

Community field work methods – some options

WUR E-depot:
Guide [636123](#)



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Introduction

This is a compilation of participatory tools, focussing on understanding rural livelihoods, with emphasis on productive agricultural activities (crop, livestock and fish production). The tools are suggested for understanding farming, livestock and fisheries' based livelihood systems and for the identification of practical actions to improve farmers' performance and livelihoods. The tools can be used for different purposes and can often be combined. Selection of most appropriate tools can be done according to the objectives of action research, production system studies, characteristics of the community and available time.

The tools have been structured in six categories:

- a. Getting general information
- b. Understanding production systems and livelihoods
- c. Analysing challenges and opportunities
- d. Deciding what to do
- e. Analysing risks and preparing coping strategies
- f. Mind-set change ('games')

Each tool is very briefly described: objective, material needed, methodology and remarks. The application of the tools can make a great contribution to the preparation, implementation and monitoring and evaluation of farmer-inclusive agro-economic development programmes.

Please note that this compilation is just a selection out of many options. Actually, it is only the top of the iceberg; so many other tools that can be used for action research with and for farmers and their communities.

1. Most Significant Change

Objective	Find out what people value as important transitions or achievements (both past and future)
Material needed	Bloc note, eventually meta plan cards
Methodology	<ul style="list-style-type: none">Key question 1: What were the most important changes in the past 7 years, both positive and negative ? This first question can eventually be followed by a more specific subsequent question focussing on crop, livestock or fish production.Key question 2: What is the most important change you want to see happening in the next 7 years ? (and eventually subsequent question focussing on crop, livestock or fish production)
Remarks	<ul style="list-style-type: none">The question is open and not restricted to a particular sector (such as agriculture, health, education,).Most Significant Change (MSC) is a tool that is often used in evaluations and exploratory studies. MSC can be very well used as a first tool to get unbiased answers and ideas.

2. Semi-structured dialogue/ Dialogue with key informants / Focus group discussion

Objective	Obtain general information through dialogue with selected individuals in the community; key informants (from outside the community) or focal groups. The application of this tool is very broad and can relate to whatever topic that is of interest.
<i>Material needed</i>	Notebook and pen. Consider not taking notes (see remarks)
<i>Methodology</i>	<ul style="list-style-type: none"> Inform clearly about the purpose of the interview and about the subject of study. Avoid confusion and avoid creating wrong impressions. Indicate why and how the person(s) has been identified as a key informant (responsibilities; overview of situation, ...). Create transparency and trust; this is crucial for continuation of the work (this is of key importance when engaging with key informant(s) and/or influential persons). Follow the methodology of a semi-structured dialogue: <ul style="list-style-type: none"> Only checklist with important topics to address. Important not to follow this guide rigidly like in the case of a questionnaire Only use open questions; start with What, Why, How, When, Who, Where ? Follow discussion very well Do not interrupt to change the topic of discussion Probe !!! E.g. ask for more explanations and details in order to understand better
<i>Remarks</i>	<ul style="list-style-type: none"> Key informants may be traditional leaders, commissioners, extension staff, opinion leaders in the community ... It is critical that the dialogue about the communities and/or topics is informal, e.g. that the informants are at ease. The information from key informants can should be compared with information from other sources (triangulation). Think about modalities for taking notes: <ul style="list-style-type: none"> Not taking notes, as it takes time and may create suspicion with the respondents. Consider one interviewer and one 'secretary'; write down the main points as soon as possible after the meeting

Understanding (crop, livestock, fish) production systems and livelihoods

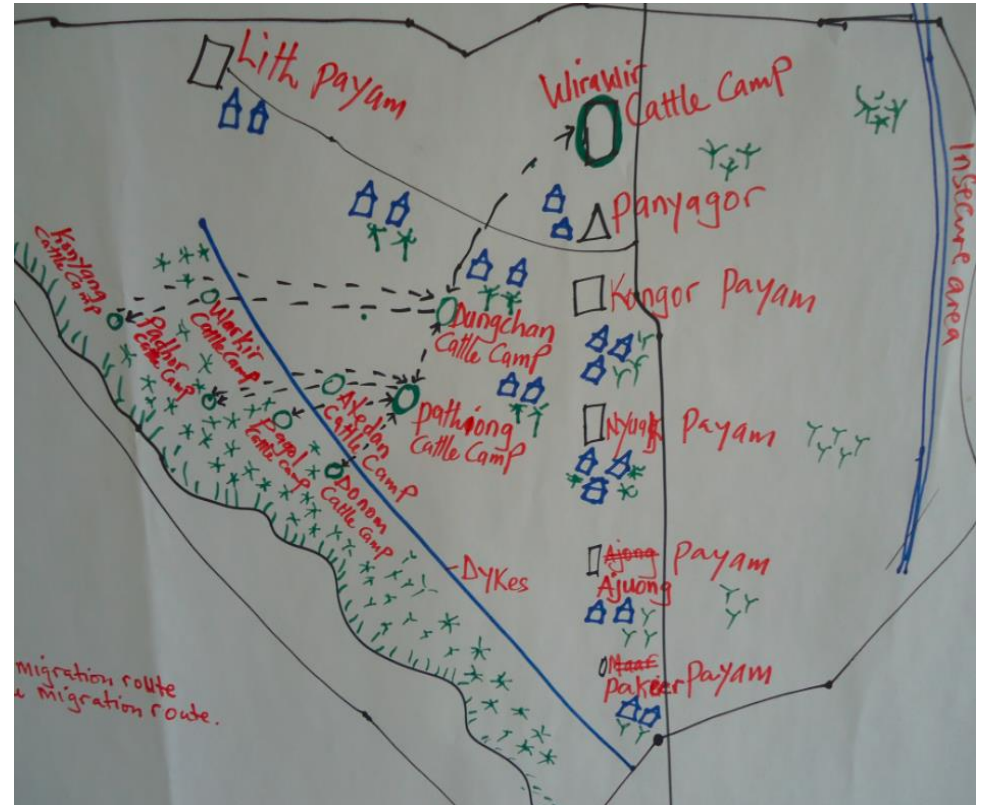
3. Rich picture

A 'Rich picture' is a drawing that illustrates the main elements of a situation and the relations between these elements. It may contain pictures, text, symbols and icons that are used to graphically illustrate the situation. It is called a rich picture because it helps us to understand the complexity of a situation. A rich picture helps analysis and allows to see relationships and connections that we may otherwise miss. It is therefore often said that 'a picture tells more than a thousand words'. Developing a rich picture is a rewarding group exercise: everyone can add to it. A rich picture allows harnessing and combining different perspectives within the group. A rich picture is best developed in a group of about 4 to 7 people.

Objective	Visualize a complex situation, illustrating the main elements and the relations between these
<i>Material needed</i>	Flipcharts and markers (preferably of 4 different colours)
<i>Methodology</i>	<ul style="list-style-type: none"> First decide on the topic / focus area. Have a large piece of flip chart paper or put 2 or 4 flipcharts together. The more complex a situation the larger the piece of paper required. Put the paper on a table or on the ground around which everyone is sitting or standing in a way that each person can easily contribute and draw on the picture. Start with the physical features of the situation and main stakeholders. For example the people, organizations and aspects of the landscape that are important. Then indicate the links between these entities. Encourage everyone to contribute and make it clear that skill in drawing is not at all important. Encourage participants to give comments about the picture using numbers to link the pictures to explanations. This is like the legend of the rich picture, which helps other to better read and understand the picture.
<i>Remarks</i>	<ul style="list-style-type: none"> This tool can be used at village level, even with low literacy rates. Consider using it with extension staff or other knowledgeable persons It is possible to make a rich picture in sand (maybe with some less details)



Rich picture drawing in sand



Rich picture transferred to flipchart, with use of colours

4. Timeline

Objective	To understand changes in the community's past and put current issues and challenges in a historical context
<i>Material needed</i>	Markers, flipchart, cards → facilitator can record and visualize what community explains
<i>Methodology</i>	<ul style="list-style-type: none"> Find a historical starting point – founding of the community; oral history transmitted; member of elderly. Identify important events and put them in a chronological order (oldest events above) Estimate years or periods Organize comments on the events and their implications on a topic that is discussed (livelihoods, production systems; land use) When timeline is completed, discuss trends (for instance climate change, changes in land use practices, ...)
<i>Remarks</i>	<ul style="list-style-type: none"> This tool can be use generically or can concentrate on the specific subject under study, for instance fishing or maize cultivation. In fact, the timeline can be focused on farming, livestock keeping, forestry and/or fishery activities of the community, but also on other topics such as climate change and political change.

5. Historic graph of production performance ('good and bad years')

Objective	Get insight in agricultural production and risks by putting it in a longer time perspective
<i>Material needed</i>	Flip chart, cards, markers Can also be done in the sand, with use of stones
<i>Methodology</i>	<ul style="list-style-type: none"> Decide on the topic (for instance: crop production, livestock, fisheries) Identify the important elements <ul style="list-style-type: none"> Agriculture: cropping area, diversity of crops, tools used, rainfall, harvested production, yield (kg/ha or other unit to indicate acreage), household food security, prices, ... Livestock: animal numbers, animal health, number of calves, milk production, quality of grazing lands, conflicts (raiding), prices Fisheries: fishing areas, flooding, tools used, quantities of fish caught, prices, Determine the time frame / year of reference (this can be a long period spanning decades or a shorter period showing the past 5-10 years). Decide on the symbols or materials to indicate performance or results (for instance white and black stones; eventually use of smileys) Ask participants what was an exceptionally good or bad year; these years can serve as reference years. When the matrix is completed, it can serve as a basis for discussion. This can reveal a lot of (quantitative and qualitative) information on annual and temporal variations and the perception of these variations The discussion can be brought to the level of discussing how to prepare for good results or how to anticipate on potentially bad results.
<i>Remarks</i>	<ul style="list-style-type: none"> This tool can be complementary to 'Timeline' Potentially very useful tool for discussing effects of climatic variations

Impression of possible result (case of past 35 years)

Aspects	1985-1990	1990-1995	1995-2000	2000-2005	2005-2010	2010-2015	2015-2020
...							
....							
....							
....							
....							

6. Innovations in (crop, livestock, fish) production practices

Objective	Getting an understanding of changes in production practices
<i>Material needed</i>	<ul style="list-style-type: none"> One flipchart with two columns, or 2 flipcharts (one for past practices and one for current practices). Cards with one colour representing past practices and another colour representing current practices.
<i>Methodology</i>	<ul style="list-style-type: none"> Key question: what do you differently today as compared to 'yesterday' (= previous times/ previous years). Can be focussed specifically on crop, livestock and fish production <ul style="list-style-type: none"> Checklist for crop production: crops and varieties, land preparation, individual/collective farming, use of fertilizer/ farmyard manure, pest and disease management, harvesting, storage, marketing Checklist for livestock production: breeds, breeding practices, animal health management, migration roots, additional feeding, sales of milk and other dairy products, sales of cows, Checklist for fish production: fishing areas, fishing periods, fishing tools, fish conservation, fish marketing, It is important to keep notes carefully and to record what was done before and what is done now. Once the overview of innovations is completed, it can be the basis of in-depth discussions about the triggers of change. The discussion can be brought to the level of discussion of what further innovations would be needed to improve performances.
<i>Remarks</i>	<ul style="list-style-type: none"> It is possible to focus this tool on specific issues like crop production, livestock production and fish production.... (cf. checklist above). Facilitators could take note and capitalize the results later on flipcharts, one column or one flipchart showing previous practices and the other column or flipchart showing current practices.

7. Mapping natural resources of the community and their use

Objective	To understand the use of natural resources of the community lands and surrounding areas.
<i>Material needed</i>	Flipchart and markers (can be done in sand as well).
<i>Methodology</i>	<ul style="list-style-type: none"> Discuss the key elements that should appear on the map (rivers, roads, houses, forests, farm lands, pasture areas, fishing grounds, ...). Help to get the exercise started (especially points of references and Directions (N-S-E-W; where does the sun come up and goes down?) Once the drawing has started, the facilitator should not intervene (much) The map can be used as starting point for several analytical purposes
<i>Remarks</i>	<ul style="list-style-type: none"> It is possible to have maps for past, current and future land use It is possible to do the same 'exercise' with different sub-groups (for instance men and women) It is possible to make this map for the dry season and for the wet season See also 'Mapping access to natural resources of common use' (tool 8 below). As compared to the map of community land, this map covers a broader area, beyond the community boundaries. This would be most interesting for livestock and fish production.

8. Map demonstrating access to natural resources of common use (pastures, fishing grounds, forests)

Objective	To understand/discuss arrangements for the use of natural resources of common use.
<i>Material needed</i>	Flipchart / markers or in sand
<i>Methodology</i>	<ul style="list-style-type: none"> Discuss the key elements that should appear on the map (rivers, forests, pasture areas, fishing grounds, flooded areas...). Help to get the exercise started (especially points of references and Directions (N-S-E-W; where does sun come up and goes down?) Once the drawing has started, the facilitator should not intervene (only asking questions to get a most informative map) The map can be used as starting point for the analysis and discussion of the management of natural resources
<i>Remarks</i>	This tool can be helpful to discuss 'sensitive' issues like the access to the grazing lands, water resources, migratory routes, risks of raiding, access to forests or fishing grounds, inter-ethnic and inter-clan tensions,

9. Production activities, differentiated according to gender and age

Objective	To understand the role of men and women, youth and children in the household production activities.
Material needed	Flipchart/markers
Methodology	<ul style="list-style-type: none"> Draw a map of the community land and surrounding and indicate the farmers' household on this map. Make a detailed map of the households farmland (indicating plots and crops, indicating kraal / animal sheds). Discuss the tasks of men and women, youth and children. For what activities are they responsible ? Do women have specific activities and sources of income ?
Remarks	<ul style="list-style-type: none"> This tool is especially important for understanding the internal division of labour and income at household level. Questions could be asked about who decides on the activity, who is doing the work and who is having the income. The map can be focused on the integrated farming system, or specifically focus on farming, livestock keeping and fishing.

10. Seasonal calendar, differentiated according to gender and age

Objective	To establish who at the farm, differentiated by gender and age, is responsible for what activities and when .
Material needed	Note book and pen; eventually flipchart and markers
Methodology	<ul style="list-style-type: none"> Establish a time line in months at the top (of paper / in sand). The sequence of months does not have to follow the annual calendar, but may follow seasons that the community distinguishes themselves. Define the activities of men and women (and possibly youth, children, ...) For each of the activities, describe the seasonal fluctuations of work. Identify the availability of different household members (during different periods of the year). Discuss the results and identify periods that suitable or not suitable for certain activities / interventions.
Remarks	Information gathered can be critical for the planning of interventions.

Outline of results:

Gender/ Activities	j	f	m	a	m	j	j	a	s	o	n	d
<i>Women</i>												
<i>Men</i>												
<i>Youth</i>												

Month	Activities	Site	Sp.	Amt	Prices
J	Fishing New fishing nets Repairing, cleaning	Brjak	Tilapia Netro a, b, c	**	**
F	Scouting Fishing	Bith Agan	a, d, b	*	***
M	Net removal water lily house fishing (paku)	Kuar Angay	e, c	*	***
A	" "	Ruar	i, a	*	***
M	- Fishing expedition - Preservation (man) - Smoking	Ajak- Kur	b, g +	***	*
J	" "	Padol	b, g +	***	*
J	- cleaning weed for boat - Fishing - Preservation, smoking	Pagetge	g h, b	**	*
A	- Tar paular to cover preserved fish - Transport to market & home	Aruai	d, a c, f	*	*
S	" "	Buwang	j, a e, b	*	*
O	- cleaning for settling - Preparing fish nets - Clean nets, fishing - house repair	Bith-agany	a, h k	*	*
V	- fishing - preservation - Drying	Lang	k, f, b	**	*
Δ	" "	Lueth	b, k, j	**	**

Fishing calendar

11. Village / transect walk

Objective	To Analyze the natural resources of the community and their use and management
Material needed	Note book to make sketches while walking and taking notes on the observations that are made during the walk.
Methodology	<ul style="list-style-type: none"> Find some informants (community may decide; volunteers) Discuss the best route for visiting the village resources: the challenge is to observe largest diversity of different areas and land uses. It might be practical to start at a hill (elevation) and walk down to the valley and lower areas. Get the local names of different areas of the community land and surroundings and grasp the meaning of these local names. Discuss while walking on changes in the environment, land use. <p>Key questions:</p> <ul style="list-style-type: none"> What resources are present in each area (specific land use, vegetation, crops, other relevant resources) ? How are these resources used ? Who ? Why ? When ? Who benefits ? Have there been important changes ?
Remarks	<ul style="list-style-type: none"> It is nice to make a drawing of the transect (from higher to lower areas), with indication of the local names. For each of the distinguished areas, observations can be made on: soil, water, utilisation for farming, utilisation for livestock, fishery areas, use of wood and forest products, ... The drawing can be starting point for discussions on changes in land use and possibilities for alternatives for land and natural resource use.

12. Crop and varietal diversity matrix

Objective	Identify common, unique and rare varieties of crops cultivated in a community and their origin and use.
Material needed	Flip chart and marker or draw in the sand
Methodology	<ul style="list-style-type: none"> Make a list of crops (first column) Identify varieties per crop (also rare ones); second column List for each variety the source of seeds (if possible year and organization) List for each variety the (specific) use and (good and bad) characteristics
Remarks	<ul style="list-style-type: none"> This tool is of specific importance for the analysis of farming activities and possibilities of seed related activities.

Outline of result

Crop	Varieties	Origin (source of seed)	Use	Characteristics

13. Food basket and prices of food

Objective	Make an inventory of what people eat during the year
<i>Material needed</i>	Notebook; Flipchart and markers
<i>Methodology</i>	<ul style="list-style-type: none"> Establish a time line in months at the top (of paper / in sand). The sequence of months does not have to follow the annual calendar, but may follow seasons that the community distinguishes themselves. Define the main food items For each of these food items, describe the <u>seasonal fluctuations of their availability and level of consumption</u> (decide on different levels; for instance: none, very little, average, very much) If possible, try to get the <u>prices</u> observed during the past 12 months Discuss the results and implications
<i>Remarks</i>	<ul style="list-style-type: none"> Information gathered can be critical to plan interventions. In a food aid environment, it is important to explicitly include food items that are distributed

Outline of results (example)

Food categories / items	j	f	m	a	m	j	j	a	s	o	n	d
<i>Cereals / staple crops</i>												
<i>Sorghum</i>												
<i>Maize</i>												
<i>Pulses / roots & tubers</i>												
<i>Beans</i>												
<i>Oil crops</i>												
<i>Ground nuts</i>												
<i>Sesame (simsim)</i>												
....												
<i>Fruits and vegetables</i>												
<i>African legumes</i>												
<i>Tomatoes</i>												
<i>Animal products</i>												
<i>Milk</i>												
<i>Ghee</i>												
<i>Cattle meat</i>												
<i>Small ruminants meat</i>												
<i>Chicken meat</i>												
<i>Game meat</i>												
....												
<i>Fish products</i>												
<i>Fresh fish (eventually species)</i>												
<i>Sundried fish</i>												
<i>Smoked fish</i>												

14. Matrix for social stratification of community members

Objective	Determine the criteria used by community members for characterizing the 'wealth' of community members (and hence resilience of livelihoods).
Material needed	Bloc note and eventual flipchart to visualize.
Methodology	<ul style="list-style-type: none"> Ask whether different socio-economic groups are distinguished in the community, or has a categorization of the 'wealth'/'status' of households. Identify the criteria that are used for differentiation (checklist: land size, number of animals, type of housing, family status, level of education, ownership of tools and machines (when making a matrix, these criteria are put in the first column). Try to quantify the criteria according to the different categories that are distinguished Prioritize the criteria
Remarks	<ul style="list-style-type: none"> Useful for analysing: resource endowment, vulnerability to shocks, capacity to act. Useful for targeting interventions.

15. Venn diagram

Objective	Identify the important groups within the community and the stakeholders / players the community is associated with.
Material needed	Flipchart or circles of paper in different sizes (at least 20 of 3 different sizes; size indicates the importance of the actor)
Methodology	<ul style="list-style-type: none"> Ask the participants to identify (formal and informal) actors and groups within the community Ask the participants to identify all external actors and organizations playing a role in the community. Draw a large circle (representing community) Show the community actors and groups with circles and their name Also represent the external actors and organisations in the same manner Make sure that the circle size corresponds to the importance of the players Circles overlap in case of collaboration or joint activities. Organize all the circles in such a way that relationships between organizations and groups are shown.
Remarks	<ul style="list-style-type: none"> The Venn diagram informs about the key stakeholders to be involved in community based activities

Analysing challenges and opportunities

16. SWOT analysis

Objective	Systematic analysis of internal strengths and weaknesses and external threats and opportunities.
Material needed	Notebook; Flipchart and markers
Methodology	<ul style="list-style-type: none"> Define what is 'internal'; within span of control of the community, for instance the farming community, the group of fishermen, This is the reference for defining strengths and weaknesses. Opportunities and threats are issues and developments outside of this boundary. Ask the participants about the strengths of the situation, things that are working well, that they are positive about, what are they proud of. Ask the community about the weaknesses concerning the community, what is not working well, what needs improvement (at their level). Ask the participants about the opportunities of the situation. What are positive developments which are occurring, which could benefit to the improvement of the situation and could help in achieving the goals. Ask the participants about the threats for the given situation. What are negative developments that could harm/threaten the situation or make it difficult to achieve the goals. The results can be discussed with special focus on options for action or activities that help to overcome the internal weaknesses and/or to make use of the identified opportunities.
Remarks	<ul style="list-style-type: none"> It can be considered to make a SWOT analysis as a method to summarize the main findings of the field work.

Internal	Strengths	Weaknesses
	- ... - ...	- ... - ...
External	Opportunities	Threats
	- ... - ...	- ... - ...

17. Problem tree

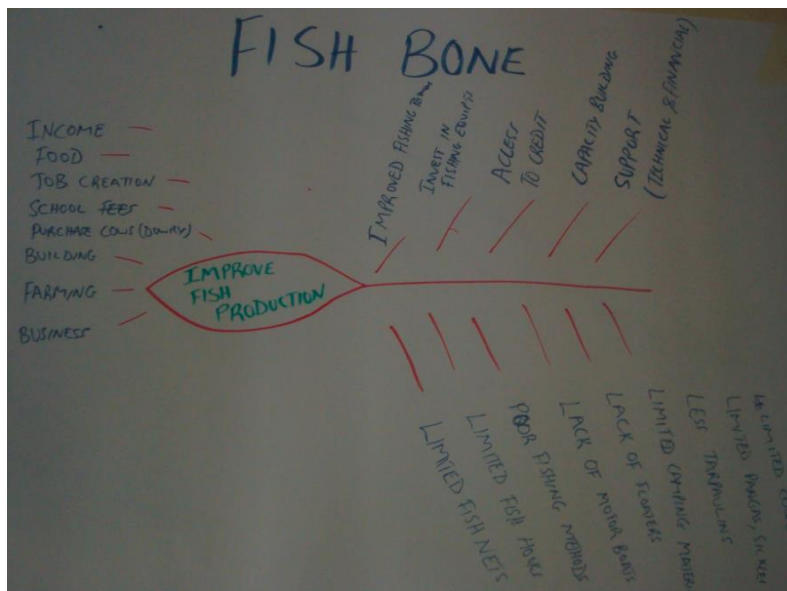
Objective	Analyse a core problem and its effects and root causes. This problem analysis is a good preparation for identifying actions to address the problem.
<i>Material needed</i>	Flip chart and marker. Can be well done 'in the sand'
<i>Methodology</i>	<ul style="list-style-type: none"> Decide on a core problem to analyse, and show it as the trunk of a tree. Analyse the causes of the problem (= the roots of the tree). For each root cause, identify its causes on roots lower down. Identify the effects of the core problem (=branches and leaves of the tree). Also for effects it is important to distinguish primary and secondary effects.
<i>Remarks</i>	<ul style="list-style-type: none"> Focus on root causes, as it is here that solutions have to be found. This tool is often related to the development of a logical framework or result chain (activities, output, outcomes, goal) A problem tree can be inverted into an objectives tree (or solution tree) cf. tool 18 below), by rephrasing the problem into an objective (for instance: high storage losses → low storage losses).

18. Solution tree

Objective	Analyse a key solution (that is identified on the basis of analysis of problems, weaknesses and opportunities).
<i>Material needed</i>	Flip chart and marker. Can be well done 'in the sand'
<i>Methodology</i>	<ul style="list-style-type: none"> Decide on the key solution that the community wants to apply (in order to address a key problem). Identify the key activities and actions that will contribute to solving the problem/ arriving at the solution (= roots of the tree). For each activity, explore whether it requires other activities. Identify the effects of applying the solution.
<i>Remarks</i>	<ul style="list-style-type: none"> The solution tree provides a comprehensive though simplified view of cause and effect relations. In fact, it about developing/sharing a logical framework with communities.

19. Fishbone

Objective	Identify positive and negative factors that contribute to / hamper the achievement of a specific objective
<i>Material needed</i>	Note book and/or flipchart and marker
<i>Methodology</i>	<ul style="list-style-type: none"> Draw the head and the central spine of the fish. Select the key objective to be obtained. Write it in the head of the fish. Identify all the positive factors that can contribute to the achievement of the objective. Visualize these as the upper bones of the fish (pulling up) Identify all the negative factors that can block, delay or complicate the achievement of the objective. Visualize these as the lower spines of the fish (pulling down) Discuss with the community what can be done to strengthen the positive factors and what can be done to avoid or mitigate the negative factors.
<i>Remarks</i>	<ul style="list-style-type: none"> This tool is comparable to the 'solutions tree', but it is more sensitive to negative factors and to the 'interaction' between positive and negative factors. It may therefore lead to a more realistic assessment of the likelihood of success of activities and raise attention for risk analysis.



Options

Problems,
constraints

21. Where's the money ?

Objective	Analyse transactions, entrepreneurship, business relations, purchasing power, level of monetarization of the local economy, transforming assets (animals, stored cereals, ...) into cash money,
Material needed	
Methodology	<ul style="list-style-type: none"> The question that gives the name to this tool can be used in different contexts. It can be used in the context of market system and value chain analysis. It can also be used in the context of finding community's contribution to a certain activity. In the case of a donor dependency situation, it is good to ask this question to see what the communities could contribute themselves.
Remarks	<ul style="list-style-type: none"> Asking this question is highly context specific and highly depends on how a meeting or an interview evolves. More than a tool, it is probably an important question for finding sustainable solutions.



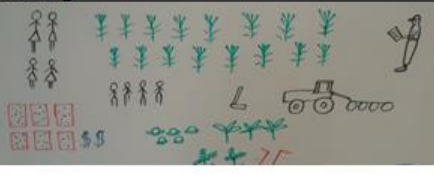
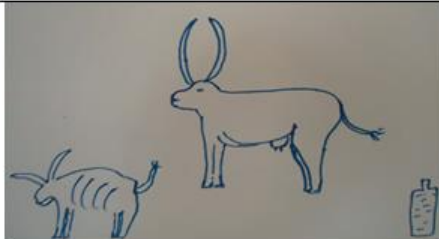
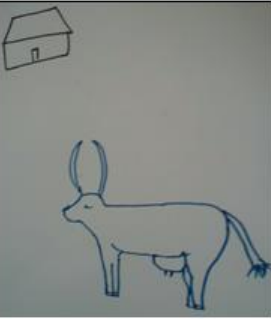





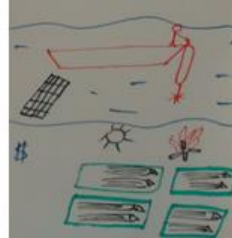
20. Rapid market assessment

Objective	Get an idea of modalities of selling and buying agricultural products
Material needed	Notebook and pen
Methodology	<ul style="list-style-type: none"> Reason forward from a farmer with a surplus (crop, livestock, fish), who is selling. Who is buying (villagers, intermediaries, traders, ...) ? Where do you sell (village, local markets, ...) ? When (days of the week, period of the year, ...). How (cash payment, on credit, barter,). What prices ? Reason backward for a buyer on the market (for instance, you need to buy sorghum, a cow, fish, ...). Where do you go to (informal exchange, location of market, ...) ? From whom are you buying ? What price ? How is the payment organized ?
Remarks	<ul style="list-style-type: none"> Can be focussed on specific products.

Deciding what to do !

22. Visioning

Objective	Formulation of a shared vision of what the group/community would like to be outcome of their activities in the next years (eventually with project support). This tool helps to think creatively and to go beyond immediate burning issues.
<i>Material needed</i>	Cards (in case of individual formulations) Flip chart and markers (in case of drawing the desired situation; cf. rich picture)
<i>Methodology</i>	<ul style="list-style-type: none"> Ask people to describe how they would like the situation to be in the future (reference year can be decided upon, e.g. 3, 5 or 10 years later) Ideally, individual people write their vision on cards in order to grasp different perspectives, for instance of men, women and youth.
<i>Remarks</i>	<ul style="list-style-type: none"> This tool puts emphasis on self-help and the community's responsibility to make change happen. It is possible to do visioning exercises with different groups of stakeholders, e.g. communities, but also project staff, local government officials, policy makers at State level. This can be linked to scenario analysis

Vision 2020 Scenario 1 : Current practices continue		Vision 2020 Scenario 2 : Adaptation and action	
Farming		Farming	
			
Livestock		Livestock	
			 
Fisheries		Fisheries	
			

23. Formulating economic objectives

Objective	To have clear (SMART) objectives that are pursued by community members
<i>Material needed</i>	Bloc note, flipchart and markers. Can be done during semi-structured interview, can also be visualized
<i>Methodology</i>	<ul style="list-style-type: none"> Decide on aspects for which clear objectives can be formulated Crop production: acreage, crops and varieties grown, yield, duration of family food stock, storage losses, processing, marketing, revenues Livestock production: number of animals, animal sheds, animal feeding, animal health, production of milk per cow/day, processing, sales, ... Fish production: fishing material, fish caught, processing, sales
<i>Remarks</i>	Very important for community ownership of activities; and for the 'grafting' of project activities



24. Brainstorm: what can we do ?

Objective	Identify what farmers propose to do themselves to achieve their objectives.
<i>Material needed</i>	Bloc note, flipchart and markers. Can be done during semi-structured interview
<i>Methodology</i>	This tool builds further on the formulation of economic objectives
<i>Remarks</i>	Very important to move towards a self-help orientation

25. MoSCoW

Objective	Prioritization of changes that are (most urgently) needed
<i>Material needed</i>	Flipchart, table in the sand,
<i>Methodology</i>	<ul style="list-style-type: none"> Classify changes / activities in: <ul style="list-style-type: none"> Must have Should have Could have Won't have
<i>Remarks</i>	<ul style="list-style-type: none"> Can be used at community level for prioritizing identified options, focusing on the sense of urgency. Can also be used by facilitators to analyze an array of possible options for change and to reflect on the urgency of these changes.

Possible outline of results

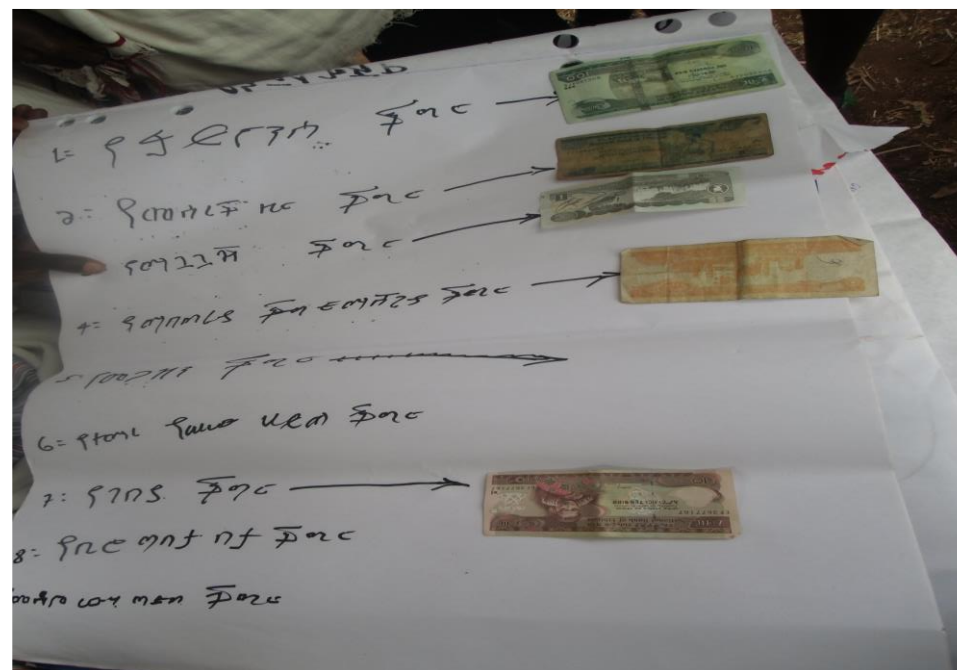
Urgency	Options / activities
<i>Must have !!!!!</i>	
<i>Should have !!</i>	
<i>Could have</i>	
<i>Won't have</i>	

26. Nodal farmers

Objective	Identify key farmers in a community which may play a central role in decision making, adoption of innovations, farmer training, coordination of farmer field schools etc.
Material needed	
Methodology	<ul style="list-style-type: none"> Group discussion triggered by questions like: <ul style="list-style-type: none"> Who is the farmer with 'green hands', who's fields look better, who's yields are higher, who is experimenting new things ? Who is the livestock keeper who is respected for the health of his/her animals (not necessarily the number of cattle only) ? To whom to go to for getting information, advice, seeds,? Identify farmers on the basis of the answers to the questions above. A next step may be to analyze in more detail the social network and level of acceptance of the 'nodal' farmers.
Remarks	<ul style="list-style-type: none"> It is often important to have key farmers in the community, buying in to innovative ideas, who can act as providers of information (to other farmers and to project), train fellow-farmers, supervise and monitor activities in the community.

27. Where do you put your money?

Objective	Priority setting with sense of ownership
Material needed	Overview of activities Bank notes of different value
Methodology	After the identification of activities, discuss the priority by asking: "Where would you put your money?" Participants rank the importance of activities by putting the bank notes with different value according to their priorities.
Remarks	This is an exercise that strongly creates a sense of ownership and will lead (most likely) to lively discussions



Risk analysis and coping strategies

28. What if ...?

Objective	Find out the scenarios people have for coping with new situations
<i>Material needed</i>	List of what if questions, for instance: <ul style="list-style-type: none"> • What if there is a dry spell (or flood or other weather event) • What if members of the cooperative do not pay their dues • What if the local government does not act on its commitment (or any other actor).
<i>Methodology</i>	
<i>Remarks</i>	Important for risk management and strengthening the ownership of activities.

29. Climate hazard mapping

Objective	Dealing with climate related challenges
<i>Material needed</i>	
<i>Methodology</i>	Key elements: <ul style="list-style-type: none"> • Late start of rain • Dry spell after sowing • Dry spell during maturing stage • Flooding
<i>Remarks</i>	Climate hazards: probability of occurrence, importance of impact

GAMES

30. "Magic stick"

Objective	Show the importance of collaboration
<i>Material needed</i>	Stick of at least 2-3 meters
<i>Methodology</i>	<ul style="list-style-type: none"> • Ask 6 or 8 volunteers – each one supporting the stick on two index fingers, which should always touch the stick • Explain the exercise: While the fingers always touch the stick, the stick has to go down.
<i>Remarks</i>	<ul style="list-style-type: none"> • Tool/game that shows the importance of collaboration. • In most cases, the stick will go up in the air, instead of going down. • When the group is given time to discuss the strategy, one or two persons generally emerge as a leader. • In most cases, the group will have decided to bend knees and go down together as a group, in the same speed.

31. Nut or sweets game

Objective	Experience the importance of collaboration and communication for achieving common goals
<i>Material needed</i>	Table (with chairs if possible) 50 nuts, sweets or small stones
<i>Methodology</i>	<ul style="list-style-type: none"> Ask 5 volunteers, who sit at a chair at the table. Put 25 nuts/stones/sweets in the middle of the table, and 25 at the side-line. While having their elbow on the table, all players should be able to reach the nuts/stones/sweets in the middle. Explain that the game is about getting most nuts/stones/sweets – the one having the most is the winner. Explain also that after one round, the number of nuts/stones/sweets that remain in the middle of the table will be doubled (from the nuts/stones/sweets at the side-line). Count 1-2-3 and then the players can try to get the nuts/stones/sweets.
<i>Remarks</i>	<ul style="list-style-type: none"> Another tool/game that shows the importance of collaboration. In most cases, the players will individually try to get most nuts/stones/sweets. When the group is given time to discuss the strategy, one or two persons generally emerge as a leader. In most cases, the group will have decided not to take all nuts/stones/sweets in the middle of the table, so as to benefit from the extra amount of nuts/stones/sweets. Often, all players end up having more nuts/stones/sweets than the winner of the first rounds.

32. Red and green cards

Objective	Experience the importance of trust for achieving common goals
<i>Material needed</i>	Two red cards and two green cards
<i>Methodology</i>	<ul style="list-style-type: none"> Ask two volunteers, who should stand at a place where they cannot see each other. Both get one green and one red card. Explain the game: <ul style="list-style-type: none"> Each player starts with 10 points. When both players play red cards, they do not get a point. When both play green cards, each gets one point. When one player plays the red card and the other the green card, the red card does not get or lose a point while the player of the green card loses three points. The facilitator counts 1-2-3 and then each player should directly hold one card in the air.
<i>Remarks</i>	<p>Keep the flow of the score when the game is played</p> <p>Observe if players change their strategy of playing:</p> <ul style="list-style-type: none"> After losing three points (by playing green), are players moving to red? After earning a point because both players play green, does this increase trust and do players continue to play the green cards?

Please refer to this document as:

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