

6. Monitoring, Evaluation and Learning Tools



6.1 Participatory Performance Tracker (PPT) Tool: Self-Assessment

SEASON	Vegetative and Post-Harvest
OBJECTIVE	To track individual member adoption of key improved agriculture practices and group performance as promoted through the project and develop action plan to address areas of concern.
USED TO	This exercise allows the individual farmers and groups to monitor their own progress against collectively set targets and to identify any problem areas. This also enables the Facilitator to easily understand how groups are performing. This exercise is conducted always in a group setting and includes farmers belonging to a producer group of a particular value chain or who grew a particular crop that the project is engaging with.
TIMEFRAME	1 hour and 30 minutes
MATERIALS NEEDED	PPT tool: print-outs of the tool with pictorial version of each targeted practice, markers, string.
IDEAL WORKSPACE:	A centrally located space within the community/village where all participants can reach easily and sit comfortably in a semicircular manner. This can be conducted in a room or in an open space for example, under a tree where participants can sit. Bringing all participants (members/farmers of a particular group) to this space to begin the group exercise is crucial.

Background

The Participatory Performance Tracker (PPT) is a participatory self-assessment tool that allows farmers belonging to a particular group to monitor their progress against collectively set targets and recommended practices. This exercise helps farmers of a producer group to discuss which practices they are adopting and the benefits they may be experiencing from such new adoptions. This also provides a platform for farmers to discuss any challenges that they may be facing in adopting certain practices. This participatory discussion creates an environment where farmers those with lower adoption rates may be encouraged by their peers to try out the improved practices in the next crop season, and groups together with their field officers can make plans to address challenges the farmers are facing.



The Formats: Individual Practice Tracking Sheet and Group Maturity Sheet

The PPT is comprised of two forms. The first is an **Individual Practice Tracking Sheet**, which captures the adoption of a series of good agricultural and management practices by individual group members. The basic Individual Practice Tracking Sheet consists of a few performance areas and the individual performance criteria within these. The Individual Practice Tracking Sheet has two parts, monitoring different practices at different times of the season. **PPT 1** and **PPT 2**. **PPT 1** is administered at the end of the vegetative stage, whereas PPT 2 is administered at the end of the crop cycle (i.e. the post-harvest stage).

The second element of the PPT is a **Group Maturity Sheet (Group PPT)**. This supports group-level analysis to help groups assess how well they are working together as a group and to assess the group's readiness to take on new functions. Group PPT is administered twice in a crop cycle – the first Group PPT is conducted along with PPT 1 at the end of the vegetative stage. The same Group PPT is again administered during PPT 2.

The results of both PPT assessments can be used for internal course corrections, such as linkages to partners (private sector, government, etc.) to provide additional support in particular areas.

Part I. Administering the Individual Practice Tracking Sheet

The practices being monitored in each PPT are specific to a particular value chain, and should be selected with the technical input of the team. PPT practices may include appropriate market, agriculture, gender and nutrition practices. Before starting the PPT process, make yourself familiar with the tool and the practices included in each of the sections. This will help you to initiate the discussion in a more organized manner.

► **STEP 1. Introduction and attendance:** Start by noting down the names of the farmers present during the meeting on the PPT format. The farmers who are not present on the day of PPT administration will be marked as absent. It is important to start the PPT data collection with all farmers of the group assembled in the room/space. A farmer should not turn up in the middle of the meeting, as that would disrupt the process and that farmer's name would have already been marked as absent.

Make sure the farmers are seated in a circle or semi-circle so that it is easy for you to see which farmers raised their hands for a particular practice. Another advantage of having the farmers sit in a circle is that you can easily know the last person you asked the question to and record their responses. If you have farmers scattered across the room, it is harder to keep track of who you might have missed.

It is also important to clearly communicate to the farmers the amount of time it will take for the PPT meeting. This will hopefully ensure that group members do not leave midway through the PPT.

► **STEP 2. Individual Practice Tracking:** Start the session by briefly explaining the purpose. Help farmers recall the practices they have learned over the last crop cycle through different trainings provided by the project. This will refresh farmers' mind of those practices that you will be asking about during the PPT session. Start with PPT 1 Individual Practice Tracking Sheet.

Following the format, start by asking which of the farmers adopted a particular practice last crop season. For example, ask "Who adopted the 'seed germination test' in the last crop cycle?" Or "Who practiced 'line sowing' in the last cropping cycle?" When speaking with farmers, do not read out the questions from the form exactly as it is written. Rather, be sure you understand the question and then ask the group, using their local language and terms they understand. Repeating the question more than once may help farmers better understand.



Show an image/picture associated with the practice to the farmers as this enhances better understanding and recall of the practice. It would be also good to stand up and show each farmer the image/picture.

Request farmers who adopted the practice to raise their hands –and keep their hands raised-until you have recorded their responses in the tracking form. This is very important and must be followed to ensure accurate data collection. Record the answer next to the name of each farmer.

► **STEP 3. Trouble-shooting:** The PPT is not simply a performance checklist; it is a tool for discussion and an opportunity to provide technical support in areas where farmers are struggling. While taking note of the responses, you should also provide advice and guidance on different farming practices as needed. In a case where half or more of the farmers in a group are not adopting a particular improved agriculture practice that Pathways is promoting, it may be that they have not understood the practice – or there may be a structural challenge (i.e. lack of certified seed) that needs to be addressed. Discuss that practice briefly so that the farmers are reoriented to do so during the next crop cycle.

In cases some few farmers are not adopted a practice, ask them why, and help them understand the advantages of adopting that practice. This can be achieved by asking some of the farmers who did adopt the practice to share their experience and what advantages they have perceived adopting that improved practice. This would create peer support and may possibly motivate some farmers to adopt the practices that the project is promoting during the next crop season.

Step 4: Scoring

At the end of the Individual Practice Tracking session (PPT 1) help the farmers group understand where they stand in their efforts to adopt new improved agriculture practices. Looking at the number of practices adopted by the individual farmers give a score/grade to the group by using the following table:

Grade A: if group has adopted 76 -100% of all recommended practices

Grade B: if group has adopted 51 - 75%, of all recommended practices

Grade C: if group has adopted 26 - 50%of all recommended practices

Grade D: if group has adopted 0 - 25%, of all recommended practices

Discuss with the farmers how they can improve. Encourage farmers to learn from each other and adopt most/all of the improved practices promoted by the program. Help the group to set a target for themselves for next time they do this exercise, for example moving from grade “C” to “B”. Emphasize to the farmers that this will be possible when individual farmers practice the promoted agriculture practices. Also, highlight the importance of adopting these practices.

Part 2. Administering the Group PPT

This tool is designed to help groups to assess their own performance as a collective—how they govern, how well they access resources and markets, how inclusive they are. The Group PPT helps collectives to identify gaps and challenges and plan next steps toward “graduation” and group maturity. The objective of the Group PPT is to encourage the collective to rank how well they have performed in a given area (i.e. group governance) within the previous six months.

► **STEP 1. Self-assessment.** Sitting in the group (and this is the same group that you conducted PPT 1), explain the farmers that after assessing their individual practice adoption rate, now they are going to self-assess how they are performing as a group, in certain areas. Group-level questions are framed in a statement mode for which there could be four levels (poor, average, good, excellent) of answers. Pick one indicator/statement and read it out to the group . Initiate a discussion around that statement to get group members’/farmers’ view. Ask them to decide—collectively—on the answer that best fits their group.



It is important to get the consensus of the whole group before selecting a choice – as opposed to going by what just a handful of members believe. If the group is unsure or torn between two choices, read out all choices again, so that the group can decide effectively. If required ask the group to vote by raising their hands in support and/or against and give a score based on the majority vote (poor = 1; average = 2; good = 3; and excellent = 4).

Discuss with the group *why* they think they are at the selected level for that indicator/statement and how they would improve from there. This would help group to reflect on their strengths and weaknesses and plan for addressing those. Try to involve everyone in the group (present during the meeting) and do not allow one or two persons dominate the discussion.

► **STEP 2. Group Maturity Score and Reflection:** Facilitate a discussion among the group about the results of the PPT exercise, both **individual practices** and the **group maturity**. Capturing the results on the PPT sheet would help you to discuss with the group their strengths and the areas where they are struggling.

Allow the group to discuss and reflect on the reasons for low adoption rate and or low performance. Ask group members:

- What practices are easy to adhere to?
- What helps to facilitate/enable this?
- What practices most of the farmers are struggling with? Why?
- What prevents them from completing these practices?
- What were the challenges adopting the particular improved practices?
- What could the group do to address those challenges?
- What supports the group need to overcome the identified challenges?
- What does this teach the group moving forward?

► **STEP 3: Action planning.** Plan how they would overcome the challenges and priorities course corrections for the next period. This would lead the group develop an action plan to address areas of concern. Congratulate the group for their successes and encourage for further improvement.

► **STEP 4. Close:** Thank farmers for their time and close. As a good practice you should share the results of the PPT exercise with the group for them to keep record of the assessment. This can be done by sharing a copy of the PPT form/sheet (with the results) with the group. Make sure to carry a copy of the PPT form/sheet for the group next time you visit them. This will help the group to keep record and to return during PPT 2 at the end of the post-harvest stage. If the group has created a flip-chart or other hard-copy version with visual photographs, leave that flip-chart version with the group for their own record; remind them they will need to store the chart carefully, because they will use it again during PPT 2, at the end of the post-harvest stage.



Sample Individual PPT for Paddy in India

INDIVIDUAL PARTICIPATORY PERFORMANCE TRACKER

FOR PADDY PRODUCTION (KHARIF)

District: _____ Block: _____ GP _____ Village _____

Collective Name: _____

Collective Code:	Date									
Country: India	Value Chain Product									
Number of women members	SC -								ST -	
Dropouts Since Last Meeting	SC -								ST -	

Farmer Name	PPT 1: Beginning of Season: Crop Production										PPT 2: End of Season - Post Harvest Production										Gender																					
	Pre - sowing		Sowing				Vegetative Stage				Harvest		Post Harvest				Gender	Gender																								
Farmer ID	Farmer Sex (M/F)	Farmer Social Category (SC/ST)	Group Leader (Y/N)	Soil and Water Management		Input and Land Selection		Soil and Water		Use of Inputs				Planting		Pest & disease management		Soil and Water		Savings		Harvest		Post Harvest Management		Marketing				Record Keeping and Finance	Gender											
				Summer/deep ploughing (6-9") once in every year	Repairing of field bunds	Application of Farm Yard Manure	Broadcasting of "Dhaincha" seeds	Selection of right variety of seed as per land type (short/medium/long duration variety)	Germiation test of seeds	Ploughing and leveling of land	Adding right quantity of chemical fertilizer in 3 phases	Using bio-fertilizers sucha as azospirillum, phosphoculture for enhanced plant growth	Seed treatment with fungicides (bavistin/theram)	Using a mix of organic manure and chemical fertilizer for nursery bed	Adding themet before uprooting seedlings from nursery	Priming	Line sowing	Broadcasting seeds behind the plough	Area planted of paddy this season (in acres)	Weeding at least twice at an interval of 25 to 30 days	Spraying of organic pesticides	Erecting bird perches / Pheromone traps	Adopting any one of the following irrigation measures: boarder/furrow/drip/sprinkler/strip"	Value of individual saving in this crop cycle (in Rs.)	Value of loans taken (in Rs.)	Value of loans outststanding (in Rs.)	Timely harvesting the crop when 80% of the seeds are matured	Threshing paddy in the field itself	Drying paddy until moisture percentage comes down to 13 per cent, or lower	Total yield in Kg.	Income earned from sale of paddy (in Rs.)	Selecting intact grains for seed purpose	Cleaning and drying produce for FAQ standard	Grading and standard packing	Packaging and storage of seeds to avoid moisture contact	Processing for commercial purpose	Using marketing information for decision-making	Access to Information on MSP and FAQ	Collecting token from RI for selling surplus produce	Engagement in market for selling produce	Maintaining records on farm expenses	Maintaining production records



Sample Group PPT for India

Collective Code:		Date: _____	Country: India	FOR PADDY PRODUCTION (KHARIF)	
Number of Active Women:	SC: _____ ST: _____	Number of Active Men:	SC: _____ ST: _____	Total Number of Active Members	
Number of Women at Meeting:	SC: _____ ST: _____	Number of Men at Meeting:	SC: _____ ST: _____	Number of Members at Meeting	
Number of Women Group Leaders:	SC: _____ ST: _____	Number of Men Group Leaders:	SC: _____ ST: _____	Number of Dropouts Since Last Meeting	

Performance Area	1 / Poor	2 / Average	3 / Good	4 / Excellent	Score
INCLUSIVENESS					
1. Group Gender and Social Equity	There are no explicit bylaws or practices that ensure SC & ST women can participate equally; SC & ST women have limited to no influence over decisions.	Group bylaws exist but are not clearly supportive of SC & ST women's participation; SC & ST women have limited influence over decisions, not visible in the community	Group bylaws promote SC & ST women's membership; SC & ST women have clear influence over group decisions, and visible in the community	Group bylaws promote SC & ST women's membership; SC & ST women have equal influence with men over decisions, within the group and in the community	
EFFICIENCY					
2. Group Rules and Policies	Group has no clear rules and/or policies	Group has clear rules and policies. These are non-discriminatory against SC & ST women	Group can point to concrete examples when rules and policies have guided decisions	Group regularly reviews rules and policies and can point to changes made based on member input and group learning	
3. Group Record Keeping	Group does not maintain any records	Group maintains some records but accuracy is low and records are only for some activities	Group maintains records of all activities (financial & non-financial). Accuracy of records is generally good, records are available to members	Group maintains excellent records on all activities (financial & non-financial) with very high accuracy and consistency of records. Records are available to all members	
4. Group Cohesion & Leadership	Group is led by elites with little input from other members	Group elects its leaders on a regular basis	Group elects its leaders on a regular basis; past leaders step down regularly upon completing their term; at least one group leader is from SC/ST community (in case of a mixed group)	Group leadership is elected on a regular basis; past leaders step down regularly upon completing their term; at least 2/3 of group leaders are from SC/ST community (in case of a mixed group)	
EFFECTIVENESS					
5. Group Access to Inputs	Group has not made an effort to collectively procure inputs	Group has identified an input dealer who is willing to sell inputs to the group collectively but members have not yet purchased inputs	Group has an agreement with an input dealer and collectively purchased inputs once.	Group has purchased inputs collectively and have an on-going relationship with identified input dealers.	
6. Group Access to and Use of Extension Services	Group is not facilitating access to extension services	Group provides some linkages to extension services but quality and/or frequency is inadequate; Group members are not satisfied with level of access to service through the group	Group provides members with linkages to quality services on a regular basis; Group members are somewhat satisfied with service provider performance	Group members are fully satisfied with level of service provision and trust provider's inputs	
7. Group's access to and management of demonstration plot	Group members do not have access to demonstration plot and are not able to learn improved skills through demo	Demo plot exists but is poorly maintained, with low participation of group members	Demo plot is maintained well, but managed by a few expert farmers and medium level engagement and ownership of group members	Group members have gained knowledge and skills from demo plots for improving farming practices and have strong participation in plot management	
8. Group members' individual practice-adoption status	An average of less than 25% of all promoted practices have been adopted	An average of less than 50% but more than 25% of all promoted practices have been adopted	An average of less than 75% but more than 50% of all promoted practices have been adopted	An average of more than 75% of all promoted practices have been adopted	
9. Links with other groups	Group stands alone, and does not have any links with other collectives for accessing inputs, market, finance, other govt services	Group has links with other groups for accessing inputs and sale of produce, but little else for other collective action	Group has links with many other collectives and taking up collective activities but has low participation and influence	Group is linked with other groups and have a strong positive relationship, for accessing inputs, sale collectively, and link with other external agencies	
SUSTAINABILITY					
10. Links with NGO/ agencies	Group is highly dependent on local NGOs and agencies to function	Group can perform basic functions on its own, but relies heavily for external links	Group is self-sufficient institutionally and financially, but needs external support for linkages	Group is quite independent in all aspects, and relates with the promoting agency as a partner	
11. Group's access to Finance	Group has no formal access to finance or informal savings	Group has initiated and is actively expanding thrift and credit activities; Savings has increased since previous cycle	Group is operating as a mature thrift and credit institution and is saving with a formal financial institution	Group has access to credit via formal financial institutions (MFIs, COOPs, banks, etc)	



Sample Individual PPT for Soy Bean in Ghana

Group #		Date	
Country		Value Chain	Soy
Number of Active Women		Number of Active Men	
Dropouts Since Last Meeting		Total Number of Members	

All fields are responses of yes/no, or numeric.

Member Name	Member ID	Member Sex (M/F)	Group Leader (Y/N)	PPT 1: Beginning of Season: Crop Production												PPT 2: End of Season - Post Harvest Production																		
				Seasonal Stage	Pre-Sowing			Sowing/Weeding				Vegetative					Harvest		Post Harvest						Gender									
					Input and Land Selection	Soil and Water Management	Use of Inputs	Planting	Pest and Disease Management	Spraying / Pest and Disease Management	Savings	Harvest	Yield	Post harvest management	Market- ing	Record Keeping and Finance	Sat down with spouse and had a discussion ("cash-flow tree") on the family budget and my contributions to it	Purchased a household asset for myself with my own money	I speak up comfortably in group meetings															
				Land identified	Selection of seeds	Use Crop rotation/intercropping	Organic fertilizers and/or in combination	Soil and water conservation structures*	Use of improved/recommended seed varieties	Use of Sustainable agriculture equipment	My spouse supports me with household work while I plant	Early, timely, and uniform planting	Seed spacing	Total Area Planted this season (Acres)	Use of low risk pesticides (or no pesticides)	Scouting, rouging, and destruction of infected plants	Timely and appropriate weeding	My spouse supports me with household work while I weed	Spraying crops for pests	Use of scare-crow to protect crops	Value of savings this cycle	Number of loans taken in the cycle	Value of loans outstanding	Cutting, to leave nodules in the ground	Total Yield of Harvest in Kgs	How much money did you realize from the sale?	Seed treatment	Use of improved processing techniques	Using dry and ventilated storage	Household participating in group-based marketing	Using marketing information for decision-making	Individual tracking of production practices**	Individual tracking of production and sales records	Calculating profit and loss

*Soil and water conservation structures include things such as: ridges, mounds, mulches, irrigation, and drainage

**Includes tracking the timing of planting, weeding, etc.



Sample Group PPT for Ghana

Group #		Today's Date			
Number of Active Women		Number of Active Men		Total Number of Active Members	
Number of Women at Meeting		Number of Men at Meeting		Number of Members at Meeting	
Number of Women Group Leaders		Number of Men Group Leaders		Number of Dropouts Since Last Meeting	

PERFORMANCE AREA	1 / POOR	2 / AVERAGE	3 / GOOD	4 / EXCELLENT	SCORE
1. Group Rules and Policies	Group has no clear rules and/or policies	Group has clear rules and policies. These are non-discriminatory against sub-impact groups.	Group can point to concrete examples when rules and policies have guided decisions.	Group regularly reviews rules and policies and can point to changes made based on member input and group learning.	
2. Group Cohesion & Leadership	Group is led by elites with little members' participation	Group elects its leaders on a regular basis	Group elects its leaders on a regular basis; Past leaders step down regularly upon completing their term; At least one group leader is a woman.	Group leadership is elected on a regular basis; Past leaders step down regularly upon completing their term; At least 2/3 of group leaders are women.	
3. Group Record Keeping	Group does not maintain any records	Group maintains some records by accuracy is low and records are only for some activities	Group maintains records all activities (production, sales, marketing, finance). Accuracy of records is generally good, records are available to members	Group maintains excellent records on all activities with very high accuracy and consistency of records. Records are available to all members.	
4. Group Access to and Use of Extension Services	Group is not facilitating access to extension services	Group provides some linkages to extension services but quality and/or frequency is inadequate; Group members are not satisfied with level of access to service through the group	Group provides members with linkages to quality services on a regular basis; Group members are somewhat satisfied with service provider performance	Group members are fully satisfied with level of service provision and trust provider's inputs	
5. Group's access to and management of demonstration plot	Group members do not have access to demonstration plot and are not able to learn improved skills thru demo	Demo plot exists but is poorly maintained, with low participation of producer group members	Demo plot is maintained well, but managed by a few expert farmers and medium level engagement and ownership of group members	Group members have gained knowledge and skills from demo plots for improving farming practices and have strong participation in plot management	
6. Group members' individual practice-adoption status	An average of less than 25% of all promoted practices have been adopted.	An average of less than 50% but more than 25% of all promoted practices have been adopted.	An average of less than 75% but more than 50% of all promoted practices have been adopted.	An average of more than 75% of all promoted practices have been adopted.	
7. Group Access to Inputs	The group has not made an effort to collectively procure inputs.	The group has identified an input dealer who is willing to sell inputs to the group collectively but members have not yet purchased inputs.	The group has an agreement with an input dealer and collectively purchased inputs once.	The group has purchased inputs collectively and have an on-going relationship with identified input dealers.	
8. Group Market Research	The group has no market research committee and has done no market research.	The group has a market research committee but they have not conducted any market research.	The group has a market research committee and has begun market research and sharing with group members on a limited basis	The group has an active market research committee and conducts regular market research and on-going sharing with group members.	
9. Group Marketing	The group has no market links and they have not sold collectively	The group has some market links and have aggregated produce to sold collectively, with moderate success and not very stable relationship with market actors/ private sector	The group has a marketing committee, to take advantage of market information and broker agreements for collective sale at stable prices	The group has established strong market links, including with the private sector actors, to sell collectively, and build a longer term relationship and strategy for collective sale	
10. Access to Finance	Group members do not have adequate access to financial services; many members are not part of VSLA/ SHG/ S&C Group	Group members are mostly also members of VSLAs/ SHGs/ S&C group, and are able to access small loans, savings	Group members are able to access capital from VSL/ SHG/ S&C as well as linked with FFI for additional financial services	In addition to VSL/ SHG/ S&C; group and its members are able to link with other FFIs to access higher end financial products such as asset loans, leasing, warehouse receipt, insurance, etc.	
11. Group Gender Equity	There are no explicit bylaws or practices that ensure women can participate equally; Women have limited to no influence over decisions.	Group bylaws exist but are not clearly supportive of women's participation; Women have limited influence over decisions, not visible in the community	Group bylaws promote women's membership; Women have clear influence over group decisions, and visible in the community	Group bylaws promote women's membership; Women have equal influence with men over decisions, within the group and in the community	
12. Links with other groups	Group stands alone, and does not have any links with other collectives, for accessing inputs, market, finance, other govt services	Group has links with other groups for accessing inputs and sale of produce, but little else for other collective action	Group has links with many other collectives and are well represented in II tier marketing collectives, etc. but has low participation and influence	Group is linked with other groups and have a strong positive relationship, for accessing inputs, sale collectively, and link with other external agencies	
13. Links with NGO/ agencies	Group is highly dependent on local NGOs and agencies to function	Group can perform basic functions on its own, but relies heavily for external links	Group is self-sufficient institutionally and financially, but needs external support for linkages	Group is quite independent in all aspects, and relates with the promoting agency as a partner	



6.2 Gender Dialogue Monitoring Tool

Facilitator Name: _____
 Group Number/Identification: _____

Session Date: _____
 TA/District/Commune/Village/Sector: _____

Purpose:

- To identify emerging trends and leanings from the gender dialogue sessions
- To track activity outputs and participation of impact group members, spouses, and other session participants
- To allow supervisors to monitor facilitators during observations

Notes/Instructions:

- Facilitators should feel comfortable with “Facilitator Guidebook” before beginning group session
- Facilitators should take notes during introductions or have co-facilitator fill out “Background Questions” during session
- Facilitators should complete this tool immediately after each reflection group session

Part I. Facilitation Questions

1. How many people attended this session (fill out table)?

a. Impact group (IG) members:	
b. Male partners of IG members:	
c. Female partners of IG members:	
d. Community leaders:	
e. Others (specify):	
f. Total number of participants:	

2. How long (in minutes) was the session?

3. Have you discussed gender dialogues with this group before?

☐ Yes ☐ No

4. a) Did all participants stay until the end of the session? ☐ Yes ☐ No

b) If no, how many participants left?

c) If no, why did they leave?

5. What topics and activities did you present today (check)?

a. <input type="checkbox"/> Harmony in the home	f. <input type="checkbox"/> Acting Like a Man
b. <input type="checkbox"/> Affirmations and Commitments	g. <input type="checkbox"/> Affirmations and commitments
c. <input type="checkbox"/> Daily Clock	h. <input type="checkbox"/> Persons and Things
d. Agricultural Group Case Study	i. <input type="checkbox"/> Cash-Flow Tree
d1. <input type="checkbox"/> Land and input access	j. <input type="checkbox"/> Joint budgeting
d2. <input type="checkbox"/> Nutritional decision making	k. <input type="checkbox"/> Envisioning Empowerment
d3. <input type="checkbox"/> Distribution of tasks	l. <input type="checkbox"/> Others (specify):
d4. <input type="checkbox"/> Financial decision making	
d5. <input type="checkbox"/> Engaging men in household tasks	
e. <input type="checkbox"/> Learning to Listen	

6. What key ideas/messages did you promote in today's session?

- a)
b)
c)



Part 2. Gender Dialogue Monitoring Tool

1. What are three key ideas that participants discussed during this session?

- a. _____
- b. _____
- c. _____

What were some questions that participants asked?

2. Were there any issues that the participants disagreed on amongst themselves? Describe up to three:

- a. _____
- b. _____
- c. _____

3. What are some things participants said they would like to see done differently in their households/communities?

4. What are some of the participants' obstacles to making changes in their own lives?

5. What actions did the participants commit to try in their own homes?

6. Are there any gender risks, concerns, or opportunities that need to be communicated to the rest of the team? If so, please list:



6.3 Lifeline: End of Season Reflection

SEASON	Post-Harvest
OBJECTIVE	To identify the different challenges and achievements that group members feel they have experienced during the season.
USED TO	This exercise allows the participants to understand the practices that have been most beneficial or most difficult to adopt; how group/project participation has shaped household dynamics and participation in community spaces; and what unexpected changes the participants have experienced. It can be conducted as a group or individual exercise.
TIMEFRAME	1 hour and 30 minutes
MATERIALS NEEDED	Flip-chart paper, markers, colored paper, or string and available materials. Use a digital camera to capture the drawings so that they can be revisited the following season.
IDEAL WORKSPACE	Enough space both for drawing on flip-chart or on the ground.

Background

The lifeline is a participatory tool that allows individuals or groups to reflect over a given period on the achievements and challenges faced. This is an open-ended exploration that helps bring out unanticipated changes and challenges that may not otherwise come up in monitoring or discussions. It allows you to explore how participants are using (new) resources to cope with challenges, and to identify areas where the project could address some of them.

Choose the timeline period you are going to focus on (one year, or the past crop season). Ask the respondents to draw a timeline of his/her/their life in that period, and mark on it the highlights and the low points or challenges—these may not necessarily be project-specific. Choose one symbol to mark the highlights and achievements, and a different symbol to mark the difficult points or challenges.

Have some open-ended questions ready to probe around their work in agriculture, involvement in Pathways, work in the house, and the relationship with their spouse or family members (if applicable). For challenges, ask about resources or skills that enabled (or would enable) the participant to cope with the issue. For successes, ask about what brought them about and how it has changed their life.

This exercise can also be conducted over a lifetime; in probing, you can use it to explore gender-specific obstacles faced by men and women of different groups.

Steps to follow for the activity

► **STEP 1. Preparation:** Choose a timeline period for this activity (one year, or the past crop season). You will be asking the participants to draw a timeline of his/her/their life over the timeline period (i.e. 12 months or crop season), marking on it the highlights and the low points of their work in agriculture, involvement in Pathways, work in the house, and the relationship with their spouse (if applicable).



After the participants draw their timeline, you will initiate a discussion around what they have illustrated.

► **STEP 2. Introduction to participants:** Remind the participants that, “In everyone’s life, there are high points and low points, successes and disappointments. You have been part of the Pathways project for [amount of time]. In addition to your agricultural changes, you’ve probably seen some changes in your personal life, in your family life, in your work, and in your relationships with your groups.”

- Ask participants to close their eyes for a minute, and think back on some of the big changes (ups and downs) of the [time] since they’ve been part of the program.
- Ask participants to open their eyes. Tell them that what you’d like to do now is go over the history of this last year, and record those high points and low points. Tell them that you will all draw symbols of these events on a timeline.

► **STEP 3. Draw the Lifeline:** Ask the participants to draw a line representing the duration of the project last year on an individual piece of paper, or if you choose to draw one timeline for the whole group, on one sheet of paper. They should mark the start of the project/season/year at one end of the chart, and the finish at the other.

► **STEP 4. Brainstorm Events:** To help participants, you may want to first brainstorm the highlights and challenges before you plot them on the timeline. If you are creating one timeline for the whole group, discuss each issue to come to agreement on when they happened and which are the most important to plot on the timeline.

► **STEP 5. Plot Events:** The participants should then mark down the occurrence of the high points and low points on their timeline. In order to best facilitate the interpretation of the timelines, choose one symbol to mark the highlights and achievements, and a different symbol to mark the difficult points or challenges.

Start with the **most exciting/important** moments and the **most challenging/difficult** moments, and plot those on the timeline first.

Fill in the other points in order of significance. As they plot each point on the timeline, discuss the questions below.

► **STEP 6. Probe the Lifeline:**

1. To start with, tell me about some of the **happiest and proudest moments** of this year/season since you’ve been part of the program.

- Why were they important? Who did you share those moments with?
- How did you feel in these moments? Did you have any other feelings (besides happiness) at the same time? Why?
- How did other people look at you or think about you in those times?
- What led up to this moment?
- Did your life change in any way after this moment?

2. Tell me about some of the most **difficult times/challenges** in the past year since you’ve been part of the program.

- What were some of the biggest challenges you have faced in this past year, since you’ve been part of the program? Why caused these challenges? What put you in that difficult position?
- How did you cope with difficulties? Who helped you through those times? How?
- Did any Pathways program activities or partners help you cope?
- What would have made it easier to cope during these times?
- How did your life change because of these difficult moments?



► **STEP 7. Summary and Reflection:** After plotting the events, help the participants to look back at the overall timeline, and follow up with some broad reflection questions.

1 . Summary:

- Looking back on the past year, what are your thoughts about this timeline?
- How would you characterize the biggest changes you experienced while you were part of this program?

Probe around:

- Skills, capacity, confidence
- Family and household relationships
- Group relationships
- Mobility, community participation
- Economic changes and improvements
- Negative changes

2. Concerns:

- Looking forward in the next year, what are you most concerned or worried about, regarding your involvement in this project and your crops?
- Why is this a concern? What is your plan to address this issue? How can the group, family, spouse, program, and community support?

3 . Hopes:

- Looking forward to the next year, what is one change that you would like to see for yourself, your group, your family in the next year? Why is this important to you?
- How do you think you can make this change happen? How can the group, program, spouse, community help?

► **STEP 8. Close:** Thanks participants and close. If possible, photograph, label, and document the lifeline, but leave the original with the participant(s). Record to return to the following year.



6.4 Focus Group Discussion Outline

SEASON	Post-Harvest
OBJECTIVE	To understand the changes that have taken place over the course of the season/year; To understand how the project can further support positive changes and address some of the challenges.
USED TO	This exercise serves as a reflection opportunity to identify the progress that has occurred over the course of the season/year.
TIMEFRAME	2 hours
MATERIALS NEEDED	Question guide, paper and pen for note taking, and recording device if needed.
IDEAL WORKSPACE	Enough space both for standing and sitting in groups.

Background

Focus group discussions (FGDs) are a great way to hear from program participants and their household members about their experiences and reflections with the program. The sections below provide suggested sections to address with single gender focus groups; the team may have additional sections or questions to ask. Refer to Chapter 1, Facilitation tools, for further guidance on conducting group discussions.

Steps to follow for the activity

The questions below are not meant to be asked directly word-for-word. They are meant to be suggestions and a memory aid that will help the interviewer to think of important gender equality questions depending on the direction of the interview. Note that FGDs should be conducted with women and men groups separately.

1: INTRODUCTION

Inform participants of the purpose of the exercise and approximately how long it will take. As a general rule, the FGD should not be more than one hour. To keep it to the time limit, focus on the most important topics or divide it into two sessions. Record the identification information of the group, and the name of the interviewer.

Date:	Facilitator:
Site:	Group name/number:

2: AGRICULTURE

- What have been the most significant changes in your agriculture practices in the past 12 months/season? What makes these the most significant?
- In what ways has your participation in this program affected other areas of your life?
- Currently, what do you think are the main challenges to women farmers?



3: MARKETING

- What have been the most significant changes in the way that you plan for and do your marketing of your crop? What makes this the most significant?
- What tools, lessons, information have been challenging to apply? Why?
- What changes have you not seen that you had hoped to see?
- In what ways has your marketing training affected other areas of your life?
- In this community, do you think women are respected as capable of managing businesses and market transactions in the way that men are? Why/why not?
- Currently, what do you think are the main challenges to women engaged in business and marketing?

4: HOUSEHOLD RELATIONSHIPS

- What messages have you heard in the last six months about the relations between men and women? Have you put them into practice? How easy/hard was it to make these changes?
- Have you seen any change to the workload-sharing in your household? What about in the community? How does the community react when you or your family members wants to take on a non-traditional role?
- What has been the most important change in your household relationships in the past 12 months? What accounts for this change?
- Can you tell me about a time you tried to make a change in the household in the last six months and it hasn't worked?
- In what ways have you and your spouse (and other family members) changed the way you make decisions in the last 12 months?
- Currently, what are the most important changes you would *like* to see, in household relationships and women's influence in the household?

5: GENDER-BASED VIOLENCE

- Do women in this community experience any forms of violence? How does the community view violence against women?
- Have you observed any trends or changes over the last 12 months in gender-based violence in this community? (increased, decreased, no change). What accounts for the change?
- Has your own perception of gender-based violence changed in the past 12 months? How so?
- Have you or a member of your group spoken up about violence in the past 12 months?

6: GROUP MEMBERSHIP, LEADERSHIP, & INFLUENCE IN A COMMUNITY

- What have been the most significant changes to your group in the past year/season (how you work together, group rules, cooperation, areas of interest)? How did these changes come about? Why are they important?
- What have been some of the biggest challenges you faced within your group? How have you resolved these difficulties?
- (If a mixed group) What changes, if any, are there in how men and women in this group participate? Do you feel that women participate as actively as men? Why/why not?
- Have members of your group taken action on any social or community issues in this year? Tell about it.
- Have you observed any changes in the way women are speaking out (in public or in the community) in the past year? What are the changes and what do you think has brought them about? How do people in the community respond to women who speak out?
- Has group membership changed or influenced the way others in the household or community see and respond to you? How so?



Questions for husbands/male group members

1: PROGRAM PERCEPTIONS

- (For husbands) What has been the most significant outcome of your wife's participation in the project in the past year? What makes this significant?
- How have you yourselves participated in the project activities in the past year?
- What do you think of the project?

2: DECISION-MAKING

- In your households, have there been any changes to how decisions are made within the household in the last 12 months?
- Can you think of a type of decision where your wife and you often disagree on the solution? What are the issue and how do you usually resolve the discussion? (Probe for example)
- How would you describe ideal communication and decision-making between couples?

3: HOUSEHOLD AND GENDER RELATIONSHIPS

- What messages have you heard in the last six months about the relations between men and women? What do you think of these messages?
- Have you put them into practice? How easy/hard has it been to make these changes?
- Have you observed or made any change to the workload sharing in your own households or in the community?
- What challenges do men encounter as they take on new roles? How does the community respond when men want to take on a non-traditional role?
- What prompts or encourages men to take on new roles?
- What has been the biggest change in your household relationships in the past 12 months? What accounts for this change?

4: GENDER-BASED VIOLENCE

- Do you think that women in this community experience any forms of violence? How does the community generally view violence against women? When is violence justified?
- Have you or a member of your group heard about or spoken up about violence in the past 12 months?
- Have you observed any changes in the trends over the last 12 months on gender-based violence in this community? (increased, decreased, no change). What accounts for these changes?





Cash-flow Free (4.13)



Act like a man behave like a lady (4.10)



River Code (1W.1)



A male role model





www.care.org

Contact

CARE USA

151 Ellis Street
Atlanta, GA 30303-2440
United States
T) 404 681 2552
F) 404 577 5977

www.carepathwaystoempowerment.org

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