



# Facilitator guide for Rapid Food System Appraisal in RAISE-FS

Manual on Rapid Food System Appraisal

Herman Snel<sup>(1)</sup>, Julia Glaser<sup>(1)</sup>, Akalu Teshome<sup>(2)</sup>, Anteneh Mekuria<sup>(2)</sup>, Tewodros Tefera<sup>(2)</sup>, Getenesh Alamayhu<sup>(2)</sup>, Haregewoin Yohannes<sup>(2)</sup>, Ted Schrader<sup>(1)</sup>, Mirjam Schaap<sup>(1)</sup>, Katherine Pittore<sup>(1)</sup>, Thies Reemer<sup>(1)</sup>.

<sup>1</sup> Wageningen Centre for Development Innovation

<sup>2</sup> Stichting Wageningen Research Ethiopia

RAISE-FS working paper #01



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Resilient Agriculture for Inclusive and Sustainable Ethiopian Food Systems (RAISE-FS)  
Addis Ababa, July 2022

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The Rapid Food System Appraisal is a methodological approach developed within the context of the RAISE-FS programme. This document provides an overview of the Rapid Food System Appraisal and detailed methodological guidance for facilitators implementing this approach.

Keywords: Food systems, Participatory action research, Participatory rapid appraisal, RAISE-FS

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T + 31 (0)317 48 68 00, E [info.raisefsethiopia@gmail.com](mailto:info.raisefsethiopia@gmail.com), [www.wur.eu](http://www.wur.eu).



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# Preface

Resilient Agriculture for Inclusive and Sustainable Ethiopian Food Systems (RAISE-FS) is a four-year program funded by the Dutch Embassy in Addis Ababa and hosted by Stichting Wageningen Research Ethiopia based in Addis Ababa, to bring about transformation in the Ethiopian food system. RAISE-FS will develop and implement a demand-driven and interdisciplinary approach to Research for Food System Transformation (R4FST) and as such contribute to the Government of Ethiopia's transformational agenda.

RAISE-FS adopts the food system approach as a Theory of Change (ToC), which helps in analysing the drivers and food system activities that contribute to the transformation of the food system by addressing leverage points, resulting in increased productivity, enhanced value chain performance, and improved human nutrition for food security while minimizing environmental impact and ensuring social inclusion.

The project aims to leverage transformation in Ethiopian food systems, covering the spectrum from food-insecure households and regions, to better-off households that are food-secure and can realize production surpluses, towards commodity commercialization efforts that contribute to rural and urban consumption demands and export.

At present, the project is up and running by reconfiguring and focusing on three food systems in Ethiopia: low potential or food-insecure (non-commercial), high potential or moderately food-secure (semi-commercial), and commercial orientation. The areas chosen are representative of different environments, ranging from very low land areas below 600 meters to that of very highland elevations that reach over 3,500 meters above sea level. This allows the project to evaluate innovations in various climatic conditions considering the specificities of the targeted food system types.

**Contact:** [info.raisefsethiopia@gmail.com](mailto:info.raisefsethiopia@gmail.com)

**More information:** [www.raise-fs.org](http://www.raise-fs.org)

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# List of abbreviations and acronyms

DA	Development Agent
FG	Focus group
FGD	Focus Group Discussion
FTC	Farmer Training Centre
HH	Household
RAISE-FS	Resilient Agriculture for Inclusive and Sustainable Ethiopian Food Systems
RFSA	Rapid Food System Appraisal
RuSSACO's	Rural Savings and Credit Cooperatives
SWRE	Stichting Wageningen Research Ethiopia
WCDI	Wageningen Centre for Development Innovation
WUR	Wageningen University & Research

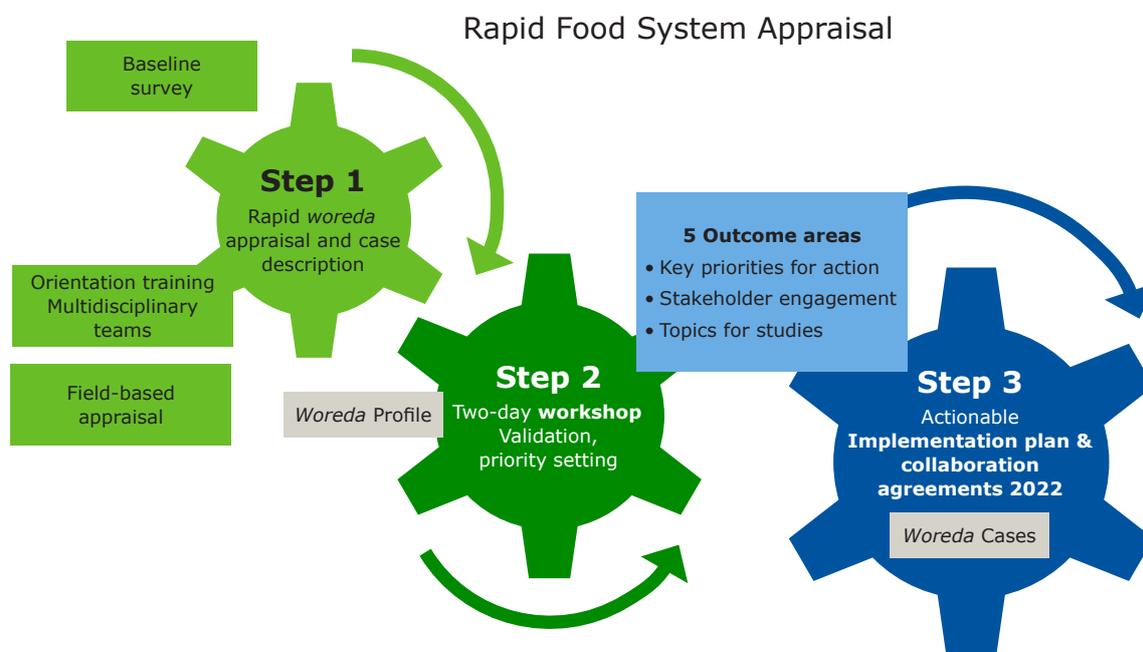


# 1 An overview and introduction of the *woreda* rapid food systems appraisal process

The Rapid Food System Appraisal (RFSA) is a tool that provide a diverse and integrated perspective on the current food system situation, key challenges and opportunities in a particular *woreda*. A RFSA is comprised of a sequence of steps that consecutively build on one another, see figure 1, and ideally is carried out by a multidisciplinary team of experts together with the community and relevant stakeholders. Such as *woreda* officials, agricultural extension staff (in Ethiopia called Development Agents (DAs)).

The gathered insights and information that are gathered are be documented, processed and analysed. The key product of the RFSA at this level is:

- A *woreda* food system profile: providing a summarized overview of the current status, dynamics and behaviour of the local food system.



**Figure 1:** Overview steps RFSA

## Step 1: Rapid *woreda* appraisal at field level

Before engaging in field activities, multidisciplinary teams from each region receive an orientation training to become familiar with the RFSA, and practice working with the RFSA tools. The orientation training has a face-to-face component and an online learning component.

After the orientation training, the multidisciplinary facilitator teams will travel to the *woreda* and *kebeles* in question to engage key stakeholders in action research and participatory food system appraisal activities. In each *woreda*, 2 *kebeles* should be selected and for each *kebele* a 2-day workshop will draw from the experiences and expert knowledge of local stakeholders who take part.

Using the RFSA tools, local stakeholders reflect on the current situation of their food system, identifying key challenges and opportunities. Semi-structured questions, covering all the facets of the food system will guide group dialogues and focus group discussions deepening reflections on how to approach the aspired food system transformations.

During the first day of the fieldwork stakeholders will be engaged in focus group discussions aimed at the design of a Community map which integrates different features, dynamics and behaviours of the local food system. In addition, a Seasonal calendar, illustrating seasonality and patterns throughout the year for a variety of topics will be generated.

During the second day of the RFSA, semi-structured focus group discussions and key informant interviews will facilitate participants to zoom-in at food system features and elements, responding to in-depth questions related to the five outcome areas of the RAISE-FS programme.

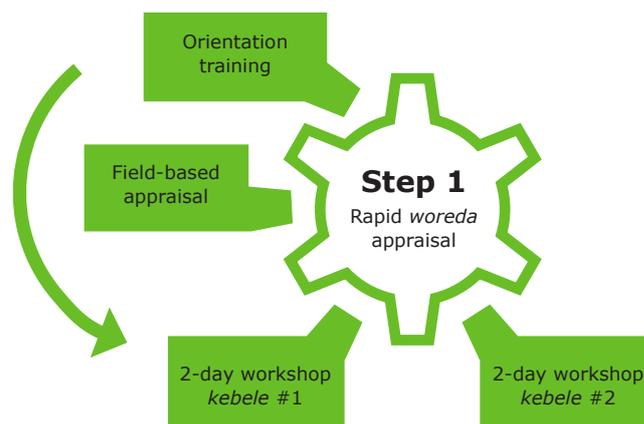


Figure 2: Overview step 1 RFSA

## Step 2: Validation and priority setting workshops

The second step in the rapid appraisal process is a *woreda* level, 2-day validation workshop. Representatives from stakeholders that were present in the field-based appraisal and institutional stakeholders from the *woreda* and *kebeles* in question take part in this workshop.

The central objective of the workshop is to share and validate the findings obtained through the field-based appraisal enriched by the findings of the baseline survey (presented in a separate report). In addition, stakeholders are asked to reflect on priority actions for the *woreda*, which are centred around selected commodities and the respective food systems revolving around these commodities.

During the first day of the workshop the key findings from the appraisal and baseline survey are shared. This includes an overview of the challenges and options for action that were identified for different outcome areas.

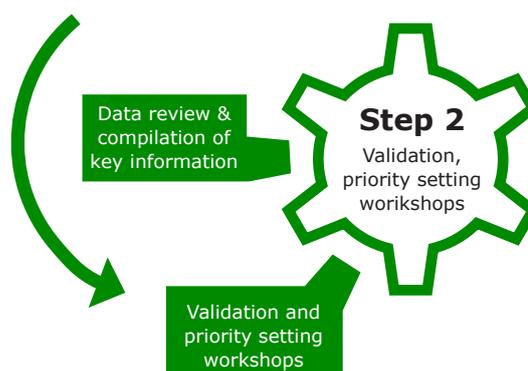


Figure 3: Overview step 2 RFSA

Through a structured process, stakeholders use this input to identify priority intervention areas and leverage points within the five outcome domains and 15 intermediary outcome domains of RAISE-FS<sup>1</sup>.

On the second day, these priorities are worked out in more detail. Using pre-designed canvases, stakeholders develop comprehensive overviews on how to address the key challenges. The templates that will be used, require stakeholders to provide summarized descriptions of the prioritized subject, the trade-offs to consider, policy challenges to overcome, and implementation challenges to address.

In addition, the template requires stakeholders to reflect on concrete actions to be undertaken, and potential stakeholders to engage in the process. Finally, stakeholders are guided through a process which allows them to identify potential synergies between the variety of identified priority subjects. Through this process approaches from different outcome areas are bundling into *woreda*-level, commodity-centred, food system cases. As a final element, specific topics that require further in-depth studies are identified.

<sup>1</sup> See Annex 1 for an overview of the five outcome domains and 15 intermediary outcome domains of RAISE-FS

## Objectives of the validation workshop

- Validate and consolidate insights from baseline survey and field level rapid foods system appraisal
- Prioritize challenges and opportunities in alignment with 5 RAISE-FS outcome areas
- Develop templates for priority subjects per outcome area

## Participants of the validation workshop

- Representatives of *kebele* field level participants of RFSA (per *woreda* – 2 *kebeles*)
- Institutional stakeholders at *woreda* and *kebele* level
- Representatives multidisciplinary teams
- RAISE-FS regional and national team members

## What information needs to be available before initiating this workshop

Topic	Who	Materials needed
Welcome and introduction of participants		
Overview of workshop objectives and brief recap of Baseline and RFSA processes		
Summary of baseline results		PPT

## M&E team to provide baseline survey analysis summarized in a report for following topics

- Main livelihood of HH
- Average land size and % of HH owning land
- Access to finance and type of financial institutions
- Use of improved farming practices (quality seeds, fertilizer, pesticides and intercropping, crop rotation, green manuring, relay cropping)
- Months with food shortage

## Multidisciplinary teams together with RAISE-FS team to provide:

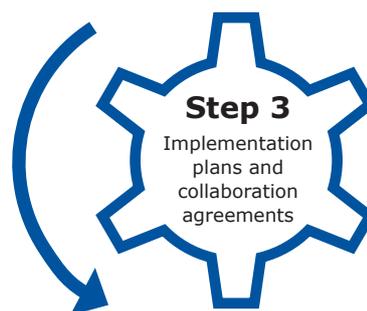
- Synthesis reports for tool 1, 2, 3 and 4 at *kebele* level + *woreda* level
- PPT summarizing the key elements of the two above processes – baseline and RFSA – aligned to RAISE-FS outcome areas (key elements of *woreda* Profile)

**Table 1** Draft workshop agenda

Q & A – Validation and consolidation Critical issues to address	
Summary of RFSA results based on synthesis reporting templates	PPT
Q & A – Validation and consolidation Critical issues to address	
Alignment of challenges and opportunities with RAISE-FS and outcome areas	PPT
Q & A – Validation and consolidation Critical issues	
Consolidating strategic and prioritized topics per outcome area	
Presentation of next steps in the process	PPT

## Step 3: Implementation plans and collaboration agreements

In the final step of the Rapid Food System Appraisal, the input from previous steps is consolidated and utilized to develop *woreda* level implementation plans and collaboration agreements. These plans contain concrete activities, and a food system implementation plan that revolves around commodity-centred cases at *woreda* level.



Through a participatory, multi-level multi-stakeholder process, involving Federal level institutions, regional level institutions, *woreda* and *kebele* level stakeholders,

RAISE-FS will support the development of integrated food system implementation plans and collaboration agreements geared towards the creation of resilient, inclusive and sustainable food systems.

For each of the 5 primary and 13 intermediate outcome areas of RAISE-FS, a template will be completed (see figure 4) summarizing the priority subject, the benefits of addressing these subjects, trade-offs to consider, policy challenges to consider and implementation challenges to be taken into account. In addition, specific targeted actions will be formulated that ideas on which stakeholders to engage and collaborate with.

### Summary: Key challenges and how they can be addressed to be done for the outcomes (5 primary and 13 intermediate)

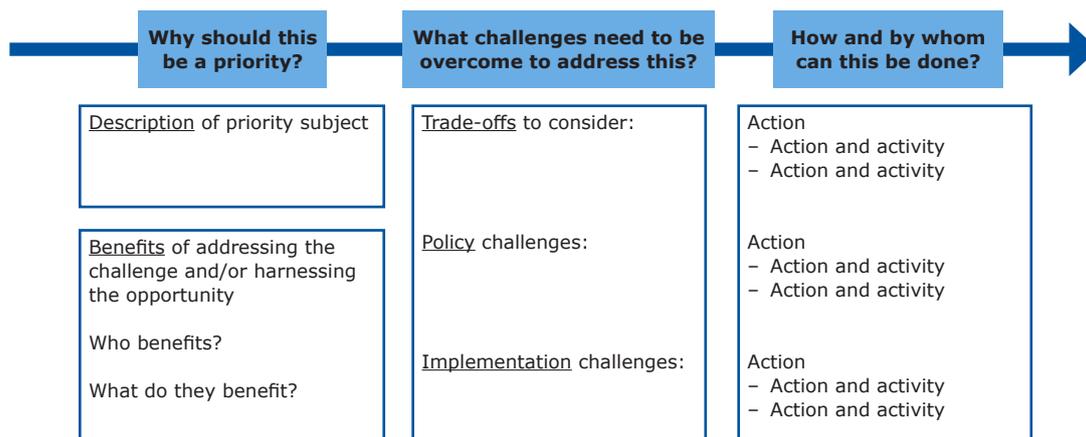


Figure 4: Template summary key challenges

## 2 Overview of tools for the field-based rapid *woreda* appraisal activities



### Tool 1: Community mapping



#### Goals + research questions

- Overview of the natural landscape, its resources and different land uses, infrastructures
- Obtain an insight about central points and services (FTC, cooperative, input supplier, ...) in the *kebele*
- Information about agricultural production, livelihood strategies, market, consumption, employment opportunities...
- Identify challenges and opportunities in the *kebele*

After the Community mapping you will be able to answer the following questions

- What are the key bio-physical features of the landscape of the *kebele*?
- What are the major resources of the *kebele*?
- Distribution and access to resources among population of the *kebele*?
- What access do farmers have to FTC, cooperatives and market centres?
- In which areas of the *kebele*, and farming households produce commercial crops that are predominantly destined for the market. Where are the households that produce for subsistence and for the market, indicate the households that produce for their own consumption and subsistence?
- What are the types of farming systems (on-farm activities) practiced in the locality (mixed farming, pastoral & agro-pastoral, etc.)
- What are the types of crops grown and livestock reared?
- What are the livelihood strategies of farming communities?
- What are the constraints and opportunities of farming communities?
- How are the extent of farmers access to health facility, safe water, hygiene and sanitation? Indicate in the map which areas and households have access to irrigation water and which areas and households in the community have access to safe water and sanitation.



#### Respondents

We will have three groups for Community mapping at *kebele* level (female group, male group and other stakeholder group).

- The female group will consist of 12 persons: 4 youth, 3 middle aged and 3 elderly women
- The male group is composed of 12 persons: 4 youth, 3 middle aged and 3 elderly men
- The institutional stakeholder group comprises DAs, head of agricultural, health extension, cooperative, microfinances, *kebele* manager



### Facilitators

The entire multi-disciplinary team is engaged, two facilitators join each group where possible, making sure one of them is always taking notes. It is advisable the facilitator is from the same gender identity. Hence for the female group it is advisable to have a female facilitator.



### Time

3 –4 hours (half a day)



### Materials needed

Large piece of paper, markers in different colours (black, blue, green, red); at least 4 markers of each colour.

- Have people add cards rather than one person drawing

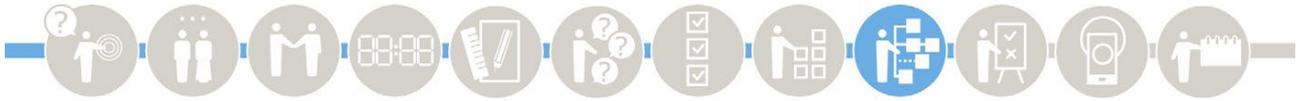


### Guiding questions for facilitators

Guiding questions have been formulated focusing on the five outcomes areas of RAISE-FS. The details of these questions can be found in the reporting templates.

- Outcome 1: Social and economic empowerment of women and youth
- Outcome 2: Efficient and sustainable production
- Outcome 3: Sector performance and value chains
- Outcome 4: Availability of safe & nutritious foods
- Outcome 5: Enabling environment for system change





### Step 1: Introduction (15 min)

The facilitator introduces the objectives of the tool. He/she explains that the information from this process will help in designing integrated approaches for supporting the development of the *woreda / kebele* profile and case description.

The facilitator explains that the group will be asked several questions. The group will engage in dialogue based on each question from five outcome areas. They will answer the question and additionally, provide input on the Community map.

### Step 2: Community mapping (3 hours)

The facilitator starts the activity using the structure of the provided questions to guide the conversations.

Start of by mapping the bio-physical landscape of the *kebele*?

- Draw the contours of the community
- Then continue to look at the bio-physical landscape: mountains, rivers, water, lakes, forests, types of soil (all the natural resources)
- Draw all infrastructures such as roads, bridges, housing)
- Draw facilities and infrastructures (churches, mosques, hospitals, FTCs, marketplaces, office of agriculture, schools, cooperative, input supplier, RUSSACO, etc.)
- Indicate nearby cities social stratification (who lives where). Once you have a base map, you will add detail to the map by answering the guiding questions as provided

### Step 3: Discussion of the Community map

Keep at least 15 min for a dialogue around the end result of the map.

- Ask the group to briefly describe what they see on the map

Discuss with the group:

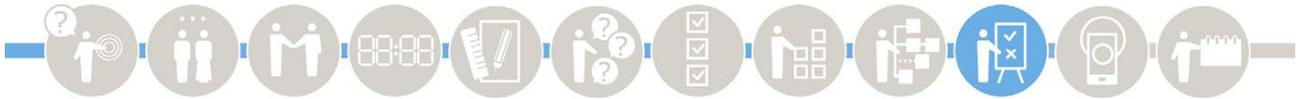
- What are the major resources and infrastructures?
- Who are the main stakeholders' groups?
- What are the main sources of livelihood?
- What is the most important non-climate related issue?
- What is the most important climate related issue and how does this impact the landscape?



### Step 4: Finalize and thanks

Thank the participants for their time and effort, and explain once more that their answers will help us know what the community looks like and design adequate strategies and activities.

Please have a look at the Community map below as an example. The map illustrates very well all resources of the community.



### Facilitators reflections after finalizing activity

Reflection Community mapping

Date:

*kebele*:

Facilitators:

Participants (number and gender):

- What were the challenges faced in facilitation?
- Could you notice some kind of power imbalance? How did you balance different voices?
- The discussions that come out of this activity as also important. Were there any points that participants did not agree on, or where there was significant discussion?
- Did the tool have to be adjusted in any way? If so, in what way?



### Reporting – Data

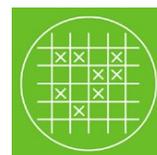
Take pictures that captures the full detail of the final Community map. Add the picture to reporting data.

See annex II for reporting templates.



### Synthesis report

See annex II for synthesis reporting templates.



## Tool 2: Seasonal calendar



### Goals + research questions

#### Goals:

- Obtain insights into seasonal patterns and activities that different stakeholders engage in throughout an average year.
- Understand how activities and time investments vary between male and female respondents Identify key challenges and opportunities for food system transformation

Topics revolve around livelihood activities and income generating activities, seasonal variation in income, expenditures, livelihood activities, price of inputs and output across the year. The guiding questions align with the five (5) outcome areas of the RAISE-FS program.



### Respondents

Organize the participants in three groups, each group makes their own year Seasonal calendar.

- The female group will consist of youth (40%), middle aged (30%) and elderly people (30%)
- The male group is composed of youth (40%), middle aged (30%) and elderly people (30%)
- One stakeholder group comprises DAs, head of agricultural head, health extension, cooperative, microfinances, *kebele* manager



### Facilitators

Two (2) facilitators join each group where possible, making sure one of them is always taking notes.

It is preferred if the facilitators have the same gender identity as the group that they are going to work with.



### Time

3 hours





### Use of data

Data will be used to get a comprehensive picture of the reality in the *woreda*, related to the 5 outcomes areas of RAISE-FS. The insights will support the identification of challenges and opportunities, deep leverage points and key areas of interest for the *woreda* cases and action plans.



### Method of facilitation

#### Preparation prior to the session

The facilitator draws a basic Ethiopian calendar on a very large sheet of paper. The calendar will have columns representing the different months of the year.

The facilitator will have set out and prepared all the materials that will be used during the activity. Sticky notes, markets, tape, red circles (highlighting key challenges) / Blue circles' highlighting key opportunities. Printed out icons, etc.

Three groups have been formed according to the above-mentioned considerations. Each group is accompanied by a facilitator and a note taker. Make sure that the facilitator has the same gender identity as the group that they are going to work with.

As a facilitator you are aware that you need to make sure that all different people in your group are actively engaged in the activity and feel in the position to contribute. You undertake explicit efforts to make sure everyone's opinion is voiced, heard and documented.

At times you can directly ask a respondent to share their opinion and point of view. At times you ask a follow-up question to make sure that you are including different points of view within the group. For example: is what Desalegn has said that the same for the young people in the *woreda / kebele*? Does that differ a lot between families and households? Why?

The note taker has all the required materials at hand and is aware that they want to document the essential details of the dialogues and the inputs of different participants.

#### Step 1: Introduction (15 min)

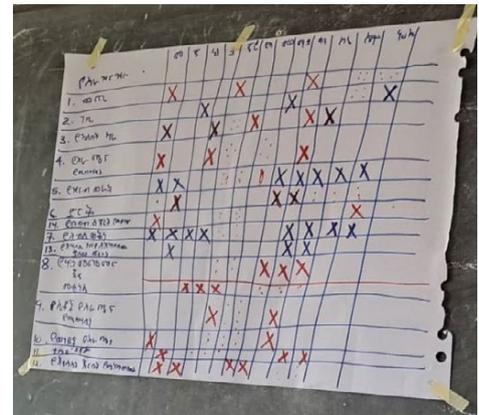
The facilitator takes time to introduce the activity at hand and the objectives of the tool. You explain that the insights from this process will help in designing integrated approaches for supporting the development of the *woreda / kebele*. In the explanation it is important to highlight the types of insights that the process will provide. You want to make it very clear that you are not only interested in learning about agricultural activities but that we want to learn about, for example:

- Distribution of important livelihood activities and income generating activities over a year
- Key challenges encountered in terms of available sources and access to income, access and availability of food, labour, markets, services, etc.?



- Off farm livelihood activities
- Food availability and scarcity
- Incomes and expenditures
- Seasonal employment
- Trade and Markets

A couple of examples are provided that show the explicit intention of including topics beyond the agricultural domain or the production domain. Also looking into off farm livelihood activities, food availability, income and expenditures, etc.



The facilitator explains that the group will be asked several questions. The group will engage in dialogue based on each question. They will answer the question and additionally provide input on the Seasonal calendar, highlighting the key moments in the year, seasonality, peak times, times of deficit, etc. In addition, for each topic the group is asked to identify and express key challenges and opportunities by placing red circles or blue circles on the year calendar. It is very important that the facilitator and notetaker take careful notice of what the dialogue in order to document in writing the points that are made and narrate the reasoning of the challenges and opportunities that have been identified in different steps and questions.

From their deck of questions, the facilitator reads out the consecutive questions. Each question will be placed on a separate row in the Seasonal calendar, icons will be used to indicate the topics of the questions. The group provides responses to the questions by documenting them in the Seasonal calendar (as shown in the illustration above). As the group advances in answering questions, they will work down row-by-row, question-by-question.

Where relevant, the group can add any type of details, additional topics, questions and insights beyond the defined structure.

To set the stage you explain that the exercise will take approximately 3 hours, with breaks in between. Finalize by asking if anyone has any questions? Answer any clarification questions and explain that during the process it will become even more clear.

## Step 2: Activity mapping (1h 45 min)

The facilitator starts the activity using the structure of the provided questions to guide the conversations.

Start with questions on income and expenditures, social and economic inclusion, then move on to productive activities, etc.

For some questions (for examples questions on expenditures) participants are asked to indicate peak months in the year and are asked to indicate how income is distributed over different items using points (stickers or beans) that they can distribute over a number of preselected items.

Before moving on to the next question make sure to ask participants if they consider there is a key challenge or opportunity in this topic that needs to be highlighted / documented. Each individual participant is handed red circles and blue circles that they can stick on the Seasonal calendar. Red circles are used to identify key challenges, blue circles indicate opportunities.

It is not necessary to identify challenges and opportunities for each topic, non the less the facilitator does create a pause after each question asking if anyone from the group would like to coin a particular challenge or opportunity.

Make detailed notes of the answers beyond what is documented in the Seasonal calendar. Use the provided template to add additional notes for each question.



**Step 3: Reviewing challenges and opportunities (30 min)**

The facilitator asks the group to take a step back and view the activity map they have just created. The facilitator asks the group to review the red circles with key challenges they have identified and to review the blue circles with key opportunities they have identified. A couple of questions are asked to generate in depth dialogues regarding the challenges / opportunities. The facilitator and note-taker make sure to document the dialogue and conversation.

- Are these challenges and opportunities felt equally by all groups and stakeholders in the community?
- Are there stakeholders that are affected more than others by the challenges?
- Are there stakeholders that benefit more than others from the opportunities?

**Step 4: Ranking challenges and opportunities (30 min)**

The facilitator asks the group to rank the challenges and opportunities in terms of their impact on the area and its inhabitants. By means of a pair wise ranking exercise, the group identifies the 4 most important challenges and the 4 most important opportunities.

	Challenge 1	Challenge 2	Challenge 3	Challenge 4
Challenge 1	XXX			
Challenge 2		XXX		
Challenge 3			XXX	
Challenge 4				XXX
Etc.				

	Opportunity 1	Opportunity 2	Opportunity 3	Opportunity 4
Opportunity 1	XXX			
Opportunity 2		XXX		
Opportunity 3			XXX	
Opportunity 4				XXX
Etc.				

In case the group is not able to come to an agreed-on ranking, give each group member 6 points which they can distribute among the key challenges and 6 points to distribute among the key opportunities. Once everyone has cast their vote, identify the 4 most voted for challenges and opportunities.

**Step 5: Finalize and thanks**

The facilitator thanks the participants for their time and effort and explain once more that their answers will us know the challenges, they are facing which in turn will help design integrated approaches for supporting local development. Additionally, the facilitator explains that the results of the activity mapping will be used the next day for further reflections.



### Reporting – Reflection

Reflection Seasonal calendar

Date:

*kebele*:

Facilitators:

Participants (number and gender):

- What were the challenges faced in facilitation?
- Could you notice some kind of power imbalance? How did you balance different voices?
- The discussions that come out of this activity as also important. Were there any points that participants did not agree on, or where there was significant discussion?
- Where there topics that were discussed in smaller groups but not in the plenary group?
- Did the tool have to be adjusted in any way? If so, in what way?



### Reporting – Data

A picture that captures the full detail of the final Seasonal calendar is added in the reporting data.

See annex III for the reporting template.



### Synthesis report

Use the reporting and reflection templates to fill in this synthesis reporting template.

See annex III for synthesis report template.



## Tool 3: In-depth dialogues



### Goals + research questions

The goal of the In-depth dialogue is to learn, together with participants, about social norms and practices of social exclusion within the community, learn about the labour burden for different groups, and learn about difference in access for different population categories. The following research questions can be answered after this tool:

- Based on the Community mapping, where can **social exclusion** be recognized (note access to markets, finance, job opportunities, resources, information and agricultural inputs)? On what basis are individuals and groups excluded and what are the causes?
- Based on the Community map: what is the difference between (young) women and (young) men in **access to markets/information and finance**?
- What are the root causes of the differences between gender and age groups?



### Respondents

Different groups with respondents from all stakeholder groups focusing one topic.

- The female group will consist of 12 persons. Make sure that at least 6 people are below the age of 36 (youth)
- The male group is composed of 12 persons: Make sure that at least 6 people are below the age of 36 (youth)
- The other stakeholder group comprises DAs, head of agricultural head, health extension, cooperative, microfinances, *kebele* manager



### Facilitators

Six (6) facilitators: 3 women, 3 men. Female facilitators facilitate female group, male facilitators facilitate male group and a mixed group facilitates the supporters group.



### Time

4 hours (half a day)



### Materials needed

Flip charts, coloured cards, tape, markers, the 3 Community maps focusing on markets, agri inputs, financial institutions, points of information. Seasonal calendars showing the production and activities for the 3 stakeholder groups.

If there is only one facilitator in the group, make sure to record the conversations and transcribe in a later stage.

Assumption: there are 3 maps and 3 calendars produced in the previous activities.



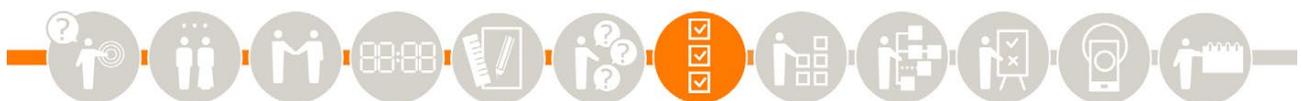
### Guiding questions for facilitators

#### Topic 1: Community resource mapping

- Are there differences between (young) women and (young) men and their access to agricultural inputs? What factors determine these differences?
- What are the differences between (young) women and (young) men and their access to markets? What factors determine these differences?
- What are the differences between (young) women and (young) men and their access to finance? What factors determine these differences?
- What are the differences between different stakeholder groups and their access to information (extension services)? What factors determine these differences?

#### Topic 2: Seasonal calendar: zooming in on the division of labour

- What major tasks on the Seasonal calendar are performed by (young) women and what are tasks performed by (young) men? Is this balanced equally?



### Data to be collected

Data and insights will be generated regarding social norms and practices, and how these affect the socio-cultural and food system dynamics in the area. Using insights from Community mapping and Seasonal calendar exercises, stakeholders are asked to reflect on how different gender and age groups have different access to certain food system components. In addition, they reflect on the underlying factors and behaviors that affect and determine these norms and practices.

The note taker and facilitator document the findings and insights from the in depth dialogues using the provided templates.



### Use of data

Data will be used to find the root causes of difference between age and gender groups with regards labour burden, access to markets, information, finance and decision making about income.



### Method of facilitation

#### Prior to the session

- Make sure to have the outputs from the Community mapping and the Seasonal calendar at hand
- Check the outputs of the Seasonal calendar exercise. Were the following questions answered?
  - How does income distribution vary over the year for men and women?
  - How does access to land vary for women and men?
  - How does expenditure vary over the year for men and women?
  - When are most agricultural work carried out by women?
  - When are most agricultural work carried out by men?
- Prepare flip charts for the social norms exercise: 2 large flip charts for each sub-group (young women, women, young men, men = 8 flip charts) with materials (coloured cards or sticky notes, markers for all participants)

#### Step 1: Plenary introduction (15 min)

- Start with an energizer so that people feel at ease
- Explain the activity of today (reviewing the map and the calendar)
- Divide the participants in three groups as listed above: a group of men, a group of women and an institutional actor group. Make sure all groups have a place to sit where they cannot hear each other. All groups take their own map for review. Each group has a separate facilitator and note taker
- Within the respective groups, have sub-groups according to age: participants up to 35 year sit on one side and on the others above 35 year on the other side

#### Step 2: Group work: review Community maps (60 min)

In each of the 3 groups review the Community map and any other outputs of the Community mapping.

In each group facilitators ask participants: which stakeholders and places are drawn on the map with regards to:

- 1) agricultural inputs including land
- 2) markets
- 3) financial services
- 4) information providers
- 5) water access points (irrigation) if any
- 6) important women and youth associations (organizations)



Check with participants if stakeholders are missing, ask why these were not drawn before (probe) and ask them to add it to their map (10 min)

- Ask participants to discuss in pairs (within their age group). Give them sticky notes in two colours (e.g. yellow and blue). Ask them to discuss in pairs: to which stakeholder/services /resources do you have access? Each pair puts yellow sticky notes for those they have access to, and blue to those who they cannot access. They can draw smiley or sad faces on the sticky notes to show whether they are happy or sad about it (15 min)
- Back in the group: look at all the sticky notes and ask for the conditions for access / no access. Probe: what if you were in a different age group? What if you had a different gender identity? What if your household composition were different? What if you did not have any care tasks? Ask participants to draw symbols on sticky notes for conditions (i.e. time, being accompanied, gender, age, having collateral, etc.) (20 min)

### Step 3: Gallery walk (15 min), the groups visit each adapted Community map

Facilitator asks the following questions:

- Which stakeholders are not on your map but on this one (or the other way around)? Why are these different?
- Are there differences in who has access to the stakeholders and the conditions of access ([young] men and [young] women)? Did you expect these differences? Why and why not?

Break + refreshments

### Step 4: Plenary introduction to the next step (15 min)

- Energizer
- Introduction of the next exercise (review the Seasonal calendar). Go back into the different age and gender groups with the corresponding calendar

### Step 5: Group work: review Seasonal calendar (30 min)

Review the Seasonal calendar and any other outputs from the calendar exercise, and ask the following questions:

- Make sticky notes with colour or signs for (young) women and (young) men. Place the sticky notes on the activities indicated on the calendar to show where, within their HH, women and men are most involved (if the tasks are already divided by gender, do it only for age groups)
- Ask some of the pairs for their reflections

### Step 6: Identifying gender norms around roles, responsibilities and decision making (30 min)

- Provide 2 large flip charts for each sub-group (women till 35 years of age, women above 35 years, men till 35 years, men above 35 years) and markers
- Each sub-group is asked to draw a basic shape of a woman or a man of the relevant age group on the flip chart
- In each sub-group, facilitator asks participants to think about someone who is considered an "ideal" woman/girl/boy/man in their community. The men / boys start considering an "ideal girl / woman" while the women/girls start considering the ideal boy/man
- Each group draws symbols of characteristics of the ideal person of the opposite gender



- Then each group does the same for their own gender; the facilitator supports by asking questions:
  - What role in the family should an ideal girl/woman/boy/men have?
  - What kind of tasks should an ideal girl/woman/boy/men carry out?
  - How should the ideal girl/woman/boy/men behave in the family and in a group?
  - What kind of decisions should an ideal girl/woman/boy/men be responsible for? (add list of possible decisions to help the facilitator to probe/ ask)
  - How should the ideal girl/woman/boy/men look like?
  - Are there local sayings that illustrate this?

#### **Step 7: Social sanctions (30 min)**

- Stay in the sub-groups, ask the participants to choose one characteristic and one task that is critical for the ideal girl/woman/boy/men. Put these on a flip chart.
- Discuss in the sub-groups:
  - What are the benefits of showing this characteristic or executing this task? (e.g. celebration, congratulation, praise, social recognition, social promotion, approval, as well as formal sanctions such as awards, bonuses, prizes, and titles)
  - What are the negative consequences of failing to do this? (e.g. embarrassment, shame, ridicule, sarcasm, criticism, disapproval, social discrimination, and exclusion)
- Ask participants to indicate which expected roles, tasks, behaviours, decisions and looks for different gender identities make them happy and what makes them sad (indicate smiley / sad faces on the flip chart made in step 6)

#### **Step 8: Ranking negative social norms (30 min)**

The facilitator asks the group to rank 4 of the above identified negative social norms in terms of their negative impact on the different stakeholder groups. They also indicate expected challenges and opportunities for changing these norms.

Note taker carefully documents conversation and decisions made.

#### **Step 9: Gallery walks (15 min)**

Let subgroups visit the other subgroups to see their outputs. Facilitator asks the following questions:

- What differences do you see between the different sub-groups?
- How can these differences be explained?
- Wrap up:
  - Explain gender as a social construct and that social norms and expectations differ per location and are dynamic depending on the situation
  - Agree on basic key messages for the 2-day workshop



### Facilitators Reflections after finalizing the exercise

Reflection In-depth dialogue

Date:

*kebele*:

Facilitators:

Participants (number and gender):

- What were the challenges faced in facilitation?
- Could you notice some kind of power imbalance? How did you balance different voices?
- The discussions that come out of this activity are also important. Were there any points that participants did not agree on, or where there was significant discussion?
- Were there topics that were discussed in smaller groups but not in the plenary group?
- Did the tool have to be adjusted in any way? If so, in what way?



### Reporting – Data

Make a picture of the reviewed Community map, Seasonal calendar and ideal person tool.

You will find the reporting template in which the note taker registers input in annex IV.



### Synthesis report

Use the reporting and reflection templates to fill in this synthesis reporting template.

You will find the synthesis report template in annex IV.



## Tool 4: Different plates activity



### Goals + research questions

Get insight into what typical diets look like for various socio-economic groups, reasons people eat the foods that they do, how people get foods, what they consider nutritious foods, what are enablers and barriers to access good (nutritious) foods, where they get information about nutrition. People love to talk about food and what they consume, this gives them an opportunity to do so and for the project to learn about the common diets of people from various socio-economic backgrounds.

Research questions answered with this tool:

- What are the differences in food consumption for different socio-economic groups and why?
- What is people's perception of a healthy diet and why?
- What are the sources of food?
- Where do different people receive information on food and nutrition and is it different for M and F?
- What are the barriers for consuming a healthy diet?
- What are specific foods people cannot eat and why?



### Respondents

- The female group will consist of 12 persons. Make sure that at least 6 people are below the age of 36 (youth)
- The male group is composed of 12 persons. Make sure that at least 6 people are below the age of 36 (youth)

*Please note that institutional stakeholders do not take part in this activity since this activity gives insights in the current consumption practises, beliefs and goals of individuals. Relating these findings to policies and a wider context will happen during the validation workshops.*



### Facilitators

2 (facilitator & note taker) per FG



### Time

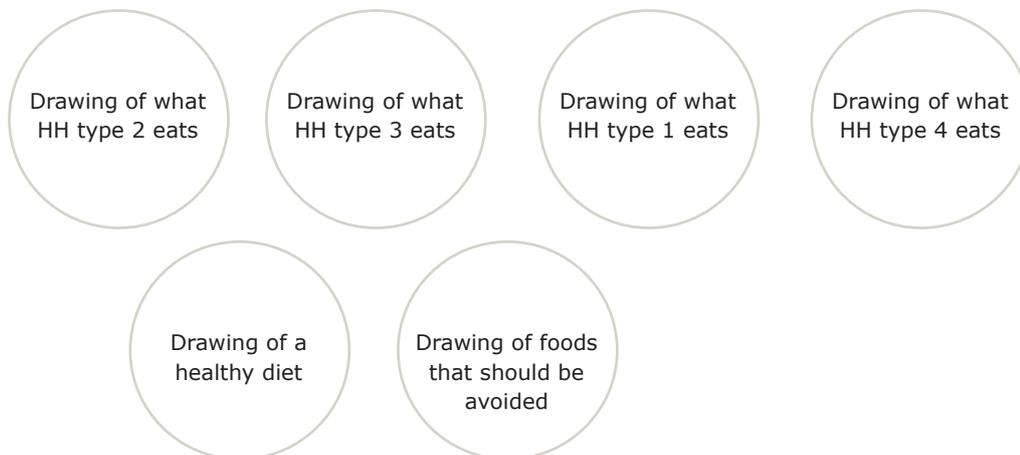
2–2.5 hours + 1 hour reporting



### Materials needed

Notebook or copy of note taking grid, 20 flip charts with a plate (circle) on it. Markers and sticky notes.

For flip chart:



### Guiding questions for facilitators

Defining the consumer typologies:

- What are important factors influencing the diets of people? If needed probe (gender, religion, wealth, age, closeness to the road, HH size, size of land, owning cattle, etc.)
- Based on these discussions, define categories of people with different types of diets. Be careful not to have too many categories, but really one that will significantly change people's diets. In total, you can draw a maximum of 8 plates.

Drawing the Different plates for HH:

- What do the different consumers usually eat and how much of everything (in %)? What are the ingredients of the food (injera, shiro, etc.) Stress to the groups that this is about what this group of people would usually eat and that is not about what a specific individual/household consumes.
- Why are the plates different? What determines the differences?
- Where do the different people usually get these foods? Draw them on the paper next to the plates. If it differs per season, also indicate that.



Drawing the healthy plate:

- What would be the healthiest to eat? Do not consider constraints like availability or money.
- Per food group, why is it good to eat those foods?
- If there are differences, between what people perceive to be a healthy diet and what they say people eat, ask about these differences. If people think x is healthy, why do they not eat more?

Questions for information about a healthy diet:

- Where do the participants of the FGD learn about nutrition and healthy diets? From which organizations and which individuals? (e.g. from various NGOs or government programs)
- Do their children learn about nutrition in schools? Are there school meal programmes?
- Do they hear about nutrition through the radio? TV? Other activities in the community (drama, etc.)? Are there cooking demonstrations? Who runs these?
- How do people in the community learn about food safety?
- Do people have questions about healthy diets? What questions do people have that would like support in answering?

Questions for foods that should not be consumed:

- What are foods that should not be consumed and why?
- Are there specific foods that should not be consumed by specific people? For example, taboos around what pregnant woman can consume



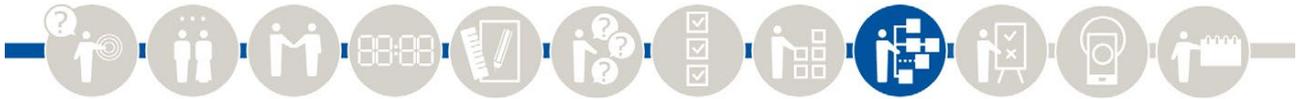
### Data to be collected

- Social factors influencing the consumption of individuals
- Variation in what different consumers eat and reasons behind this
- Where people obtain various foods
- Peoples' perception of healthy foods and own definition of healthy diet
- The difference between 'standard' diet and 'healthy' diet and reasons for the differences (barriers for eating a healthy diet)
- Where people learn about nutrition and nutritious diets
- What are food taboos (for specific groups)
- What are the differences in perception of consumption, healthy diet and food taboos between F/M
- Additional questions people may have about nutrition and nutritious diets



### Use of data

Data will be used to: understand specific barriers preventing people from consuming healthy and nutritious diets; which organizations are already working on nutrition in the area and what questions people have in order to design the most effective nutrition interventions for the RAISE-FS project.



## Method of facilitation

### Prior to the session

Draw on pieces of paper 10 circular “plates” per focus group. Introduce the session and the goals of the session. Stress that the goal is to learn more about the “average diet”, it is not about what a specific individual or family consumes.

### Step 1:

Identify with both men and women group what are factors determining what people eat. Here, you could think of gender (also in terms of order of eating), religion (including fasting and non-fasting times), wealth, health, land size, age or other factors important in the community. Let participants agree on what is most important for their community. Secondly, define different consumer types. For example, if gender and land size is important, you will have 6 plates namely male with a small plot, a middle plot and a large plot and females with a small plot, a middle plot and a large plot. In total, there can be a maximum of 8 plates but less is also fine.

### Step 2:

Split up in a men and women focus group. Let participants draw on the plates (using the plates that were made) what a normal meal would look like for the different consumers identified in step 1. They should include both the food as well as the overall percentage (for example, if a poor household eats mostly injira with a small amount of shiro) try to draw this or add in a description or with sticky notes. Try to capture information about differences in preparation as well. For example, maybe a poor household cannot afford to add oil to the shiro, whereas a wealthier household can.

Ask questions to make sure you understand the drawing and write down clarifications. For example, how much of this food is consumed (as part of the meal, in terms of percentage). What grain(s) is the injira made out of? Why do you choose these?

Discuss the differences between the plates and ask about the reason for these differences. Why do you see this food on this plate and not the other one?

### Step 3:

Ask participants to draw/ write where the various foods come from (do they grow it themselves, purchase from the store, get it from neighbours, etc. Draw the sources outside the plates. Ask clarifying questions to make sure you understand. Again, focus on where someone would usually get the food, since this may not always be the same. You can also note if this changes, for example depending on the season. For example, in the rainy season they have a home garden and grow their own vegetables but in the dry season they purchase them.

### Step 4:

Ask participants to draw a plate showing what they think is a healthy and nutritious meal should look like. For this activity stress that it does not have to be realistic, but base on what they think, what would be an example of a healthy meal.

Ask the group to compare this ‘healthy’ plate with the previous drawn ‘consumption’ plates. Ask reasons for the any differences between the “healthy” plate and the “consumption” plate. Make sure to ask clarifying questions to really understand.



Also, ask where they got the information about healthy diets.

- Where do they learn about nutrition and healthy diets? From which organizations and which individuals? (e.g. from various NGOs or government programs)
- Do their children learn about nutrition in schools? Are there school meal programmes?
- Do they hear about nutrition through the radio? TV? Other activities in the community (drama, etc.)? Are there cooking demonstrations? Who runs these?
- How do people in the community learn about food safety/safe food storage/safe food handling to protect against food-borne diseases?
- Do people have questions about healthy diets? What questions do people have that would like support in answering?

#### Step 5:

Draw what kind of foods should not be eaten and ask for the reasons, if applicable draw them per consumer typology or indicate who should not consume these foods.

#### Step 6:

Bring together the two focus groups and compare the drawings. Ask for the differences you see on the different foods for the different HH but also on the 'healthy plate' and the foods that should not be eaten. Ask why they have a different perception.

#### Finalize and thanks

Thank the participants for their time and effort and explain once more that their answers will help us know what constraints and opportunities exist in the community to improve the nutritional status of community members through agriculture.



#### Facilitators reflections after finalizing the exercise

Reflection Different plates activity

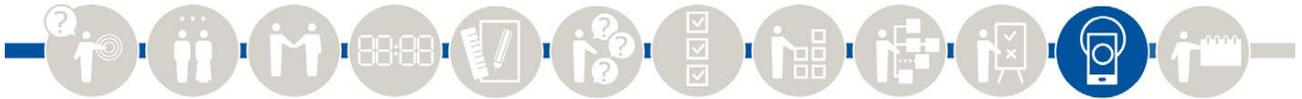
Date:

kebele:

Facilitators:

Participants (number and gender):

- What were the challenges faced in facilitation?
- Could you notice some kind of power imbalance? How did you balance different voices?
- The discussions that come out of this activity are also important. Were there any points that participants did not agree on, or where there was significant discussion?
- Were there topics that were discussed in smaller groups but not in the plenary group?
- Did the tool have to be adjusted in any way? If so, in what way?



### Reporting – Reporting template

Make a picture of all the plates drawn including the healthy plate. Also include a picture of the foods that should not be consumed.

See annex V for the reporting template.



### Synthesis report

Use the reporting and reflection templates to fill in the synthesis reporting template.

See annex V for synthesis template.

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# 3 Notes, tips and tricks for facilitators<sup>3</sup>

## Facilitating focus group discussions

Focus group discussions (FGD) are facilitated group activities involving a specially selected (focus) group of 6 to 12 people who have certain factors in common such as age or gender for example.

In these sessions, specific topics are discussed under the guidance of a facilitator, in order to get their views and perspectives on a certain issue, to get a better insight in the position and problems of this specific (sub-) category of the population, to get to know their specific views and interests and/or to tap their specialist knowledge regarding a certain topic or problem.

FGDs are often used in order to get more insight in certain topics and to check whether patterns found in the surveys are validated by the group. FGDs are also very suitable to analyse a certain situation or problem in more detail and to identify and evaluate potential solutions to these problems. FGDs often engage men and women in separate sub-groups. It is recommended that the FGD be facilitated by people who identify with the same gender as the group in question. Therefore, in a women only FGD it is preferred to have a woman facilitating. In a men only FGD it is preferred to have a men facilitating. The facilitators should be respected individuals.

## Principles

**Local voices are central:** Issues are to be defined by participants, following a flexibly predesigned framework/setup with sufficient space for local input. The experts doing the PRA have a facilitating role and an open attitude.

**Diversity of perspectives:** The RSFA will include varying perspectives of stakeholders with different backgrounds within the *kebele*, taking into account socially constructed hierarchies (e.g. age and gender differences). Practically this implies that in the targeted communities, men and women will be invited, as well as older and younger generations. Where relevant separate focus group discussions will be organised for wealth and gender categories. This is to ensure that the differentiated challenges and needs of different groups are documented and fed into the planning of RAISE-FS interventions.

**Alignment:** The roles of other agricultural programmes operating in the region are analysed from the local perspective to make sure the approach of RAISE-FS will be aligned with their activities.

**Triangulation:** Data is retrieved from varying sources to validate the information gathered. Data from the PRA is validated through data from secondary data sources gathered to make up the *woreda* profiles. Next to that it is compared to information from the baseline and scoping study.

**Mixed methods:** Both quantitative and qualitative data is gathered for a complete and integrated analysis. Building trust and listening: Sufficient time is spent in the *kebele*, multiple visits will be made for the RFSA. Those exercising the RFSA keep their eyes and ears open in the time spent in the communities, applying the “hanging out” method in between exercises to gather relevant information about daily life.

**Treatment of information:** Information retrieved within the RFSA process is treated with care and integrity. Participants' needs to keep information off the record are respected. All information gathered is anonymized in publishing and sharing – reports do not lead back to specific individuals.

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<sup>3</sup> The text for part three of this tool guide is largely based on the Manual Participatory Rural Appraisal Tools (2018). Unpublished. REALISE project, BENEFIT-Partnership.

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## Organisation and planning

**Multidisciplinary team:** The tools will always be facilitated by two members of the multidisciplinary teams. One person will take on the role of the main facilitator and the other will be taking notes. Ideally, the facilitating team is of the same sex if possible or desirable depending on cultural context.

**Duration + planning of fieldwork:** For planning and coordination of the field activities it is practical to be in the field a day in advance to make necessary arrangements and coordinate.

**Preparation of fieldwork:** Before engaging with stakeholders, the fieldwork is prepared well in terms of selection of participants and familiarizing with the *kebele* leader(s). This can be done through organizing an introduction to the *kebele* chairman and having an interview with the *kebele* DA, with whom a selection of participants for the different tools can be made. The participants are to be made aware of their involvement, give their consent and made familiar with the planning. RAISE-FS regional teams will be the main point of contact for these activities.

## Tips & tricks for qualitative data collection through RFSA

**Ask open questions:** A simple trick for this is to ask questions starting with a W: what, where, why, when, who. And how? (What do you think the cause of low productivity of livestock is?) Instead of suggestive questions with a more closed character (do you think low productivity of livestock is caused by drought?). This prevents the facilitator from steering the conversation. Also ask deepening questions to help people with their analysis: what do you think causes that? How does this affect your household? Etc.

**Listen and observe:** It is important not to only focus on answers but also observe (and document) the ways in which people reach an answer: this can provide a facilitator with rich information. Who contributes what when using the different tools? Which subjects lead to discussion? When do people seem to get frustrated within these discussions? Whose opinion seems to weigh more than others? Do women and young people get space to express their views in the mixed groups? Note down who says what. Also observe who in general seem to have a leading and/or decision-making roles in the *kebele*.

**Informed participants & flexibility of methods:** At the start of each session, be it a tool or a focus group, it is explained to participants what will be done and for what goal it will serve. If participants have ideas about how to improve the tool in striving towards its goals, it is important to pick up on these ideas and be flexible with adjusting the method somewhat.

**Create space for input of all participants:** The results will only be reliable if they are composed of the varying insights of group members. Sometimes certain participants tend to deliver more input than others. Monitor this process; if you see that some people do not get to express their opinions, actively ask for it or give them a more leading role. It can also work to give the participants that tend to overrule the discussion when it comes to content a more process-based responsibility.

**Reporting and making notes:** During the exercises and focus groups, write down not only the specific data you look for but also how the process went, who took which role (see 'listen and observe' above). Also write down quotes, especially when discussion takes place. These can be very valuable for analysis afterwards. After each tool or focus group, one hour is scheduled to jointly sit down and report. The facilitator and note taker jointly sit down and talk (and report) through the different parts of the exercise, what they perceived as important information and reflect on the process. This prevents loss of data, which often happens if insufficient time is taken for reporting.

**Treatment of information:** To create a safe space in focus groups and during the exercises, make clear to participants that information retrieved within the RFSA process is treated with care and integrity. Participants of focus groups are not called by their names in reports, instead they will be described (participant 1, woman, age, main livelihood activity) etc. Reports will not be made public or shared with other stakeholders than those directly implementing the RAISE-FS programme.

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## The role of note taker

Note taking – Begin each notebook entry with a date, time and place of data collection event, archival number (number you can later refer to easily), name of moderator and note taker. Since it may not be possible to write the actual question you can write the question number for each response, while you make notes. It is important to, during the tools, take notes 'freely' and write down everything people say. After applying the tool, in the time scheduled for reporting, you fill in the reporting format together with your colleague, using the notes you made as a source. For time saving purposes is easiest to digitalize the data right away, provided you have a computer or laptop with the reporting format at your disposition.

What to do as note taker?

- Note taker observes and listens and notes down all important non-verbal and verbal communication.
- Try to recognize important answers/sentences, record them and ask for clarification if needed.
- You can expand your notes on a separate page but always cross reference expanded material with original material.
- Be critical of your mind: write down what you literally see and hear instead of your interpretation of what you see and hear. A trick to avoid only writing down interpretations is to divide your notebook in two: on the left page write the observation, on the right page at the same height you write your interpretation of the event. An observation, for example, is: "participant A frowns and asks participant B: could you repeat what you just said?" An interpretation of this could be: "Participant A does not understand what participant B said".
- Distinguish between your respondent's comments and your own observations. Make sure that the participants opinions are respected and that you do not impose your own ideas and expert opinions as a researcher, facilitator or note taker.
- Explain some of the existing ground rules additionally: e.g. there is no wrong or right answer.
- Ensure seating arrangements in a way that allows all to talk to each other, preferably in a circle or U (horseshoe) shape.

# Annex I – Outcomes and intermediary outcomes of RAISE-FS



# Annex II – Community mapping reporting templates

## Outcome 1: Social and economic empowerment of women and youth

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<p><b>Q: How do the different groups experience and have access to: Financial institutes; Associations; Training centres; Government offices; Markets; Use of land; Productive assets; Sources of water (irrigation and safe drinking water)</b></p>			
<p>Indicate on the map the map how and what you have got access to, you can use colours to indicate differences (red – hardly any access) (blue – good access)</p>			
<p><b>Q: How far do different stakeholders normally move (mobility) and for what reasons?</b></p>			
<p>Ask participants to indicate where they move to and where they mobilize themselves to (refer to <i>kebele</i> centre, <i>woreda</i> centre, areas with access to input, water bodies, markets, others, etc.)</p>			
<p><b>Q: Where do the 'better-off' people live, where are the most vulnerable people? Why are they more vulnerable?</b></p>			
<p>Ask participants to indicate in the map the location of the better off people and the more vulnerable people. Discuss and take notes of the underlying factors that determine vulnerability.</p>			

**Community mapping**

Additional details explaining input in map

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**Q: Where are job opportunities for the different stakeholders?**

Ask participants to indicate in the map where there are employment opportunities in the *kebele* and *woreda*. Also indicate employment opportunities outside of the community, *kebele* and *woreda*. Note taker records the conversation in the recording template.

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**Q: Are there specific groups / initiatives / organization for women or youth? Where are they and what do they do?**

Ask the group to indicate in the map the type of initiatives and who they involve. Note taker records details of conversation in recording template.

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**Q: Engagement of women and youth in different activities such as irrigation?**

Ask participants to indicate where on the map, note taker records how and in what form using the recording template.

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Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<b>Q: What are the three major challenges for women?</b>	Ask participants to indicate these challenges on the map if they are place based, alternatively discuss and talk the challenges with the group whilst note taker jots down reflections in recording template.		
<b>Q: What are the three major challenges for youth?</b>	Ask participants, if possible, to indicate using the map, alternatively discuss in the group and have note-taker jot down reflections in recording template.		
<b>Q: What are the major challenges of the poor?</b>	Ask participants to indicate using the map, if possible. Alternatively discuss in the group and have note-taker jot down reflections in recording template.		
<b>Q: Illustrate migration movements from and to the kebele (youth)</b>	Ask participants to indicate on the map how migration affects the dynamics in the <i>kebele</i> , where do youth migrate to and migrate from? Discuss in the group and have the note-taker jot down reflections on why people migrate in the recording template.		

## Outcome 2: Efficient and environmentally sustainable production

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<b>Q: What are typical farm sizes in the kebele?</b>			
<ul style="list-style-type: none"><li>– Ask participants what types of farms are found in their locality. Have them draw the different farm typologies in the map. Note taker jots down the underlying discussion and factors that determine types of farm according to locals.</li><li>– Ask participants to indicate which farms are primarily focussed on markets and commercial crops, which farming households are primarily producing for their own consumption and which households produce for own consumption and for the market.</li></ul>			
<b>Q: What kind of agricultural activities take place where?</b>			
Ask participants to draw on the map icons of the most dominant crops, intercropping patterns, rotation patterns, location of advisory services, location of possible home gardens.			
<b>Q: What is the land use (grazing, arable production, commercial, industrial, forestry, non-agricultural)?</b>			
Ask participants to draw on the map where different land use takes place mentioning the examples illustrated above.			

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<p><b>Q: Identify fields and HH with access to water (irrigation or river water)</b></p>			
<p>Ask participants to draw on the map where there is access to water and which farms / households have access to that water.</p>			
<p><b>Q: Identification of ongoing local initiatives (innovation)</b></p>			
<p>Ask participants to draw on the map where local innovations are being tested, trailed, implemented, researched (can be research trails, experiments, projects working with new varieties, labour saving technologies, processing and value addition, etc.).</p>			
<p><b>Q: What kind of production practices are performed where: i.e. IPM; ISFM?</b></p>			
<p>Ask participants to draw on the map where these practices are performed (ask how, why, when, by whom questions and have the note taker document it).</p>			
<p><b>Q: Utilization of agricultural inputs and services: clean/certified seed source, fertilizer, ISFM, other interventions</b></p>			
<p>Ask participants to draw on the map where these practices are performed (ask how, why, when, by whom questions and have the note taker document it).</p>			

Question

Comments / observations

Challenges

Opportunities

**Community mapping**

Additional details explaining input in map

---

**Q: Use and management of natural resources**

Ask participants to indicate on the map the natural resources that are used and managed in the *kebele* (think of for example forest areas, grazing areas, rivers, soils, others...).

---

**Q: What environmental changes (challenges) are observed? / What impact do they have on your livelihoods (be explicit regarding climate change)?**

Ask participants to indicate in the map the areas which are suffering from environmental change, the note taker documents what type of change is occurring, the reasons why, and the impact it has on livelihoods. Facilitators ask participants to think of changes that are occurring in relation to climate change (have them indicate these changes on the map – notes are taken).

---

**Q: Climate vulnerability (Who, what, when?)**

Ask participants to indicate in the map which areas, which stakeholders are particularly vulnerable to climate variability (drought, erratic rainfall, changing rainfall patterns).

---

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<b>Q: Pressure on land and natural resources / Land degradation, erosion</b>			
Ask participants to indicate on the map areas and natural resources that are under pressure (think of for example: land degradation, erosion, forest degradation, pastureland degradations, diminishing fresh water sources.			
<b>Q: How is the stability and “security” of land tenure rights?</b>			
Ask participants to indicate areas where land tenure rights are stable and secure and areas where they are less stable and secure. Ask participants refer to their own tenure rights (women and men).			
<b>Q: Access to farmers training centre, Nurseries; Research; Woreda Admin interventions /support; extension service; MFIs, youth centres (hubs)</b>			
Ask participants to draw on the map where the above sites are ( FTC, nurseries, research plots, <i>woreda</i> amin interventions, support and extension service MFI, youth centres or youth hubs (youth initiatives) Additional notes referring to the dialogue are recorded too.			

Question

Comments / observations

Challenges

Opportunities

**Community mapping**

Additional details explaining input in map

---

**Q: Which cities are important for trade and processing?**

Ask participants to indicate and draw the most important cities for trade relations and the most important cities where processing and value addition takes place. Have them draw arrows moving out of the *kebele* map to indicate the location and names of the cities in question and indicate what types of trade takes place, what products, etc.

---

**Q: What are important weekly markets?**

Ask participants to indicate on the map important locations for weekly markets.

---

**Q: Livelihoods of landless people?**

Ask participants to indicate on the map how and where landless people obtain their livelihoods (wage labour, migration, use of natural resources, etc.). Note taker needs to document the dialogue and conversation in the group. (Please note that there should be some participants in the group that are landless, make sure they are involved and take the lead in answering this question.)

## Outcome 3: Sector performance and value chains

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<p><b>Q: Location of: Ag-Inputs distribution; Markets; service providers; Cooperative unions; Agro-industry; Factories; Processing Plants; Productive infrastructure, financial services; Food processing locations?</b></p> <p>Ask participants to indicate in the map the locations of the above-mentioned places (use icons, text to illustrate what they are). Note taker documents too.</p>			
<p><b>Q: What can be said about the infrastructure for trade and value addition (electricity, roads, internet, storage facilities, cold stores...)? What challenges/opportunities does it create?</b></p> <p>Ask participants to indicate on the map what types of infrastructure the <i>kebele</i> has, enjoys. Have them discuss the challenges and opportunities while making sure these are meticulously documented both on the map and by the note-taker.</p>			

Question

Comments / observations

Challenges

Opportunities

**Community mapping**

---

**Q: Markets for raw/primary agricultural produce (current state, challenges/opportunities)**

Ask participants to indicate on the map where the main markets for raw/primary agriculture produce is located (if they are outside of the *kebele* boundaries draw arrows indicating name of locations and type of agricultural produce that is relevant). In addition indicate challenges and opportunities in accessing these markets. (have group add red circles for challenges, and blue circles for opportunities – note taker document challenges and opportunities).

---

**Q: Markets for processed foods generated locally or not?**

Ask participants to indicate on the map any type of market for processed foods (in and outside of the *woreda*). Notes are recorded of the type of markets and foods in question.

---

**Q: Locations and activities of formal businesses?**

Ask participants to indicate on the map location and activities of any formal businesses in the *kebele* (notes are recorded).

---

Question	Comments / observations Additional details explaining input in map	Challenges	Opportunities
<p><b>Community mapping</b></p> <p><b>Q: Location and activities of SME's in agribusiness</b></p> <p>Ask the participants to indicate on the map location and activities that SMEs in agribusiness are involved in in the <i>kebele</i> (notes are recorded where and what type of activities).</p>			
<p><b>Q: Location, and current types of value addition</b></p> <p>Ask participants to indicate on the map location and activities that are currently active in the <i>kebele</i> regarding to value addition (this can be small scale value addition, oils, butter, any type of processing of raw agricultural produce) note taker support illustrations in map.</p>			
<p><b>Q: What are the 3 key crops for food security?</b></p> <p>Have participants identify the 3 key crops for food security and have them indicate on the map the key locations (areas in the <i>kebele</i>) where these crops are grown – note-taker supports documentation.</p>			

Question

Comments / observations

Challenges

Opportunities

**Community mapping**

Additional details explaining input in map

---

**Q: What are the 3 key crops for nutrition security (NDC)?**

Have participants identify the three key crops for nutrition security and have them indicate on the map the locations (areas in the *kebele*) where these crops are grown or found.

---

**Q: What are the 3 key commercial agricultural products for income generation?**

Have participants reflect on the key commercial agricultural products that are produced in the *kebele* and are predominantly geared towards the generation of income.

---

## Outcome 4: Availability of safe & nutritious foods

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<p><b>Q: What are important markets for what kind of foods and where are they located?</b></p>			
<p>Ask participants to indicate important markets where they purchase foods, ask them to indicate what types of food are purchased.</p>			
<p><b>Q: Key natural resources for cooking fuel. Where do people get them?</b></p>			
<p>Have participants indicate locations where they get cooking fuel from.</p>			
<p><b>Q: Storage facilities and local food preservation technologies</b></p>			
<p>Ask participants to indicate location they know of where storage facilities are present, or where technologies to preserve foods are applied.</p>			
<p><b>Q: Sources of drinking water/water for irrigation/water for home utilization and who is responsible for obtaining it?</b></p>			
<p>Ask participants to indicate on the map the location of sources for drinking water/irrigation, etc. Note taker documents who is responsible for getting and collecting water/irrigating, etc.</p>			

Question

Comments / observations

Challenges

Opportunities

**Community mapping**

Additional details explaining input in map

---

**Q: The status and practice of home gardening and how the produce is used (consumption/income or both?)**

Ask participants to indicate on the map locations where home gardening is practiced (the group discusses what they key products are and how they are used (consumption, income, both)).

---

**Q: Availability of labour saving technologies?**

Ask participants to indicate if they of the use of labour saving technologies in the *kebele* (provide examples of what you are referring to).

---

## Outcome 5: Enabling environment for system change

Question	Comments / observations	Challenges	Opportunities
<b>Community mapping</b>	Additional details explaining input in map		
<b>Q: Challenges and opportunities of extension system</b>	Have group reflect on challenges and opportunities, if there is anything that can be illustrated in the map do so, if not have note taker document reflections of the group.		
<b>Q: Challenges and opportunities input delivery system</b>	Have group reflect, if there is anything that can be illustrated in the map do so, if not have note taker document reflections of the group.		
<b>Q: Challenges and opportunities of credit and financial system</b>	Have group reflect, if there is anything that can be illustrated in the map do so, if not have note taker document reflections of the group.		

Question

**Community mapping**

Comments / observations

Additional details explaining input in map

Challenges

Opportunities

---

**Q: Challenges and opportunities of ICT, mechanization and other infrastructures**

Have group reflect, if there is anything that can be illustrated in the map do so, if not have note taker document reflections of the group.

---

**Q: Challenges and opportunities to join farmers organization (cooperatives, saving and credit association, community based traditional institutions, etc.) – are they inclusive, is there a systematic exclusion such as criteria, rules, etc.?**

Have group reflect, if there is anything that can be illustrated in the map do so, if not have note taker document reflections of the group.

---

## Synthesis reporting for tool 1 (Community mapping)

*NB the reports are made separately for the three groups: women / men / institutional actors*

### **Bottlenecks in access and availability of services, resources, and food**

*Bottlenecks in access to and availability of services, resources, markets, inputs, finances, knowledge and information, nutrition dense foods, healthy diets*

Bottlenecks	For whom	Were	When	Root cause/ Why

### **Key elements that generate vulnerability**

*Key elements generating (social, economic, nutritional, productive and environmental) vulnerability*

Key elements	For whom	Were	When	Root cause/ Why

**Key challenges and opportunities for different outcome areas**

	Challenges	Opportunities
<b>Outcome 1</b> Income generation and employment  Women and youth's decision making and access to resources and services		
<b>Outcome 2</b> Access and knowledge about sustainable agricultural practices  Access to agricultural inputs  Access and contribution and to strategic planning for agricultural development		
<b>Outcome 3</b> Access to innovation and technologies  Access to markets and to market information  Access to (agri-)finance		
<b>Outcome 4</b> Access and availability of nutrition dense foods, safe foods and healthy diets		

**kebele level institutional stakeholders' analysis**

Stakeholder	Major function	Since when	Major challenges/ Why	Opportunities

# Annex III – Seasonal calendar reporting templates

## Income and expenditures

Question	Comments / observations	Challenges	Opportunities
<b>Seasonal calendar</b>			
<p><b>Q: How is the total income of a household spread over the year (average household)?</b></p>			
<p>Indicate on the calendar the peak months and low months.</p>			
<p><b>Q: What are the most important sources of income in the community throughout the year?</b></p>			
<p>Make sure to investigate the relative importance of agriculture, non-agriculture, migration, remittance and transfer sources of income to the different community members.</p>			
<p><b>Q: Who has access to these sources of income? Women/men/youth/wealthier families/landless?</b></p>			
<p>Indicate in the activity calendar and make note distinguishing between men/women/youth).</p>			

# Livelihood activities and distribution of workload

Question

Comments / observations

Challenges

Opportunities

## Seasonal calendar

---

### **Q: How are expenditures spread over the year?**

- Consider the below items and overall distribution of expenditures over a year.
- Indicate in the activity calendar making use of the icons provided. Place icon in month when expenditures peak. You can accentuate with arrows where necessary.
  - Education
  - Health care
  - Transport
  - Housing
  - Food and nutrition
  - Clothing
  - Investments:
    - Equipment/tools
    - Agricultural inputs
    - Livestock
    - Others
- Highlight the elements that represent the largest expenditures. Each group member gets 10 points stickers or dots, they can stick these on the icons, distributing as they see fit according to largest expenditures.

Question

Comments / observations

Challenges

Opportunities

**Seasonal calendar**

---

**Q: What kind of (seasonal) labour activities/workload/domestic care/community activities work do specific stakeholder groups perform in different seasons?**

(These represent activities/workloads that do not directly generate income)

- Make a note of each activity and the peak periods of the year when they occur.
  - Add a note/illustration/token to represent how the activities are divided between.
  - Different people/groups in the community (m/w/y/others).
  - Add a note/illustration/token to represent how the activities are divided within the household.
- 

**Q: What are the busiest months of the year for women?**

Indicate on the calendar and explain why.

---

**Q: What are the busiest months of the year for men?**

Indicate on the calendar and explain why.

---

**Q: What are the busiest months of the year for youth?**

Indicate on the calendar and explain underlying reasoning.

---

# Agricultural activities & markets

Question

Comments / observations

Challenges

Opportunities

## Seasonal calendar

---

### **Q: When are the rainy seasons?**

Indicate the different rainy periods throughout the year.

---

### **Q: Highlight moments of critical drought/rainfall in the seasonality**

---

### **Q: What is the key cropping season for different crops grown?**

Indicate the period of land from land preparation to harvest indicating key harvest peaks.

---

### **Q: Looking at the different crops mentioned; how is there a demand in the market and how does this reflect in the market price fluctuation for different crops?**

Indicate when market prices are high/when are market prices low.

---

### **Q: What agricultural activities are men predominantly involved in?**

Indicate by in placing male icons on the cropping calendar/specific crops and times.

---

Question

Comments / observations

Challenges

Opportunities

**Seasonal calendar**

---

**Q: What anticultural activities are women predominantly involved in?**

Indicate by placing a women icon on the cropping calendar.

---

**Q: What are the prevailing pest and disease issues and how are they distributed throughout the year?**

Indicate peak periods and what specific crop they affect.

---

**Q: How is the availability and distribution of agricultural inputs over a year?**

Indicate when planning takes place and when distribution takes place.

---

**Q: How is credit availability distributed over the year?**

Indicate how credit availability varies over the year?

When does planning take place and delivery, repaying?

---

Question

Comments / observations

Challenges

Opportunities

**Seasonal calendar**

---

**Q: Indicate if and when traders from other woredas and regions come to the woreda to buy products and transport them to other locations?**

Indicate when? What products?

---

**Q: What are the local market demands for local products over the year?**

Indicate when/what products.

---

## Diets, food security, food environment & value addition

Question

Comments / observations

Challenges

Opportunities

### Seasonal calendar

---

**Q: What key commodities and foods are bought at the market throughout the year?**

Indicate by listing the commodities/products/foods and when in the year they are bought.

---

**Q: What key commodities and food products are available from own production throughout the year?**

Indicate by listing the commodities/products/foods and when in the year they are available.

---

**Q: What commodities or food products are being processed/transformed in the woreda, the kebele or in your household?**

Indicate what type of products and when the peak processes take place throughout the year. Please note that this can also be a small scale process, does not need to be industrial scale) spiced butter, fermentation processes, curing, drying, etc.

---

Question

Comments / observations

Challenges

Opportunities

**Seasonal calendar**

---

**Q: What specific periods or months of the year is food scarce?**

Indicate the types of food are scarce (staples, fruits, vegetables, dairy, other animal sourced foods) and the month(s) when this takes place.

---

**Q: When in the year does the planning of woreda activities take place?**

Indicate the period of the year on the activity calendar.

---

## Synthesis reporting for tool 2 (Seasonal calendar)

*NB the reports are made separately for the three groups: women / men / institutional actors*

### **Bottlenecks in access and availability of services, resources, and food**

*Bottlenecks in access to and availability of services, resources, markets, inputs, finances, knowledge and information, nutrition dense foods, healthy diets*

Bottlenecks	For whom	Were	When	Root cause/ Why

### **Key elements that generate vulnerability**

*Key elements generating (social, economic, nutritional, productive and environmental) vulnerability*

Key elements	For whom	Were	When	Root cause/ Why

## Key challenges and opportunities for different outcome areas

	Challenges	Opportunities
<b>Outcome 1</b> Income generation and employment  Women and youth's decision making and access to resources and services		
<b>Outcome 2</b> Access and knowledge about sustainable agricultural practices  Access to agricultural inputs  Access and contribution and to strategic planning for agricultural development		
<b>Outcome 3</b> Access to innovation and technologies  Access to markets and to market information  Access to (agri-)finance		
<b>Outcome 4</b> Access and availability of nutrition dense foods, safe foods and healthy diets		

# Annex IV – Reporting templates In-depth dialogues

**Reporting template tool 3: In-dept dialogue → Make a picture of the reviewed map, activity calendar and drawing of the “ideal” women and men**

Answer

Notes about the discussion on the question

## Step 1: Intro

Shortly introduce the tool, divide the participants in female, male and institutional actor group and make sure people below 36 sit together and above 35 sit together.

## Step 2: Reviewing community map

Is the community map complete with regards to stakeholders, services and places focusing on:

- 1 agricultural input providers + land
- 2 markets
- 3 financial services
- 4 information providers

Which stakeholders were added?

Ask participants to discuss in pairs (of the same age category) to which stakeholders, services and places they have access to?

Indicate with yellow sticky notes on the map.

Ask the participants to discuss in pairs to which stakeholders, services and places they do NOT have access to?

Indicate with blue sticky notes on the map.

---

*Back in the group:* look at all the sticky notes and ask for the **conditions for access / no access.**

Probe: what if you were in a different age group? What if you had a different gender identity? What if your household composition were different? What if you did not have any care tasks? Ask participants to draw symbols on sticky notes for conditions (i.e. time, being accompanied, gender, age, having collateral, etc.)

---

What would you **like to see changed with regards to the access you have to specific** stakeholders, services and places?

Ask participants to add smiley or sad faces for things they like to keep this way and things they like to change.

---

## Step 3: Gallery walk

The group visits the other two community maps:

Map 1:

Which stakeholders, services and places did the group have access to but did the other group have no access or conditional access to?

Why?

---

Map 1:

Which stakeholders, services and places did the group have NO access, or conditional access to, but other groups did have access too?

Why?

---

Map 2:

Which stakeholders, services and places did the group have access to but did the other group have no access or conditional access to?

Why?

---

Map 2:

Which stakeholders, services and places did the group have NO access, or conditional access to, but other groups did have access too?

Why?

---

Where these differences expected? Why/why not?

---

## Step 4: Introduction

Introduce the reviewing of the activity calendar to the group.

---

---

## Step 5: Review activity calendar

Discuss in pairs of two:

Which activities on the calendar are young (till 35y) women's tasks?

Indicate with a sticky note.

---

Which activities on the calendar are older (above 35y) women's tasks?

Indicate with a sticky note.

---

Which activities on the calendar are young (till 35y) men's tasks?

Indicate with a sticky note.

---

Which activities on the calendar are older (above 35y) men's tasks?

Indicate with a sticky note.

---

First ask the group to discuss in pairs the questions below. After that, ask some pairs to report their findings and note them down.

What daily tasks are done by (young) women?

---

---

What daily tasks are done by (young) men?

Indicate with a sticky note.

---

## Step 6: Identifying gender norms

*Every group starts with the opposite gender*

---

This activity is done in two separate groups. One group of people till the age of 35 and one group with people above 35.

Ask participants to draw on the flipchart the shape of a women. Ask them to think of the "ideal" women in their community. Ask them to draw on the flipchart symbols that indicate the "ideal" women with regards to:

- 1 roles
  - 2 tasks
  - 3 behavior
  - 4 decision making
  - 5 looks
- 

Ask participants to draw on the flipchart the shape of a men. Ask them to think of the "ideal" men in their community. Ask them to draw on the flipchart symbols that indicate the "ideal" men with regards to:

- 1 roles
  - 2 tasks
  - 3 behavior
  - 4 decision making
  - 5 looks
-

---

Are there local sayings illustrating the ideal women?

---

Are there local sayings illustrating the ideal men?

---

## Step 7: Social sanctions

Stay in the age sub-groups. Ask the participants to choose one characteristic and one task that is critical for the ideal girl/woman/boy/men. Put these on a flip chart.

What is the benefit of showing the chosen task?

Indicate for every subgroup the chosen characteristic and the benefit.

---

What is the negative side of showing the chosen task?

Indicate for every subgroup the chosen characteristic and the negative side.

---

---

What is the benefit of showing the chosen roles, behaviours or decisions?

Indicate for every subgroup the chosen task and the benefit.

---

What is the negative side of showing the chosen roles, behaviour or decisions?

Indicate for every subgroup the chosen task and the negative side.

---

Ask participants to indicate which expected roles, tasks, behaviors, decisions and looks for different gender identities make them happy.

And why?

Indicate with happy smileys on the drawing of step 6.

---

Ask participants to indicate which expected roles, tasks, behaviors, decisions and looks for different gender identities make them unhappy.

And why?

Indicate with sad smileys on the drawing of step 6.

---

---

## Step 8: Expectations/factors reinforcing or weakening social norms

Explain to the group that in a community, expectations to adhere to social norms can be weaker or stronger depending on your situation.

What factors make expectations to adhere to social norms stronger for you/ your peers? Probes for factors like social status, wealth, religion, ethnicity, household composition, male/female work migration.

Draw some of these factors on sticky notes and place them on the corresponding roles, tasks, behavior, decisions and looks drawn in step 6.

---

What factors make expectations to adhere to social norms weaker for you/your peers? Probes for factors like social status, wealth, religion, ethnicity, household composition, male/female work migration.

Draw some of these factors on sticky notes and place them on the corresponding roles, tasks, behavior, decisions and looks drawn in step 6.

---

## Step 9: Gallery walk

Let the group visit the drawing of the ideal men and women of the other two groups (male/female/institutional actor group).

What are the differences between the drawings of the ideal men and women?

Why are these different?

---

What are the differences in liking of specific roles, tasks, behavior, decisions and looks (happy smileys)?

Why are these different?

---

What are the differences between factors reinforcing or weakening social norms?

Why are these different?

---

# Synthesis reporting for tool 3 (In-dept dialogue)

*NB the reports are made separately for the three groups: women/men/institutional actors*

---

## Reviewing the community map:

Main challenges in access to services/places/stakeholders

Change in access wanted:  
sad smiley on the community map

For whom? Who is mostly affected by the limited/no access?

Why is there limited/no access?

**Main difference in access to services/places/stakeholders between (young) men and (young) women?**

---

**Why (reasons for no access and conditions for access to these places)?**

## **Ideal person tool**

Aspired change in social norms:  
sad smiley on the ideal person tool

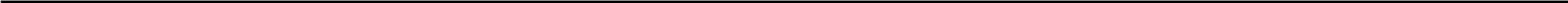
For whom? Who is most negatively  
affected by this social norm?

How does this social norm enhances economic and social exclusion?  
Negative sides of the social norm

---

**Main difference between social norms for (young) men and (young) women?**

**2 Main take-aways from the group:**



# Annex V – Reporting templates Different plates

Answer

Comment or note about the discussion  
on the question

---

## Step 1: Defining consumer typologies

Identify with the whole group:

What are the factors influencing peoples' diets most?

Probe for gender (also in terms of order of eating), religion (including fasting and non-fasting times), wealth, health, land size, age or other factors.

Select only the MOST important ones.

---

## Step 2+3: Diets for different consumers

Split up in gender groups.

Draw on the plate for HH typology 1:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Answer

Comment or note about the discussion  
on the question

---

Draw on the plate for HH typology 2:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Draw on the plate for HH typology 3:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Draw on the plate for HH typology 4:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Answer

Comment or note about the discussion  
on the question

---

Draw on the plate for HH typology 5:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Draw on the plate for HH typology 6:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Draw on the plate for HH typology 7:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

Answer

Comment or note about the discussion  
on the question

---

Draw on the plate for HH typology 8:

What does the usual meal contain? What are the ingredients of this meal? What is the ratio of the different meal components?

---

What are the sources of these foods?

---

What are the main differences between the different plates?

Why are these plates different?

---

## Step 4: Healthy plate

Draw on a new plate.

What does the healthy meal look like? What kind of foods are consumed and in what kind of amounts (% of the meal)?

It does not have to be realistic.

---

Per food drawn, why is it healthy?

---

Answer

Comment or note about the discussion  
on the question

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What are the differences between the healthy plate and the actual consumed plates?

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What is the reason for these differences?

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## Step 5: Ask the following questions about information and diet

Where do the participants of the FGD learn about nutrition and healthy diets?

From which organizations and which individuals? (e.g. from various NGOs or government programs)

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Do their children learn about nutrition in schools? Are there school meal programmes?

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Do they hear about nutrition through the radio? TV? Other activities in the community (drama, etc.)?

Are there cooking demonstrations?

Who runs these?

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Answer

Comment or note about the discussion  
on the question

---

How do people in the community learn about food safety?

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Do people have questions about healthy diets?

What questions do people have that would like support in answering?

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What are foods that should not be consumed and why?

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## Step 6: Food avoidance

What foods should be avoided?

Why?

Who should avoid those foods?

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## Step 7: Comparing

For the usual meals: Are there differences between the drawings of the women group and the men group? If so, what is the reason for those differences?

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For the healthy diet meal: Are there differences between the drawings of the women group and the men group? If so, what is the reason for those differences?

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For the food avoidance: Are there differences between the drawings of the women group and the men group? If so, what is the reason for those differences?

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*NB: Make a picture of all the plates drawn, including the healthy plate and the food avoidance drawing*

## Synthesis reporting for tool 4 (Different plates activity)

*NB the reports are made separately for the three groups: women/men/institutional actors*

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**Main socio-economic and cultural factors influencing diet:**

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**Main differences between the standard meals of different HHs and why?**

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**Definition of a healthy meal:**

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**Main differences between healthy and consumed meals:**

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**Main barriers for consuming a healthy diet:**

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**Questions about healthy diet raised by the participants:**







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Resilient Agriculture for  
Inclusive and Sustainable  
Ethiopian Food Systems  
(RAISE-FS)  
[www.raise-fs.org](http://www.raise-fs.org)

Stichting Wageningen  
Research Ethiopia  
[www.wur.eu](http://www.wur.eu)

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Resilient Agriculture for Inclusive and Sustainable Ethiopian Food Systems (RAISE-FS) is a four-year program funded by the Dutch Embassy in Addis Ababa and hosted by Stichting Wageningen Research Ethiopia based in Addis Ababa, to bring about transformation in the Ethiopian food system. RAISE-FS will develop and implement a demand-driven and interdisciplinary approach to Research for Food System Transformation (R4FST) and as such contribute to the Government of Ethiopia's transformational agenda.

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