Pamoja voices climate-resilience planning toolkit

To support inclusive climate-resilient planning for rural communities

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PASTORAL WOMEN'S COUNCIL

MAMLA LA WANAWAKE WA KIFUGAJI MONDULI BAWAKIMO

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PAMOJA YOUTH INITIATIVE

ZANZIBAR CLIMATE CHANGE ALLIANCE

The Pamoja Voices climate tool presents a simple and affordable methodology to identify the climate change adaptation priorities of men, women and young people using participatory learning and action methods. It is intended for use by local governments and community based organisations seeking to understand, represent and integrate local climate priorities into planning.

Acknowledgements

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Cover photo: women gather at a Bawakimo meeting in Mti Mmoja village. Credit: Lodrick Mika/TNRF

All photos taken during rural workshops involving the Tanzanian Natural Resources Forum in Arusha District, Tanzania.

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Credit: Lodrick Mika/TNRF

Preface

Climate change affects women and men of different ages in often very distinctive ways.[1] For example, women and youth are 14 times more likely die during natural disasters.[2] In rural regions their livelihoods are more likely to be dependent on the natural resource base, highly vulnerable to a changing climate. Furthermore, women and youth are more likely to encounter obstacles to accessing resources, information, skills and knowledge. Despite this added vulnerability, they are often excluded from the key decision-making forums determining how such climate challenges should be overcome. Incorporating their perspectives and priorities is thus essential to ensuring socially just and effective climate action.

In recognition of these critical challenges, the Climate Justice Resilience Fund (CJRF) has provided support to the Strengthening Women and Youth Voices for Climate Action in Tanzania project, the aim being to help women and youth engage with and influence climate policy, planning, budgeting and investments. This support has allowed us to develop two participatory toolkits, which give equal weight to all voices in a community. This toolkit can be used in rural communities where livelihoods are dominated by rain-fed farming and livestock keeping. The other toolkit has been designed to be used by local cooperatives and the organisations that support them (see 'Pamoja Voices Climate Resilience Planning Toolkit - To Support Inclusive Climate-Resilience Planning for Cooperatives').[3] The toolkits help identify the priorities of women, men, boys and girls in terms of overcoming gender constraints and climate challenges, as well as determining collective solutions. In doing so, they encourage dialogue that can inform more inclusive decision making, better long- and short-term planning, and more effective adaptation responses to a changing climate. These action plans can be supported and implemented through local and national governments, non-governmental organisation (NGO) interventions, and the local cooperatives and community members themselves. Thus, communities and their representatives are placed at the very centre of the development process.

In KiSwahili, pamoja means 'together'. We have therefore named our toolkits 'Pamoja Voices', as they aim to bring together voices from different groups — particularly the most marginalised — in order to consider their climate change adaptation choices. The Pamoja Voices toolkits are targeted at organisations and communities with little formal training or experience of building local climate resilience, 'gender transformative' approaches, or community planning. They combine gender and governance analyses with climate risk assessments, in a practical step-by-step guide available in both English and KiSwahili. The toolkits have been tested in two rural areas in Tanzania: among pastoralist and agro-pastoralists in Northern Tanzania and local producer cooperatives in Zanzibar. This has demonstrated the flexibility of the toolkits' methods, showing how they can be easily applied across a variety of rural contexts.

The development of these toolkits would not have been possible without the valuable direction, guidance and leadership of communities in Longido and Mondulo districts in Tanzania and Pemba and Unguja islands in Zanzibar. These toolkits are dedicated to them.

Acronyms

CBO	community-based organisation
CJRF	Climate Justice Resilience Fund
CSO	civil society organisation
IIED	International Institute for Environment and Development
LGA	local government authority
NGO	non-governmental organisation
PLA	participatory learning and action
VICOBA	village community bank

Credit: Lodrick Mika/TNRF

Introduction

Across the globe, climate change is having a significant impact in developing countries. Changing rainfall patterns, increased drought, new crop and animal diseases variations, invasive species, and a range of other consequences are changing the environmental foundations on which economies — and livelihoods — are built.

In Tanzania, the cost of climate-related disasters is estimated at 1–2% of annual GDP. In Kenya, each drought costs the country billions of dollars in lost revenue and recovery efforts. The situation is complicated by ecological, social and cultural conditions that vary widely at the local level, necessitating context-relevant and locally appropriate efforts at building climate resilience. Interventions successful in one village may not be successful elsewhere. Also important is ensuring that existing community priorities are respected, listened to and acted on. Resilience — the ability to anticipate, prepare for and respond to hazardous events, trends or disturbances — must therefore be built on a strong understanding of local livelihood systems and people.

There is growing recognition that people experience the impacts of climate change in different ways, often due to culturally rooted conceptions about their role and value in society. For example, the day-to-day activities and responsibilities of men, women and young people are often distinct, requiring different kinds of access to changing resources at differing times. As a result, the resilience-building priorities of women and young people may not match those of men.

These same conceptions also mean that some groups have less means to influence local decision making and less capacity to take advantage of their changing context. Often, it is women and young people who are prevented from vocalising their specific priorities in response to climate change, or taking advantage of opportunities provided by governments or other stakeholders. Thus, it is vital that spaces are created in which they can articulate their needs, both to each other and to those seeking to invest in the community's future.

Those with the greatest stake in building communities' resilience to climate change — local government authorities, NGOs and communities themselves — need a set of affordable, practical tools that can support both long- and short-term planning. Despite these actors now being recognised as key to sustainable climate-resilient development strategies, they have often lacked opportunities to refine their understanding of climate change challenges or gender-transformative approaches. The tools on offer must be simple, participatory, sensitive to how power and gender interact within and across communities, and climate aware. Participatory planning allows men, women and young people to have a say in their own future, while climate and gender sensitivity ensures that planning is future focused and equitable.

The Pamoja Voices toolkit is aimed at local institutions and organisations that have little formal training in, or experience of, building climate resilience, 'gender transformative' approaches, or participatory community planning. It allows communities to share their priorities for climate-resilient development, which can then be acted on by local governments and civil society organisations (CSOs), as well as by community members themselves. In doing so, the toolkit puts communities and their representatives at the centre of the development process.

1. What is the Pamoja Voices climate-resilience planning toolkit?

The Pamoja Voices toolkit provides community members with a means of articulating their priorities in response to climate hazards, and is based on the following assumptions:

- Women and men of different ages within a community are affected by climate change impacts in different ways, resulting in a range of priorities, some of which may overlap but others may differ.
- These differing priorities are largely shaped by the roles and responsibilities community members assume in securing a livelihood for themselves and their family.
- These roles often depend on cultural or historical norms, which determine what it means to be a male, female or young person, and are built on perceptions about who should carry out certain tasks, how, and when.
- Many rural communities and their immediate representatives, local government, and community-based organisations (CBOs) do not currently have access to tools that develop participatory and gender-sensitive responses to climate change impacts.

This toolkit has been developed for use in rural areas where livelihoods are dominated by rain-fed farming and livestock keeping, and has been tested in contexts in where pastoralist livestock keeping and farming are the dominant forms of production. It is designed for use by practitioners with little formal training or experience in climate change or gender issues. A similar toolkit has been developed for use by rural communities involved in producer cooperatives, and can be accessed here: http://pubs.iied.org/10205IIED.

The toolkit is designed to identify the climate change priorities of four separate, but closely related, 'target' groups: 1) young men; 2) young women; 3) mature men; and 4) mature women. Women and young people in rural communities can often experience the impacts of climate change in different ways. They may also utilise natural resources differently from men (and each other), which in turn means they have differing climate-resilience priorities. However, the ability of women and young people to express these priorities is often limited, as cultural norms limit their freedom to speak openly without fear of retribution, while representation in both formal and informal decision-making forums is frequently lacking.

Users of this toolkit must decide how to apply these categories to their own context. How 'young' or 'youth' is defined will depend on the nature of the community, and how it perceives their roles and responsibilities relative to those of others. In some cases it may make sense to rely on local conceptions of 'young people' — for example, Maasai communities have long used the concept of 'age sets' to allocate social roles — in others, legal definitions provided by the UN or the country's government may be more relevant.

It is important to note that as well as enabling women and young people to articulate their needs, this toolkit advises the inclusion of men as equal partners in the process. In doing so, men can learn about the priorities and desired futures of others, which in turn encourages them to recognise how the entire community can benefit from greater equity and how gender norms affect resilience.

Table 1. Summary of toolkit activities

Activity	Name	Objectives
1	**Strategic challenges: the seasonal calendar**	Describe activities and strategic seasonal challenges of different groups in response to seasonal change and climate variability.
2	**Lived experience of climate change**	Explore experience of historical climate change impacts, challenges and coping strategies.
3	**Gender analysis of resources**	Explain control of and ownership rights over key assets and resources necessary for resilient livelihoods. Identify how distribution of rights affects climate resilience of different groups. (Though labelled a gender analysis, in principle the activity can be adapted to focus on any specific group identified within a community.)
4	**Pathways to resilience: the theory of change**	Identify 'factors' necessary for resilient livelihoods. Using theory of change method, propose interventions that will increase resilience, and chart pathways to resilience objectives for each group.
5	**Stakeholder mapping: the circle diagram**	Identify formal and informal stakeholders in the community, and their current perceived contribution to the theory of change.
6	**Closing dialogue and discussion**	Each group's resilience priority intervention shared with the others, followed by a plenary discussion of all recommendations.

The toolkit comprises six interlinked activities, set out in Table 1, which draw on participatory learning and action (PLA) approaches to planning and knowledge sharing. PLA relies on facilitators 'handing over the stick' to participants – giving them the control and space to draw on their own knowledge and lived experiences in order to articulate problems, challenges and solutions.

The approach builds directly on a resilience assessment tool developed in 2013 by IIED with local government staff and NGO partners in Tanzania and the Adaptation Consortium Kenya, as part of the Devolved Climate Finance programme.[4] Devolved Climate Finance programmes provide mechanisms allowing local government authorities to access climate finance, which is then channelled into inclusive public good investments that build climate resilience. Resilience assessments are tools which allow communities the opportunity to explain to government and NGO stakeholders the rationale behind their livelihood strategies, thereby helping identify and facilitate appropriate investments in resilience building. While the original assessments were useful in considering community priorities, they fell short of capturing the varied experiences of women and men, and did little to incorporate the perspectives of young people. The Pamoja Voices toolkit, by contrast, specifically elicits the views of these groups, thereby offering a more diverse and comprehensive picture of community-based adaptation.

It should be noted that other toolkits drawing on PLA techniques focusing on gender, climate and livelihoods have recently been published and are freely available online.[5,6] While we would happily recommend these to more experienced practitioners, the Pamoja Voices toolkit is aimed at those who have little or no access to capacity building on climate change and gender in developing country contexts.

What is the focus of this toolkit?

Pamoja Voices is a participatory planning toolkit that enhances understanding of local livelihoods and the climate change adaptation priorities of women and young people. In doing so, the methodology provides a climate vulnerability assessment answering the following questions:

1. How are climate risks perceived, felt and responded to?
2. What is the rationale behind existing livelihood strategies in response to climate variability?
3. What are the priorities of women, men and youth in building a climate-resilient future, and how do they differ?
4. How effectively are existing projects and programmes responding to these priorities?

Through structured discussions around these questions, community members can carefully and logically consider the most significant threats to their livelihoods, identify the most effective responses, and evaluate the quality of support currently available.

The information produced by the toolkit can be used to support local and national government planning, consolidate community perspectives on local resource governance, or be integrated into the programmes of local NGOs. It can also be used by community members seeking knowledge and evidence in support of advocacy for local resilience-building priorities.

What are the outcomes?

The process of using the toolkit should be beneficial for all those participating, helping both facilitators and community members gain a deeper understanding of their vulnerability in the face of climate change. Beyond this, the learning generated should be built into a formal report accessible to all local stakeholders, from the community itself to NGOs active in the area, as well as local government officials and planning authorities. This helps to ensure the transparency of discussions.

The formal report should present a summary of everything learned from the workshop's activities, as well as a table of recommended interventions and activities that sets out the main climate-resilience priorities and recommendations of each participating target group that, together with an indication of who is to act on those recommendations.

Who can use this toolkit?

The Pamoja Voices toolkit has been developed to support local government planning. It can also be used by NGOs in the process of designing projects that support local communities, or by leaders seeking to gain greater understanding of local needs in order that their constituencies can be more effectively represented. In particular, this toolkit enables facilitators to identify the priorities of men, women and young people in response to physical climate hazards. It also helps link these priorities to the relationships between different groups in a community, exploring the powers each group has over others and their capabilities in carrying out certain tasks. Furthermore, lessons learned can be shared with a wide range of stakeholders in the form of a clear, short report. This should include:

- An articulation of existing livelihoods and coping strategies carried out by men, women and young people.
- A gender analysis of key shared resources.
- A plan of action outlining priorities for training or investment by local government authorities and NGOs, as well as actions communities can take forward themselves.
- An evaluation of how existing work by stakeholders linked to a community is contributing to this action plan.

Such a report has a variety of uses. In addition to aiding local government planning, it can be used by an NGO as part of a programme's baseline study, or to inform a programme whose objectives must take into account the varied perspectives of men, women and young people when addressing gender and climate change. When carried out in multiple locations, the combined results can help inform government policies related to national adaptation plans (NAPs), climate, gender, or nationally determined contributions (NDCs).

Thus, as further outlined in Table 2, the toolkit is useful for any organisation or government body seeking to improve the resilience of communities while ensuring the different priorities of women and young people are addressed.

Credit: Lodrick Mika/TNRF

Table 2. Suggested users of Pamoja Voices toolkit

User	Context	Detail	How planning is informed
Local government authority (LGA) technical staff	**Delivery planning of climate finance or climate change adaptation funds**	Every 3 years, LGA staff facilitate use of toolkit with community leaders (drawn from traditional leaders, village leaders and community members). Participants include representatives from above institutions as well as other community representatives.	Outcomes from workshop support inform community consultation and planning regarding allocation of climate finance or other local development funds. Community representatives may consider specific investments and public spending benefitting women and young people, alongside more general investments.
	Annual development planning	LGA staff facilitate use of toolkit as part of regular development planning and budgeting processes. Toolkit can be used at village level, with greater efficiency achieved by sampling participants from several villages with similar characteristics.	Outcomes from final toolkit report inform LGA technical staff, including local government planning officers. Recommendations may inform use of funds allocated specifically for women and young people.
NGOs	**Project planning**	Staff of NGOs seeking to support women and young people, alongside men, use toolkit to inform project proposal planning. Development of projects built on evidence from communities is more likely to lead to effective service delivery.	NGOs already serving communities or members can carry out workshops through regular meetings or outreach, for example in meetings of savings and loans groups or village community bank meetings (either in one large workshop or spread out over a series of meetings). Outcomes can ensure NGOs remain connected to local priorities and are aware of changing contexts. This can feed into proposals for further funding.
CBOs or community leaders	**Advocacy**	Toolkit reports provide qualitative evidence towards policy recommendations improving outcomes for women and young people. With support of NGOs, community members can be trained to facilitate toolkit.	Toolkit offers a qualitative approach to building informed understanding of local priorities and needs, and recognition of climate impacts. CBOs and NGOs can use evidence provided by toolkit (particularly if workshops are carried out multiple times in multiple places) to inform or advocate for policies that will improve local development generally, and outcomes for women and young people specifically.

How much time and resources are needed?

In estimating the costs associated with running a workshop, the following should be taken into consideration:

Duration

It is assumed that the workshop will run over three days and that food and refreshments will be provided for participants and staff on each of those days. We would also recommend a planning and orientation day for staff prior to the workshop, and a one-day debriefing following it. It is therefore possible to conduct the entire exercise within a five-day week, although a further 5–7 days should be allocated to produce the final report.

Participants

Ideally, there should be 6–8 participants in each group, and certainly no more than 12. This means between 32 and 50 participants should be invited to the workshop, depending on how many people it is anticipated may not be able to attend. In addition to per diem or maintenance payments given as compensation for taking part in the study, transport may need to be provided (or transport costs reimbursed) should participants have to travel significant distances to take part in the workshop.

Staffing

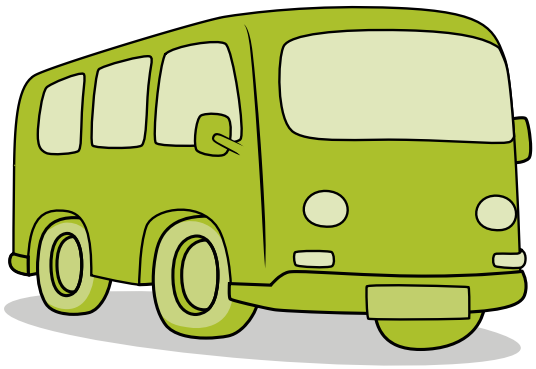
Minimum staffing requirements are outlined below in Table 3.

Table 3. Staff resources required to conduct Pamoja Voices toolkit

Number	Description	Role
4	**Facilitator** (2 male, 2 female)	Leading and coordinating activities for each of the four groups
4	**Note-takers** (2 male, 2 female)	Taking extensive notes during each activity; documenting outputs and taking photographs of charts/diagrams
4	**Translator** (if required; female groups should have female translators)	Helping with translation should the local language be different to that of the facilitators or note-takers
1	**Report writer** (may be one of the note-takers)	Collecting notes and writing final report

Transport

Appropriate transport should be provided for facilitators to attend the workshop, as well as for participants to attend, stay overnight and leave in good time. It should be remembered that women may have children that they will have to bring to the workshop in order that they can participate. Checks should be made to ensure the workshop does not coincide with festivals, religious holidays or periods that are especially busy for local livelihoods.



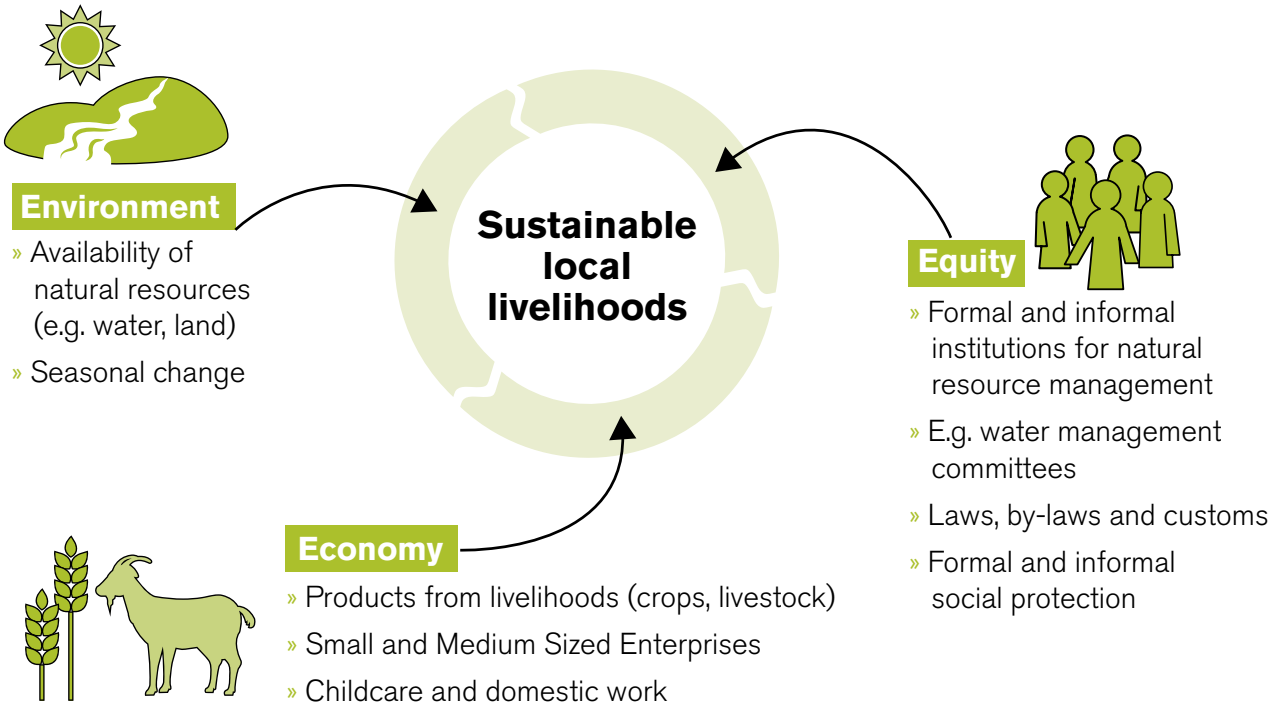
What prior preparation is needed?

The amount of preparation required will vary according to how much experience the organiser and their team has of using the toolkit (or others similar to it). Some decisions need to be taken well in advance of the workshop, such as how participants will be selected. Other details can be finalised the day before. In some cases, the facilitation team may need to meet for a full day prior to the workshop in order to review the toolkit, assign roles and set expectations.

Section 3 provides detailed guidance for organisers on how to prepare for a workshop, as well as helpful advice for facilitators, translators and note-takers. Furthermore, a detachable summary of workshop activities is included at the end of this toolkit — this can be printed separately and shared among the facilitation team for use during the workshop.

The three 'E's framework

Figure 1. The three 'E's framework



The livelihoods and social structures of rural communities are often complicated, meaning it can sometimes be difficult to know how concepts such as climate resilience and sustainability should be applied during a workshop. A conceptual framework can be useful way of structuring discussions with a community, as well as organising the information collected during the workshop.

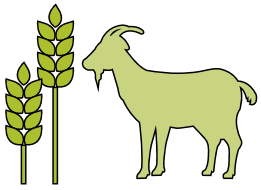
The Pamoja Voices toolkit uses a framework that separates knowledge about rural livelihood systems into three interlinked categories: 1) economy; 2) environment; and 3) equity.[i] While this framework is not new, it is helpful as a means of organising information about natural resources, local livelihoods, and the social institutions connecting them. It is also widely recognised and notable for its simplicity, which for facilitators makes it easier to work with and adaptable to their own needs and experience.

Each of the three categories mentioned holds information about a particular aspect of the rural community, as outlined below.

Economy

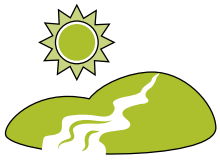
Economy refers to the productive activities people engage in to provide for their family's wellbeing. This includes both efforts to generate food and income, as well as those related to reproduction and childcare. These daily tasks will vary depending on a community's main livelihood strategy (for example, farming or pastoralism) and the time of the year. Among pastoralists, activities — such as herding, milking and vaccinating animals — are focused on care of livestock. Among farmers, livelihood tasks include preparing the fields, weeding and harvesting. Many households combine a number of livelihood strategies, with household members engaging in a wide range of activities.

In rural communities, such activities are strongly linked to traditional gender and age roles. For example, in pastoralist areas, young men may be responsible for herding livestock, while young women may be responsible for looking after small children and collecting water for the household. During the workshop, efforts should be made to clearly identify which activities are performed by men and which by women, as this will help respondents in considering the resilience priorities most relevant to their everyday lives.



Environment

Environment refers to the environmental or 'natural' resources on which people and their livelihoods depend. This can include water, soil, sunlight, pasture, salt, seeds or trees, all of which are potentially affected by climate change. Different communities will prioritise different aspects of their environment, while men and women within the same community will also prioritise resources differently as they are responsible for different productive tasks. The toolkit should clearly identify which resources are most important to different groups, and how climate change is affecting the availability and quality of these resources.



Equity

Equity (also known as 'society') refers to the institutions (see 'key terms' box) that shape and regulate how resources are used, shared and controlled within households and across the wider community. Customary institutions or processes are often seen as being more important than government rules, and in many cases incorporate important traditional knowledge about the environment, helping to support sustainable and adaptive resource use. However, some customary rules can increase the vulnerability of particular groups to climate change, especially women. An example from Northern Tanzania would be the traditional rule that women cannot usually own nor make decisions about livestock. This may limit a woman's ability to respond to climate shocks if her husband is away from the household tending livestock.

During the workshop various activities, the effects of these institutions — both rules and organisations — on the livelihood activities of men and women should be explored. While some institutions may enhance a community's resilience to climate change, others may make particular groups in society more vulnerable.

i The three 'E's are sometimes framed as 'economic, environment, society'.

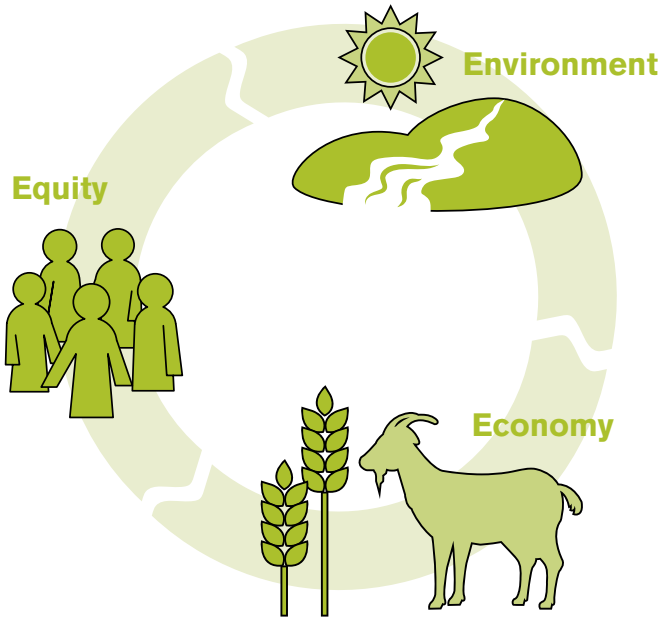
Economy, environment and equity working together

The three 'E's framework works on the assumption that its constituent factors can work together to build the resilience of rural people to climate change, allowing them to practice livelihoods that ensure the wellbeing of their families and communities without exhausting the natural resources on which these livelihoods are based. The three 'E's are an interlocking system, sometimes described as 'pillars' or the 'three legs of a stool'. If a leg breaks, the stool will collapse. If a leg is weak, the stool is vulnerable. For example, if natural resources used by women become scarcer or less dependable due to climate change impacts, then changes to women's livelihood activities or in the rules of society will be needed in order to maintain resilience (the balanced stool).

Exploring these issues in detail may reveal that people are faced by challenges that are more pressing or of greater priority than risks from climate change. Facilitators must by mindful of the possibility that climate change is just one of many threats to sustainable, developing livelihoods.

During the course of the workshop activities, the facilitation team should use the three 'E's framework to develop a clear understanding of local livelihoods and priorities. When asking for further detail during discussions, facilitators should aim at understanding how climate change affects the local environment, institutions and the economic productivity of livelihoods, and how these elements interact. Recognising that communities consist of many different groups will help draw out how the details of how the three 'E's differ between them, enabling participants to develop a more coherent way of articulating their own challenges and priorities.

Building up a strong understanding of the three 'E's in a particular context helps provide a comprehensive picture of each group's resilience context, which is of great benefit in facilitating the pathways to resilience activity (Activity 4). Annex III provides examples of how this took place in our Northern Tanzanian case study.



Key terms: institutions

Institutions are the "formal and informal rules that organise social, political and economic relations". Institutions are essential to society, providing the rules that guide how people interact, shape behaviour and influence how opportunities are perceived.

Formal institutions are the (written) laws, regulations, legal agreements, contracts and constitutions that are enforced by third parties, while **informal** institutions are the (usually unwritten) norms, procedures, conventions and traditions often embedded in culture.

Institutions can also be organisations — groups of people who control access to resources or manage them. In many rural societies, it may be male council elders who are making decisions on how and when to allocate local resources. Another example would be village community banks (VICOBAs), where women can access loans for small businesses and obtain training in running a business.

Adapted from GSDRC, Public Sector Institutional Reform: Topic guide[7]

2. The Pamoja Voices climate-resilience planning toolkit: a step-by-step guide

Setting up the room

How a room is organised can make a big difference to the atmosphere of a workshop. Avoid any configuration which places participants behind tables in a 'U' shape. This is unnecessarily formal, creating a barrier and distance between people that is not conducive to productive discussions. Chairs can be arranged in a circle (around tables, if desired) so participants can see each other.

The workshop should begin in a single large room, in which the opening ceremony will take place. For subsequent workshop activities, it is important that participants are able to discuss issues without those from other groups being able to overhear them, and that walls have adequate space for arranging flipchart paper. This means it may be necessary to have one or more additional rooms (or outdoor spaces). The groups can reassemble in the first room for the sixth and final activity (closing dialogue and discussion).

Introduction

Overview: The introduction sets the tone for the workshop. It is an opportunity for everyone to introduce themselves, and for the facilitation team to make the participants feel at ease. Facilitators should explain the objectives of the workshop and outline what is going to happen, as well as set the ground rules for a 'safe space' by explaining what is (and what is not) acceptable behaviour in the workshop.

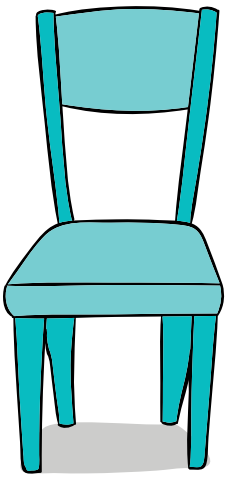
Objectives:

- Open the workshop.
- Explain the workshop's objectives.
- Introduce climate change concepts.
- Explain what will happen during the workshop.
- Allow people to introduce themselves.
- Agree a set of rules for people to follow.

Timing: Under an hour.

Equipment: A 'top table' for visiting dignitaries may be necessary to allow them to speak, open and close the workshop, or lead a prayer.

Groups: One large group containing all participants. It is often customary to invite at least one person with local standing or a formal leadership position to open the workshop.



Stage 1. Opening the workshop

Facilitators should:

1. Remind anyone who has been asked to formally open the workshop (such as a local politician, leader, officer or other person of local standing) to try and keep their opening remarks short, in order to avoid taking time away from discussions.
2. Allow a round of introductions, with people stating their names, where they come from, and any roles they have in the community. Facilitators should ensure they keep good records of these, and also introduce themselves.
3. Explain the objectives of the workshop. It is also good practice to explain the purpose of the workshop, who the institutions organising it are, and what will happen to the recorded information. Participants should be given the opportunity to ask questions they have on these topics.
4. Briefly explain how climate change is affecting the participants' country according to known data or projections. Where possible, a summary of more local impacts can be useful. It is not necessary to explain complicated science, nor to offer advice on how to solve these issues.

Stage 2. Agreeing workshop rules

Facilitators should:

1. Explain that participants should agree a set of rules or principles guiding their behaviour during the workshop. Asking everyone to agree on a set of rules allows people to hold each other to account and encourages buy in.
2. Ask participants to suggest rules they would like others in the workshop to follow. These may include:
    - No use of mobile phones during group work.
    - Respecting the opinions of others even where there is a disagreement.
    - Keeping discussions confidential and not passing on any private information shared during group discussions.
3. Write suggestions on flipchart paper. This sheet of paper should remain visible throughout the workshop.
4. Review the rules when participants are moved into smaller target groups, and discuss whether there are any additional rules people in a target group wish to add.

Activity 1. Strategic challenges: the seasonal calendar

Overview: The seasonal calendar provides a structured way for members of rural communities to conceptualise and explain their livelihoods. Women and men often have very different roles, and perform very different productive and cultural activities. Thus, the seasonal calendar allows for a detailed overview of the tasks performed by men and women of different ages, showing how responsibilities change in response to the seasons.

Climate change is likely to bring greater variability and unpredictability to seasons. Identifying how women and men of different ages maximise resource productivity during years of high rainfall (and attempt to minimise losses during years of low rainfall), offers deep insight into the local adaptation strategies and priorities of these groups.

Objectives:

- Establish how climate change variability across seasons and levels of rainfall affects the area's main livelihood systems.
- Develop an analysis of the different resources used by men and women of different ages, and a clear understanding of their distinctive activities across seasons.
- Identify the strategies used by the community (and different age/gender groups within it) to manage the variability and unpredictability of weather during seasonal change.
- Identify any factors that prevent livelihoods from functioning successfully, and explore how climate change affects long-term resilience.

Timing: Two 90-minute sessions.

Equipment: Each discussion group will need to attach three or four sheets of flipchart paper to the wall (or alternatively lay them on the floor). A blackboard/whiteboard with coloured chalk/pens can also work well.

Groups: For Stages 1 and 2, two groups (one of women and one of men). For Stage 3, four separated groups consisting of: 1) young men; 2) young women; 3) mature men; and 4) mature women.

Stage 1. Identifying the seasons

The activity begins with identifying the characteristics of the seasons as they occur in a year when there is a good amount of rainfall. This is an 'ideal' year, with the seasons easily distinguishable and matching the community's cultural understanding of how the seasons *should* be. It represents a year of high productive potential, in which the roles played by men and women closely match the cultural expectations of daily livelihood activities. This serves as a baseline against which the impacts of climate shocks, and resulting community adaptation measures, can be measured.

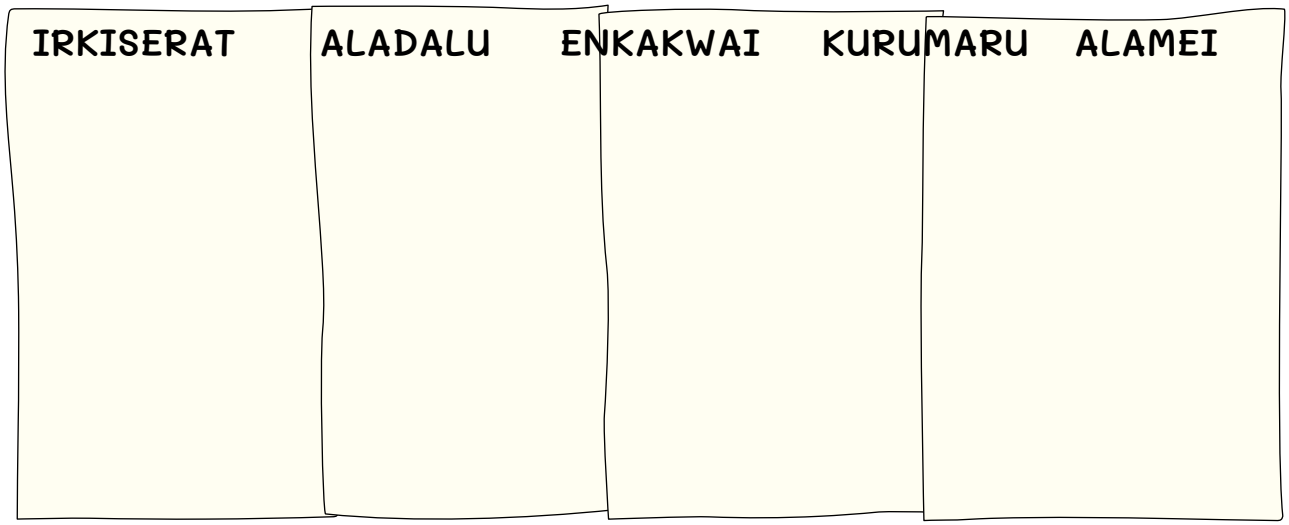
Community members may have differing perceptions of the seasons to facilitators — for example, it is likely they will link their changing daily activities more closely to the seasons. Also, seasonal change is more likely to be an indicator of time passing than the months of the year. It is important that the participants' understanding of the changing seasons is prioritised by facilitators.

Participants should be split into two mixed groups, each with its own flipchart paper set up. As the objective is to describe a process that is similar for men and women, young and old, it is important that everyone agrees on the nature of the seasons.

Facilitators should:

1. Explain the overall objectives of the activity.
2. Explain that the first stage is about understanding the seasons as they are experienced by communities.
3. Establish when people understand the 'beginning' of the year to be, then identify the local language name of the season that takes place during this period of the year and write it in the top-left of the flipchart paper.
4. Agree the local names of the various seasons and the order in which they occur, writing their names along the full length of the top of the flipchart paper, roughly spaced according to their duration (Figure 2). The full length of the flipchart paper should be used for this, as the more space there is, the easier it will be to conduct the activity. Facilitators should be aware that broader seasons may have distinct 'sub' seasons, with their own names and discernible characteristics. For example, the period at the very beginning of the rainy season (and end of the dry season), when rains are very sporadic and unpredictable in both timing and geographical location, may have its own name and identifiable characteristics.

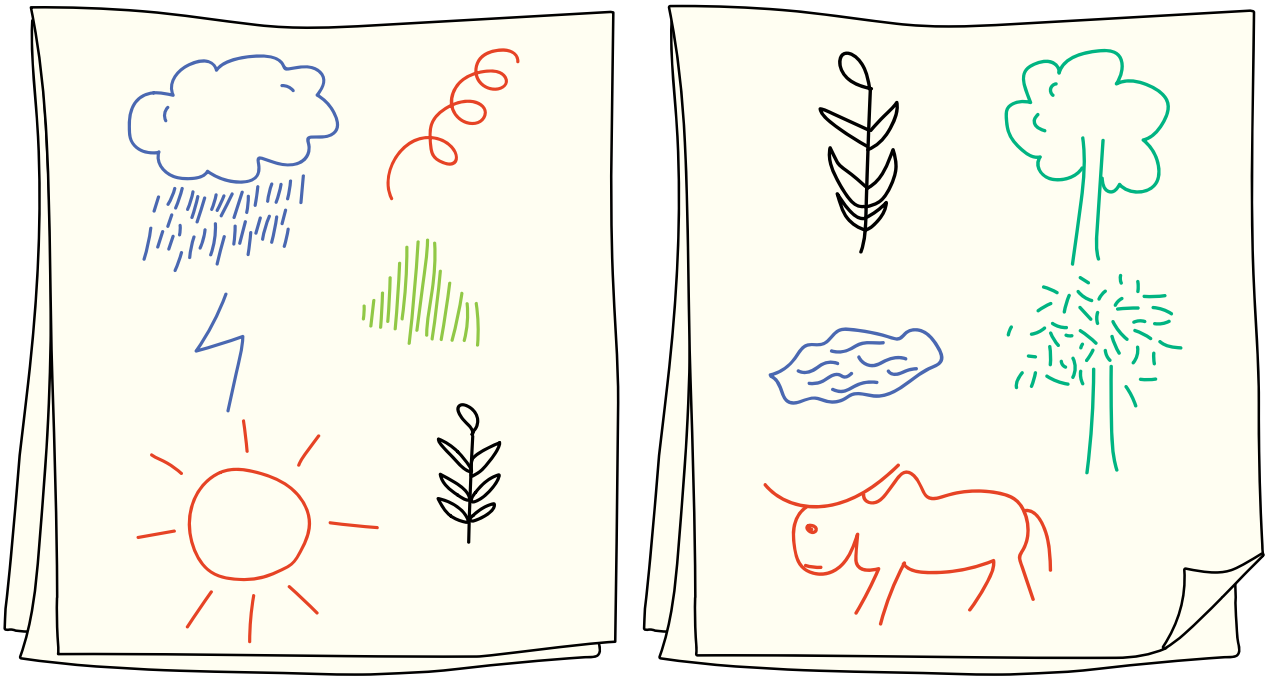
Figure 2. Names of the seasons listed in the language of "Maa".



5. With participants' help, try to identify the typical 'modern' months of the year that the traditional seasons correspond to. This can help facilitators understand the seasons in a language they are used to.
6. Ask participants to describe how the weather behaves during a year with good rainfall. It may be helpful for facilitators to explain that they are not looking for 'extreme' years, but how the weather behaves during a relatively productive year. These key features should be captured using drawings of small/larger clouds with light/heavier rainfall, wavy lines denoting periods of high winds, and smaller and larger 'suns' denoting colder or hotter periods. Figures 3 and 4 provide some examples of what these drawings might look like.

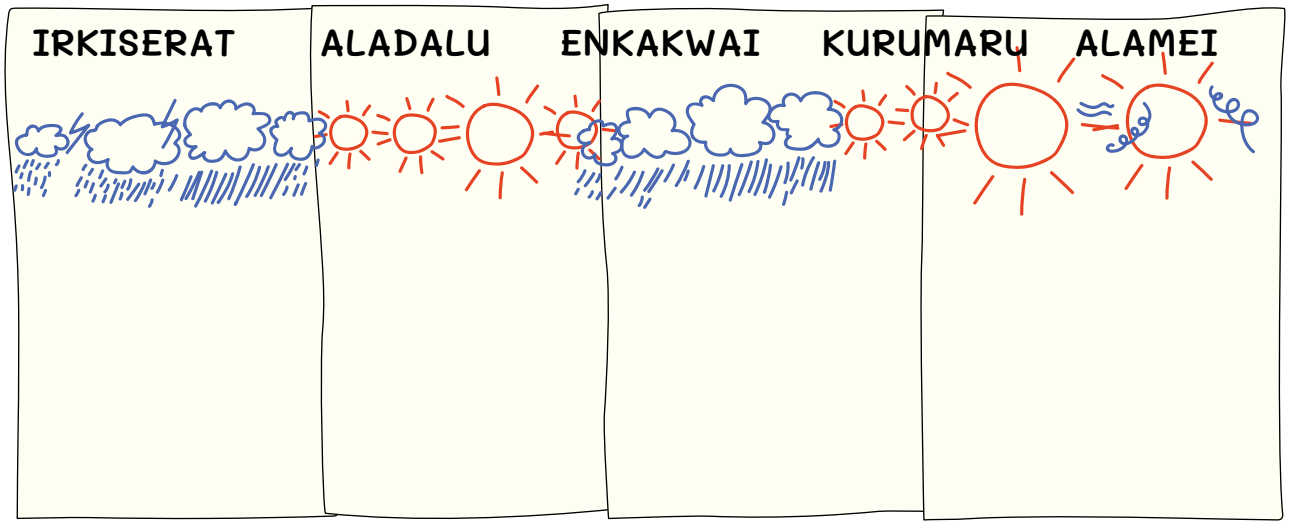
Figure 3 (left), starting top-left and going clockwise: cloud with rain; wind; grass; crops; sun; lightening.

Figure 4 (right), starting top-left and going clockwise: crops; healthy forests with lots of leaves; dried forests that have lost leaves; livestock; ground water available .



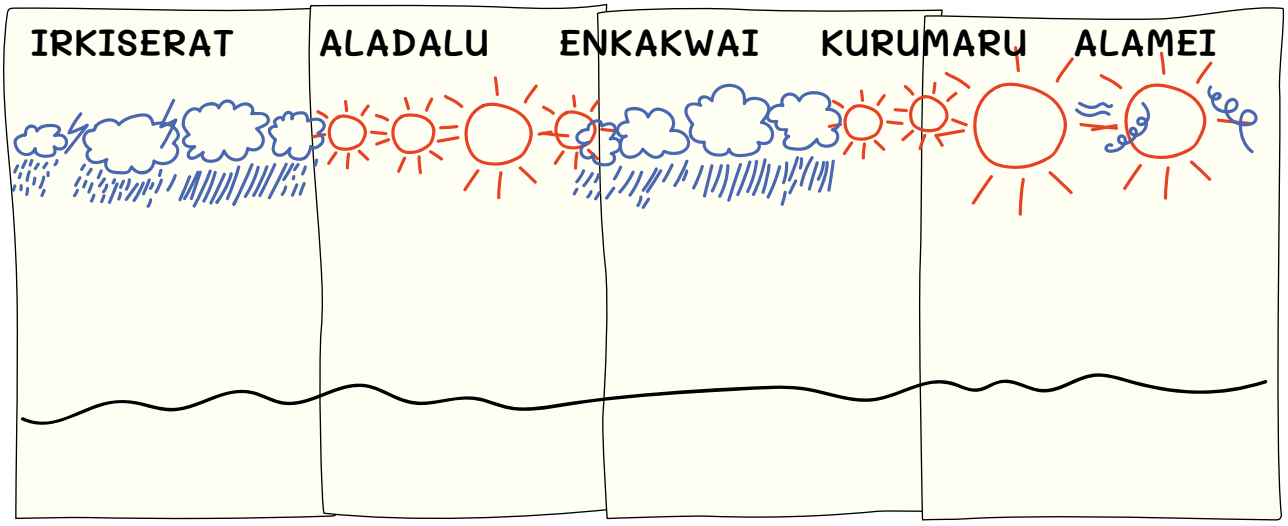
7. Ask for further comments on the specific weather characteristics of each season, including rain, sun and wind. In particular, this should include asking about rainfall at the beginning, middle and end of each season — for example, its intensity and the distribution over time and across the landscape. Details can be written on the edges or over the top of the diagram (Figure 5).

Figure 5. Weather characteristics in different seasons



8. Draw a horizontal line representing the land across the middle of the paper (Figure 6). The line should not be completely flat, acknowledging the fact that the physical geography of land is uneven.

Figure 6. Horizontal line representing the earth



9. For each season, describe how the land is affected by the changing characteristics of the season

Stage 2. Impact of seasons on livelihood systems

This stage involves using the three 'E's (economy, environment and equity) to identify the main aspects of the local community livelihood system.

Facilitators should:

1. Ask what are the main ways in which people generate food or income.
2. Ask what are the essential natural resources available to the community to support their livelihoods and maintain their families/households.
3. Ask what are the main rules, institutions or other methods governing how resources are managed, shared and controlled within the community. These may be both formal (government) or traditional (customary/indigenous).
4. For each season, ask how the natural resources identified change in terms of quantity, quality, availability or value. Natural resources should be drawn on the diagram using, for example, small lines, wavy lines and small circles to represent, respectively, pasture, water and soil. Large quantities of a resource can be represented by larger lines or diagrams, with different colours used to make the diagram clearer (Figures 7 and 8). The diagram does not need to be perfect, but should represent the kinds of changes that take place throughout the year.

Facilitator tip: the three 'E's

For **pastoralists in Tanzania**, a basic version of the three 'E's might look like this:

- The economy is based around livestock and the herd.
- The herd depends on pasture, land and water in the environment.
- The institutions that pastoralists depend upon include traditional leaders (who manage natural resources and arrange the mobility of the herd); groups of young men (who act as community police and herders); the village council; and local government.

For **farming communities**, it might look like this:

- The economy is based around growing crops.
- Crops need land, water and soil in the environment.
- Institutions might include the village assembly and council; rules might include village bylaws.

Figure 7. Natural resources — height gives an indication of quality and quantity of grass

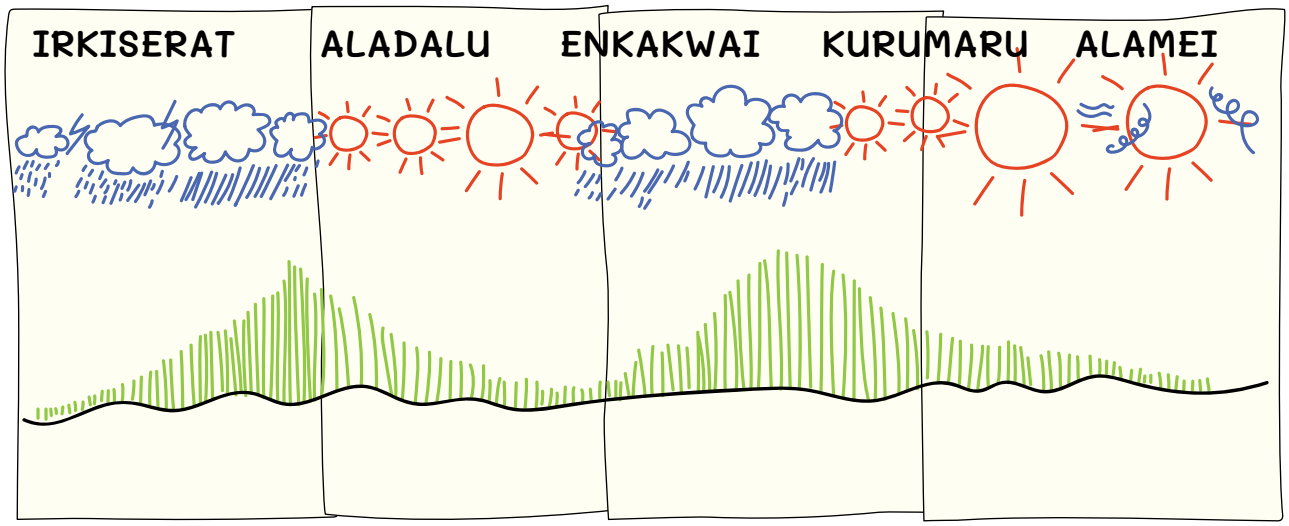
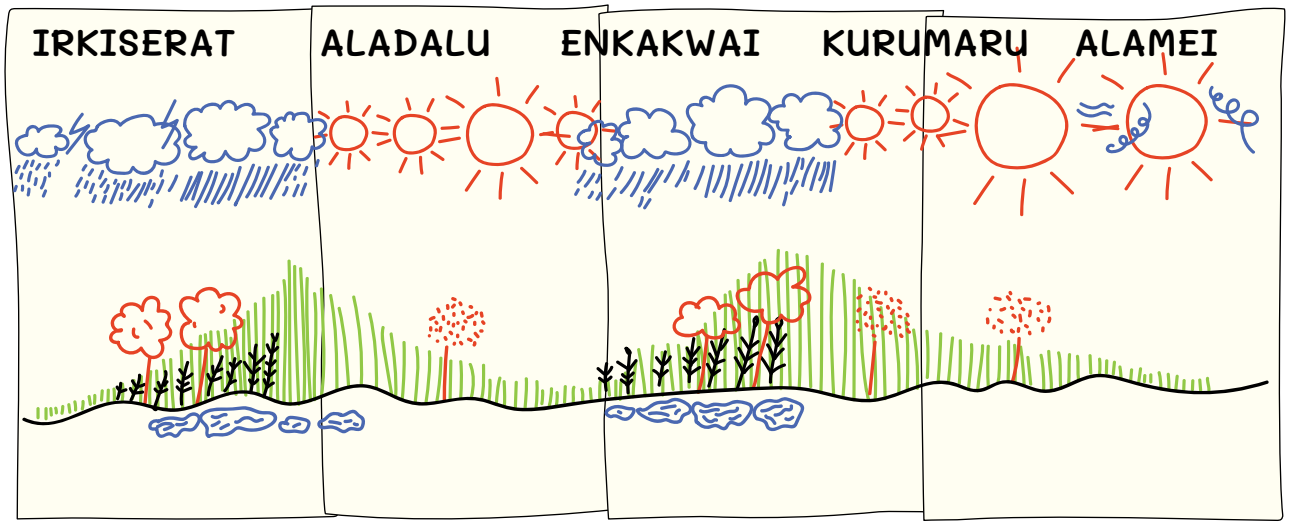
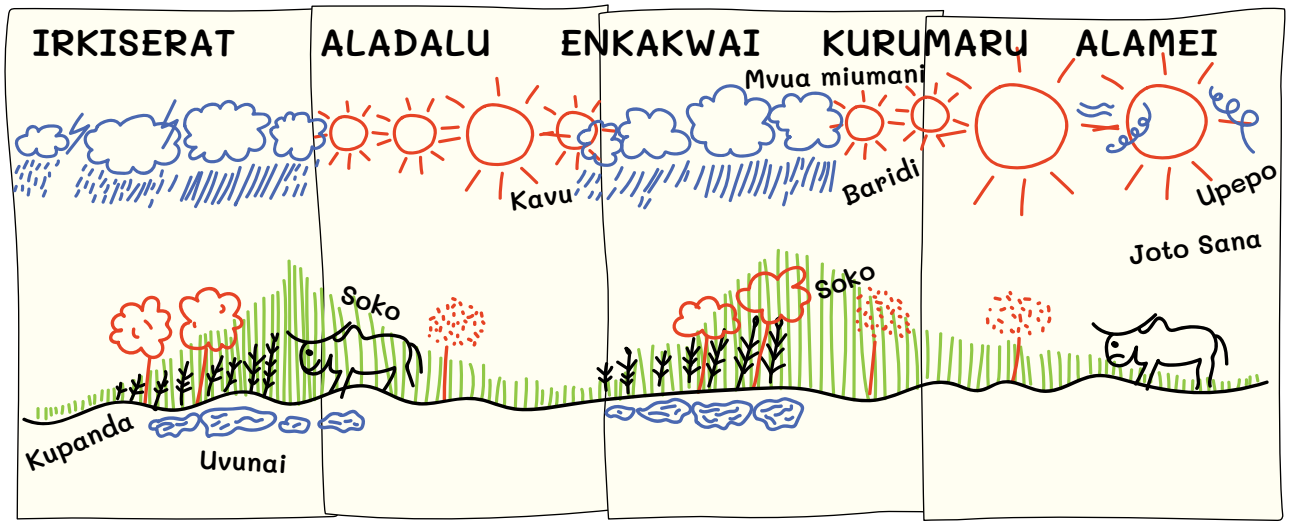


Figure 8. Information added about other natural resources, such as trees and surface



5. Ask how changes in season affects the sources/value of income/food. On the flipchart paper, facilitators should draw symbols representing these changing sources (which are likely to be crops or livestock). Larger symbols should be drawn to represent the growing size of crops or livestock, and words can also be added to help describe the conditions in each season (Figure 10). Facilitators should then ask participants to identify the different ways in which the changing characteristics of the seasons affect key sources of income. For example, higher rainfall leads to pasture availability, which means livestock gain weight, produce more milk and become more valuable. However, they are more vulnerable to diseases. Also, higher rainfall leads to greater water availability for crops, causing them to grow.

Figure 9. Livelihoods: size shows the height of crops, or the health of livestock.



6. Upon completion of Stage 2, separate the mixed groups into the four target groups: young women; mature women; young men; and mature men. Aside from group feedback and sharing sessions, these smaller groups will remain together for all subsequent activities. Ideally, the groups (and their facilitators) should be each able to see a copy of the seasonal calendar on the wall. If the first room is insufficiently large for the four groups to have discussions without overhearing each other, one of the calendars may need to be moved to another room.

Stage 3. Seasonal change and climate variability: challenges and strategies

In this stage, the facilitation team systematically explores the tasks, duties and livelihood activities that women and men of different ages perform in each season, the particular challenges facing each group, and how members of the group try to overcome them. The three 'E's framework should be used to help structure the discussion. Each of the four groups should answer the questions raised in this stage (and in subsequent activities) from their own perspective. For example, young women discuss the activities of young women, young men should discuss the activities of young men, and so on.

By the end of this stage (and therefore Activity 1), the facilitation team should be able to:

- Identify the main roles, responsibilities, activities and strategies used by each group to maintain productivity and minimise loss despite seasonal change, variability and unpredictability.
- Identify the main challenges and barriers to these activities and strategies.
- Identify which strategies are currently most effective, and which are likely to remain effective ten years hence.

Facilitator tip: using the three 'E's

Remembering the three 'E's can guide the facilitators questions to help explore different elements of livelihood systems. Sample questions regarding *vuli* (rainy season), Tanzania:

Economy

- During this season, what do people do with their livestock to make them most productive?
- During this season, what do people do to ensure their crops grow most effectively?

Ecology

- During this season, what do people do to ensure essential resources such as water are effectively used or stored?
- What do people do to ensure pasture is best used?

Equity

- Are there customary rules about how to manage livestock during this period?
- Are there customary rules about how to manage crops during this time?
- Are there customary rules about how to manage pasture during this period?

Throughout the process, it is essential to probe for further detail with follow-up questions. People will rarely elaborate all their thoughts when responding to initial questions – deeper understanding is gained through extended dialogue.

Taking each season in turn, the facilitator assigned to a particular group should:

1. Ask participants about their specific livelihood roles and responsibilities for each season. These are the activities required to generate food or income, and take care of their families. It should be remembered that, for women in particular, such activities may involve managing the household and caring for family members. There may also be traditional, ceremonial, religious and social activities group members are expected to attend to. The facilitator should probe the explanations that underlie these roles and responsibilities, using the three 'E's framework to guide discussion. Questions to ask include:
   - Why do these activities take place at this time ?
   - What are the best ways (strategies) of doing these things, and why?
   - Do any formal or informal institutions help (or hinder) in these activities?
2. Identify the main problems and challenges participants face when carrying out their seasonal activities and strategies. Follow up with questions about what happens if there is too much or too little rain in the season . Open, probing questions should be asked in order to uncover why those in the group think they have this problem. Potential causes can vary, but may include:
   - Environmental constraints: too much/too little pasture; flooding; wildlife.
   - Political constraints: inappropriate laws or policies that prevent strategies from working.
   - Economic constraints: lack of access to finance, income or capital.
   - Physical constraints: lack of infrastructure.
   - Social constraints: conflict, customary rules or laws.
3. Ask participants what strategies they use to overcome these challenges and problems. Also, which strategies are most effective, and whether they are likely to be effective ten years from now.

Facilitator tip

Some groups may be unused to talking in-depth about their lives, and so may offer shorter, less complex explanations. This is not a problem. Facilitators should aim to create a supportive and relaxed environment in which people can speak freely and learn to think about their lives in ways they may not be used to. When a group is not going into sufficient detail, it is acceptable to suggest ideas for discussion in greater detail. The note-taker must clearly identify these moments in their notes.

Facilitators should not force unwilling participants to speak nor try to impose their views or explanations on them. Throughout the activity, facilitators should be particularly alert to the role of institutions (for example, gender-based rules and decision-making groups).

Activity 2. Lived experience of climate change

Overview: This activity aims to ensure that all participants have a common understanding of what is meant by climate change, with younger/older women and men of the four groups talking about their lived experiences of climate shocks and longer-term climate change. The activity is important as it focuses participants' attention on responses to climate change specifically, rather than their development needs more generally.

Climate change impacts are different in character from those identified in the seasonal calendar because they emerge from long-term trends that are changing the underlying character of the environment. Local people may experience them as alterations that take place over a period of decades, such as variations in the timing and/or duration of seasons, differences in rainfall patterns, and changes in vegetation type or the spread of disease. They may also be experienced in the increased frequency and/or severity of climate 'shocks' — severe, unexpected and disruptive weather events, such as extended drought, flooding or high winds. Research conducted prior to the workshop will be helpful in understanding which issues are likely to be raised.

Objectives:

- Identify ongoing climatic changes experienced by the community.
- Understand how different events affect people in different ways.
- Articulate coping strategies used by people during climate hazards.

Timing: 60 minutes.

Equipment: Ideally, the facilitator and group participants should have access to the seasonal calendar diagram produced in Activity 1.

Groups: Four separated groups consisting of: 1) young men; 2) young women; 3) mature men; and 4) mature women. The groups can remain in one room if it is big enough for all four to work independently without overhearing one another. Otherwise, particularly if some groups seem inhibited by the presence of others, each should work in a different room.

Step by step:

Each facilitator should:

1. Using the seasonal calendar as a reference, focus on longer-term changes to the local climate by asking: "How have the seasons changed over the last 15 to 20 years?" It may help to personalise the question by asking: "How have the weather and the seasons changed since you were a child/a young man or woman/you got married?"

2. Ask about the characteristics of the seasons in detail. For example, when discussing a wet season, the facilitator should ask if any of the following have changed: when the season begins and ends; how long it lasts; the total amount of rainfall; the pattern of rain throughout the season; and the temperature. They should also ask how these changes have impacted the availability of the natural resources on which the community depends, for example, the amount, quality and type of pasture; new invasive species; soil quality; water.

3. Ask how these longer-term changes have impacted participants personally, their specific group (young men/women; mature men/women), and the community more widely. Economy and equity should be explored through asking such questions as: "How have these long-term changes affected your ability to carry out your daily tasks and seasonal activities?"; "Have you changed the way you do things as a result?"; "Have rules of access/management of natural resources changed because of this?"; "Have local institutions, government or development actors responded to these changes?"

4. Ask participants to think about any specific historical climate shocks they remember, such as extended periods of drought, intense periods of rain and flooding, and periods of high winds. Some of these events may have been so disruptive that they have a special local name. Using flipchart paper, a 'timeline' of specific climate hazards/shocks remembered by the group should be created, with the impact on economy, environment and equity explored for each of them. If possible, a variety of different types of shock the community has experienced should be discussed. Potential questions to ask include:

   - **Environment:** "Which seasons of the year were affected?"; "How did it affect the availability of natural resources in each season?"
   - **Economy:** "How did it affect your livelihoods and ways of obtaining food and money?"; "Who was most affected in the community?"; "How did it affect people in your group?"; "What strategies did you use to maximise returns and minimise losses?"
   - **Equity:** "How did institutions [formal and informal — the government, local community support networks, councils of elders] respond?" It may be useful to take each of the mentioned actors in turn and discuss how they responded.

Facilitator tip

Facilitators should be prepared to be flexible. For example, participants may wish to discuss specific historical events at the beginning. If this is the case, they could be allowed to do so, with the facilitator asking the relevant follow-up questions and returning to longer-term changes at a slightly later point. It may be helpful to spend 20 minutes creating a timeline of major climate events with participants.

While it is useful to have insight into the wider societal background, care should be taken not to let the discussion stray too far away from the subject of the changing climate.

Activity 3. Gender analysis of resources

Overview: This activity explores the differences in power between groups in the community when it comes to accessing and making decisions about key assets and resources, with a specific focus on the four target groups attending the workshop.

Working in their four groups, participants identify the key assets and resources that are important for living a good life in the community, and that are necessary for carrying out local livelihoods successfully. Participants explore which groups in the community can access these assets/resources, who gets to make decisions about them, and, crucially, how local ways of organising things can affect the resilience of different groups to climate change. Ideally, the activity should not be introduced as a 'gender analysis', as some groups may engage less fully if they think it is of limited relevance to them.

Objectives:

- Identify local assets/resources that are important for the community.
- Identify who has the right and ability to access assets/resources, and why.
- Identify who has the right and ability to control these assets/resources, and why.
- Understand how climate change affects key assets/resources.
- Understand how the way assets/resources are managed affects the group's ability to respond to climate change.

Key terms: access, control and assets

Access means that an individual or group can use a resource, often as part of their daily livelihood activities.

Control means that an individual or group can make important decisions about a resource. For example, they can decide to sell or to give it to another person or household.

Assets means property or possessions that have value, and which can be put to productive use or exchanged for money.

Assets may include (but are not necessarily limited to) the following:

Money: from the government, employment, selling things.

Livestock: cattle, sheep, goats, camels, donkeys, chickens.

Livestock products: milk, butter, leather.

Crops: subsistence crops, crops grown for sale (cash crops).

Water: from dams, taps, boreholes, ponds.

Land: family land, farming land, common rangeland, village land.

In Northern Tanzania, where the Pamoja Voices toolkit was developed, pastoralist women have access to livestock as part of their duties to feed and water animals near the family homestead. However, they do not own them, nor do they have control over them, as they cannot sell cattle or small stock without asking their husband's permission. In cases where husbands are absent, this limits women's ability to respond quickly to climate emergencies.

However, traditional rules state that women can sell livestock products, such as milk, butter or leather hides. Some women sell these items through their own small businesses, and so can control the money they make. The profits made make an important contribution to their climate change resilience.

Timing: 90 minutes.

Equipment: Ideally, the facilitator and group participants should have access to the seasonal calendar diagram produced in Activity 1.

Groups: Four separated groups consisting of: 1) young men; 2) young women; 3) mature men; and 4) mature women.

Step by step:

Each facilitator should:

1. Ask what are the most important assets and resources required for someone in the community to lead a good life, and make a list of the answers. How are they obtained? Where are these things found? How is climate change affecting them? While the seasonal calendar can be referred to as a starting point, it should be remembered that it is not just natural resources that are being discussed, but also assets and possessions.
2. Ask which assets and resources are most important for people in the community to overcome climate hazards. Which help most in managing such climate shocks as droughts and floods? How and where are they obtained? Are they the same or different from the assets/resources important for leading a good life in the community?
3. Take the assets/resources mentioned in the previous step and ask the group to prioritise them. The facilitator should be sure to note down why the group has put some resources ahead of others.

Taking each asset/resource in turn, and starting with the most important for resilience, **the facilitator should:**

4. Ask participants to make a list of all the individuals, groups and institutions that use, make decisions about, or are involved in some way with the asset/resource, starting with the four target groups at the workshop. Are there any other groups or institutions? This can include informal traditional institutions, such as councils of elders, or formal government bodies, such as the village assembly or council. As this is a gender analysis, a note should be taken of whether these institutions or groups are dominated by men or women.
5. Ask which of these stakeholders accesses and uses the asset/resource. What do they use it for? Is any group excluded from accessing or using the asset/resource? If so, why?
6. Ask which of these stakeholders has control over the asset/resource. Who makes the decisions? Why do these people have control (and not others)? How do they control it? Are there any exceptions? Do they control the asset/resource all the time?
7. Ask participants what the implications are of this way of managing things for the resilience of the current group? How does the current system of access and control affect their ability to respond to seasonal challenges and climate shocks? Participants should be reminded of the challenges they identified in the seasonal calendar, as well as the historical climate shocks they have experienced.

Following the conclusion of the activity, it may be fruitful to bring all four groups back together so that each can present back their discussions. The objective here is not to make everyone agree, but to help different individuals/groups understand the perspectives of others. Facilitators should focus particularly on how control and access to resources affects the ability of each group to respond to climate change impacts and hazards.

Activity 4. Pathways to resilience: the theory of change

Key terms: climate resilience

Climate resilience refers to the ability of an individual, household or community to experience the impact of a climate hazard or climate change without suffering negative consequences to their wellbeing.

Overview: This activity explores what climate resilience means for the mature/young men and women of the community, before identifying concrete activities or development interventions that can help build it. The activity centres around creating a 'pathways to resilience' diagram, which has multiple levels. It begins with identifying the group's climate resilience factors, which are placed at the top. Through a structured process of reasoning, recommended development interventions and activities are identified and placed at the bottom. Once the diagram is complete, group members can articulate the rationale for their proposed development interventions by tracing the pathway back from the bottom of the diagram to the top.

Objectives:

- Identify activities or interventions that will contribute to the group achieving greater climate resilience.
- Identify specific activities that can be acted upon by different stakeholders.
- Explain why and how these interventions or changes will contribute to climate resilience.

Timing: Two sessions of 90 minutes each. Stage 1 will take around 60 minutes of the first session, leaving 30 minutes to begin Stage 2. Given that significant time will likely be needed to fully explore priorities and how they link together, the full 90 minutes of the second session should be assigned to completing Stage 2.

Equipment: Five or six flipchart sheets, sticky notes, coloured marker pens.

Groups: Four separated groups consisting of: 1) young men; 2) young women; 3) mature men; and 4) mature women.

Stage 1. Identifying factors of resilience

Each facilitator should:

1. Take a few minutes to recap the discussions regarding seasonal challenges that took place in Activity 1, Stage 3 and regarding climate shocks that took place in Activity 2.

2. Ask participants about the characteristics of a person who can experience climate shocks while still being able to support her or himself or their family (someone who is resilient).[ii] Furthermore, participants should be asked to think about others they know or are aware of with a similar background to them, who have managed well during a period of climate stress or through a climate hazard. For example, an unmarried young woman should consider the example of someone her age and in a similar position. What assets or resources did that person access or control that allowed them to withstand the shocks? What productive strategies did they use? For many people, resilience to climate hazards is closely linked to the ability of their households to support them. In this case, they may also want to consider other households that are collectively resilient. The three 'E's framework may be helpful when asking such questions as:

ii Where translation is appropriate, local words for resilience should already have been identified by the translators in the pre-workshop briefing. If possible, participants should be allowed to put forward equivalent local words or concepts by themselves first.

- What economic assets or strategies allowed resilient individuals/households to support themselves during climate hazards?
- What local natural or other resources were resilient individuals able to access that allowed them to continue supporting their households?
- What traditional, customary or legal processes or systems helped resilient individuals support themselves or their households? This may also include informal relationships with other people (for example, mutual support/labour-sharing groups, or arrangements with neighbours).
- Are there particular skills or knowledge that resilient individuals/households have?

3. Ask the group to choose the four or five most important factors enabling people to withstand climate hazards or years of low rainfall. These will be the main factors of resilience for the group, and should be fairly high-level ambitions at this stage — examples might be "access to water", "access to food", "having savings" or "having healthy livestock". Once these factors have been identified, ask the group to rank them in order of their importance to the resilience of those in the group.
4. Write each factor on an individual sticky note, and then place them at the top of a sheet of flipchart paper.

Facilitator tip

Some participants may struggle to clearly articulate factors of resilience through thinking about people they know. Should this be the case, another means of identifying resilience factors is to refer back to the challenges or constraints discussed in relation to the seasonal calendar and the climate shocks experienced by the participants. It is often these challenges that prevent people from accessing or controlling a key resource necessary for building resilience.

Thus, if participants talked at length about an inability to access water during the dry season, then it is likely that access to water throughout the year will be an important contributor to resilience. Alternatively, if people talked about challenges in storing or accessing food, then it is likely that having reliable access to food throughout the year is an important factor.

Stage 2. Identifying how interventions build factors of resilience

Each facilitator should:

1. Starting with the factor of resilience ranked as the most important, ask what conditions might be necessary for people in their group to be able to access or benefit from it. For example, if the group cited "being able to experience a drought without serious problems" as the main factor of resilience, then the facilitator should ask: "What is necessary for people to be able to experience a drought without serious problems?" It is likely that multiple suggestions will be put forward.

Thus, in the case of the question just mentioned, members of the group might respond with "having easy access to water", or "having helpful neighbours and family", or "being able to buy food with money" (Figure 11). Each answer should be written on an individual sticky note and placed underneath the top-level factor of resilience. Space should be allowed for all the most relevant suggestions. The facilitator should then explore each one of these second-level topics in greater detail.

Facilitator tip

The pathways to resilience diagram will change as the discussion evolves. Participants may offer lots of suggestions, which is to be welcomed. Write down the ones that are most important and move sticky notes around if the diagram becomes too crowded.

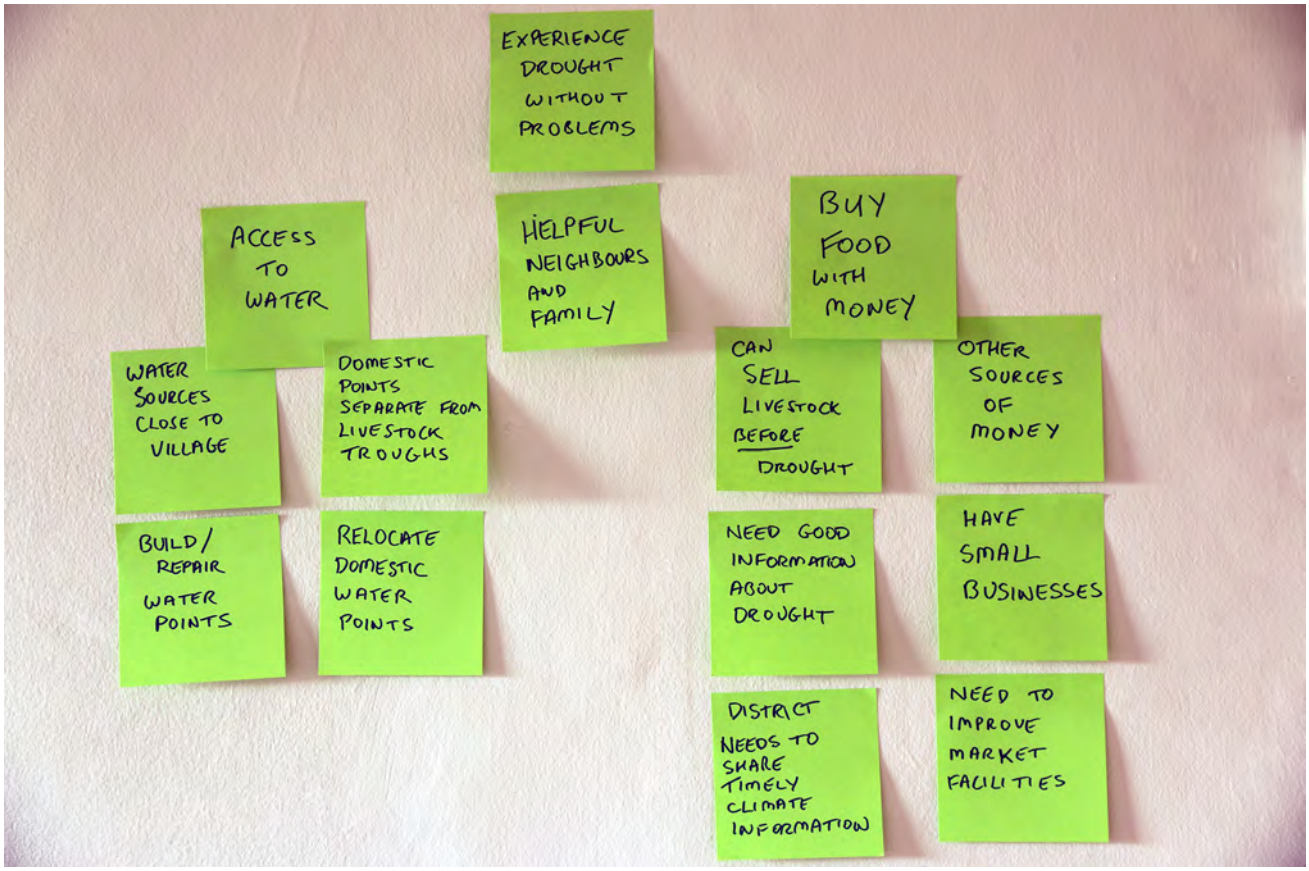
It is likely that challenges and factors will overlap, appearing several times in the diagram. This is to be expected. The diagram may also become very detailed, which is useful. Some interventions or changes may contribute to addressing several challenges — for example, access to water typically supports numerous other changes, including in farming, health and education. For this reason, it can be helpful to shift the location of sticky notes in order that they make the most sense as the conversation unfolds.

Figure 10. Starting a pathways to resilience diagram for a group of women

2. Take one of the second-level factors and ask the group what needs to happen for this strategy to be successful. Continuing the previous example, the facilitator might ask: "What things are necessary for people to have easy access to water?" The facilitator should write each answer down on a separate sticky note and place it on the flipchart under the second-level topic to create a third level (Figure 12) . The process should then be repeated for each third-level factor in turn, with new levels created under the factor as needed until participants have identified as many background supporting conditions as they can. The lowest levels should ideally be very specific interventions, investments or actions that can be initiated by the government, an NGO or CBO, or the community itself. To get to this level of detail, the facilitator should ask: "Are there particular places or locations where this intervention should be made as a priority?" The answers given should help in identifying the specific locations or people that will benefit most usefully from the proposed intervention.
3. Once a second-level factor has been fully analysed, move on the next second-level factor and repeat step 2. This should be done until all second-level factors below the original top-level factor have been thoroughly explored.
4. Move on to next most important factor of resilience and repeat steps 1–3 until it has been fully explored, creating as many levels as are needed. Throughout, participants should be encouraged to mention specific interventions or practical actions that might build the factor of resilience they are discussing.

5. Once the diagram is complete, ask participants to rank the specific interventions and activities that appear at the bottom levels, identifying the top three priorities. By retracing their steps from the bottom of the diagram up through the various levels, participants will be able to explain exactly how each intervention they are recommending builds resilience. This is the 'pathway to resilience'.

Figure 12. A simple pathways to resilience diagram for one factor for resilience (the diagram could be improved by identifying specific locations in the community where interventions should happen)

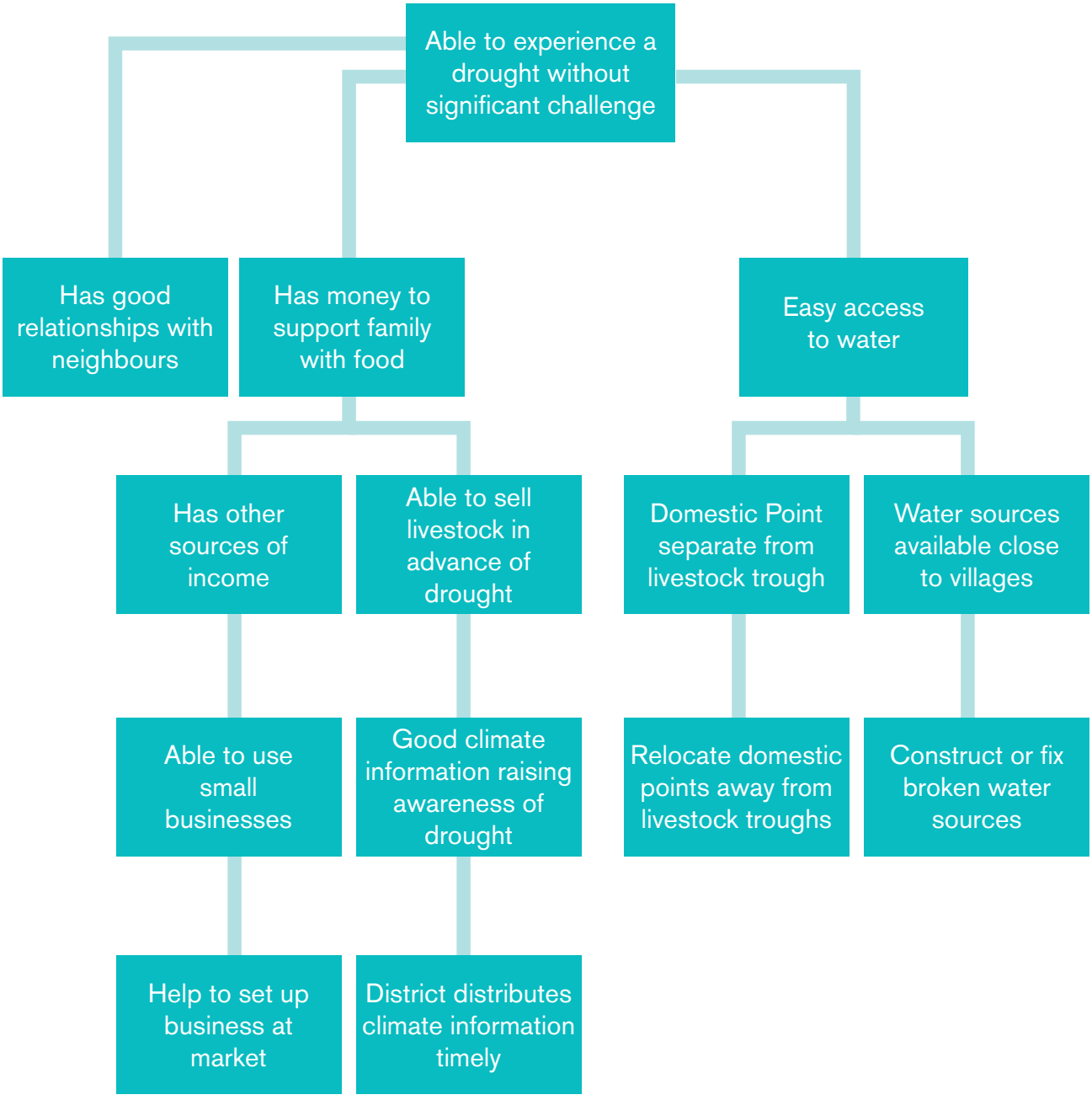


Facilitator tip

If participants are having trouble understanding, facilitators can refer to the discussions that took place in Activity 1, Stage 3, where challenges and constraints to seasonal activities were discussed, and recorded on the seasonal calendar. These can help explain the obstacles to climate resilience and show how they might be addressed.

Assume, for example, that the factor being discussed is access to water, and that in the seasonal calendar activity participants discussed the fact that water sources were far away, that they had to spend a lot of time queuing, and that water sources were broken. This reveals that for water to be available, the following must happen: 1) more water sources in appropriate places constructed; 2) rules reducing queuing times introduced; and 3) broken water sources fixed. Each relevant answer should be written on a separate sticky note and placed under the top-level factor of resilience.

Figure 13. Simple pathways to resilience for one outcome



Activity 5. Stakeholder mapping: the circle diagram

Overview: This activity assesses the contributions that institutions and organisations currently working in and around the community make to local climate-resilience priorities. Are they helping, failing or even hindering the community meet its goals? It should be noted that the findings in this activity are mainly for use by organisers, facilitators or local government — it is not essential to present information back in detail to the rest of the workshop participants.

Objective:

» Gain an understanding of who users of the Pamoja Voices toolkit should work more closely with in order to engage with the community's genuine priorities.

Timing: 60 minutes.

Equipment: A flipchart (ideal), large sheet of paper, sticky notes, coloured marker pens.

Groups: Four separated groups consisting of: 1) young men; 2) young women; 3) mature men; and 4) mature women.

Step by step:

Each facilitator should:

1. On flipchart paper, make a list of all the institutions or organisations that currently support the community or deliver public or private services to it. This list may include NGOs, CSOs, government agencies (local or national), religious groups, traditional institutions, community groups, and private companies. It should be noted that all institutions/organisations currently active in the community should be listed, regardless of whether they describe their work as being part of a 'resilience' project (projects contributing to resilience are not always described as such!).

Facilitator tip

If the group mentions too many institutions/organisations to discuss in the time available, the facilitator should ask participants to rank them according to which are currently most active in the community, and then restrict discussion to the most relevant.

2. Draw a small circle in the centre of the flipchart paper, representing the community. The facilitator should then draw a series of concentric circles around the community, representing the different degrees of help that institutions/organisations can give the community (Figure 14).
3. Write the name of the first institution/organisation onto a sticky note and map it as follows (Figure 15):
   - › If the institution/organisation is responding closely to the climate-resilience priorities the group identified in Activity 4, it should be placed in a circle close to the centre of the map, near the community circle. If an institution/organisation is offering services that do not respond to the group's priorities, it should be placed further away in one of the outer concentric circles.
   - › A line should be drawn at the side of the sticky note indicating the level of resources (as perceived by the group) employed by the institution/organisation in delivering the project. A longer line indicates a higher level of resources, while a shorter short line indicates the contrary.
4. Ask the group why it decided to place the institution/organisation where it did, and to describe the institution/organisation's activities, as well as the development priorities they are addressing. If an institution/organisation has been put in the outermost circle (or beyond it!), the facilitator should ask participants to elaborate on how it is impeding the community achieve its resilience goals.

5. Ask the group about how the institution/organisation decides what it is going to do in the community. Does it carry out any research or consultation — for example, entering into a dialogue with the village council, assembly or traditional leaders?

6. Repeat steps 3–5 for each institution/organisation on the list.

Figure 14. Circle diagram template showing grades of contribution to community priorities

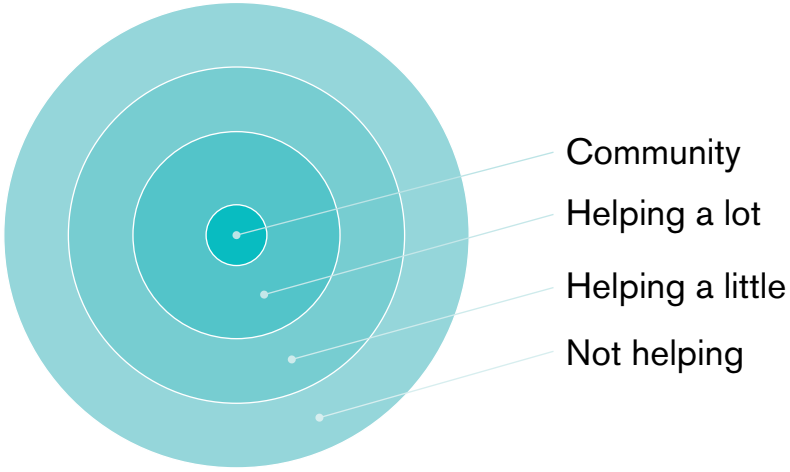
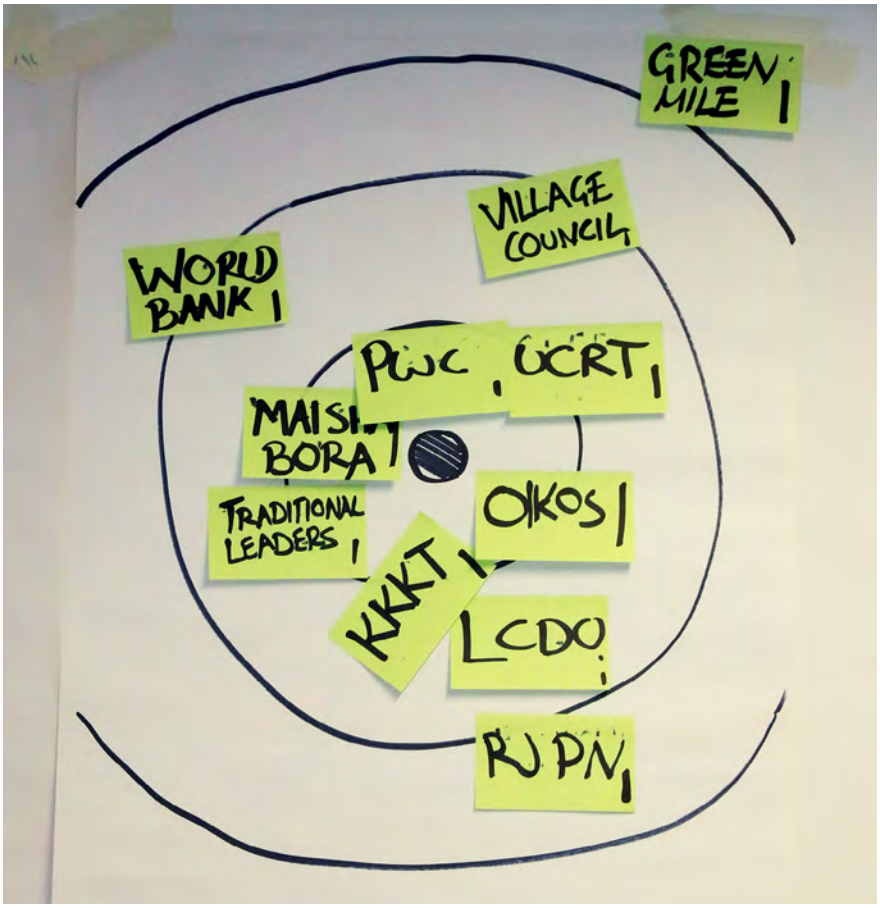


Figure 15. Circle diagram indicating level of institution/organisation responsiveness to community priorities



Activity 6. Closing dialogue and discussion

Overview: The closing dialogue involves a large group discussion centred around the pathways to resilience diagrams produced in Activity 4. This final discussion may uncover or release tensions within the community, many of which will be related to differing views on how changes to resilience building should happen. However, the workshop can also become a space where other deep-seated community disputes are vented. As such, it is crucial that this part of the workshop is managed with great care. It is important to bear in mind that the workshop is not taking place in isolation — rather, it is part of broader ongoing conversations between community members, which facilitators are unlikely to have great awareness of. Facilitators must therefore be mindful of managing tensions, ensuring everyone that has an equal say in a respectful and safe environment. The objective is not to ensure that everyone is in agreement, but to share perspectives and make groups aware of each other's challenges.

Objectives:

- Enable community members to a gain greater understanding of the perspectives of other groups.
- Enable community members to get a sense of the climate-resilience priorities of other groups.

It should be noted that the aim of this exercise is not to make everyone come to agreement, but rather to facilitate mutual understanding of differing perspectives.

Timing: 90 minutes.

Equipment: Masking tape.

Groups: One large group in a single room/ space containing all participants.

Step by step:

Facilitators should:

1. Prior to gathering everyone together, tape all 'pathways to resilience' diagrams to the wall so they can clearly be seen by all participants.
2. Explain that this activity will help everyone identify and understand the recommendations of the other groups. Participants should be reminded that, while disagreements are natural and healthy, the session must be conducted in a spirit of politeness and respect.
3. Ask a representative from each group to present the most important interventions from their pathways to resilience diagram. The group's facilitator can, if required, help the representative remember the details of what was discussed. During the short presentation – which should be no longer than 10 minutes – the representative should explain how the interventions help to build resilience to climate change. For example, if a representative from the mature women's group is talking about the need to own land, she should elaborate on why this is necessary for those in her group to survive and support themselves (or their dependents) during a drought or flood.

Facilitator tip

The final session can be challenging, coming as it does at the end of a three-day workshop, when people are tired and thinking about their journey home. It may therefore help to start the session with an energiser — a song, stretch or game that can wake people up.

4. After each presentation, allow 10 minutes for questions. It should be emphasised that this time is for questions only, not discussions about the quality of the pathways to resilience. Facilitators should ensure that none of the representatives are mocked, ridiculed or harshly criticised, with the tone of the discussion remaining open and respectful at all times.

5. Once all presentations have been completed, ask participants to find one other partner from their target group. Each pair should spend 15 minutes considering areas of similarity and difference between the pathways to resilience.
6. Ask the pairs to consider which investments are most likely to effectively build the climate resilience of most community members. Participants should focus only on the extent to which investments build resilience to climate hazards, and explain why the investment they are proposing will be more effective than others.
7. Allow some of the pairs to report their discussions back to the larger group, asking only for a summary of their conversation rather than a lengthy presentation. Time should be allowed for group discussion about communal priorities for resilience, though it is important that particular individuals or groups are not allowed to dominate the conversation. The community champion(s) should be responsible for controlling the discussion and ensuring it is focused on building resilience to climate hazards. Again, it is not necessary for everyone to agree — the aim is to show how different recommendations could build resilience and to recognise these perspectives.

Closing the workshop

Overview: This provides the opportunity to formally close the workshop and give closure to proceedings.

Step by step:

Facilitators should:

1. Explain what will happen with the information that has been gathered. It should be made clear how the information will be put together, and when the community will be able to see (and, if necessary, validate) the reports.
2. Explain how the community can give feedback on the experience.
3. Allow local leaders to say a few final words, should they wish to do so.
4. Thank the participants for their time.

Credit: Lodrick Mika/TNRF

3. Toolkit preparation guide

This section provides detailed guidance for the organisers and the facilitation team about how to prepare in advance for the workshop. This should be read by the team before the workshop and reviewed during pre-workshop briefings. It can also be helpful to refer to this guidance while the workshop is in progress.

Guide for organisers

At least several weeks prior to the workshop:

Decide the spatial scale of planning

Organisers should decide at which administrative planning level they would like to carry out the workshop. The toolkit can be carried out within a single village, using representatives from several villages across a ward, or across several wards in a larger administrative area.[iii] However, the toolkit is not recommended for use in understanding climate priorities across an entire district or county, as it is unlikely that people in one village will understand the specific priorities and needs of their counterparts on the other side of the district/county.

Read existing reports and literature

Organisers should review any previous studies, vulnerability assessments or resilience assessments that have been carried out within the area in question. These may have been conducted by NGOs, government or academics, and can be particularly helpful in understanding the basic aspects of the three 'E's as they apply to the targeted location. Questions such studies and assessments may shed light on include: How do most people generate income? What are the main kinds of resources people need? What rules or institutions guide how people access resources or share food and income?

It is worth bearing in mind, however, that the work of previous researchers or NGOs will not necessarily have all the answers, and may even have failed to ask important questions. Often, 'customary' or 'traditional' rules and institutions are poorly understood or explained. Even so, a basic understanding of the context can be very helpful before diving into local workshops, and avoids people's time being wasted. Particularly beneficial is understanding how climate change is likely to affect the area where the workshop will be implemented. Participants will be keen to understand it, and such knowledge helps convey the urgency of community planning.

Decide the workshop location

The workshop requires a sheltered space, preferably close to the where community members are travelling from. There should be a single space large enough to hold all the participants (for example, a classroom or a church hall). Additionally, some activities require people to split into separate groups, meaning each group must be able to move to an area where they can privately discuss sensitive issues. In the rainy season, moving outdoors is unlikely to be an option, so multiple rooms may be necessary. Though electricity and projectors can be helpful, they are not essential for the workshop. If refreshments and food are to be provided, facilities must be available for their preparation.

iii Villages and wards are applicable to the Tanzanian administrative context. If the toolkit is being employed in another country, divisions that suit the country in question should be used.

Decide when to run the workshop

The timing of the workshop should, as far as possible, avoid disrupting people's daily lives. If the workshop is to take place during the rainy season, it should be confirmed that those invited will be able to find transport to the location in good time (if, indeed, transport is available at all).

It is likely that women will be looking after children of different ages — this should not be a barrier to participation, and ways of making it easier for children to be looked after during the workshop should be considered. This may mean adjusting the timing and/or location of the workshop. Local partners should be consulted about which location is likely to facilitate fullest participation. Organisers should be aware that certain times of the year are extremely busy for some or all members of the community (for example, during the harvest), and that it may be hard for people to spare the time to participate.

Market days, traditional events or ceremonies, political or religious gatherings and other local events should be planned for, as people will want to take part in them, particularly if their livelihoods depend on it. The help and advice of community champions or representatives should be sought in planning around these events — it may be, for example, that a four-day workshop (rather than the standard three days) is required to accommodate these needs.

Choose the participants

The workshop will only achieve useful outcomes if a range of perspectives from the community or communities are represented. 'Sampling' is the process by which workshop organisers identify who will attend the workshop.

A representative sample seeks to ensure there is equal representation of mature and younger men and women from the various ward(s) or villages being targeted, and that those selected come from a variety of household sizes and wealth backgrounds. The principal livelihood strategies in the area, such as pastoralism or farming, should also be represented. Failure to carefully consider who will attend the workshop runs the risk of 'elite capture' (see 'key terms' box).

It is important not to invite too many people to the workshop. Each of the four groups (younger women, younger men, mature women, mature men) should ideally contain 6–8 people. If groups are larger than this, there is a risk that some in the group will not have a chance to speak or that discussions will be 'dominated' by particular individuals.

In finding the appropriate balance, workshop organisers should brainstorm the perspectives and identities most likely to be found within the community. Factors likely to lead to obvious differences in perspective include gender (men and women), age (young and old), ethnicity, religion, tribe, clan, level of wealth, and livelihood type location. Identities will vary from place to place.

Once the perspectives perceived as being the most important and relevant have been identified, it should be ensured that these are equally represented in the workshop. While it is fairly easy to ensure that men and women, young and old are well represented, within these groups poorer voices should be included, and/or those with livelihoods that do not depend on farming or livestock keeping.

Key terms: elite capture

Elite capture happens when those who already have the power to make decisions in the community take control of a planning process or new decision-making forum. As a result, the decisions made may not take into account the perspectives of the most vulnerable people in the community. Often, but not always, 'elites' are those who already hold formal positions of power (for example, councillors or local administrators) and are well educated compared to those around them, or hold informal positions of leadership (for example, customary or traditional leaders). While some of these people will need to be present at the workshop, it is essential that the majority have been selected to represent a range of voices in the community.

Choose a facilitation team

The facilitation team[iv] can include a diverse array of people, ranging from those coming from government or non-government organisations to trained community facilitators. Government community development or gender officers, as well as district planning staff, will be able to learn directly from the activities. The team's main objective is to create a safe environment where participants feel they can express themselves openly and honestly. Being a facilitator requires some prior training and practice.

The workshop involves men and women being separated into gender-specific groups. Wherever possible, women should facilitate women, and men should facilitate men, as it can be difficult for women to talk about personal issues to men, particularly when cultural norms dictate that it would be 'wrong' or incorrect to do so. Similarly, note-takers should also sit with groups of their own gender. There must therefore be enough people available of both genders to sit with the four groups.

It is essential to have at least one community champion on the facilitation team. A champion will ideally be an active member of the community, aware of its history and internal tensions, as well as its current politics. Their role, aside from assisting the facilitators, is to gauge the mood and feeling of participants and feedback to the rest of the team. It is possible the workshop will raise sensitive issues that may cause disputes between particular people or groups. A trusted community champion is necessary to manage any longstanding local disagreements that it may be beyond the ability of the facilitation team to perceive or understand. Care is needed here. While champions should be valued, it is important to remember that they, like everyone, have their own personal opinions, biases and prejudices. It may be that they agree, consciously or unconsciously, with some of the traditional gender rules the workshop aims to question. Ideally, therefore, a champion should have some proven experience or commitment working with issues of gender.

It is also advisable to identify someone who will write up the final report after the workshop. This should be someone who has training in compiling and analysing written information, and is familiar with writing reports on a computer. Ideally this individual will participate in the workshop, either as a facilitator or note-taker, allowing them to fully understand the context within which the notes were taken.

The day before the workshop:

Prepare necessary materials

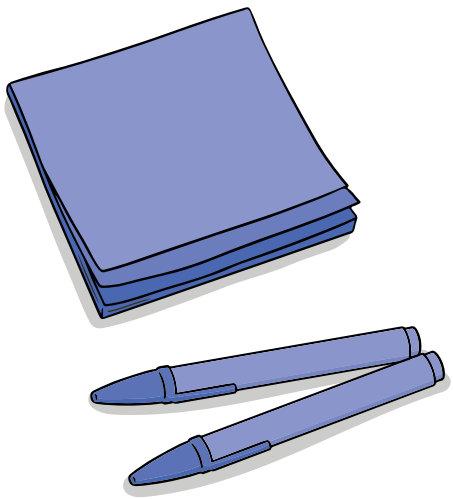
The workshop has been designed such that only simple materials are required. It will be necessary to bring:

- Four flipcharts (ideally) and four rolls of flipchart paper.
- A variety of coloured marker pens.
- Sticky/Post-it notes.
- Masking tape, white tack or Blu Tack.
- Notepads and pens for facilitators and note-takers.
- One printed copy of the Pamoja Voices Toolkit Activity Summary (included as a detachable resource at the end of this toolkit) for each member of the facilitation team.

Identify a coordinator

The organiser should identify who will coordinate the workshop each day. This person can also be a facilitator, and should be responsible for:

- Ensuring the workshop runs according to schedule by checking on the progress of each facilitator's group.
- Adapting the timing of the workshop if necessary.
- Ensuring food or drinks are served in good time.



iv 'Facilitation team' is used here to refer to all the roles involved in running the workshop: the facilitators themselves, the note-takers, the translators, the community champion(s), and any other key operational staff.

Brief the translators (if used)

Language is crucial for allowing people to express themselves in detail. In some areas, the local language of target groups may be different from the language spoken by facilitators. For example, this toolkit was designed and tested in Monduli and Longido Districts in Northern Tanzania. In these areas, many community members (particularly women) mainly spoke Maa, while the facilitation team (district government staff from other parts of Tanzania) only spoke Swahili.

While it is possible that some participants will speak both their native language and that of facilitators, it should not be assumed that this is the case for all participants. Those from more marginalised groups, such as women and poorer participants, may not have had the chance to develop a full understanding of the national language. The workshop must therefore be conducted in the language participants are most comfortable, which may require the use of translators (additional guidance for working with translators can be found later in Section 3).

It is important to review with the translators some of the key words and phrases used as part of the toolkit. In some cases, there may be no adequate translation of a concept into the local language, or it may be possible to translate it in different ways. Before the workshop, it is worth establishing a consensus among the translators about the best way to translate or explain the terms listed in Table 4. A definition of the technical terms **(in bold)** is available in Annex I.

Table 4. Terms to be discussed with translators

access	dry season
adaptation	environment
climate	flooding
climate change	livelihood
climate shock	long rains
control	**resilience**
coping strategies	**short rains**
drought	wet season

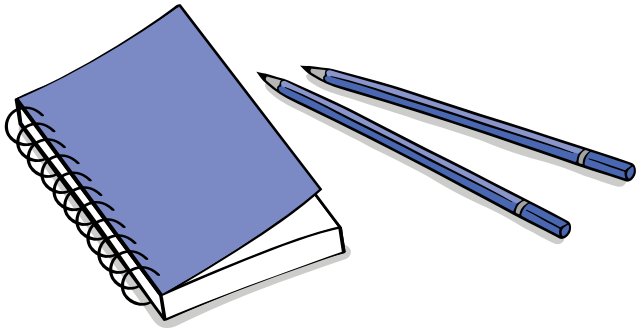
Finally, it is worth remembering that misunderstandings with translation can often be avoided by making good use of drawings and pictures. Facilitators should take advantage of this (skill in sketching is not necessary – simple and clear drawing is sufficient!) though it is worth agreeing the meaning of symbols with translators in advance so they can provide a quick and effective explanation when each symbols is first introduced.

Brief the note-takers

Proper documentation of the workshop and the discussions that take place is vital if learnings are to be shared beyond the facilitators and immediate participants. This means that every target group in the workshop should have a dedicated note-taker.

Organisers should take time before the workshop to meet with the note-takers and discuss in depth their role and responsibilities. It should be emphasised that the note-taking process has two distinct stages, and that writing down information in the workshops forms only the first of these. Note-takers will need to revisit their notes at the end of each day and expand the information into a fuller, standalone version that can be consulted and understood by somebody else — for example the person writing the final report. It is this comprehensive, accurate and intelligible set of notes that is the end product for the note-taker, and represents one of the most important outputs from the workshop.

If the final report writer is a (non-note-taker) member of the facilitation team, it may be useful for them to consult with the note-takers before, during and after the workshop. This will help ensure the notes are presented in a form that matches the expectations and needs of the report writer.



While the workshop is running:

A workshop typically lasts three days, with some team coordination and preparation needed at the end of each day, as well as just before the next day's workshop begins.

At the end of each day, the full facilitation team should come together for 30 minutes to review the day. These reviews can contribute significantly to facilitator learning and improvement, making them aware of successes, failures, pitfalls and group management tricks. They are also essential for identifying any external pressures or unfolding community dynamics that may be affecting the welfare of participants and/or their ability to participate fully in the workshop.

The review should consist of:

- Reviewing the tools, methods or explanations that helped in the facilitation process. What worked well and where could things have been better? Were there any problems with translations? All members of the facilitation team should feel comfortable about being honest regarding areas for improvement.
- Exploring how for each of the four target groups the day's findings can be expressed in terms of the three 'E's (economy, environment, equity). Diagrams should be used to sketch out the different factors and how they relate to each other (see Annex III for examples of diagrams drawn by facilitators who developed the toolkit in Northern Tanzania).
- Reflecting on the 'mood' or 'atmosphere' of the workshop. Were there times in the day when discussions seemed to go particularly well? Which tools did participants respond to best, and why? Are there divisions between participants that may be affecting discussions, and how can these be managed? Are there dominant characters that may be silencing or intimidating others, and how can they be managed?
- Considering any wider social or cultural conflicts in the community that may be influencing the workshop and its participants. Facilitators should be aware of the wider social and political context in which the workshop is operating, and may need to take steps to protect participants.

At the beginning of the following day, the facilitation team should meet in advance of the first session to confirm arrangements, the day's timetable and the roster of duties. This is also a good time to review each of the planned activities' objectives. Facilitators can then draw on the previous day's findings to make each activity more effective. The three 'E's framework can be very helpful in doing this.

Facilitator tip: recognizing hidden dynamics

In cultures where opportunities for marginalized people to publicly express their opinions are few, a workshop established by an outside group that allows women and men to speak equally may seem very different to the 'traditional' or customary spaces people are used to. As such, some participants may use the opportunity to express grievances or raise issues they have held for some time, but been unable to express. Others, by contrast, may remain silent for fear of embarrassment or later backlash.

This means that facilitators — particularly those that come from outside of the community — must be sensitive to the atmosphere of the room and the potential power relationships leading some people to speak or behave in certain ways, and others not to. The community champion should provide advice on understanding these issues and how to respond to them. If facilitators are new to the community, it is important to recognize that not all information will be 'visible' on their first visit to the community. Though the toolkit will still be of value, consultation with key informants or partner organisations should be considered in order to verify information.

Guide for facilitators

Good facilitation is critical to the success of a workshop. It is, however, not an easy role, requiring patience, skill and practice. The facilitator is responsible for introducing, guiding and managing the flow of the toolkit exercises. Therefore, they must know when to probe for further details, while also being mindful that discussions keep to time and remain relevant. Additionally, the facilitator must ensure that everyone in the room is heard, creating a safe space in which quieter voices feel valued and able to contribute to discussions. With this in mind, the following points (adapted from Ada Consortium)3 provide useful guidance for the facilitator before, during and after the exercises.

Before the activities:

Put yourself in the participants shoes: Facilitators should ask themselves the question: How would you feel if a stranger came into your community and began asking questions about your daily life and the challenges you face? Some communities may have had a bad experience in the past with other exercises, surveys or researchers, while some participants may be afraid of what will happen to them if they speak openly about their lives. Others may tell facilitators what they think they want to hear, perhaps to be polite, or because they hope to benefit in some way. Thus, discussions should be kept as informal and relaxed as possible, and facilitators should never make any promises of future action they are not in a position to make happen.

During the activities:

Learn from them: Throughout the workshop, participants should be reminded of the purpose of the exercises, what the information will be used for, and that the facilitators are there to work with, rather than against, community members. Additionally, it should be made explicit that the participants are the teachers, and the facilitators have come to listen and learn from them. There are no right or wrong answers, only what participants think, feel and have experienced themselves.

Create a 'safe space': It should be made clear to all in the room that certain ground rules apply during the activities. Everyone should be able to speak without fear of punishment, negative consequences or being mocking. Furthermore, everyone should appreciate and respect each other's input. In essence, the room represents a 'safe space'. Throughout the workshop, participants should be reminded that the information they provide is confidential and will remain anonymous when reported. They should also be reminded that they are free to leave the workshop at any time, without giving a reason.

Ask open questions: Closed questions should, where possible, be avoided. Thus, instead of asking, "Do you do this activity?", the question should instead be, "Which activities do you do?". Open questions such as this allow participants to provide more detailed explanations and responses. Using the words 'how', 'what', 'where', 'when', 'who' and 'why' is a good way of ensuring open questions are being asked, and that the three 'E's framework is being fully made use of.

Be conscious of your own opinions: It is very easy to facilitate discussions that confirm a facilitator's own point of view. Thus, facilitators should be mindful of the influence their behaviour, background and assumptions may have on the questions being asked and the opinions engaged with. Asking open questions helps address this issue as it generates a wider range of answers. Interest should be expressed in participants' opinions, and facilitators must be prepared to accept opinions different from their own. If a participant says something surprising, this probably means the facilitator is learning something new about the community. The underlying principle should be to always learn more about participants' views, rather than attempting to convince them they are wrong.

Be conscious of nonverbal and verbal communication: According to research,[8] human communication consists of 55% body language, 38% tone of voice, and only 7% words. Facilitators should therefore be aware of their body language and demonstrate interest in what participants are saying by maintaining eye contact (if culturally appropriate), pausing to show they are listening, and smiling or nodding to show encouragement. Tone of voice should be kept soft and welcoming.

Actively listen and be curious: Facilitators should listen carefully to what participants are saying and encourage them to speak more, with follow-up questions asked if further information or clarification is required. This helps discussions to 'flow' more easily, with participants doing most of the talking. Annex II provides examples of other lines of questioning that may be relevant, depending on the context.

Manage dominance — allow the quiet to speak: While it may be helpful to have talkative, dominant individuals who can express their opinions clearly and lead a discussion group, the ultimate aim is to solicit a wide range of opinions from different people in the community. Facilitators should therefore try to avoid one or two individuals dominating the discussion, politely but firmly asking them to pause so that others can have their say. Furthermore, facilitators should actively invite less vocal participants to speak in order that their opinions are captured.

Manage disagreement: A lot can be learned about a community when participants disagree about issues and actively engage in lengthy discussion. However, sometimes disagreements can become too heated, causing the group atmosphere to become unpleasant and hostile. Facilitators must manage these tensions as they arise, reminding participants of the 'safe space' principles agreed and reassuring them that everyone's opinion will be heard and noted down.

Allow discussions to flow: In the event participants start discussing and questioning issues with each other, facilitators should refrain from interrupting them. Instead, this offers a good opportunity to listen to contrasting community opinions and gain understanding of different points of view, who holds them, and why. However, if discussions become too heated, or head in an irrelevant direction, facilitators should intervene to steer the conversation in a calmer or more relevant direction.

Do not rush or force engagement: Facilitators should not worry overly if the activity concludes without all the information needed being obtained. The tone of the discussion should be kept as informal and conversational as possible to facilitate engagement, but if participants become tired or unresponsive, they should not be forced to continue. Sometimes, it may simply be the case that a group does not want to talk. Care should also be taken to respect participants' privacy. Questions may occasionally be asked that raise personal, painful or emotionally sensitive issues (such as death or significant losses of income), which participants may not wish to discuss. Facilitators must be sensitive to this and not push participants to discuss anything they would prefer not to.

Use examples from real life: The toolkit activities require participants to consider aspects of their environment or culture they may not have thought about before. Thus, some of the ideas and words used may be new or unusual for them. If participants appear unable to understand what a facilitator is saying, it may help to use practical examples from their everyday life. Technical words/terms, such as 'resilience', 'climate adaptation' or 'climate change' should be used carefully — particularly if translators are being used.

At the end of each activity:

Thank participants for their time: At the end of each exercise (and at the end of each day), participants should be thanked for their time and active engagement. Community members are often busy people with many responsibilities, and it is important that they are made to feel appreciated.

Summary checklist:

Before exercise:

- [ ] Put yourself in participants' shoes, imagining any fears and uncertainties they may have and how they may be put at ease.

During exercise:

- [ ] Introduce toolkit's objectives and purpose.
- [ ] Learn from participants.
- [ ] Create a safe space through mutual respect, confidentiality and voluntary engagement.
- [ ] Ask open questions, using 'how', 'what', 'where', 'when', 'who' and 'why'.
- [ ] Listen actively to discussions, with follow-up questions asked if clarification is required.
- [ ] Invite quieter voices to speak and ensure their opinions are captured.
- [ ] Manage dominance by politely but firmly asking individuals to pause so others can have their say.
- [ ] Manage disagreements by insisting on mutual respect and allowing everyone to state their point.
- [ ] Do not interrupt, intervening only if discussions become heated or veer off topic.
- [ ] Be prepared to accept opinions different from your own.
- [ ] Be conscious of own body language, tone of voice and language used.
- [ ] Do not rush or force engagement (stop or take a break if participants are feeling tired).

End of each exercise:

- [ ] Thank participants for their time.

Guide for note-takers

Note-takers have perhaps the most important job of all, as without detailed notes, the time spent on the activities may be wasted and any lessons learned lost.

Note-takers should make a record of all discussions taking place, not just general points or conclusions. They should also write down who in the group holds particular views, noting whether this is potentially representative of a wider group in the community (for example, farmers) or if there may be opposing opinions. Throughout all the exercises, note-takers should be ready to pause discussions in order to clarify whether they have correctly heard and understood what has been said. Additionally, they should capture notes in a language they are comfortable with, translating them later if necessary.

Notes-takers may find it helpful to copy drawings and diagrams directly into their notes, especially for an exercise such as the seasonal calendar. This can make it easier to record and remember the context in which comments were made. They must also take photographs of all diagrams, charts and presentations produced during the session they are recording.

It is normal for different people to have their own note-taking style and techniques, perhaps using shorthand or abbreviations. However, note-takers must be able to accurately decipher what they wrote in the workshop. It may help if they review their notes at the end of each day, filling in details while they are still fresh in their mind. After the workshop, they should expand their temporary notes into a format ('report package') comprehensible to the report writer.

The key for note-takers is to be systematic and comprehensive throughout. Annex IV provides sample tables and examples which may be helpful for structuring notes taken during the workshop. These, however, are only suggestions, which note-takers should feel free to adapt according to their needs. At the end of the workshop, note-takers should also remember to take photographs of all outputs produced by their group, as these will form part of the report package presented to the report writer.

Summary checklist:

- [ ] Record all details of discussions (not just general or final points).
- [ ] Identify issues or topics where individuals had different opinions, and record whether common agreement was found.
- [ ] Write notes in language you are most comfortable with (translations can be done later).
- [ ] Review notes at the end of each day and add any relevant detail.
- [ ] Take photographs of all materials (diagrams, timelines, flipcharts, tables) produced during exercises.
- [ ] Ask permission if quoting participants in published or public documents.
- [ ] Pause discussions as necessary to ensure what has been said has been fully understood and accurately recorded.

Guide for working with translators

Even if translators are experienced, organisers should spend time with them prior to the workshop, in order to review their role and set out expectations of how they will work. It is also a good idea to include the community champion(s), who can help explain the study's key terms and phrases and identify any potential areas of misunderstanding. In particular, the following basic principles should be made clear:

- The translator's role is to be a 'mouthpiece' or 'translation machine' for what is being said. This means they should translate what is being said as accurately as possible. Thus, when a participant says, "I think that …" they should translate this as "I think that …" rather than "He says that …"
- Similarly, questions from facilitators should be translated exactly, with phrases such as "He wants to know if …" or "They want to find out whether …" avoided.
- Everything that is being said should be translated, regardless of whether it seems irrelevant or obvious. Such pieces of information may be crucial to understanding the particularities of certain points.
- Translators need to translate frequently and at regular intervals. If they wait too long to translate, they will inevitably have to summarise what was being said. It is not the job of the translator to summarise.
- If participants are talking too fast, or if the translator does not understand, they should halt proceedings and seek clarification.
- Translators should be mindful of introducing their own biases into the translation.

Facilitator tip

Words are easily misrepresented during translation — emphases can differ, key words or phrases be forgotten or confused, and the possibility of ambiguity is ever-present.

For example, the sentence "The pastoralist women travel long distances with donkeys to fetch water" could easily be translated in any of the following, inappropriate, ways:

- "The pastoralist women walk a long way with donkeys to find water."
- "Women go a long way to find water for the donkeys."
- "The pastoralists use donkeys to find water a long way away."
- "He is saying that the women look for water."
- "They are saying that they use donkeys to go a long way for water."

Annexes

Annex I. Glossary of terms

Adaptation strategies

Strategies employed by people, institutions, organisations and systems, using available skills, values, beliefs and resources, to adjust to potential damage, take advantage of opportunities and respond to consequences (usually over the long term).

Climate adaptation

Process of adjustment employed by individuals or groups to accommodate climate change impacts. Can range from adjusting daily routines to changing entire livelihood strategies and social structures. Aims to moderate harm or difficulties associated with climate change, while taking advantage of any opportunities.

Climate change

Large-scale changes in the pattern and predictability of weather over longer time periods, typically 30 years. Local people may experience this as changes in the timing of seasons, as well as more frequent (and unpredictable) climate shocks, such as droughts or floods.

Climate information

Weather predictions and forecasts, often given on a seasonal or yearly basis. Includes advance information about future climate shocks that may severely affect rural communities.

Climate variability

Short-term weather changes (for example, rainfall, temperature, wind), normally the result of natural causes. By contrast, climate change occurs over a much longer time period.

Cooperative

Autonomous association of persons that, through a jointly owned and democratically controlled enterprise, attempts to meet common economic, social and cultural needs and aspirations.

Coping strategies

Strategies employed by people, institutions, organisations and systems, using available skills, values, beliefs and resources, to manage and overcome adverse conditions in the short-to-medium term.

Gender

A social understanding defining what it means to be a man or woman (or boy or girl) in a given society at a specific time and place. Refers to the specific roles, livelihood activities, status and expectations that society assigns to women and men within households, communities and culture. Differs from sex, which refers to the biological differences between men and women.

Gender analysis

A systematic approach to identifying key issues and factors contributing to gender inequalities.

Gender equity

The process of being fair to women and men. To ensure this, strategies and measures must often be put in place to compensate for the historical and social disadvantages that have prevented women from operating on a level playing field with men. Equity leads to equality.

Gender equality

The equal enjoyment by women, girls, boys and men of rights, opportunities, control over resources, and social rewards and benefits. A critical aspect of promoting gender equality is empowering women, with a focus on identifying and addressing power imbalances. Equality does not mean that women and men are the same, but rather their enjoyment of rights, opportunities and life chances should not be governed or limited by whether they were born female or male.

Hazard

A natural or human-induced physical event that has the potential to cause loss of life, injury or other health impacts, as well as damage to property, infrastructure, livelihoods, service provision and environmental resources. A climate hazard refers to an unexpected and disruptive weather event, such as an extended drought, a period of flooding, or high winds.

Resilience

Ability of an individual, social group or community to anticipate, absorb or recover from the effects of a (climate) hazard in a timely and efficient manner. Local people may think of this as the ability to do relatively well during and after a severe climate shock (such as a drought), at a time when others may be struggling.

Weather

Atmospheric conditions at a specific place at a specific point in time. Usually refers to relatively short-term conditions, measured in minutes, hours, days or weeks.

Vulnerability

Degree to which individuals, families or communities are unable to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. It is the opposite of capacity or resilience.

Sources: CARE International,[9] Intergovernmental Panel on Climate Change,[10] International Cooperative Alliance[11]

Credit: Lodrick Mika/TNRF

Annex II. Alternative question frameworks for facilitators

Reference has been made throughout this toolkit to the three 'E's framework, which provides both a helpful way of structuring the facilitator's questions and a useful way of organising the data collected. There are, however, other frameworks available, capable of generating alternative sets of questions with a slightly different emphasis, depending on the context and needs of the organisers. For example, the Africa Climate Change Resilience Alliance (ACCRA) Local Adaptive Capacity (LAC) framework[12] explores five distinct, yet related, characteristics of local adaptive capacity to climate change: 1) knowledge and information; 2) innovation; 3) flexible and forward-looking decision making and governance; 4) institutions and entitlements; and 5) asset base. The following examples show how the impact of existing gender roles and power dynamics on adaptive capacity could be investigated using the LAC framework. The examples are indicative only and the questions are intended for facilitators use – during a workshop they would be tailored for use with community.

Table A1. Alternative questions for facilitators based on the LAC framework

Knowledge and information	» What information do you access regarding climate change and disasters? » How do the different roles played by women, men, girls and boys affect what information they access? » What opportunities/barriers affect access to information for men and women? » How do men and women access weather and climate information? How are these channels affected by access to and control over assets? » What information needs do you have and how might they be addressed?
Innovation	» Are there new local livelihood practices that have emerged as a result of climate change? How have practices changed and why? » Do men and women access public spaces in order to share indigenous knowledge and local innovations? » Are there institutions that support both men and women in putting forward local ideas for innovation for?
Flexible and forward-looking decision making	» What have been the roles taken on by women and men in planning, implementing and monitoring adaptation activities? » Do you access to long-term information for planning and decision making? » What are the barriers to participation in decision making, prioritisation and representation during community planning meetings? » Are the capacities of men and women, as well as their priorities, analysed in designing new innovations for adaptation?

Annex III. Visual summaries of the three 'E's framework

As the workshop progresses, the facilitation team will find itself collecting increasing amounts of information about the livelihood systems of those they are working with. The three 'E's framework is a good way of structuring and summarising these findings, detailing as it does the productive and livelihood activities that members of each group are engaged in (economy); the surrounding resources around they rely on as part of these activities (environment); and the rules, institutions and organisations (equity) that impact their ability to carry out these activities.

It may be useful for the facilitation team to use the end-of-day debrief sessions to visually summarise this three 'E's information on flipchart paper (Figures A1 and A2). This can act as an aid to thinking about which parts of the system are working to build the resilience of those in a particular group, or whether there are areas of weakness that are increasing their vulnerability. Suggestions mentioned by the group for concrete actions that build resilience can also be added here. All facilitators working with the four groups can share these diagrams, allowing everyone in the team to understand the wider resilience context of the community. The diagrams can also serve as a useful reference point during Activity 4 (pathways to resilience), helping facilitators guide the discussion and ask more informed questions.

It does not matter if the diagrams do not cover everything, or if information overlaps and facilitators are unsure where to write something — it should serve as a working picture, rather than a formal analysis.

Figure A1. Three 'E's diagram used for mature women's group in Longido (note entries in 'equity' section: bylaws, cellular network and water governance committee)

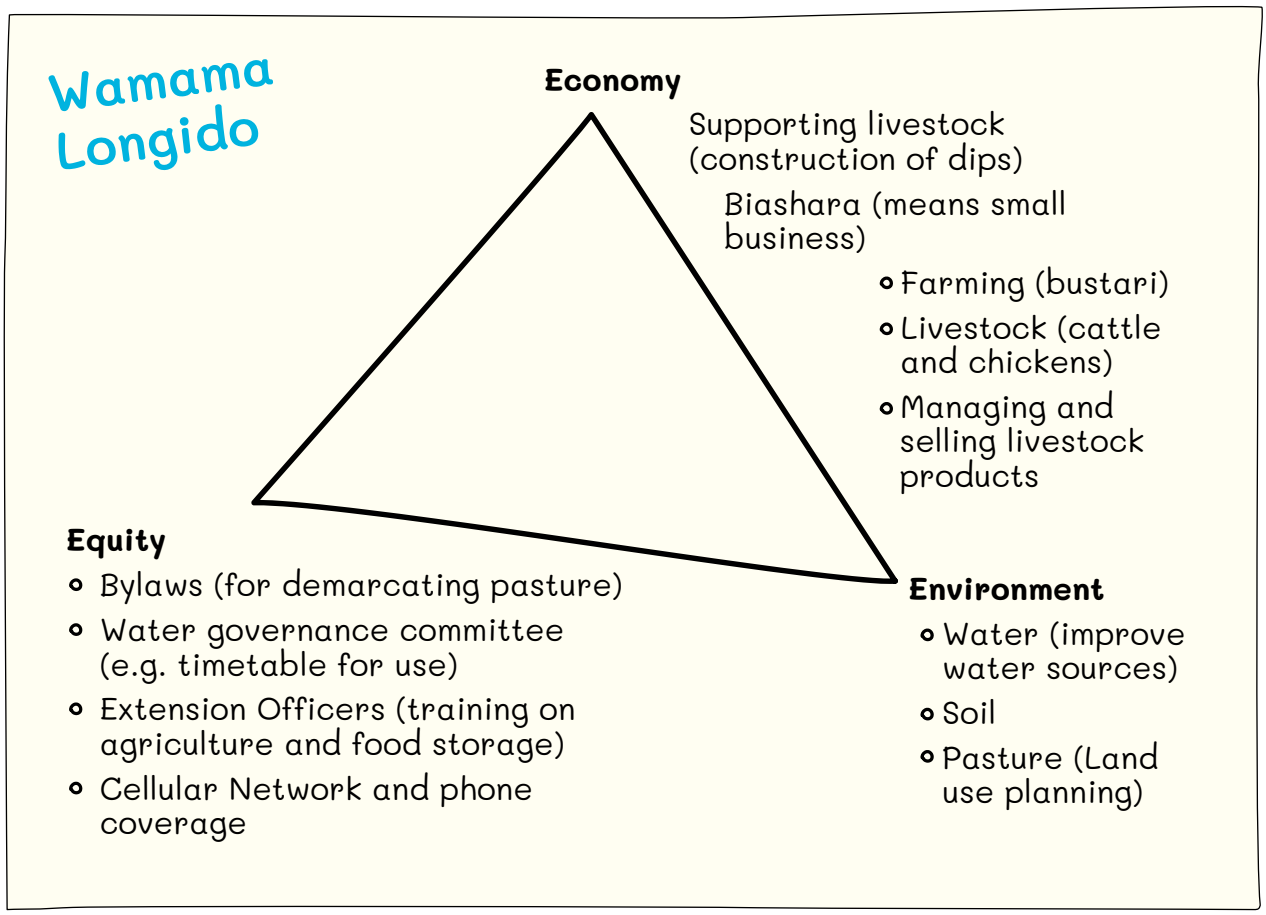
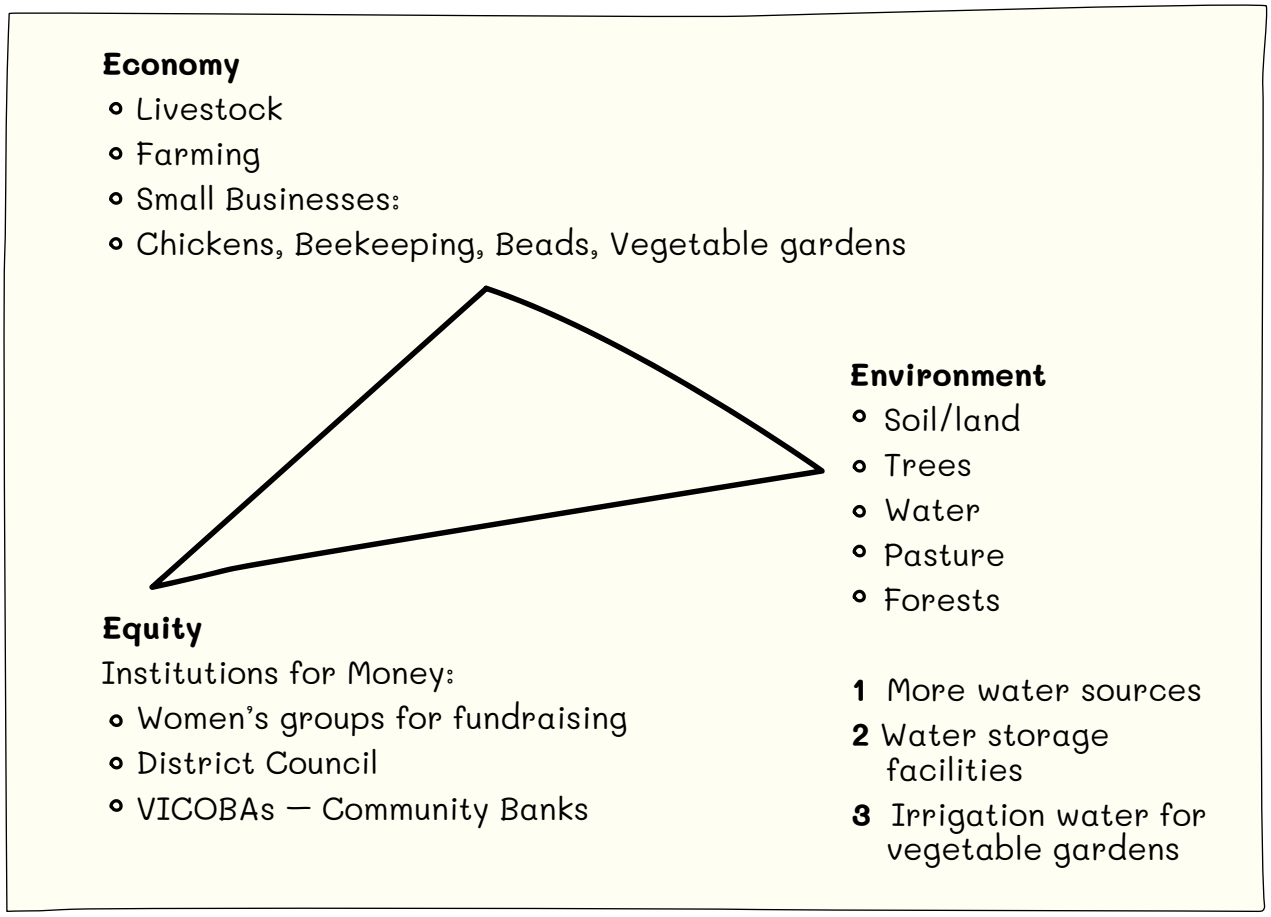


Figure A2. Three 'E's diagram for mature women's group in Monduli (note the resources used by women in 'environment' section, the activities engaged in under the 'economy' and the importance they place on institutions for raising funds for small businesses under 'Equity'.).



Annex IV. Note-taker and facilitator tables

Below are some sample templates to assist note-takers in structuring their workshop notes. They can be adapted according to need and are arranged according to the activity to which they relate. Tables A2 and A4 may also be useful for facilitators because they provide a visual overview of the structured questions that need to be asked during Activity 1, Stage 3 and Activity 3.

Figure A3. Photograph of final seasonal calendar

Template for Activity 1

At least one photograph of the each final seasonal calendar should be taken for inclusion in the final note-takers report. If possible, the note-taker should make a rough sketch of the calendar in their notebook, adding relevant notes to the various parts of the calendar as the workshop proceeds (quite a lot of space will be required to do this). Upon commencement of Stage 3 of the activity, the template provided in Table A2 can be used.

Table A2. Template notes table for seasonal calendar (Activity 1, Stage 3) — group activities and tasks during a year of adequate rainfall (first row is to guide facilitators and is not needed for note-takers)

Season	Activities group is involved in	Challenges	Solutions	Reasons and causes	Is it sustainable?
	What do people in your group do in this season? Why? How does it help you produce more? Start with: ▪ Economic activities: ▪ herd, crops, businesses, family/household ▪ Environment: pasture, water and soil ▪ Institutions, rules and organisations currently involved	What problems do you face doing those activities?	How do you solve your problems?	What are the main reasons behind the problems you face? Reasons can be: ▪ Environmental ▪ Political ▪ Social ▪ Economic Are the reasons environmental, political, economic, physical, social?	Will your solution keep working in the future with climate change?
Season 1					
Season 2					
.....					

Template for Activity 2

Table A3. Sample notes table for lived experience of climate change (Activity 2)

Long-term change (10–15 years)	Who has been affected?	How have they been affected?	What have they done as a result? What were their 'coping' strategies?
Historical climate shocks **(what and when)**	**Who was affected in community?**	**How were they affected? What happened?**	**What did they do to overcome the problem?** **What constraints did they face?**

Template for Activity 3

Table A4. Sample notes table for gender analysis of resources (Activity 3) (first row is to guide facilitators and is not needed for note-takers)

Resource	Access	Control	Comments	Group response
(Prioritised according to participants' perspectives of importance for resilience)	(Identify which institutions, individuals or particular groups of people have access to the resource)	(Identify which institutions, individuals or particular groups of people have control over how the resource is managed)	(Prompt discussion as to why resources are managed the way they are, and the implications for young/mature women and men)	(Ask how do these rules affect the group's ability to respond to seasonal challenges and climate hazards such as drought and flooding)

Sample notes for Activity 4: pathways to resilience

We do not recommend a standardised table format for note-taking a group's pathways to resilience, as different groups are likely to have different priorities, with some going into much more detail than others.

Some of the diagrams a group produces may become quite complex, and the group may wish to revise them over time. Note-takers should take full notes of discussions and, if diagrams are changed, document the reasons why they changed. While a photograph of the final flipchart is essential, it may help to redraw the chart afterwards adding the extra detail from the recorded discussion.

Figure A4. Page from a notebook showing a sketched diagram with fuller notes

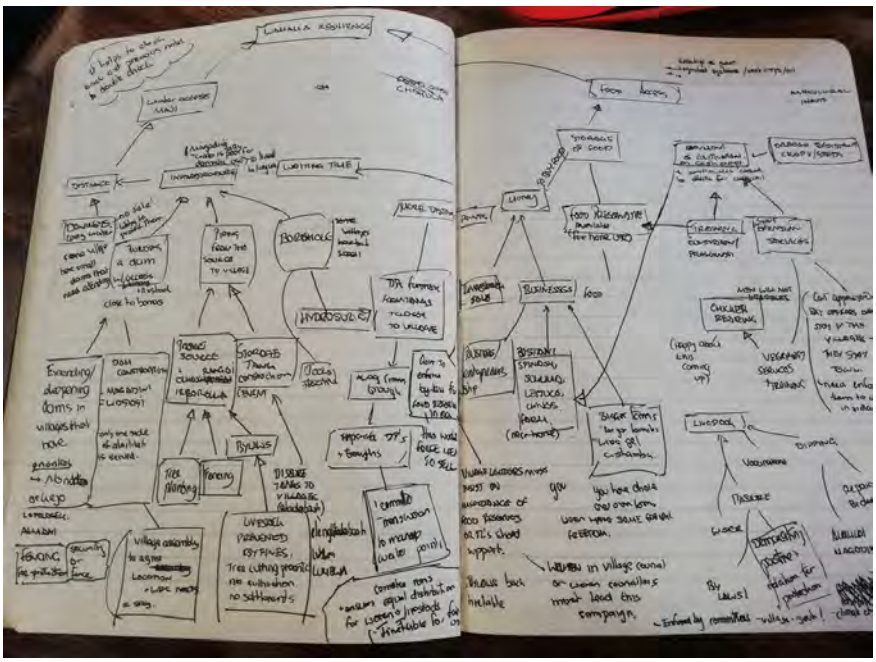
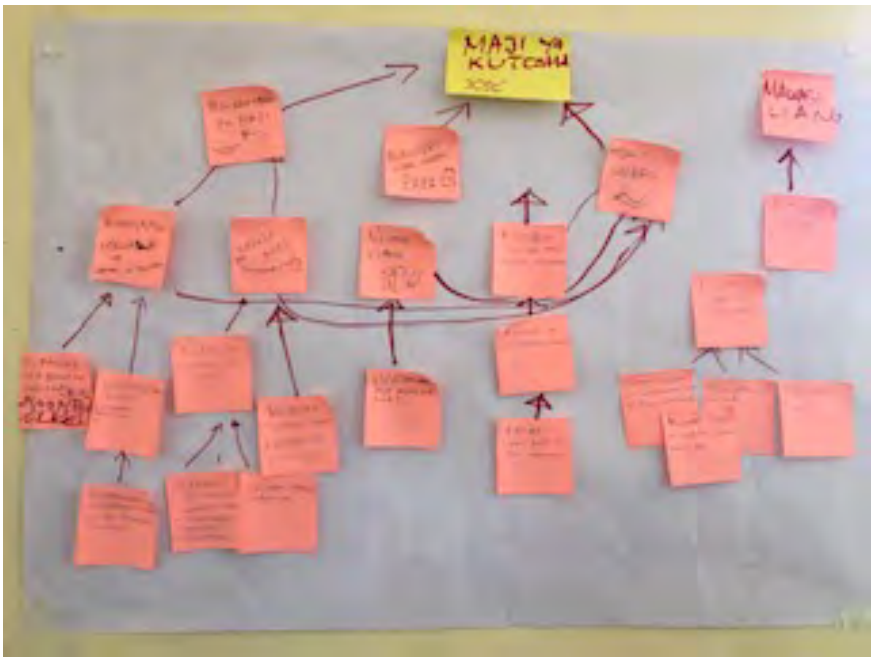


Figure A5. A final pathways to resilience diagram



Template for Activity 5

Table A5. Sample notes table for stakeholder mapping: the circle diagram (Activity 5)

Organisation	Description of activity	Resilience priority being addressed	Who does the organisation consult in the community?
OIKOS	Building a dam at xxx	Access to water for livestock	Village council
Green Mile	Hunting safari	Stop	No one

If an organisation is not addressing the community's resilience goals, the note-taker should write "None" in the reliance priority being addressed column. If it is actively preventing the community reach its goals, the note-taker should write "Stop". In the example presented in Table A5, the hunting safari Green Mile is actually preventing the community from being resilient and does not consult it in any way. At the end of the activity, the note-taker should take a photograph of the final diagram as part of their documentation. If the note-taker does not have access to a camera, they can draw it — either while the facilitator is drawing on the flipchart or at the end of the session or workshop. The note-taker is also responsible for collecting and storing the flipchart drawing at the end of the day.

Annex V. Draft timetable

Table A6. Draft timetable for three-day workshop

Day 1

Time	Activities	Objectives
8.30–9.00	Participant arrival and registration	Allow participants to arrive and become comfortable with their surroundings
9.00–10.00	Formal opening and introductions	» Dignitaries open proceedings » Participants introduce themselves » Introduce workshop » Agree ways of working
10.00–10.30	Break	
10.30–13.00	**Activity 1** (seasonal calendar), Stages 1 and 2	» Identify seasons, main livelihood systems and how they are connected » Explore three 'E's with community
13.00–14.00	Lunch	
14.00–16.00	**Activity 1** (seasonal calendar), Stage 3	» Split into four groups » Describe seasonal livelihood activities for each group » Describe seasonal strategies, constraints and challenges for each group
16.00–16.30	Plenary review and plan for next day	» Give presentations back to larger group » Agree plan for next day
16.30–17.30	Facilitator debrief and review	» Discuss issues and problems arising » Discuss what the three 'E's are for each group

Day 2

Time	Activities	Objectives
8.00–8.30	Facilitator briefing	Review plan and share information from groups
8.30–9.00	Registration	
9.00–9.15	Introduction and brief review	
9.15–10.45	**Activity 2** (lived experience of climate change)	Identify major climate shocks and how people have coped with them
10.45–11.15	Break	
11.15–12.45	**Activity 3** (gender analysis of resources)	» Assess the main assets and resources used by local people » Explore who controls assets/resources and the implications for resilience
12.45–14.00	Lunch	
14.00–15.30	**Activity 4**, Stage 1 (factors of resilience); begin **Activity 4**, Stage 2 (pathways to resilience)	» Explore what makes for a resilient member of each group » Explore priorities of each group for developing resilience
15.30–16.00	Plenary review and plan for next day	» Review highlights of Activities 2 and 4
16.00–17.00	Facilitator debrief and review	

Day 3

Time	Activities	Objectives
8.00–8.30	Facilitator briefing	
8.30–9.00	Registration	
9.00–9.15	Introduction and brief review	Explain work plan for the day
9.15–10.45	**Activity 4**, Stage 2 (pathways to resilience), session 1	» Identify priorities of each group » Create pathways to resilience diagram
10.45–11.15	Break	
11.15–12.30	**Activity 4**, Stage 2 (pathways to resilience), session 2	» Identify priorities of each group » Create pathways to resilience diagram
12.30–13:30	Lunch	
13.30–14:30	**Activity 5** (stakeholder mapping)	Identify how community stakeholders are currently contributing to resilience
14:30-14:45	Break	Review highlights of Activities 2 and 4
14.45–16.15	**Activity 6** (closing dialogue and discussion)	Conduct large group review and discussion of four pathways to resilience diagrams
16.15–16.45	Close	» Conduct closing speeches, thanks and farewell » Dignitaries close workshop
17.00–18.00	Facilitator debrief and review	

Annex VI. Template report structure

Table A7 presents a suggested template for the final gender-sensitive resilience assessment. This report is a very important source of information and will be consulted by NGOs, CSOs, government officials and other external readers interested in funding climate-resilient investments that take account of a community's most vulnerable groups and their priorities.

The template shows the minimum information that should be included — particular sections should be expanded as appropriate, and the format adapted to make the presentation of the information as effective as possible.

Table A7. Sample template structure for final gender-sensitive resilience assessment

1	Introduction
2	Community seasonal calendar: weather, resources and livelihoods (**Activity 1**, Stages 1 and 2)
3	Gender analysis (**Activity 3**)
4	Group reports **Group 1:** » Seasonal activities, challenges, strategies (**Activity 1**, Stage 3) » Lived experience of climate change (**Activity 2**) » Factors of resilience (**Activity 4**, Stage 1) » Pathways to resilience (**Activity 4**, Stage 2) » Specific priorities (**Activity 4**, Stage 2) [repeat above bullet points for **Groups 2, 3 and 4**]
5	Circle Diagram (**Activity 5**)

Introduction

The introduction describes the context of the assessment — when it took place, why it was done and who facilitated it. If available, the following information should be included:

- Map of the ward/village/county.
- Population census data.
- Land area, including known area of grazing, farming, arable and unused land.
- Geographical features (for example, fertility of soil; mountains or highlands; mines and natural resources).
- Known livestock numbers.
- Meteorological information (for example, rainfall quantities, temperature statistics).
- Key climate hazards potentially affecting participant responses.
- Description of likely impact of climate change on the local area.
- Security situation.

Also included should be information regarding where and when the workshop was conducted and by whom, as well as a breakdown of participant numbers from each ward/village according to gender/age. If there are any people present with specific responsibilities or roles — such as elected representatives, community government officials or traditional leaders — this should also be written down (Table A8).

Table A8. Sample template showing breakdown of participants

Ward or village	Number of participants					
	Total	Men		Women		Notes
		Young	Older	Young	Older	
Norondoto	8	1	2	2	3	
Ketumbeine	9	2	3	2	2	One older man was a division officer
Giali Merugo	6	1	2	2	1	
Giali Lumbwa	7	1	2	3	1	

Community seasonal calendar

Using data collected from **Activity 1** (Stages 1 and 2), this section of the report should show the seasonal characteristics of the area and their impact on natural resources, local livelihoods and institutions. Table A9 provides an overview of how this information might be presented, utilising real-life data gathered from a community in Northern Tanzania. The number of columns will vary depending on the number of seasons recognised by the local community. If possible, this information should be illustrated with a photograph of the actual seasonal calendar the group produced during the workshop.

Table A9. Sample template/example report for community seasonal calendar (Activity 1, Stages 1 and 2)
Note that the second column is only to provide guidance for report writers and won't form part of the actual report.

Local season name	What to put in each column	Example Alamei	Season 2	Season 3	Season 4
Month equivalent	Months season occurs	August–September			
Short description	Brief description of season	Dry season			
Weather	Description of typical weather patterns (eg rainfall, heat, wind, sunshine)	Very hot and windy Sunny — no rain or clouds			
Natural resources	Description of what happens to environmental natural resources during season (eg what happens to grass, pasture, water, soil). Include details of quantity, quality and distribution of resources	Grass disappears Surface water completely dries up and most dams are empty Wind can cause soil erosion and destroy houses			

Local season name	What to put in each column	Example Alamei	Season 2	Season 3	Season 4
Livestock (Livelihood 1)	Details of animal location, health, weight, special needs, mating season, etc	**Most livestock far away from homesteads in dry season pasture areas** **Major problems with water and food for animals** **Livestock weak and underweight**			
Crops (Livelihood 2)	Details of crops and cultivation. General description of seasonal activities. Which crops are being grown?	**No cultivation possible —ground is completely dry and there is no water**			
Business (Livelihood 3)	Details of seasonal priorities for any other businesses	**Women do beadwork and sell beans**			
Institutions and family	Impact of season on the family (eg members absent, marriages, births). Which other customary institutions become important at this time (eg in regulating natural resources or providing support)?	**Families are split, with younger men far from home in dry season pasture areas, and women and children alone at home** **Traditional panels of male elders make decisions about moving animals** **Traditional panels of older women provide support to women left at home** **Young men manage animals**			

Gender analysis

This section of the report involves pooling the results from the four separate gender analyses conducted in **Activity 3**. Table A10 provides an overview of how this information might be presented, again utilising real-life data gathered from a community in Northern Tanzania. Any significant disagreement between groups on how resources are accessed and controlled should be noted here.

Table A10. Sample template/report for gender analysis (Activity 3)

Resource	Type	Who has access? Who can use it and for what purpose?	Who controls it? How?	Implications for climate resilience

Group reports

Findings from each target group should be presented separately in the report, though the overall format for each group report will remain the same in each case. Table A11 shows an example of seasonal activities, challenges and strategies for a group of mature women. Tables A12 and A13 presents sample data for slow onset (20 year) climate change impacts and recent climate hazards. Table A14 presents an example of how a group's vision of resilience might be presented, while Table A15 does the same for pathways to resilience.

Table A11. Sample template/report for seasonal calendar (Activity 1, Stage 3) for mature women

	Activities	Challenges	Strategies
Irkiserat (Oct–Jan) Short rainy season; cloudy	Preparing farms Taking care of sheep and goats giving birth Milking cows Repairing	Busy time	Rely on support networks of other women
Aladalu (Feb) Sunny and hot	Farming - Sowing seeds and planting crops Getting grass and water for animals at home	Busy time Water difficult to obtain – men control the troughs Insects causing problems for crops and livestock Livestock competing for pasture leads to conflict between people for grass Shortage of food No money for children Lack of farming inputs (seeds and equipment)	Leave at 4am every day with donkeys to collect water Collect last grass for animal feed from mountains (but dangerous) Allow livestock to compete for pasture (provoking conflict between people over grass) Borrow money from village cooperative bank to pay for school fees
Season 3	.....	.....	.....
Season 4			
Season 5			

Table A12. Sample template/report for lived experience of climate change (Activity 2) for mature women: changes in the seasons over 20 years

Season	Environmental Change over 20 years	Impact on livelihoods for mature women	Strategies for managing change
Irkiserat (Oct–Jan)	Rainfall more unpredictable Flash floods more common Decline in quality of pasture and rangeland full of invasive species Soil erosion has created gullies	Collecting firewood and water more dangerous Houses and infrastructure washed away Farming less productive Milk production less secure	More importance placed on small businesses Borrow from village community bank Change crop types to suit short growing season
Season 2	.....	.....	.....
Season 3			

Table A13. Sample template/report for lived experience of climate change (Activity 2) for mature women: climate shocks experienced

Date	Type of shock	Impact on mature women	Strategies
2008–2010	Extended drought	Men travelled far away with livestock to find water and pasture Women had to manage households without men for almost two years Death of livestock and difficulty feeding the family	Collect and sell grass from the mountains to produce an income More importance placed on small businesses Mutual support groups for women Women with savings and stores of food more resilient
2015	Flooding	Many houses built in the floodplain washed away Water points and pipes destroyed	Village requests assistance with repairing infrastructure
Event 3	.....	.....	.....

Table A14. Sample template/report for factors of resilience (Activity 4, Stage 1)

What does a resilient young woman look like?	
Characteristic	**How it builds resilience**
Is able to save resources	Storing water and food in advance of dry season is very important. Water harvesting and cereal banks are important.
Has access to water near the homestead	Avoids having to travel long distances to get water during dry season. Can do other productive activities.
Has access to health facilities	Critical for health of the whole family, particularly small children.
Has money from savings and small businesses	Money savings can be used to cover various emergencies and needs during climate hazards.
Has good contacts and many social connections	Mutual assistance between women is important for farming and housebuilding, and vital during dry season when men are not around.

Table A15. Sample template/report for pathways to resilience (Activity 4, Stage 2)

Young women's priority interventions for climate resilience		
Priority area	**Recommendations** Young women's priority interventions are:	**Pathways to resilience** The interventions build resilience because:
Access to water	Infrastructure Bigger tanks for storing water — young women need to harvest and store rainwater during the rainy season, but traditional houses don't have gutters More water sources, particularly water wells — in Gelai, eight villages share a single source of water Separate taps for women installed to ensure equal access Protection of water points Water points to be fenced off to protect them from damage by wild animals Improved governance Water committees to meet regularly to address maintenance problems Local government that is responsive to their water priorities	Young women are responsible for collecting water for the household, and access to water is essential for their climate resilience. They identified three main problems with the water supply: 1. No water during dry seasons and drought 2. Destruction of water pipes during heavy rain and flooding (and lack of repairs) 3. Damage to water points by wild animals Being prepared for the dry season is important for climate resilience. Storage of water through rainwater harvesting and large water tanks will ensure water is available for longer in the dry season. Conveniently located water infrastructure will increase the domestic water supply, while separate water taps will reduce waiting times, as women will not have to wait for livestock to drink before they have access. This will give young women more time to engage in other resilience-building activities. More effective governance is needed to ensure that repairs important to women are carried out promptly. Regular meetings of the water committee will help, but the committee and local government also need to be more responsive to women's needs.

Young women's priority interventions for climate resilience		
Access to land and cultivation	Land-use planning The village government to provide them with more land for farming Better land-use planning, with areas for settlement, farming and pasture Inputs Good seeds and fertilisers, and improved farm implements Pesticides for insects Irrigation from dams for their farms	Crops can be consumed immediately, stored for the dry season or sold to generate money savings. However, barriers exist to young women growing their own crops. It is difficult for young women to own land. According to local custom, they cannot inherit it from their family — they can only purchase it or receive it as a gift from their husband. It would help if the village made land available specifically for them. Young women are highly dependent on their husbands. In order to buy inputs for cultivation, a woman must wait for her husband to sell livestock. Provision of farming tools and pesticides would help them become more independent of their husbands, and more successful as farmers.
Healthy livestock	Disease More vaccines and cattle dips to prevent disease Land use Better land-use management, with regulation and demarcation of pasture backed up with village bylaws and fines Climate and weather information Good climate information to help in knowing where to take animals to find water and pasture Cattle breeds Improved cattle breeds with higher milk yields Markets Better markets for selling animals and livestock products	Explanation of contribution to resilience .....
Factor	Recommended Intervention	Explanation of contribution to resilience .....

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Facilitator resource: Pamoja Voices toolkit activity summary

(Detach for use during workshop)

Facilitator tips

- Ask for detail.
- Focus on listening rather than speaking.
- Make sure all participants are included in discussions — do not let one or two people dominate.
- Probe the five 'W's: who, what, where, when, why (and how).
- Avoid questions that solicit 'yes' or 'no' answers.
- Manage disagreement — let everyone know they are being heard.
- Avoid abstract questions and instead ground them in lived experiences — ask for examples that people have experienced and can refer to.
- For every tool remember to think about the three 'E's (economy, environment, equity) — ask what is happening with livelihoods (herd, crops, business activities); the natural resources people need (water, pasture); and institutions (customary, laws, policies and government).
- Set the scene before each tool, making reference to the seasonal calendar and other tools you have already used with participants.

Note-taker tips:

- Record **everything** and all perspectives.
- Avoid bias.

Activity 1. Strategic challenges: the seasonal calendar

Objectives:

Identify:

- Local seasons and how weather varies in a year of adequate rainfall.
- Main strategies used by the community to manage variability and unpredictability.
- Livelihood constraints and how climate affects resilience.
- Seasonal activities and resources used by men and women.

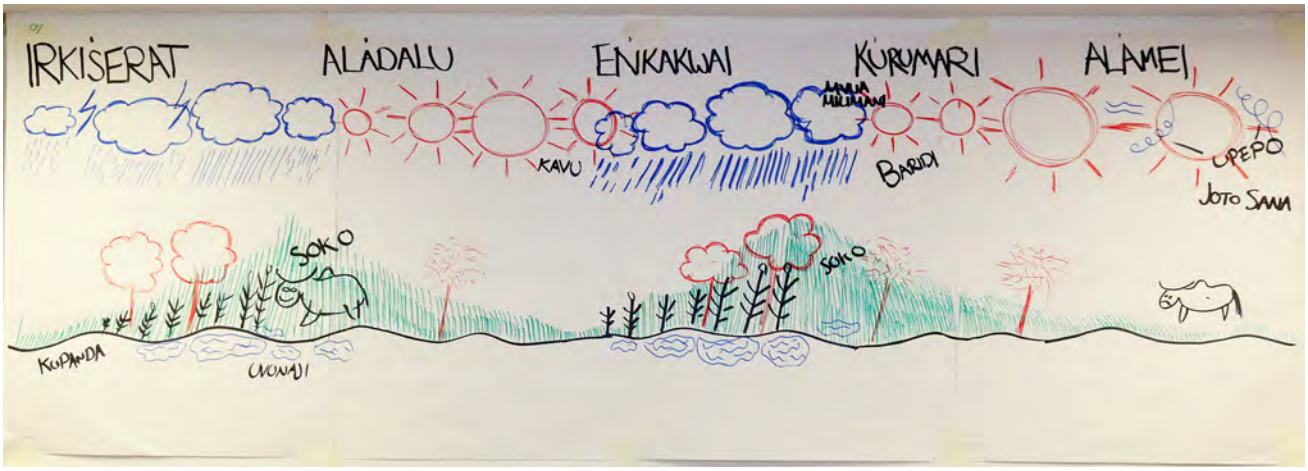
Step by step:

- Participants should be divided into two groups – one of men and one of women.
- 6–8 sheets of flipchart paper will be required to create a large diagram.
- This activity takes time — there is no need to rush!
- For all questions, remember to ask for further detail, exploring different causes and drivers of participant responses.
- Both groups will discuss a productive year of adequate rainfall, when rainy and dry seasons occur as expected.

Stage 1. Identifying the seasons

1. Start by drawing a wavy line from left to right — explain that this represents the full year.
2. Ask the group to identify the beginning of the year. Ask for the local names of the seasons and which months they correspond to. Write these on the chart.
3. Ask the group to identify the characteristics of each season using symbols (clouds, drops of rain, suns, wind, mist). Agree the symbols in advance and be clear what each symbol means as you draw it.

Stage 2. Impact of seasons on livelihood systems



1. Ask the group to identify the main natural resources. Taking each season in turn, ask how the quantity and quality of these resources changes. Draw the resources on the line, using a different symbol for each. Think about: pasture, soil, water, trees (environment).
2. Begin with pasture and grass — make it taller when there is more grass and lower when there is less. Ask about quantity and quality. Follow with soil, water and trees.
3. Taking the main sources of food and income in turn — crops, livestock (economy) — ask about each season of the year, drawing symbols on the line at the appropriate points.
4. Upon completion of Stage 2, separate the mixed groups into the four target groups: young women; mature women; young men; and mature men. Aside from group feedback and sharing sessions, these smaller groups will remain together for all subsequent activities. Each facilitator should remain with their target group — men should facilitate male target groups and women should facilitate female target groups. Ensure each group can see the seasonal calendar they were involved in producing, and make clear that participants should answer questions from the point of view of the target group specifically.

Stage 3. Seasonal change and climate variability: challenges and strategies

1. For each season in turn, ask participants to describe the group's livelihood activities — these may change during the course of the season in question:
   - Think about livelihood activities relating to livestock, crops or other forms of income. This may include taking paid employment either close to home or far away.
   - Ask participants why they do these activities at this time, and how they can maximise their productivity.
   - In each season there may be 'sub-seasons' — for example, activities at the beginning of the rainy season will be different from those in the middle.
   - Ask how these activities are related to the changing environment (eg availability of water, pasture) and how institutions, both formal and informal, affect them.
   - Some activities may occur during the change from one season to another — always clarify and ask questions.
2. For each season, ask participants to talk about the challenges the group faces in carrying out the activities described in the previous step. Having identified the main challenges and problems, ask:
   - What makes it difficult for participants to perform their activities and responsibilities well?
   - What happens if there is too much or too little rainfall in the season?
   - What strategies do participants use to overcome these problems? Are the strategies sustainable?

Activity 2. Lived experience of climate change

Objective:

» Ensure, through discussion of climate hazards and how they are experienced by communities, participants have an understanding of climate change.

Step by step:

1. Using the seasonal calendar as a starting point for discussion, ask how the seasons and weather have changed over the past 15–20 years. Ask who has been most affected, how, and what they and the community have done in response. Ask how institutions have responded.
2. Ask about recent, historical climate shocks that participants remember (e.g. droughts, floods, winds). For each shock, ask about the three 'E's in the seasons that were affected. Ask what happened to natural resources in each season, what happened to local livelihoods, and how institutions responded.
3. Ask: Who was most affected by the shock? Who was least affected by the shock? What strategies did they use to manage the effects?

Activity 3. Gender analysis of resources

Objective:

» Identify, through asking who has access to and control of key resources affected by climate change, how the community manages such resources (access = they can use; control = they own and/or make final decisions).

Step by step:

1. Do not introduce this activity using the word 'gender'. Explain you are interested in how resources are managed in the community.
2. Review the most important resources mentioned in the seasonal calendar. Ask if there are any others that are missing (eg land, water, livestock).
3. Remember to check for:
   - › Money.
   - › Different types of the same resource (eg for livestock: cattle, donkeys, chickens) and their products (eg milk, butter); different crop types (eg beans, wheat).
4. Rank the resources in order of importance for climate resilience.
5. For each resource in the list ask:
   - › Who can access them? (Start with the four target groups used in workshop, then check for others, eg institutions.)
   - › Who controls them? How do they control them?
   - › How do these rules affect each group's ability to respond effectively to climate change? (eg Men have control of cows but women don't. How does this affect the ability of women to survive a drought and be resilient?)

Activity 4. Pathways to resilience: the theory of change

Objectives:

» Develop a common understanding of climate resilience and identify what this looks like for each of the four target groups.

» Identify specific activities and projects that can lead women and young people towards their own vision of climate resilience, and help them to show how this might happen.

Step by step:

1. Referring to challenges shown in the seasonal calendar and participants' experience of recent climate shocks, ask members of the group if they can think of people like them (ie young men/women, mature men/women) in their community who managed better than others, and why they think this might be. Ask about resources they had access to; actions/activities they performed; and institutions that helped them.

2. Ask what characteristics or 'factors' make a mature/young man or a mature/young woman resilient to climate change. Ask participants to agree on four or five factors — which should be kept general and quite abstract — and then rank them in order of importance. Write each factor on a separate sticky note.
3. Put each sticky note at the top of a separate piece of paper. This is the 'first level', where the pathway to resilience begins.
4. Take the factor ranked most important and ask what a member of the target group would need in order to be climate resilient in this way. Ask for as many different factors as possible.
5. Write each factor on a separate sticky note and place them below the first-level factor to form a 'second level'.
6. For each second-level factor, ask what is needed for this to happen. Again, ask for as many contributing factors as possible and write each of them down on a separate sticky note, placing them beneath the relevant second-level factor to form a 'third level'. This process should be repeated until specific activities (actions that the community or local government can do either by themselves or with outside help) are provided.

These activities should be made as specific and concrete as possible (eg if there is a dam that needs to be fixed, ask participants which one).

7. Once all levels below a first-level factor of resilience has been fully explored, ask the community to prioritise the most important or effective activities. Ask for locations or particular investments that will have the most impact.
8. Move on to the first-level factor of resilience ranked as being next most important and repeat the process above.

Facilitator tips

» Keep the focus on resilience to climate change.

» Regarding management of resources, keep in mind institutions (eg village land-use plans, village assembly, traditional institutions, government). Can they help build factors of resilience?

» Keep an eye out for restrictions and obstacles to resilience arising from the gender analysis. What needs to change to make all sections of the community resilient?

» The pathways to resilience diagram may become complicated with lots of levels — this is not a problem or something that should be avoided. One activity may help achieve climate resilience in several different ways.

» Try to get specific and concrete interventions. If someone says they need dams, ask them: Where? Are any dams that work well/don't work well in the community. Why? What needs to happen for a dam to work well?

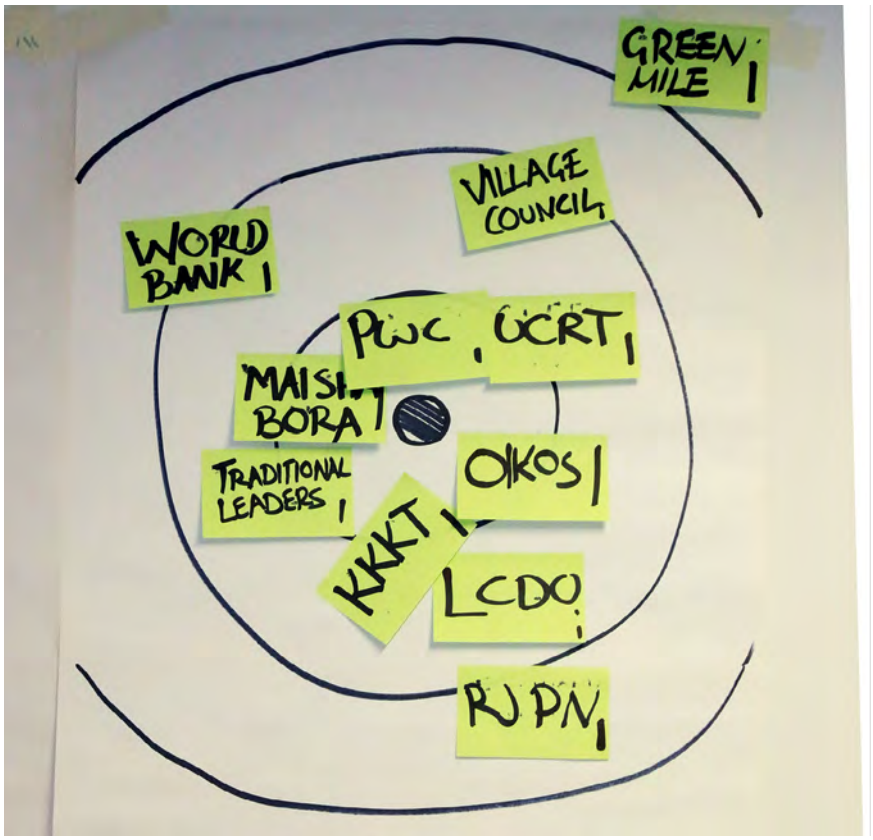
Activity 5. Stakeholder mapping: circle diagram

Objectives:

- Identify who is currently helping the community meet its resilience priorities.
- Identify who can help in the future.

Step by step:

1. List all organisations and institutions working around the community. These can be formal (eg government) or informal (eg dance groups, VICOBAs, traditional leaders). Write each one on a separate sticky note.
2. On flipchart paper, draw a small circle at the centre to represent the community. Then draw three concentric circles around this — these represent levels of help (closer to the community means a greater degree of help).
3. Place each sticky note on the 'map' according to the degree of help offered by the organisation/ institution. Those delivering the things the community needs should be placed in the inner circle; those that are not (or to a lesser degree) should be placed further away.
4. Ask the level of effort and resources an organisation is putting in, then draw a line on the relevant sticky note proportionate to the answer given (longer lines representing more effort and resources, and vice versa).
5. Ask why an organisation has been placed where it has. What are its activities? How is it addressing resilience needs?
6. Ask if there are organisations that are preventing the community from being resilient. What are they doing?
7. If there is time, ask how each organisation decides how it conducts its activities. Does it carry out any consultation or research? If so, who with?



Activity 6. Closing dialogue and discussion

Objective:

» Share the priorities and perspectives of each target group with all workshop participants.

Step by step:

1. Put each target group's pathways to resilience diagram on the wall for everyone to see. Given the diagrams may be complex and detailed, each group should decide in advance which recommendations should be prioritised.
2. Bring all four target groups together into a single large group. Remind everyone of the rules of the 'safe space' — while it is fine to disagree, respect and politeness are essential
3. Ask a representative from each target group to present the two most effective and/or urgent interventions in their diagram (10 minutes max), and explain: Why this intervention? How does it build resilience for the group? Facilitators can provide support if necessary.
4. Ask each participant in the workshop to find a discussion partner from their target group. Each partnership should look for similarities and differences between the pathway diagrams, and rank the interventions according to which are most likely to build the resilience of the whole community.
5. In plenary, allow the full group to discuss what the main priorities for building resilience should be. Ensure everyone has a chance to speak, and insist on respect and politeness. Allow some of the pairs to report their discussions back to the larger group, asking only for a brief summary of their conversation.

Credit: Lodrick Mika/TNRF

Notes 

Knowledge Products

Toolkit

September 2020

Gender; Climate Change

Keywords:
Climate change adaptation; gender and generation; participatory action research; resilience; Tanzania; youth

The Pamoja Voices climate tool presents a simple and affordable methodology to identify the climate change adaptation priorities of men, women and young people using participatory learning and action methods. It is intended for use by local governments and community based organisations seeking to understand, represent and integrate local climate priorities into planning.

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