce themselves.
* Give participants an overview and explain the purpose of the questionnaire and of the discussion group. Explain how the land users could benefit from participation and each member of the group. The planning, design and implementation of new projects can be made more gender-responsive through the identification of barriers and the gaps that need to be filled to scale up adoption of the SLM Technology/Approach by women and men.
* Reduce disturbances and create a good working atmosphere by agreeing on some workshop principles/ the code of conduct the participants and compilers should respect (e.g. commitment to attend, no phone calls, not to interrupt one another, …)
* Make sure that the concept of gender is clear to everyone.
* Start with a warm-up exercise before carrying out the QG to break the ice. For example, participants can be asked to mention two things that come to their mind when thinking about gender-responsive SLM.
* Have the questions and note-taker/ recorder ready. Explain to the group that the session will be recorded (if applicable) and/or that a note-taker will capture the discussion and seek formal agreement from the participants.
* Encourage participation by all participants and inform that the topics raised within the group should be treated confidentially by all participants and the compiler(s) so that people can feel comfortable expressing themselves. Maintain confidentiality.
* Thrive for inclusive and reliable data collection by making sure that everybody can raise her/ his voice and ensuring that a safe-space and privacy are guaranteed.
* Make sure the flow of the discussion is clear and there is no major distraction or conflict within the group.
* Make sure to close a topic by summarising the discussion shortly, ask for agreement on the summary and move to the next topic.
* Ensure that all questions relevant to the discussion are answered by the group or the compiler or that they are noted for follow-up.
* If needed, make use of a flipchart or any other means to capture key discussion points and for participants to refer to throughout the discussion. Infographics/ symbols can be developed to collect data faster.
* Remain neutral and non-judgmental and remind the participants that the objective of the discussion is to share different perspectives. It is okay to disagree.
* There are no right or wrong answers; the intention is just to understand people’s different experiences and opinions. Respect others’ right to their opinions.
* Beware of biases affecting group discussions, e.g., dominance effect (a dominant individual shapes the discussion) or group-think (the members in a group tend to think similarly to maintain group cohesion). For example, allow all members of the group to have a chance to speak and to receive and respond to feedback; arguments shall be based on the content and not on personalities, etc.
* At the end summarise shortly what was discussed, give participants the opportunity to add comments/ suggestions that were not mentioned, explain the follow-up steps, evaluate the group discussion and, last but not least, thank the participants and close the meeting.

## Duration and timing

**Preparation** for filling out the QG and organizing the group discussion will depend on the context and conditions prevailing: e.g., previous familiarity of compiler(s) with WOCAT Questionnaires, availability of external resources and key informants, previous experience in conducting group discussions.

The **suggested duration of a discussion group session is 3-4 hours**. If the group is very engaged, time not sufficient to discuss all issues raised and participants are willing and ready, a second discussion session can be arranged.

Schedule the time of the group discussion in times when land users have less workload, consider gender differences in daily schedules and offer childcare facilities to facilitate participation of women and men as well as other groups.

Since the tool is not yet added as a module in the online Global WOCAT SLM database, a data sheet is prepared for the final recording of QG data.

**Overview of time estimated to prepare QG data with external sources, key informants and conduct discussion group:**

|  |  |
| --- | --- |
| Topic | Hours |
| 1. Preparation (organisational) | 4-8 |
| 1. Preparation (getting acquainted with the tool[[5]](#footnote-6)) | 4-8 |
| 1. Studying Technology and Approach under consideration in the WOCAT database | 5 |
| 1. Review of available external data | 5 |
| 1. Identification and interview key informants | 5 |
| 1. Facilitating discussion group | > 3.5[[6]](#footnote-7) |
| * + Introduction of participants and welcome remarks | 15 min |
| * + Background about the project and objectives of the group discussion | 15 min |
| * + Code of conduct and warming up question | 15 min |
| * + Collect information for Chapter 2 of QG | 15 min |
| * + Collect information for Chapter 3 of QG | 45 min |
| * + Collect information for Chapter 4 of QG | 45 min |
| * + Collect information for Chapter 5 of QG | 45 min |
| * + Way forward, how results will be reported back, how they can stay engaged | 15 min |
| 1. Recording data in excel sheet or database | 4-5 |
| **Total** | **~ 40** |

# Ethical aspects

The compiler(s) has/have to guarantee to protect the integrity of participants. The participation in the discussion should bring no harm to any of the participants, including the compiler(s) or related third parties (e.g., family, kin, neighbours, friends).

Data documented, entered and stored in the WOCAT Database is:

* open access.
* made available for users under the Creative Commons Attribution-*NonCommercial-ShareAlike 3.0 Unported License.*

The list of participants will not be published. Any reference to individual or groups of participants will be checked before publishing the data in the WOCAT database for consent of the individual(s).

Workshop participants can demand to stay anonymous in the sense that responses cannot be followed back to the respondent.

Safety and confidentiality issues are regulated through an existing ethical clearance and the informed consent statement (included in QG) to obtain a verbal agreement from each participant (or, if a written consent is required, let them sign behind their name in the participants list).

# Data quality and dissemination of results

The reliability and quality of compiled and assessed data is checked through a review process. This review process is flexible and will be defined by WOCAT in collaboration with the compilers.

A user friendly format to visualize assessed data found in the Questionnaire on Gender-responsive Sustainable Land Management (SLM) Technologies will be developed by WOCAT.

The compiler(s), together with the key informants, if relevant, should reflect on how the results of the QG will be disseminated in the community once the data is analysed. A brief or a community dissemination meeting are possible ways to share the information. **Part 2: Gender-responsive SLM questionnaire**

# **Short description of SLM Technology and if available the related Approach**

*The Gender-responsive SLM questionnaire is linked to SLM Technologies and Approaches documented in the WOCAT global SLM database (*[*https://qcat.wocat.net/en/wocat/*](https://qcat.wocat.net/en/wocat/) *). A SLM practice consists ideally of a Technology and the related Approach.*

*For explanation of pictograms (on the left) consult the guidelines.*

*To fill in the questions 1.1 to 1.10 of the QG refer to the WOCAT database for the SLM Technology and if available the related SLM Approach on which the Questionnaire on Gender-responsive SLM Technologies is being applied. The designation in brackets indicates the respective question in the Technology and Approach Questionnaires. Any additional information can be added as a comment.*

1.1. Name and identification code of SLM Technology (take from QT 1.1)

…………………………………………………………………………………………………………………………………………………………………………………

1.2. Name and identification code of linked SLM Approach if available (take from QA 1.1)

……………………………………………………………………………………………………………………………………………………………………………………

1.3. Country and region where the Technology and if available the related Approach was documented (take from QT 2.5 and QA 2.5)

………………………………………………………………………………………………………………………………………………………………………………..

1.4. Village, town, area etc., where the Technology if available the related Approach was or is being implemented (take from QT 2.5 and QA 2.5)

……………………………………………………………………………………………………………………………………………………………………………………

1.5. Give coordinates (take from QT 2.5 and QA 2.5):

*The coordinates must be in decimal degrees of the "Latitude, Longitude" format, e.g. 46.9526, 7.4352*

Latitude: ……………………………………………………………….. Longitude: …………………………………………………………………………..……



1.6. Name of community (e.g., cooperative, user group, indigenous group) in which the Technology/Approach was or is being implemented

……………………………………………………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………

1.7. Date/ approximate date of implementation (take from QT 2.6 and QA 2.6) ……………………………………………………..

1.8. Land use type (take from QT 3.2)……………………………………………………………………………………………………………………….

rainfed  irrigated

Comment: …………………………………………………………………………………………………………………………………………………………

1.9. Types of degradation addressed (take from QT 3.7) ………………………………………………………………………………………...

Comment: ………………………………………………………………………………………………………………………………………………………………………….

1.10. SLM Technology group (take from QT 3.4)………………………………………………………………………………………………………

Comment: ………………………………………………………………………………………………………………………………………………………….

# **General information**

**2.1. Compiler(s) / Facilitator(s)**

*Person(s), who compiled the information, conducted interviews with key informants, facilitated group discussion(s), and filled in the Questionnaire*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Last name** | **First name** | **Institution** | **Gender** | **Nationality/**  **Ethnicity/ Caste/Tribe** | **Age** | **Country** | **E-mail** | **Phone (+country code)** |
|  |  |  | *female*  *male*  *others*  *specify ……………..* |  |  |  |  |  |
|  |  |  | *female*  *male*  *others*  *specify ……………..* |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**2.2. Key informant(s)**

*Person(s) from the lowest administrative unit in the community (e.g. municipal president, community council, village chief) or who knows the community well where the Technology is applied*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Last name** | **First name** | **Institution/ status** | **Gender** | **Nationality/**  **Ethnicity/ Caste/Tribe** | **Age** | **Country** | **E-mail** | **Phone (+country code)** |
|  |  |  | *female*  *male*  *others*  *specify ……………..* |  |  |  |  |  |
|  |  |  | *female*  *male*  *others specify ……………..* |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**2.3. Data and information used and their sources**

*Part of the information and data can be collected and compiled from other existing sources such as national data, past projects, reports, databases, etc.*

*****For more refined data and if facilitator finds appropriate the questions can also be posed to the discussion group*

|  |  |  |
| --- | --- | --- |
| **Type of data / source of information** | **Reference** | **Remarks** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**2.4. Discussion group**

*****Group of land users/ persons from the community who had implemented or are implementing the Technology and related Approach are asked to share their gender-relevant experience.*

***2.4.1.*** *Participants can be divided into different* ***discussion group types****.* ***Tick only one discussion group type per questionnaire****. If in the same community implementing the Technology different types of discussion groups were organized and ‘interviewed’ then please fill for each group type a separate questionnaire.*

*This also applies to splitting the groups into young or elderly women/ men groups.*

Women group specify: .………………………………………………….............................

Men group specify: .……………………………………………………………..................

Mixed group (parity between women & men) specify: .……………………………………………………………..................

Youth group specify: .……………………………………………………………..................

Other group (e.g. ethnicity, indigenous peoples, caste, religion) specify: .…………………………………………………….

………………………………………………………………………………………………………………………………………………………………………………….

2.4.2. Number of women and men in the group, where relevant: …………………………………………………………………………......

2.4.3. Date and time of conducting group discussion session(s): …………………………………………………………………..............

2.4.4. Background information on the participants/ composition of discussion group (minimum 6 and maximum 12):

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name (optional**) | **Age**  *years* | **Civil status**  *unmarried married, widowed, etc.* | **Education** *years* | **Gender**  *female,*  *male,*  *others,*  *etc.* | **Status in community**  *authorities, land users, workers, educators, landless, migrant, etc.* | **Years living in the community and since when?** | **Group affiliation** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |
| … |  |  |  |  |  |  |  |  |

2.4.5. Why do they participate in the discussion group, what is their stake? …………………………………………………………………………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………………………………………………………………………….

…………………………………………………………………………………………………………………………………………………………………………………….

**2.5. Conditions regarding the use of data documented through WOCAT**

The compiler/ facilitator, key informants and discussion group members accept the conditions regarding the use of data documented through WOCAT:

yes  no

*Note: If you do not accept the conditions you will not participate in the group discussion and your responses will not be entered in the WOCAT database.*

***Conditions regarding the use of data documented through WOCAT***

* *Data captured through WOCAT questionnaires will be entered, edited, and stored in the WOCAT online database by the compiler/ facilitator or a data entry person assigned by the compiler, whose name will be recorded and given credit in the database or the publication using the documented technology. Overall responsibility for compilation and data quality lies with the compiler/ facilitator.*
* *Data stored in the WOCAT database are open access.*
* *Data are made available for users under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.*

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* ***Share*** *— copy and redistribute the material in any medium or format*
* ***Adapt*** *— remix, transform, and build upon the material*

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# **Context of community where the Technology is being applied**

*****The following question can be posed as warm up or an ice-breaker*

## Mention two issues that are important for you and the discussion group and can lead towards gender equality in the context of your community

……………………………………………………………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………………………………………………………………………..

……………………………………………………………………………………………………………………………………………………………………………………..

## Main characteristics of the community applying the Technology and if available the related Approach

Background research and analysis of the community where the Technology and if available the related Approach is being applied

***A community is a******social group whose members have something in common****, such as a shared government, geographic location, culture, or heritage. Community can also refer to the physical location where such a group lives[[7]](#footnote-8).*

3.2.1. Main characteristic of the community based on not gender-disaggregated data.

Shape

Description automatically generated with low confidence*The information in the following table is* ***not* gender-disaggregated** *and shall be gathered by the facilitator through review of existing literature and/or by interviewing key informant(s) before conducting group discussion. Answers reflect the average of the whole community. More than one box can be ticked.*

|  |  |  |
| --- | --- | --- |
| **Characteristics** | **Categories** | **Use the space to comment and specify** |
| owest local administrative unit to which the community applying the Technology belongs | Village/settlement  Municipality/ commune  Parish  District  Other (specify): ………………………………….  Traditional leadership (e.g., village chiefs):  Yes  No  Number of inhabitants in the community:  ………………………………………………………………. |  |
| Stability (e.g. political, economic, social) | Yes  No | Specify reasons for instability |
| Level of wealth of the community | Very poor  Poor  Average  Rich  Very rich | Specify reported and perceived |
| Socio-cultural context | Multi-religious:  Yes/  No  Multi-ethnic:  Yes/  No  Multi-caste:  Yes/  No  Other (specify): ………………………………………………………………. |  |
| Main type of family system | Patrilineal  Matrilineal  Other (specify):  ………………………………………………………………..  Monogamous  Polygamous  Other (specify):  ..………………………………………………………..…..  Other (specify):  ………………………....………….………………………..  ……………………………………………………………….. |  |
| Services available at reasonable distance | Electricity  Public lighting  Paved roads/ infrastructure  Fuel  Health services and centers  Water and sanitation  Education  Market(s)/store(s)  Financial services  Other (specify):  ………………………………………………………………. |  |
| State of nutrition and dietary diversity | Women  High  Medium  Low  Other (specify):..………………………………….  Men  High  Medium  Low  Other (specify): …………………………………  Other (specify: e.g. children, elderly, etc.):  ……………………………………………………………….  ……………………………………………………………….  High  Medium  Low  Other specify):.…………………………………… |  |

|  |  |  |
| --- | --- | --- |
| Are there differences in who gets food in the family (e.g. order of access, particular foods children are not given) | Yes  No  Do not know  Other (specify): ………………………....…………………………………..  ………………………………………………………………. | If yes, what are the differences, why and give examples? |
| Workload | Women  Formal employment  Household activities  Childcare  Elderly care  Fetching water  Fetching firewood  Farming  Livestock rearing  Other (specify): ..…………………………………………………………….  Men  Formal employment  Household activities  Childcare  Elderly care  Fetching water  Fetching firewood  Farming  Livestock rearing  Other (specify): ..……………………………………………………………..  Other (specify)..………………………………………  Formal employment  Household activities  Childcare  Elderly care  Fetching water  Fetching firewood  Farming  Livestock rearing  Other (specify): ..……………………………………………………………… |  |
| Rate/ type of migration *(several options possible)* | In-migration  Out-migration  Not relevant  High  Low  Long-term  Short-term  Permanent  Seasonal  Female (specify age: ………………………….)  Male (specify age: ………………………….….)  Mixed (specify age: …………………………...)  Socio-economic  Climatic and environmental  Conflicts  Other (specify):  ……………………..……………………………………….. |  |
| Land use type and topography *(several options possible)* | Cropland  Grazing land  Forest/woodlands  Settlements, infrastructure  Waterways, water bodies, wetlands  Other (specify):  ………………………………………………………………  Coastal area  Flatland  Hilly landscape  Mountainous landscape  Other (specify):  ……………………………………………………………… |  |
| Land holding, size of land owned or rented by land user in ha, m2 or similar | Average land holding size in the community:  Women: ………………………………………………….  Men: ………………………………………………………  Largest and smallest land hold:  Women: ………………………………………………….  Men: ………………………………………………………  Number of landless households: ………………………………………………………………  specify: …………………………………………………  Land fragmentation  Yes  No  Why?  Inheritance/ intergenerational transmission  Risk reduction (e.g. mountainous areas)  Other (specify):  ……………………………………………………………….  ……………………………………………………………….. |  |
| Availability of water for | Potable/ drinking water  Household  Sanitation  Livestock  Watering and irrigation  Other (specify):  …………………………………………………………………  How many households have access to water for irrigation?..................................  ………………………………………………………………. |  |
| Types of hazards (climate-related extremes/disasters) | Which?…………………………………………………..  ……………………………………………………………….  ………………………………………………………………. | specify: …………………………………………………..  ……………………………………………………………….  ………………………………………………………………. |
| Gender-related customs and taboos influencing the adoption and implementation of the technology and related approach | Which?…………………………………………………..  ……………………………………………………………….  ………………………………………………………………. | specify: …………………………………………………..  ……………………………………………………………….  ………………………………………………………………. |

3.2.2. Main characteristic of the community based on gender-disaggregated data

Shape

Description automatically generated with low confidenceShape

Description automatically generated with low confidence*The information in the following table is* **gender-disaggregated** *and shall be gathered by the facilitator through review of literature and/or by interviewing key informant before conducting group discussion.*

**Shape

Description automatically generated with low confidenceShape

Description automatically generated with low confidence***For more refined data and if facilitator finds appropriate the questions can also be posed to the discussion group. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | mostly women | only women | mostly men | only men | both | other (specify)  also use the space to comment |
| Level of mechanization  for productive activities | Manual work |  |  |  |  |  |  |
| Animal traction |  |  |  |  |  |  |
| Mechanization |  |  |  |  |  |  |
| Market orientation/ focus | Subsistence and commercial |  |  |  |  |  |  |
| Subsistence |  |  |  |  |  |  |
| Commercial |  |  |  |  |  |  |
| Off-farm income (non-farm economic activities) | Less than 10% of income generated by |  |  |  |  |  |  |
| 10-50% of income generated by |  |  |  |  |  |  |
| More than 50% of income generated by |  |  |  |  |  |  |
| Control over generated income |  |  |  |  |  |  |  |
| Level of education/ literacy | Illiterate |  |  |  |  |  |  |
| Primary education |  |  |  |  |  |  |
| Secondary education |  |  |  |  |  |  |
| Higher education |  |  |  |  |  |  |
| Other (specify)…………………… |  |  |  |  |  |  |
| Expertise/ technical skills in land management and using agricultural tools and machines | Weak  (specify tool/ machine)  …………………………………. |  |  |  |  |  |  |
| Moderate  (specify tool/ machine)  …………………………………. |  |  |  |  |  |  |
| Strong  (specify tool/ machine)  …………………………………. |  |  |  |  |  |  |
| Affiliation to local organisations | Cooperatives/ producers’ group |  |  |  |  |  | Formal  Informal |
| Microcredit and savings groups, |  |  |  |  |  | Formal  Informal |
| Forest users’ group |  |  |  |  |  | Formal  Informal |
| Water users’ group |  |  |  |  |  | Formal  Informal |
| Self Help Groups (SHG) |  |  |  |  |  | Formal  Informal |
| Indigenous groups |  |  |  |  |  | Formal  Informal |
| Youth groups |  |  |  |  |  | Formal  Informal |
| Other (specify):  …………………………………. |  |  |  |  |  | Formal  Informal |

## Decision-making at household-level in the community applying the Technology

*The information in the following table is* **gender-disaggregated** *and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.*

*Main information source is the data collected during the group discussion.* *Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.*

*Tick only the boxes that are relevant.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ecision-making on** | **Mostly women** | **Only women** | **Mostly men** | **Only men** | **Both** | **Why?**  **Comment** |
| Health |  |  |  |  |  |  |
| Nutrition |  |  |  |  |  |  |
| Childcare and education of children |  |  |  |  |  |  |
| Household budget from on-farm income |  |  |  |  |  |  |
| Household budget from off-farm income |  |  |  |  |  |  |
| Natural resources (e.g. forest, non-timber, pastures, minerals) |  |  |  |  |  |  |
| Use and cultivation of land |  |  |  |  |  |  |
| Selection of SLM Technology applied |  |  |  |  |  |  |
| Purchase of agricultural inputs |  |  |  |  |  |  |
| Purchase of livestock |  |  |  |  |  |  |
| Processing of produce |  |  |  |  |  |  |
| Marketing of produce |  |  |  |  |  |  |
| ICT/digital technology |  |  |  |  |  |  |
| Other (specify, e.g. marriage, employment):  ………………………………  ……………………………… |  |  |  |  |  |  |

## Gender roles in land management in the community applying the Technology and if available the related Approach

*The information in the following table is* **gender-disaggregated** *and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.*

*Main information source is the data collected during the group discussion.* *Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.*

*Tick only the boxes that are relevant.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Categories** | **Mostly women** | **Only women** | **Mostly men** | **Only men** | **Both** | **Why?**  **Comment** |
| Land Management |  |  |  |  |  |  |
| * land preparation |  |  |  |  |  |  |
| * cultivation |  |  |  |  |  |  |
| * fertilization |  |  |  |  |  |  |
| * composting |  |  |  |  |  |  |
| * weeding |  |  |  |  |  |  |
| * irrigation |  |  |  |  |  |  |
| * plant protection |  |  |  |  |  |  |
| * harvesting |  |  |  |  |  |  |
| Post-harvest management |  |  |  |  |  |  |
| * seed production and storage |  |  |  |  |  |  |
| * informal seed distribution |  |  |  |  |  |  |
| * processing |  |  |  |  |  |  |
| Data collection and monitoring |  |  |  |  |  |  |
| Cash crop production (grown primarily for sale) |  |  |  |  |  | specify crops: ………………………………….  ……………………………………………………….. |
| Food crop production (grown primarily for household consumption) |  |  |  |  |  | specify crops: ………………………………….  ……………………………………………………….. |
| Homegardens/ kitchen garden |  |  |  |  |  | specify crops: ………………………………….  ……………………………………………………….. |
| Wood/timber production |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| Non-timber forest products production |  |  |  |  |  | specify products: …………………………….  ……………………………………………………….. |
| Medicinal plants |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| Livestock raising for profit |  |  |  |  |  |  |
| * small (e.g., sheep, goat, poultry) |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| * large (e.g., cattle, camels) |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| Livestock raising for own consumption/use |  |  |  |  |  |  |
| * small (e.g., sheep, goat, poultry) |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| * large (e.g., cattle, camels) |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| Fishing and fishpond culture |  |  |  |  |  | specify: …………………………………………..  ……………………………………………………….. |
| Products (processed or raw; e.g., dairy, meat) |  |  |  |  |  | specify products: …………………………….  ……………………………………………………… |
| Other (specify):  ………………………………… |  |  |  |  |  |  |

## Access to services in the community

*The information in the following table is* **gender-disaggregated** *and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.*

*Main information source is the data collected during the group discussion.* *Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.*

*Tick only the boxes that are relevant.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Service** |  | **mostly women** | **only women** | **mostly men** | **only men** | **both** | **comment and explain factors affecting the difference in access to services (e.g., age, marital status)** |
| Mobility/ means of transportation | Public |  |  |  |  |  |  |
| Private |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Employment | Formal | ☒ |  |  |  |  |  |
| On-farm (own) |  |  |  |  |  |  |
| On-farm (external) |  |  |  |  |  |  |
| Off-farm |  |  |  |  |  |  |
| Other (specify): ………………………………  ……………………………… |  |  |  |  |  |  |
| Informal |  |  |  |  |  |  |
| On-farm (own) |  |  |  |  |  |  |
| On-farm (external) |  |  |  |  |  |  |
| Off-farm |  |  |  |  |  |  |
| Day labourer |  |  |  |  |  |  |
| Child labour |  |  |  |  |  |  |
| Other (specify): ………………………………  ……………………………… |  |  |  |  |  |  |
| Health service | Traditional medicine |  |  |  |  |  |  |
| Science based medicine |  |  |  |  |  |  |
| Insurance-based |  |  |  |  |  |  |
| Out-of-pocket |  |  |  |  |  |  |
| Affordable |  |  |  |  |  |  |
| High cost |  |  |  |  |  |  |
| (Modern) health facilities |  |  |  |  |  |  |
| Family planning |  |  |  |  |  |  |
| Other (specify): ……………………………  …………………………… |  |  |  |  |  |  |
| Education | Childcare facilities |  |  |  |  |  |  |
| Primary school |  |  |  |  |  |  |
| Secondary school |  |  |  |  |  |  |
| Higher education |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Energy  e.g. biofuel, firewood, gas, diesel, petrol, grid electricity, renewable/non-renewable off-grid electricity | For cooking (specify):  …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| For heating (specify)  …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| For lighting (specify)  …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| For agricultural production (specify):  …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| For ‘post-harvest’ processing and storage (specify):  …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Knowledge and technology | Low |  |  |  |  |  |  |
| Moderate |  |  |  |  |  |  |
| High |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Technical assistance and support | Training |  |  |  |  |  |  |
| Advisory services |  |  |  |  |  |  |
| Gov. extension |  |  |  |  |  |  |
| NGO |  |  |  |  |  |  |
| Private sector |  |  |  |  |  |  |
| Other (specify):  ………………………………  ……………………………… |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Communication and knowledge sharing mechanisms | Radio |  |  |  |  |  |  |
| TV |  |  |  |  |  |  |
| Digital devices |  |  |  |  |  |  |
| Seminars/ reunions |  |  |  |  |  |  |
| Farmers’ exchange |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Digital technologies (e.g. to access information; execute financial transactions; realize monitoring) | Feature phones |  |  |  |  |  |  |
| Smartphones |  |  |  |  |  |  |
| Computer |  |  |  |  |  |  |
| Internet |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Digital services | Weather forecast |  |  |  |  |  |  |
| Early warning systems |  |  |  |  |  |  |
| Information about markets and prices for inputs |  |  |  |  |  |  |
| Information about markets and prices for outputs |  |  |  |  |  |  |
| Mobile financial services (e.g. mobile loans/ wallet) |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Financial services | Subsidies |  |  |  |  |  |  |
| Credit |  |  |  |  |  |  |
| Community credit schemes |  |  |  |  |  |  |
| Incentives (specify): …………………………………  …………………………………  ………………………………… |  |  |  |  |  |  |
| Savings and insurances (agriculture, disaster) |  |  |  |  |  |  |
| Other (specify): ………………………………..  ……………………………….. |  |  |  |  |  |  |
| Other (specify)  ……………………..  ……………………..  …………………….. | ………………………………..  ………………………………..  ……………………………….. |  |  |  |  |  |  |

## Land tenure in the community applying the Technology

**

**3.6.1. Describe the situation of land ownership and land/ water use rights in your community**

…………………………………………………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………………………………………………………..

…………………………………………………………………………………………………………………………………………………………………………………..

3.6.2. Land tenure gender-disaggregated data

*Shape

Description automatically generated with low confidenceShape

Description automatically generated with low confidenceShape

Description automatically generated with low confidenceFacilitator can fill in the table below either by summarizing the information collected in the open question above or by directly posing the questions in the discussion group*

*If there are different answers, tick them all and explain under comment.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Women** | **Men** | **Comment and explain** |
| ccess to land | mainly inherited  bought  opened or cleared  authorized by the community  other (specify): …………………  ……….…………………………………… | mainly inherited  bought  opened or cleared  authorized by the community  other (specify): …………………  ……….…………………………………… |  |
| Quality of land | degraded land  marginal land (difficult to grow crop)  fertile land  cropland with trees  rainfed  water available for irrigation  other (specify): …………………  ……….…………………………………… | degraded land  marginal land (difficult to grow crop)  fertile land  cropland with trees  rainfed  water available for irrigation  other (specify): …………………  ……….…………………………………… |  |
| Type of tenure rights | open access  communal  individual (titled)  individual (not titled)  leased  shared  lent for free  other (specify): …………………  ……….…………………………………… | open access  communal  individual (titled)  individual (not titled)  leased  shared  lent for free  other (specify): …………………  ……….…………………………………… |  |
| Tenure regimes (ownership) | state land/ common land with title  state land/ common land without title  private land registered  private land not registered  other (specify): …………………  ……….…………………………………….. | state land/ common land with title  state land/ common land without title  private land registered  private land not registered  other (specify): …………………  ……….…………………………………………. |  |
| Perceived land right security | low  medium  strong | low  medium  strong |  |
| Ownership of livestock | small livestock, such as:  ……………………………………………..  large livestock, such as:  ……………………………………………..  for profit  for subsistence  other (specify): …………………  ……….…………………………………… | small livestock, such as:  ……………………………………………..  large livestock, such as:  ……………………………………………..  for profit  for subsistence  other (specify): …………………  ……….…………………………………… | indicate numbers of livestock: ………………………….  ………………………………………… |

3.6.3. Do women and men inherit land equally?

Yes  No

What are the rules of inheritance/ right of succession (specify and explain)? :…………………………………………………………..

……………………………………………………………………………………………………………………………………………………………………………………

3.6.4. Are land use rights based on statutory or customary practices?

Statutory  Customary  both (specify)……………………………………………………………………………….

3.6.5. Are water use rights for agriculture and livestock watering based on statutory or customary practices?

Statutory  Customary  both (specify)……………………………………………………………………………….

3.6.6. Are statutory land use rights (laws, policies and acts, also known as formal, written or official rights)**?**

Gender-specific (in favour of men or women), specify …………………………………………………………………………………………..

Not gender-specific (treating men and women the same), specify …………………………………………………………………………

3.6.7. Are statutory water use rights for agriculture and livestock watering (laws, policies and acts, also known as formal, written or official rights)?

Gender-specific (in favour of men or women), specify ……………………………………………………………………………………….....

Not gender-specific (treating men and women equally), specify ………………………………………………………………………..….

3.6.8. Are customary land use rights(also known as informal, unofficial, indigenous or traditional rights)?

*If there are different answers, tick them all and explain under specify.*

Legally recognized  Not legally recognized

Gender-specific (in favour of men or women), specify: …………………………………………………………………………………………..

Not gender-specific (treating men and women the same), specify: …………………………………………………………………………

Other, specify: ………………………………………………………………………………………………………………………………………………………..

Not applicable (in case the land and SLM Technology in question has no customary rights), specify: …………………….

……………………………………………………………………………………………………………………………………………………………………………………

3.6.9. Are customary water use rights for agriculture and livestock (informal unwritten, unofficial, indigenous or traditional rights)?

*If there are different answers, tick them all and explain under specify.*

Legally recognized  Not legally recognized

Gender-specific (in favour of men or women), specify: ………………………………………………………………………………………..…

Not gender-specific (treating men and women the same), specify: ………………………………………………………………………..

Other, specify: ………………………………………………………………………………………………………………………………………………………..

Not applicable (in case the land and SLM Technology in question has no customary rights), specify: ……………………

……………………………………………………………………………………………………………………………………………………………………………………

3.6.10. Do local customary rights prevail over national statutory rights to give access and use of land to women?

Yes when and how, specify: ……………………………………………………………………………………………………………………..

who is affected most, specify: ………………………………………………………………………………………………………......

No specify: ………………………………………………………………………………………………………………………………………………

Other specify: ……………………………………………………………………………………………………………………………………………….

# **Activities and impacts of SLM Technology and if available the related Approach**

## Short description of changes and adaptations in the implementation of the SLM Technology and if available the related Approach

*Please have a look at QT 2.1, QT 2.2, QA 2.1, QA 2.2 before ‘interviewing’ the discussion group to find out how the Technology* *and if available related the Approach were adapted since it was documented with the WOCAT SLM Technology Questionnaire.*

Explain adaptations/ changes:

4.1.1. Technology: ……………………………………………………………………………………..…………………………………………………….………………………………………

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4.1.2. Approach: …………………………………………………………………………………………………………………………………………………………………………………..

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## Women-friendliness of SLM Technology and if available the related Approach

** Are the Technology and if available the related Approach easy to implement for women and men?

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## Main establishment and maintenance activities applied under the Technology



*******Take the establishment and maintenance activities assessed and documented in the Technology Questionnaire as a starting point and see/ verify if in the group discussion the answers match or differ.*

***Establishment activities*** *are initial activities and investments needed to implement, establish and adopt the Technology in the field*

***Maintenance activities*** *are annually recurring or repair activities to maintain, replicate or keep the Technology going in the field.*

**4.3.1. Establishment activities** *(covered in QT 4.4)*\*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Labour by family members** (only one answer possible) | **Reason** (several answers possible**)** | **Hired labour** | **Labour exchange with other community members** | **Required equipment and tools** | **Equipment and tools used by men or women (why?)** |
|  | mostly women  only women  mostly men  only men  both  other (specify)  …………………………… | Heavy workload  During a time when women are busy  Land use rights  Cultural customs and taboos  Migrated men  Migrated women  Farm management decision  Other (specify)  ……………………………… | mostly women  only women  mostly men  only men  both  none  other (specify) …………………………. | yes  no  specify …………….  ………………………..  ……………………….. |  |  |
|  | mostly women  only women  mostly men  only men  both  other (specify)  …………………………… | Heavy workload  During a time when women are busy  Land use rights  Cultural customs and taboos  Migrated men  Migrated women  Farm management decision  Other (specify)  ……………………………… | mostly women  only women  mostly men  only men  both  none  other (specify) …………………………. | yes  no  specify …………….  ………………………..  ……………………….. |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |

*\*Examples of establishment activities include: Land preparation, earth movement for terrace building, earth excavation for pond, installation of irrigation system or roof top water harvesting, etc.*

*\*\*Name the category based on the options above*

**Comments:** ..…………………………………………………………………………………………………………………………………………………………………………………

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**4.3.2. Maintenance activities** *(covered in QT 4.6)\**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Labour by family members** (only one answer possible) | **Reason** (several answers possible**)** | **Hired labour** | **Labour exchange with other members of the community** | **Equipment and tools available for the activity** | **Equipment and tools used by men or women (why?)** |
|  | mostly women  only women  mostly men  only men  both  other (specify):  …………………………… | Heavy workload  During a time when women are busy  Land use rights  Cultural customs and taboos  Migrated men  Migrated women  Farm management decision  Other (specify)  ……………………………… | mostly women  only women  mostly men  only men  both  none  other (specify):  ………………………… | yes  no  specify: …………  ……………………….  ………………………. |  |  |
|  | mostly women  only women  mostly men  only men  both  other (specify):  …………………………… | Heavy workload  During a time when women are busy  Land use rights  Cultural customs and taboos  Migrated men  Migrated women  Farm management decision  Other (specify):  …………………………………. | mostly women  only women  mostly men  only men  both  none  other (specify)  ………………………….. | yes  no  specify: ……………  ……………………….  ………………………. |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |
|  | \*\* | \*\* | \*\* |  |  |  |

*\*Examples of activities include: transport of farm yard manure & application; sowing and re-seeding; fertilizer application and plant protection; hand weeding, fencing, post-harvest handling/storage; processing/ refining; livestock handling, marketing; repairs etc.*

*\*\* Name the category based on the options above.*

**Comments:** ..………………………………………………………………………………………………………………………………………………………………………………….

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## Access to and decision-making on main inputs needed for establishment and maintenance of the SLM Technology

*********Take the list of inputs assessed and documented in the Technology Questionnaire as a starting point and see/ verify if in the group discussion if the answers match or differ*

|  |  |  |  |
| --- | --- | --- | --- |
| **Input**\* (*covered in QT 4.5 and QT 4.7*) | **Access** | **Decision-making** | **Comment and explain** |
|  | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
|  | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
|  | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
|  | \*\* | \*\* |  |
|  | \*\* | \*\* |  |
|  | \*\* | \*\* |  |
|  | \*\* | \*\* |  |

*\*Input = E.g., Plant and animal material; Seeds, Fertilizers and biocides; Construction Material; Tools and equipment; Irrigation water*

*\*\* Name the category based on the options above.*

## Involvement and participation of land users and local community

*Specify how land users and local community were involved and participated in the various phases of the Approach under which the Technology is applied as listed below. State in comment and explain column who was involved, how were they involved (passive, self-mobilization, with external support, etc.) and describe activities*

*********Take the various phases assessed and documented in the Approach Questionnaire as a starting point and see/ verify if in the group discussion if the answers match or differ.*

**Various phases of the Approach under which the Technology is applied**

*Fill in these questions even if you refer to a Technology only in this questionnaire.*

|  |  |  |
| --- | --- | --- |
| **Involvement and participation**  *(if available covered in QA 3.2)* |  | **Comment and explain** |
| nitiation/ motivation | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
| Planning | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
| Implementation | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
| Monitoring/ Evaluation | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |
| Other (specify):  …………………………………………………………….  …………………………………………………………….  ……………………………………………………………. | mostly women  only women  mostly men  only men  both  other (specify)  ………………………….. |  |

## Gender relevant impacts of the SLM Technology and if available the related Approach applied

*Take the impacts assessed and documented in the Technology and Approach Questionnaires as a starting point and see/ verify if in the group discussion the answers match or differ. The time range covered will depend on when the SLM Technology was first documented.*

*Tick only the boxes that are relevant to this technology and related approach.*

|  |  |  |  |
| --- | --- | --- | --- |
| **mpact**  *(covered in QT 6.1 and if available in QA 6.1)* | **On women**  Very positive (+50-100%)  Very negative (-50-100%)  Negative (-20-50%)  Slightly negative (-5-20%)  Negligeable impact  Slightly positive (+5-20%)  Positive (+20-50%) | **On men**  **n**  Negative (-20-50%)  Negligeable impact  Slightly positive (+5-20%)  Positive (+20-50%)  Very positive (+50-100%)  Slightly negative (-5-20%)  Very negative (-50-100%) | **Specify** |
| Shift in labour patterns | Worsened        Improved | Worsened        Improved |  |
| Shift in income patterns | Worsened        Improved | Worsened        Improved |  |
| Agricultural production | Decreased        Increased | Decreased        Increased |  |
| Quality of produce | Decreased        Increased | Decreased        Increased |  |
| Storage and post-harvest loss | Decreased        Increased | Decreased        Increased |  |
| Processing and value chain management | Weakened        Strengthened | Weakened        Strengthened |  |
| Availability and access to food at different times of the year | Decreased        Increased | Decreased        Increased |  |
| Availability and access to water for agriculture and household use | Decreased        Increased | Decreased        Increased |  |
| Food safety | Decreased        Increased | Decreased        Increased |  |
| Health | Worsened        Improved | Worsened        Improved |  |
| Nutrition | Worsened        Improved | Worsened        Improved |  |
| Amount of time to complete activities | Increased        Decreased | Increased        Decreased |  |
| Amount of work to complete activities | Increased        Decreased | Increased        Decreased |  |
| Difficulty of activities | Increased        Decreased | Increased        Decreased |  |
| Production costs | Increased        Decreased | Increased        Decreased |  |
| Processing costs | Increased        Decreased | Increased        Decreased |  |
| Access to markets | Worsened        Improved | Worsened        Improved |  |
| Access to land | Worsened        Improved | Worsened        Improved |  |
| Access to financial resources | Worsened        Improved | Worsened        Improved |  |
| Income | Decreased        Increased | Decreased        Increased |  |
| Control over income | Decreased        Increased | Decreased        Increased |  |
| Economic empowerment | Weakened      Strengthened | Weakened      Strengthened |  |
| Entrepreneurship opportunity | Reduced        Improved | Reduced        Improved |  |
| Knowledge and skills | Weakened      Strengthened | Weakened      Strengthened |  |
| Collaboration among stakeholders | Reduced        Improved | Reduced        Improved |  |
| Cultural opportunities (spiritual, religious, aesthetic, etc.) | Reduced        Improved | Reduced        Improved |  |
| Empowerment women/ girl; gender equality | Reduced        Improved | Reduced        Improved |  |
| Participation and decision –making | Reduced        Improved | Reduced        Improved |  |
| Perception and role in the community | Weakened      Strengthened | Weakened      Strengthened |  |
| Other (specify): ………………………………  ……………………………… | Reduced        Improved | Reduced        Improved |  |

## Existing enabling and/or hindering conditions for implementation and adoption of the Technology and if available the related Approach

**

*If available take the enabling and /or hindering conditions assessed and documented in the Approach Questionnaire as a starting point and see/ verify if in the group discussion if the answers match or differ. Fill in these questions even if you refer to a Technology only in this questionnaire.*

*Tick only the boxes that are relevant to this technology and if available the related approach.*

|  |  |  |
| --- | --- | --- |
| **Current/ prevailing conditions**  *(if available covered in QA 2.9)* | **Enable/ hinder women/ men in implementation of SLM Technology** | **Specify** |
| urrent national and local policies/ laws in place that | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Legal framework (land tenure, land and water use rights) | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Institutions/ organisations in place | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Availability/ access to financial resources and services | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Knowledge and technical skills in sustainable land management | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Access to markets (to purchase inputs and products) and prices | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Access to technical support (e.g. use of equipment, plant material, fertilizers, construction material) | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Workload and timing of activities | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| ocial, cultural and religious norms, values and traditions that impact the uptake of the Technology | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Collaboration and coordination among stakeholders | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Connection to social networks (e.g. associations, user groups) | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Social stability or conflicts | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |
| Other (specify): ……………………………………….  ……………………………………….  ……………………………………….  ………………………………………. | Enable women  Hinder women  Enable men  Hinder men  Don’t know |  |

# **Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption**

*Find out advantages and disadvantages as perceived by the members of the discussion group and how can the effectiveness and adoption of the Technology applied under the Approach be improved*. *Assess how to address and overcome gender-based constraints and identify gender-related opportunities.*

## How to adjust/ adapt the Technology and if available the related Approach to increase adoption by women and men

*What are underlying reasons for gender-specific differences in the Technology and Approach, how are they perceived and how can they be overcome*

5.1.1. Underlying reasons: .…………………………………………………………………………………………………………………………………………

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5.1.2. How are they perceived: ………………………………………………………………………………………………………………………………….

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……………………………………………………………………………………………………………………………………………………………………………………

5.1.3. How to overcome: ……………………………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………………………………………………………………

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## Recommendations on improving gender-responsiveness of the Technology

*Constraints of the SLM Technology that in the opinion of the discussion group can be addressed in the design, development and dissemination of the SLM Technology to improve* ***gender-responsiveness****.*

*If a factor is not relevant in improving gender-responsiveness of the Technology, please* ***keep box unticked*** *and* ***mention*** *under ‘specify how’* ***not relevant***

|  |  |
| --- | --- |
| **SLM Technology design factors** | **Specify how:** |
| Participation in technology design |  |
| Amount of time |  |
| Amount of work (physical strength) |  |
| Labour division and efficiency |  |
| Timing of tasks |  |
| Affordability and competition with other expenses |  |
| Access to finance |  |
| Access to inputs (e.g., fertilizer, seeds, equipment) |  |
| Adaptation of tools and equipment |  |
| Adaptation of plant material (including fertilizers etc.) |  |
| Adaptation of construction material |  |
| Access to innovation |  |
| Improve women’s share of benefits (applying the Technology) |  |
| Monitoring and evaluation |  |
| Other (specify):  …………………………………………………..  ………………………………………………….. |  |

## Recommendations on improving the enabling environment

*Challenges in the enabling environment that in the opinion of the discussion group can be addressed to enhance* ***gender-responsive*** *adoption of the SLM Technology and if available the related Approach.*

*If a factor is not relevant in improving gender-responsiveness of the Technology please* ***keep box unticked*** *and* ***mention*** *under ‘specify how’* ***not relevant.***

|  |  |
| --- | --- |
| **actors of enabling environment** | **Specify how:** |
| Adjustment of laws to eliminate gender biases |  |
| Knowledge of legal rights |  |
| Equal access to land |  |
| Equal access to water |  |
| Opportunity to have legitimate tenure rights recognized and registered (tenure right security) |  |
| Education and literacy level |  |
| Participation and empowerment for decision making |  |
| Tailored training, capacity and skills strengthening (e.g., flexible time schedule, covering also evenings, weekends, part time, and offering childcare) |  |
| Gender-responsive advisory services (focusing on women’s needs, e.g., female extension agents) |  |
| Transparent and tailor-made communication of the benefits of the Technology |  |
| Digital technologies (e.g., for advisory, forecast, banking) |  |
| Gender-specific incentives (e.g. access to financial and material support) |  |
| Costs and financing options |  |
| Improve supply (production) |  |
| Improve demand (market and quality) |  |
| Entrepreneurship opportunities |  |
| Enhanced mobility (e.g., access to transport, travel funds) |  |
| Improve security of asset and income among women |  |
| Change cultural ‘barriers’ |  |
| Other (specify): ………………………….......... |  |

## How does this gender questionnaire help the discussion group to reflect on the gender-responsiveness of the SLM Technology and if available the related Approach?

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* 1. Remarks and Feedback

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..………………………………………………………………………………………………………………………………………………………………………………….

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1. Cislaghi, Beniamino. 2019. The potential of a community-led approach to change harmful gender norms in low- and middle-income countries. Advancing Learning and Innovation on Gender Norms (ALiGN) [↑](#footnote-ref-2)
2. UN-Women working definition; with contribution from Carolyn Hannan. As cited in UN Women, Towards a Gender-Responsive Implementation of the Convention on Biological Diversity, (2018). [↑](#footnote-ref-3)
3. <https://www.swisstph.ch/fileadmin/user_upload/SwissTPH/Topics/Society_and_Health/Focus_Group_Discussion_Manual_van_Eeuwijk_Angehrn_Swiss_TPH_2017.pdf> [↑](#footnote-ref-4)
4. There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations—without prejudice to any other definitions made by Member States—defines ‘youth’ as those persons between the ages of 15 and 24 years. This definition, which arose in the context of preparations for the International Youth Year (1985) (see A/36/215), was endorsed by the General Assembly in its resolution 36/28 of 1981. All UN statistics on youth are based on this definition, as is reflected in the annual yearbooks of statistics published by the UN system on demography, education, employment and health.(<https://www.un.org/en/global-issues/youth> ) [↑](#footnote-ref-5)
5. Training workshop(s) of around 3 hours upon request [↑](#footnote-ref-6)
6. Time of group discussion should be kept flexible to fit the local context and pace of the meeting [↑](#footnote-ref-7)
7. [Community Definition & Meaning | Dictionary.com](https://www.dictionary.com/browse/community#:~:text=A%20community%20is%20a%20social%20group%20whose%20members,the%20physical%20location%20where%20such%20a%20group%20lives.) [↑](#footnote-ref-8)