



CLIMATE RESILIENT AGRO-ECOSYSTEMS MODEL (CRAEM)

FACILITATOR'S GUIDE



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Participatory Ecological Land Use Management (PELUM) Uganda

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Front cover photos:

1. Hoima District Farmers' Association (a partner of Trias Uganda) uses drip irrigation technology to produce vegetables.
2. A kitchen garden promoted by Send a Cow Uganda in Gulu District.
3. A staff of Katende Harambe Rural and Urban Training Center demonstrates a cost effective water harvesting structure made of timber, polythene and a tyre.

All photos by Joshua Aijuka, PELUM Uganda

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ACRONYMS

A2N	Africa 2000 Network
AFIRD	Agency for Integrated Rural Development
CEW-IT	Citizen Watch-IT
CMDRR	Community Managed Disaster Risk Reduction
CRAEM	Climate Resilient Agro-ecosystems Model
CSA	Climate Smart Agriculture
FAO	Food and Agriculture Organisation
FGD	Focus Group Discussions
GALS	Gender Action Learning System
GDP	Gross Domestic Product
GHG	Green House Gasses
GMOs	Genetically Modified Organisms
HIV/AIDS	Human Immuno Virus/ Acquired Immuno Deficiency Syndrome
IIRR	International Institute for Rural Reconstruction
IK	Indigenous Knowledge
IOPM	Integrated Organic Pest Management
IPCC	Intergovernmental Panel on Climate Change
IPM	Integrated Pest Management
NAADS	National Agriculture Advisory Services
NAPA	National Adaptation Programme of Action
NGO	Non-Government Organization
PELUM	Participatory Ecological Land Use Management
SLM	Sustainable Land Management
UBOS	Uganda Bureau of Statistics
UNDP	United Nations Development Programme
UNEP	United Nations Environment Programme

DEFINITION OF KEY TERMS

Climate	Climate is defined as the average weather conditions of a place over a period of time. The classical period for averaging weather variables is 30 years, as defined by the World Meteorological Organization (WMO).
Climate change	Climate change is a long-term shift in the climate of a specific location, region or planet. The shift is measured by changes in features associated with average weather, such as temperature, wind patterns and precipitation.
Climate Variability	Climate variability refers to natural climate fluctuations, including changes of mean state and varying occurrence of extremes.
Climate Risk:	Climate risk means a risk resulting from climate change and affecting natural and human systems and regions.
Vulnerability:	Vulnerability refers to the potential to be adversely affected by an event or change. The UN Intergovernmental Panel on Climate Change (IPCC) considers vulnerability to be a function of three aspects of a system: its exposure; sensitivity; and adaptive capacity.
Climate Change Adaptation:	Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities. (IPCC 2001).
Climate Change Mitigation:	Climate Change Mitigation refers to efforts to reduce or prevent emission of greenhouse gases. Mitigation can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behavior (UNEP).
Climate Smart Agriculture	Agriculture that sustainably increases productivity, enhances resilience (adaptation), reduces/removes greenhouse gasses (mitigation) where possible, and enhances achievement of national food security and development goals (FAO, 2013)
Global Warming	An increase in the average temperature of the earth's atmosphere, especially a sustained increase sufficient to cause climatic change.
Sustainable Agriculture	Sustainable Agriculture describes farming systems that maintain agricultural productivity through reduced environmental degradation and are economically viable in both the short and long term for improved livelihoods.
Resilience	Resilience is the capacity of a system, be it an individual, a forest, a city or an economy, to deal with change and continue to develop. It is about the capacity to use shocks and disturbances like climate change to spur renewal and innovative thinking (Stockholm Resilience centre, 2015)
Climate Resilient Agriculture	Climate resilient agriculture (CRA) addresses climate related disaster prevention, it focuses on climate change adaptation of agricultural systems and it considers mitigation as a supplement to adaptation. CRA at the same time aims to intensify production ecologically

FOREWORD

Climate change has continued to ravage the agricultural sector and livelihoods of smallholder family farmers in Sub Saharan Africa and more specifically Uganda since majority of the population (over 66%) is directly employed in the sector.

The significance of the agriculture sector to Uganda, dominance by smallholder farmers especially women, high poverty levels among farming households, coupled with over reliance on rain fed agriculture further increase the vulnerability of the sector to climate change and variability.

The worsening trends of climate change have had devastating impacts on the agriculture sector including food insecurity and loss of agricultural livelihoods. In response, several interventions have been undertaken by various stakeholders to build resilience of the agriculture sector and smallholder farmers. There has also been a global appreciation that agriculture is not only a victim of climate change but also a contributor through direct release of Green house gasses (GHG) through the related industrial and farm operations as well as degradation of natural vegetation and ecosystems that play a key role in sequestration of carbon from the atmosphere.

PELUM Uganda has for the last eight (8) years had several interventions geared towards building resilience of smallholder farmers and smallholder agricultural systems to climate change. The learning experiences generated have been consolidated in a more holistic community led approach for building resilience to climate change. This is what has been termed as the Climate Resilient Agro-ecosystems Model (CRAEM). The model was developed in the year 2014 and successfully piloted in 3 districts of Uganda by 3 PELUM member organisations; International Institute for Rural Reconstruction (IIRR) in Gulu district, Ecological Christian Organisation (ECO) in Nakapiripirit district and War on Want NI in Ngora district. The rich experiences from the three (3) pilots have been used to develop an elaborate facilitator's guide for the CRAEM Model.

This facilitators' guide is intended to provide an application process of the CRAEM model by the facilitating organizations at community level while empowering the beneficiary communities to take lead role in building their own resilience to climate change. As PELUM Uganda, we believe that there are no short cuts to building community resilience to climate change, communities need to be empowered to analyze their own vulnerabilities, resilience building opportunities and systematically plan and execute their resilience building path at the farm, household and community levels. The CRAEM model has been tried, tested and proven to be effective, and now ready for scaling up for greater impacts on climate resilience in the agriculture sector.

We therefore hope that you will find this facilitators' guide valuable for your organizations in planning and executing community led climate resilient agro-ecological practices among the farming communities you work with. We also hope that such processes will further inform wider national policy engagements for participatory bottom up approaches and strategies for building agriculture and landscape resilience to climate change in Uganda.

Stella G. Lutalo
Country Coordinator, PELUM Uganda

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- I. PELUM Uganda member organizations that piloted the CRAEM model; International Institute for Rural Reconstruction (IIRR), Ecological Christian Organisation (ECO) and Smallholder farmers affiliated to IIRR, ECO and WoWNI who participated in the pilots.
- II. Members of the Sustainable Agriculture Thematic committee and drafting team of the CRAEM model guide including; Peter Okot (IIRR), Justin Kocho Bob (ECO), Joseph Ariko (WOWNI), Aliddeki Dativah (St. Jude), Waswa Faizo (AFIRD), Rev. Canon Nason Baluku (New Eden), Muhwezi Godfrey (EADEN) and Richard Kakooza (VAD), Kahigwa Thaddeo (SATNET), Allen Nandaula (Caritas Maddo), Harriet Ndagire (Kulika), Joseph Mutaaya (RYPEI). Thank you for providing technical input, information and guidance during the development of the guide.
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1.0 INTRODUCTION



Polythene lined run off water harvesting pits enable farmers to stay in production during prolonged droughts

1.1 About the Climate Resilient Agro-Ecosystems Model

Climate Resilient Agro-Ecosystems Model (CRAEM) is a community centered approach for empowering communities to build household and agricultural systems resilience, contribute to climate change mitigation and sustainably increase agricultural production and productivity. CRAEM systematically integrates various farm and off-farm practices selected and prioritized by the beneficiary communities as a way of building their resilience, increasing agricultural production and contributing to climate change mitigation. The prioritized practices are promoted holistically as one package to enable farmers get maximum benefits of adopting integrated practices as opposed to single practices.

CRAEM draws from the appreciation that farmers have a wealth of knowledge and experience in coping with extreme climatic variabilities and change, which if well integrated with new locally adapted and ecologically sound innovations could further strengthen adaptation and mitigation to climate change.

While promoting the model among the beneficiary communities CRAEM emphasizes sustainability both in terms of the practices promoted and the approaches used. The model emphasizes working with and strengthening community leadership structures to spearhead the implementation and scaling up of the model. It seeks to eliminate over dependence among beneficiary communities that is characterized by handouts and with no clear sustainability mechanisms. The model therefore puts



emphasis on promoting practices and technologies that are within the means of beneficiaries such that they can be scaled out even without external interventions.

The CRAEM facilitator's guide is structured in a modular format with each phase covered within a specific module. Therefore, the guide consists of seven (7) modules with each having various sessions to guide the facilitators on specific aspects within the CRAEM. However, the model does not provide detailed explanations on the specific activities and technologies that may be employed at community level to build community resilience to climate change or mitigation. Also, the model does not prescribe specific technologies to be adopted by the farmers for adaptation and mitigation since the mandate is left with the farmers to select practices and technologies that suit their own needs and context. Nevertheless, PELUM Uganda emphasizes that the practices must be ecologically sound.

1.2 Why has this guide been developed?

The guide has been developed to enable development partners systematically address climate change related issues as a way of ensuring climate resilient and responsive communities for sustainable livelihoods. The guide enables community development facilitators to catalyze and manage community led processes for identifying climate change related risks and vulnerabilities and design interventions to adequately respond to issues at hand while also reflecting on the environmental and socio-economic needs of current and future generations.

The guide addresses the information gap on reference materials, more specifically for community agents to facilitate participatory processes for building community resilience to climate change. It aids development partners to plan interventions that adequately respond to climate change from a community perspective.

1.3 How to use the guide

The guide has been compiled in an easy to use format for the facilitators. It is advised that the facilitator first internalizes and contextualizes it before using it at community level. This could be through simulations with fellow colleagues but also enriching it with own experiences to make it more applicable. The guide should be used in piece-meal for each module or session.

In some cases, especially capacity building and practical implementation related sessions, existing literature or reference materials on particular practices or technologies (whose information is not captured in the guide) should be used to complement the guide. The facilitator should be keen to note such cases at planning level such that s/he adequately prepares before passing on the knowledge to the farmers.

1.4 Who will use the guide

The guide will be used by various categories of people engaged in community transformation and livelihood promotion through agriculture and other natural resource related fields. The guide therefore primarily targets field officers, community resource agents, extension workers, project officers and managers. They will use it to plan and execute climate change adaptation and mitigation interventions. Farmer leaders can also use this guide to facilitate planning and implementation processes for building community resilience to climate change.

1.5 Intended outcomes of the guide

The guide is intended to contribute to creating a paradigm shift from the current top down approaches for responding to climate change. Such approaches perceive local communities as vulnerable and uninformed beneficiaries with nothing to offer. CRAEM is a more empowering community-led process for effectively responding to climate change and regards communities as knowledgeable and able stakeholders in building resilience to climate change.

Secondly, the guide is intended to counter the promotion of conventional agricultural practices as climate smart by promoting alternative practices that are ecologically sound, adaptive, increase productivity and mitigate climate change. The model and guide also promote a holistic approach that can be used both at household and community levels as opposed to focusing on merely farm units.

It is anticipated that the guide will increase the success rate of climate change related interventions implemented by PELUM Uganda member organizations and other likeminded stakeholders simply by availing an easy to use reference material both at planning and implementation levels of climate change interventions.

AN ILLUSTRATION OF SOME PRACTICES PROMOTED WITHIN THE CRAEM



2.0 BACKGROUND AND RATIONALE

Climate Change is regarded as the defining human development and environment issue facing the human race (UNDP, 2008) and will have a significant impact on the livelihoods of the rural poor in developing countries such as Uganda. This is because these countries highly depend on agriculture; which is natural resource dependant and highly vulnerable to climate change. Indeed, climate change and variability have negatively affected farming communities in Uganda in the form of floods, erratic rainfall and prolonged droughts among others. These have resulted into a decline in agricultural production as well as food and income insecurity for the farmers and the nation at large. Key to note also is that agriculture is not only affected by climate change but also contributes to climate change, with global greenhouse gas emissions estimated at 13.5% (IPCC, 2007). There is therefore need to promote farming systems that are both resilient/adaptive to climate change effects and contribute to mitigation of climate change. These systems must be highly productive and sustainable to ensure food and income security for current and future generations.

Farmers have for a long time had a history of responding to climate variability and have developed community based resilience mechanisms to reduce their vulnerability to climate change. Several other sustainable agriculture practices have also been introduced to farming communities by development workers to increase resilience to climate change. However, the existing coping and adaptation practices to climate change have been localized and not properly out-scaled or widely shared with other communities that may be experiencing similar challenges.

In 2013, PELUM Uganda identified and documented various practices that farmers have adopted to cope with and adapt to the negative effects of climate change, some of which were; construction and use of soil and water conservation structures (contour farming, mulching, cover crops); runoff water harvesting (polythene lined water ponds and underground water tanks), agroforestry, planting of indigenous drought tolerant crops, livestock and crop integration, integrated organic pest management, intercropping, conservation tillage, composting and application of liquid manure and drip Irrigation among others. The documentation revealed that most of the farming practices that enhance adaptation to climate change also contribute to climate change mitigation through increased absorption of carbon from the atmosphere and sequestration of greenhouse gasses below ground. The documentation however noted that these practices are still not spread among the farmers and some are still unknown to many.

Furthermore, it was observed that for a farm to be fully resilient to climate change and adequately contribute to climate change mitigation, the above identified practices need to be systematically integrated into robust farming systems, otherwise termed as “**Climate Resilient Agro-Ecosystems Model (CRAEM)**.” CRAEM makes reference to Climate Smart Agriculture (CSA). However, CSA is broad and has brought on board many players of which, some of their principles and practices such as high use of synthetic fertilizers, herbicides and genetic engineering are not compatible with the PELUM principles or our understanding of sustainable agriculture.¹

Climate Smart Agriculture (CSA) has been defined globally as agriculture that sustainably increases productivity, resilience (adaptation) and reduces/ removes Green House Gasses (mitigation), while enhancing the achievements of national food security and development goals. Much as the overall definition of CSA is good, the conceptualization has remained varied across the different interest groups.

¹ The document entitled “Sustainable Agriculture in the context of PELUM Uganda” explains PELUM Uganda’s understanding and scope of sustainable agriculture



On the other hand, Climate Resilient Agro-Ecosystems Model (CRAEM) is a community centered approach for empowering communities to build agricultural systems resilience, contribute to climate change mitigation and sustainably increase agricultural production and productivity through systematically integrated, ecologically sound farming and complementary off-farm practices.

2.1 Objectives of the Climate Resilient Agro-Ecosystems Model (CRAEM)

The major objective of CRAEM is to improve livelihoods of smallholder farmers through enhanced resilience of agricultural systems and meaningful contribution to mitigation of climate change.

2.1.1 Specific objectives

1. To strengthen the adaptive capacity of smallholder farmers to climate change and increase household food security through ecologically sound farm and off-farm practices.
2. To promote smallholder integrated agricultural systems that contribute to mitigation of climate change and biodiversity conservation.
3. To provide a simple, participatory and systematic approach for development practitioners and policy makers to harmoniously promote context specific climate smart agriculture among smallholder farmers.

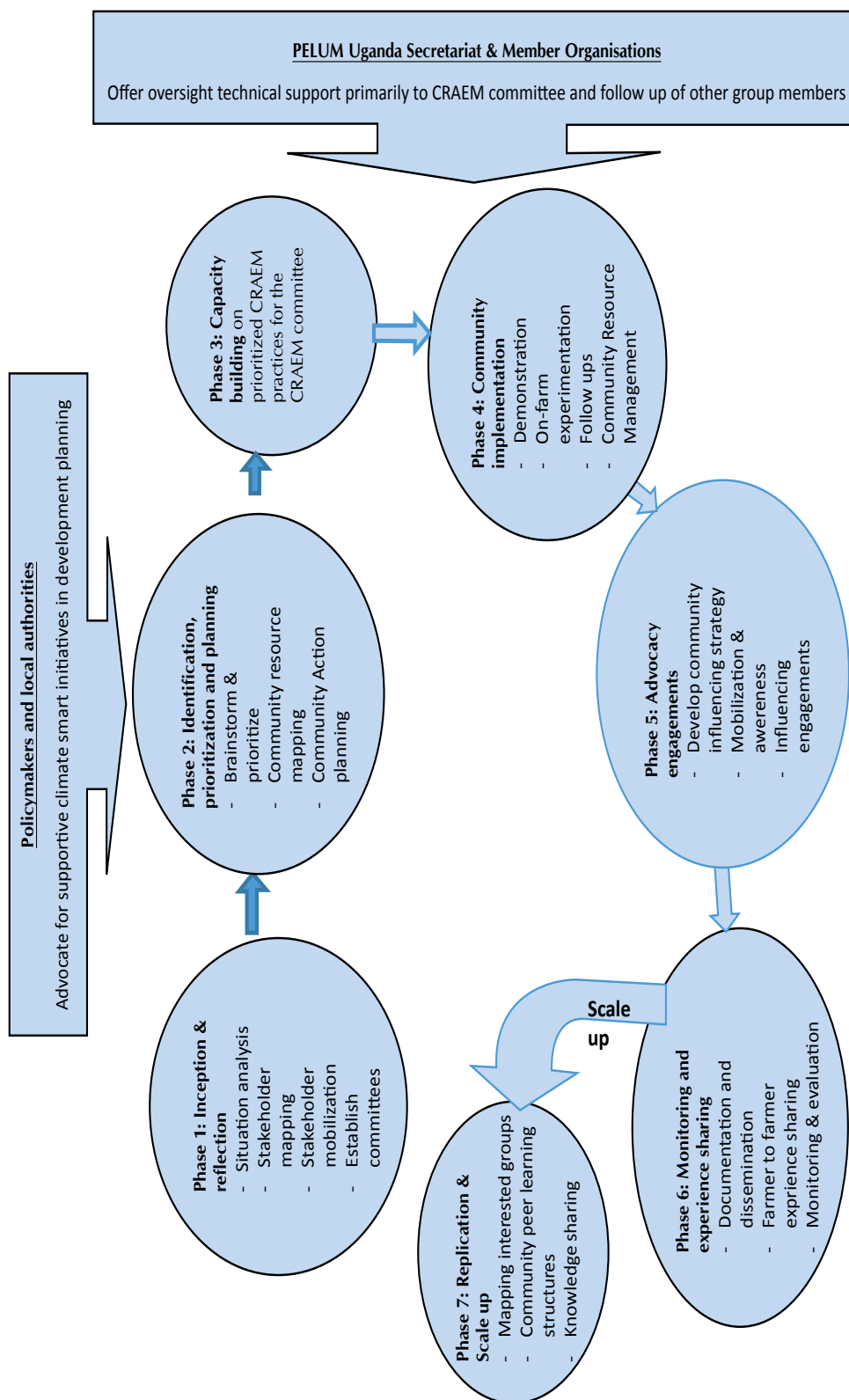
2.2 Structure of the CRAEM

The model is structured in seven (7) major phases

- I. Inception, reflection and sensitization,
- II. Identification, prioritization and planning,
- III. Capacity building,
- IV. Implementation
- V. Influencing engagements
- VI. Monitoring and experience sharing,
- VII. Replication and scale out phase.

Within this facilitator's guide, each phase has been classified into a module with different sessions.

ILLUSTRATION OF CRAEM MODEL



3.0 MODULES

Module 1 INCEPTION AND REFLECTION



PELUM members have a practical learning session on biointensive farming, one of the climate resilient agriculture practices

Module Overview

This is the first module in the CRAEM. It seeks to build consensus on issues related to climate change with the target communities. The module assesses the climate change risks and vulnerabilities for specific communities and individuals, existing interventions, indigenous and new knowledge as well as other resources that can be tapped into to adequately respond to climate change. It is also within this module that local/ community leadership structures for implementation and management of the CRAEM intervention are established. The module has 4 major sessions as listed below;

Module Sessions

Session 1: Situation analysis, risk and vulnerability assessment

Session 2: Stakeholder mapping and selection of target groups

Session 3: Stakeholder mobilization, sensitization (CRAEM) and experience sharing

Session 4: Selection of committees and their roles

Objectives of the Module:

1. To create awareness on climate change causes, effects and potential adaptation and mitigation response that can be adopted at community level.
2. To generate consensus among communities on context specific risks and vulnerabilities posed by climate change and the need for collective farmer-led responses to build resilience and mitigation to climate change.

Duration of the module: 7½ days

Session 1: Situation analysis, risk and vulnerability assessment

Duration	2 days
Session Objectives	• To establish the existing climate change risks, vulnerabilities and drivers to inform appropriate responses. • To understand area and gender specific climate change (causes) and effects and assess effectiveness of existing interventions
Materials/resources	• Interview guide • Transportation • Stationery • Refreshments (FGDs)
Preparation	• Review climate related literature on topics such as climate change risks, vulnerabilities and effects. • Identify existing interventions and approaches used with in the community • Develop and pretest questionnaires/interview guides • Inform local authorities
Expected Output	• Risks and vulnerability drivers identified • Area specific climate change effects and interventions identified
Session Type	• Focus Group Discussions (FGDs), desk reviews, transect walk

Key learning points

- a) Vulnerability assessment is key to designing relevant interventions.
- b) The interventions should be participatory.

ACTIVITIES

Literature review

Within this activity, the facilitators study existing literature on climate change causes, effects, risks and vulnerabilities that may have been carried out in the same area or another area with the same characteristics. The facilitator should however note that much as literature review is important, it should neither replace the actual interface with affected communities nor bias the discussions held with community members.

Data collection

This is a very important activity as it exposes the facilitator to already existing knowledge, perceptions and responsive action towards climate change either by communities (indigenous knowledge) or by other actors (such as development partners and research institutions). This activity has a very huge bearing on follow up actions and measuring results arising from the intervention. Selection of respondents for the Focus Group Discussions does not have to be through a scientific process but the facilitators should ensure there is inclusion of a wide range of stakeholders not forgetting gender balance in order to get a broader picture of issues at hand. The majority of respondents should however be smallholder farmers whom the model primarily targets.

The facilitator should develop a checklist to guide the discussion. Below are some possible questions to include in the checklist.

- What is your understanding of climate change?
- What are the potential risks posed by climate change to you and your household(s)?
- Who is most vulnerable to climate change in your community and why?
- How has climate change affected you and your households?
- What are the existing adaptation and mitigation practices in your community?
- What are the strengths and weaknesses of the existing interventions?

Finally, the facilitator should ensure that the discussions are balanced by encouraging participation of all members. The facilitator should endeavour to separate men and women at some point for separate discussions and compare the responses to capture gender specific issues.

The facilitator should conduct a transect walk through the selected area to have an impression of the environment, practices and people among others.

Data analysis and Reporting

Information collected is analysed and compiled into a report which is presented to key stakeholders. This guide does not dictate on the particular template for reporting. The facilitators are free to adopt a format of their choice. However, the format chosen should be simple enough to be understood by the community members (Use of symbols and figures is recommended).

Session 2: Stakeholder mapping and selection of target groups

Duration	2 days
Session Objective	To identify suitable beneficiaries and potential actors for engagement and collaboration during the model implementation
Preparation	- Information on farmer groups within the area - Prior information on the various influential persons and organizations in the area - Selection criteria in line with the intended objective
Materials/resources	- Farmer group database - Selection criteria - Reports by different actors within the area
Session Type	Desk reviews and meetings

Key learning points

- Selection of the right target groups and stakeholders is key to the success of the model
- There is need for clear criteria to guide the selection process

ACTIVITIES

Meeting to identify target groups/ beneficiaries and stakeholders

Selecting the right target group and stakeholders has a huge bearing on the success of the project. This meeting is therefore important and the facilitators should be as objective as possible during the selection process. The meeting therefore has 3 major agenda items;

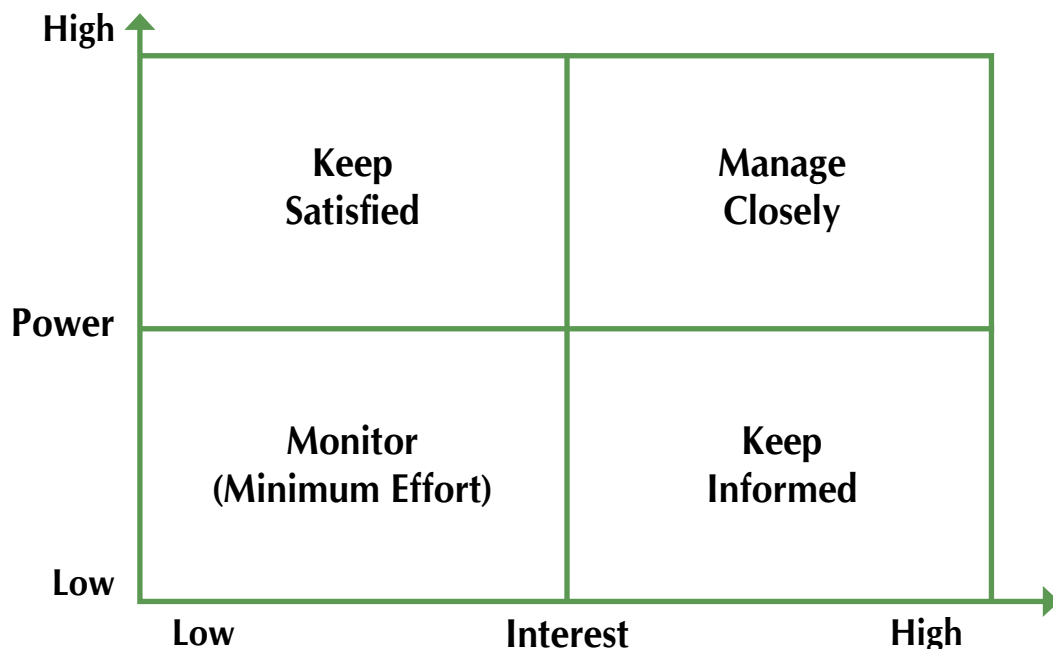
a. Selection of primary beneficiaries

This should be largely informed by the findings from the risk and vulnerability assessment conducted in Session 1. The primary beneficiaries are smallholder farming households that are highly vulnerable to climate change effects and in need of a CRAEM intervention.

For success of the interventions, the farmers should be organised in groups and if that is not the case, they should be encouraged to form groups for easy management and outreach. Farmers already within reach of the organisation should also be prioritised to leverage on already ongoing interventions and rapport between the farmers and the implementing organisation. However, this should not deter an organisational need to identify new groups for targeting where deemed necessary.

b. Selection of stakeholders

The organisation staff responsible for model implementation and the selected farmer leaders within the committees should brainstorm on the various actors to be considered as stakeholders and targeted during the CRAEM interventions. Key issues to consider are power relationships and interests as they impact on the community. The following power/interest matrix could be used to guide stakeholder involvement and management.



With reference to the power/interest matrix above, it is easier to decide how to manage the different stakeholders depending on their power/interest.

- High power, interested people: These are very important allies that you must fully engage and make the greatest efforts to satisfy. These could form champions for your cause and lead you to influence other powerful people that may not be as interested.
- High power, less interested people: These also need to be managed closely especially if they are in decision making positions that have a bearing on the objectives of your interventions. You need to ensure that these actors are kept aware of your work, understand their point of view and try to get a buy in from them.
- Low power, interested people: Keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your interventions.
- Low power, less interested people: Again, monitor these people, but do not bore them with excessive communication.

c. Communicating to the selected groups

It is important to correctly communicate to all stakeholders with interest in the interventions. The facilitator should devise an appropriate communication mechanism to reach out to key stakeholders.

Session 3: Stakeholder mobilization, sensitization and experience sharing

Duration	2 days
Session Objectives	• To ensure active involvement of all stakeholders • To create awareness on the realities of climate change and the CRAEM • To ensure participatory stakeholder input in the processes of designing CRAEM community initiative
Preparation	• Clear message to be disseminated and strategies to be used • Prior knowledge on climate change and CRAEM by the facilitator(s)
Materials/resources	• CRAEM and climate change related literature • Stationery • Resources for communication • Refreshments • Transportation
Session Type	• Meeting • Visits

Key learning points

- Need to consider indigenous knowledge during the experience sharing session
- Active stakeholder involvement ensures ownership of the model

ACTIVITIES

Stakeholder mobilization

Mobilization could be done in many forms and the organization is at liberty to select the most appropriate approach; considering their past experience, relationship with stakeholders, structures in place and resource availability.

The facilitator should however ensure that the communication sent out to stakeholders is clear with the objectives of mobilization clearly spelt out. This helps in leveling the varied stakeholder expectations from the onset and prepares them to meaningfully contribute to the processes.

Sensitization and experience sharing meeting

The purpose of the meeting is to create a harmonized understanding among stakeholders on climate change causes, effects and possible interventions. The activity also provides an avenue for the stakeholders to share their knowledge and relevant experiences which can be built on further by the facilitator. The meeting may address (but not limited) the following items;

- Welcoming and introducing the lead people
- Understanding what climate change is; causes, effects, adaptation and mitigation measures (include findings from the risk and vulnerability assessment conducted at situation analysis)
- Participants sharing their own understanding of climate change and response measures

- A comprehensive presentation of the CRAEM model
- Concluding remarks and way forward

The facilitator should endeavor to study available literature on climate change and materials on the model to adequately prepare for this activity. The meeting should be as participatory as possible.

Session 4: Selection of committees and their roles

Duration	½ day
Session Objective	• To ensure effective community-led implementation of the CRAEM model and its sustainability
Preparation	• Prior information on the existing community leadership structures • Guiding criteria (specifications) for selection of leaders
Materials/resources	• Transportation • Stationery • Refreshments • Resources to communicate
Session Type	• Meeting

Key learning points

- a) Selection process should be community-led but guidance should be provided to ensure that the right leaders are selected and their roles clearly spelt out
- b) It is important to consider the already existing leadership structures to avoid duplication. In case an almost similar committee is already in place, focus should be on reviewing their tasks in line with the new mandate rather than creating a new one
- c) Gender consideration in the leadership structure is key to ensure active participation

ACTIVITIES

Leadership is key to successful implementation of the CRAEM model at community level. Roles and responsibilities should be clearly spelt out. The following sub activities are proposed for the session;

a. Debriefing session

The facilitator states the roles and relevance of the committees to the implementation of the model. S/he also introduces the process to be used during appointment of the respective committees.

b. Formulation of terms of reference (brainstorming session)

Having clearly explained the relevance of the committees, the facilitator engages the participating stakeholders to formulate terms of reference for the 2 committees. That is; the farmer group committee and the sub-county level oversight committee(s). The stakeholders also agree on the composition for each committee. Gender balance must be emphasized. It should also be made clear at this point that the committees operate on a voluntary basis so as to level their expectations and attract people with the right motives.



c. Election/ appointment of duty bearers

After clearly understanding the terms of reference, the facilitator and other selected neutral officials conduct an election of duty bearers. Normal democratic procedures should be followed in the process. Gender balance, interest and competence should be the key points of emphasis.

Module 2

IDENTIFICATION, PRIORITIZATION AND PLANNING



Photo by Joshua Atukuta: PELUM Uganda

Drought tolerant cassava varieties have enabled farmers to be food secure

Module Overview

Community-led participatory planning is one of the unique attributes of the model. It is within this module that stakeholders are mobilized and engaged to reflect on information generated from the previous module sessions and agree on the most relevant interventions to be undertaken, resource requirements and responsible actors.

Module Sessions

Session 1: Brainstorming and prioritization of climate resilient practices

Session 2: Community resource mapping

Session 3: Community action planning and visioning

Objectives of the Module

1. To generate appropriate and realistic action plans to be implemented at community level for building resilience and meaningfully contribute to mitigation of climate change.
2. To create ownership of the model interventions by the intended beneficiaries.
3. To identify the necessary resources for implementing model activities and lay strategies for resource mobilisation both within the communities and among other actors.

Duration of the module: 3 days

Session 1: Brainstorming and prioritization of climate resilient practices

Duration	1 day
Session Objective	To identify appropriate (context specific) climate resilient practices
Preparation	Information on the area-specific climate resilient practices
Materials/resources	- Stationery - Transportation - Refreshments - Checklist
Session Type	Presentation and group work

Key learning points

- The designed interventions should take into consideration already existing initiatives and resources within the community.

ACTIVITIES

Multi-stakeholder meeting

The meeting brings together all key stakeholders (community members, meteorologists, local government and local NGOs) to dialogue on important issues affecting the community. These are stakeholders who would not normally meet, yet their collective knowledge and expertise is essential for successful adaptation. The facilitator should place all actors and their knowledge on the same level so as to present an open space for stakeholders to negotiate local priorities and their contribution to adaptation. This face-to-face and open dialogue around climate resilience motivates:

- Plans which are more responsive to local needs.
- Better informed and more coordinated action among sectors in support of local priorities and adaptation strategies.

Session 2: Community resource mapping

Duration	1 day
Session Objective	To identify resources within the community to be utilised during climate resilient interventions
Preparation	- Prior information on the existing community resources in the area - Early mobilization of stakeholders.
Materials/resources	- Refreshments - stationery - Transportation - Resources for communication
Session Type	Transect walks, FGDs and presentations

Key learning points

- Need to involve key stakeholders in identifying strategic community resources
- Sketch maps for the identified resources

ACTIVITIES

Prep-mapping meeting

The pre-mapping meeting allows the facilitator to communicate the importance of the mapping exercise to all participants.

Transect walks

The transect walk is one of the participatory tool used to identify community resources, their location, status and estimated quantities. It is important to have a multi-sectorial team that will be able to collect as much information as possible.

Session 3: Community action planning

Duration	1 day
Session Objective	• To develop realistic community-led actions to guide implementation
Preparation	• Final resource maps in place (the resource map should be part of the situation analysis), situation and vulnerability analysis reports • Prior mobilization of stakeholders
Materials/resources	• Stationery • Transportation • Refreshments • Funds (specify the need for funds because all other resources require funds) • Facilitators
Session Type	• FGDs

Key learning points

- a) Committees should be actively involved in the planning process.
- b) Community actions should be developed based on existing realities.
- c) There is need to consider gender aspects when planning.
- d) Plans should be periodically reviewed and updated.

ACTIVITIES

Community action planning meeting

Through this meeting, the community action plan is developed and agreed upon. The community action plan will ultimately serve as the road map for implementing community change in climate change and adaptation by clarifying what will be done, who will do it and how it will be done. During the meeting, the community will discuss and agree on what they want to achieve, activities required during a specified time period, and resources (money, people and materials) needed to be successful. By bringing everyone together to think and discuss about resources and group involvement, this activity increases awareness about the skills and resources already available in the community.



Focus Group Discussions with key stakeholders

Focus Group Discussions are a method the facilitator may use to get information from key stakeholders. Stakeholders may include opinion leaders, elders, church leaders, teachers and community political leaders.

Module 3

CAPACITY BUILDING



Photo by Frank Karusya, Caritas Kabale

PELUM members engage in practical learning during a climate resilient Agriculture training

Module Overview

This module addresses building the technical capacity of key persons responsible for the implementation of the action plan. The module guides the implementing organisation on how to plan and conduct tailored capacity building for their beneficiaries. The module is structured in 5 major sessions as outlined below.

Module Sessions

- Session 1: Understanding climate change and its effects
- Session 2: Practical training on selected climate change resilient practices
- Session 3: Climate change gender mainstreaming and micro-advocacy
- Session 4: Off-farm enterprise development and management
- Session 5: Climate information management and early warning

Objective of the Module

1. To equip participants with the necessary skills needed to apply the selected climate change interventions

Duration of the module: 5 days

Session 1: Understanding climate change and its effects

Duration	1 day
Session Objective	To ensure that stakeholders have a clear understanding of climate change and its effects
Preparation	- Prior knowledge and information on climate change - Information materials on climate change in place
Materials/resources	- Stationery - Refreshments - Facilitator - Specify need for funds
Session Type	Presentations, plenary discussions and group work

Key learning points

- Clear understanding of climate change enables the community to respond to its effects

ACTIVITIES

Organize role plays on climate change

Role-plays provide simulation of a real-life situation for training purposes. The facilitator can organize a role play about local authorities and members of CRAEM, centered on concerns over the worsening drying conditions of farmers' crops because of climate change. This can provoke discussion about the importance of community involvement in climate change adaptation strategies. The participants who play the roles of local authorities may demonstrate or develop their communication skills, as well as study ways to provide information. The participants who perform the roles of CRAEM committee representatives can demonstrate the significance of the issue for the local population, and their ability to express their concern and present good arguments to demonstrate the need for action.

After a role-play, the facilitator should start a discussion resulting in the participants defining the problem, its causes and different opinions on the matter. They should also develop a potential strategy to enhance communication between the representatives of the authorities and the CRAEM committee on climate change effects and risks.

Sensitization meeting

During the sensitization meeting, the facilitator should introduce to stakeholders the concepts of climate change, its causes and impacts as well as adaptation and mitigation measures. The facilitator is expected to get stakeholder views on the climate resilient practices. It is also at this meeting that the facilitator introduces CRAEM and the key terminologies related to Climate change to the stakeholders. The facilitator can begin by getting the participant's perception of climate change adaptation/ climate resilience in their community to set the mood of thinking about the concept of climate change.

By the end of the meeting, participants should appreciate the need for the climate change adaptation interventions and how CRAEM works. Below are some of the guiding questions for brainstorming.

- What is climate change?

- What is your understanding of climate change resilience?
- What is the major cause of climate change and what are its related challenges in your area?
- Whom do you think should engage in climate change resilience?
- What are your views on farmers' engaging in disseminating climate information?
- What are some of the existing climate change resilient practices in your community?

Introducing the CRAEM Model: key areas for discussion

- What is CRAEM? (Introduction and principles)
- Why CRAEM? (Background and objectives)
- What is unique/ new about the model?
- Phases of CRAEM

Note: It is very important for the smallholder farmers and other stakeholders to understand this session. The facilitator should take time to explain CRAEM and make the session as engaging as possible. It is very important for the facilitator to get acquainted with the CRAEM before facilitating this session. Please refer to the CRAEM concept note for more details. Each stage of the model is also explained in the respective sections of this guide.

Disseminating climate information materials

It is very important to understand the primary communication channels for disseminating climate information to farmers. Understanding the effectiveness of different materials and channels for conveying information can help to ensure that communicated content is useful, appropriate and accessible. In Uganda seven primary communication channels are used to disseminate climate information to farmers and vulnerable communities. These include; radio, television, mobile phones, online platforms, printed media, public demonstrations and community fora. The relative effectiveness of these channels should be assessed alongside the variables that drive and support social and behavioral change, such as: the type of information disseminated (e.g., seasonal forecasts, early warnings, and short-term adaptation responses).

Session 2: Practical training on selected climate change resilient practices

Duration	1 day
Session Objective	• To equip beneficiaries with relevant practical skills on climate change resilient practices
Preparation	• Prior knowledge and information on climate change resilient practices • Stocktaking of existing good climate change resilient practices for experience sharing and learning • Training materials in place
Materials/resources	• Stationery • Refreshments • Facilitator
Session Type	• Field work and demonstration

Key learning points

- a) Skills building for the community resource persons is key for the success and continuity of the initiative.
- b) Capacity building is not a one-off activity. There is need for follow-up technical support and refresher trainings.

ACTIVITIES

Farmer field learning

Farmers have a wealth of knowledge and experiences in coping with extreme climatic changes. Sharing this knowledge amongst themselves and integrating it with new, ecologically sound innovations could further strengthen adaptation and mitigation to climate change. Farmer field learning enables farmers to share experiences amongst themselves. The farmer field learning should be participatory to ensure all views are captured. There is need to ensure open learning among participants alongside gender balance.

The facilitator should guide the participants to come up with practical solutions. The following tips are important for successful farmer field learning:

- The host and visiting farmers should develop clear expectations prior to the visit.
- A well-planned program, including enough time for discussions. A friendly and open atmosphere during the visit.
- Do not just share information, but also focus on learning and identifying lessons and ideas to use and adapt after the farmer field learning.
- Effective follow-up and reporting.

Exchange visits

These are very important in that they allow farmers to share ideas and knowledge on how others are dealing with climate change effects. Exchange visits are intended to benefit all participants through an open exchange of ideas, knowledge and sound practices. They offer considerable scope for both men and women farmers because they allow learning to take place at several levels.

Follow-ups

Follow-ups are useful for getting feedback and are very important for monitoring and evaluation purposes. It is important that stakeholders and end beneficiaries are involved.

Session 3: Climate change gender mainstreaming and micro advocacy

Duration	1 day
Session Objectives	• To ensure gender responsiveness of planned interventions • To equip community members with skills to engage duty bearers on climate change related issues.
Preparation	• Facilitator to be accustomed with the GALs methodology or any other community-led gender mainstreaming and effective micro-advocacy approaches.
Materials/resources	• Stationery • Refreshments • Facilitator
Session Type	• Meetings and field visits to groups already using the above methodology(s).

Key learning points

- Community led approaches enable participants to take led roles in implementation, increase the success rate and sustainability of the initiative.
- Climate change affects men and women differently due to the different levels of vulnerability

ACTIVITIES

Training on gender mainstreaming and the GALs methodology

Gender mainstreaming is the process of integrating a gender equality perspective into the development process at all stages and levels. This is a very sensitive topic that the facilitator should handle with care. It is important that during the plenary, learners are asked to share and discuss their understanding of gender and the difference between 'sex' and 'gender'. Through a brainstorming session, ask participants to write as many terms on gender as they can. Discuss and agree on the commonly used terms and write them on a flip chart. In buzz groups, assign learners specific terms and ask them to come up with working definitions. Share and discuss these in plenary. Having fully understood gender and its related terms, task the learners to explain their understanding of the concepts of gender mainstreaming and integration. In plenary, let the learners discuss the difference between mainstreaming and integration. The following steps are important to guide the process:

Step 1: Strategies and methods in gender mainstreaming

- Ask the learners to explain what they understand by the terms 'strategy' and 'methods' by giving an example of each.
- Let them identify any strategy and methods known to them, which have been used in gender mainstreaming.

Step 2: Levels of gender mainstreaming

- By using question and answer method, ask the learners to identify the levels at which gender mainstreaming is done.
- Let them give the rationale for mainstreaming gender at the different levels.

- Summarize key issues of mainstreaming gender at each level.

Step 3: The process of gender mainstreaming

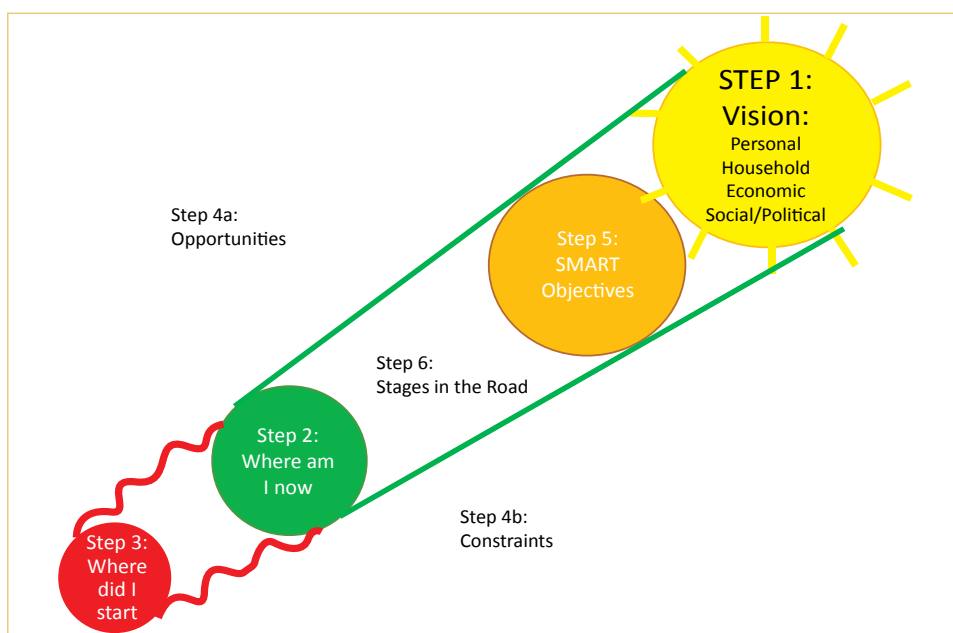
- The facilitator introduces the steps in gender mainstreaming at each level.
- The learners suggest key elements at each level of the gender mainstreaming process.
- Summarize key issues on participation of women and men at each level of the mainstreaming process.

The GALS methodology is one of the fundamental tools that can be adopted to promote gender transformation and gender mainstreaming in any issue including general life planning, environment management, conflict resolution and climate change resilience.

About the GALS methodology

GALS is a community-led empowerment methodology which aims to give women as well as men control over their lives and catalyze a sustainable movement for gender justice. Women and men draw their individual visions for change, with achievable targets and road maps to move towards these visions, based on analysis of their current situation, past achievements and opportunities/strengths and challenges. The vision journey is a reflection and planning tool that enables individuals and communities to dream for a better life and develop SMART plans of how to achieve their visions. The Vision Road Journey is the basic framework tool for the Gender Action Learning (GALS²) methodology. The GALS methodology and specifically the Vision Road Journey is easy to use especially by the illiterate and semi illiterate communities as it largely uses visual diagramming and symbols to express themselves as opposed to writing. The Vision Road Journey has 6 major steps as illustrated in figure 2.1 below.

Figure 2.1: Steps for developing the Vision Road Journey



Source: New GALS Manual (2014): Rocky road to diamond dreams

² GALS (Gender Action Learning System) is a community-led empowerment methodology that aims to give women and men more control over their lives and catalyse and support a sustainable movement for gender justice.

Step 1: First circle – future

Draw a large circle at the top right hand corner of your page. This represents the future. It is a large circle at the top because it is like a sun and you are reaching for the sky. It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.

Step 2: Second circle - present and drafting the road

Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation.

Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top). The road is straight and upwards, because this is how you hope you will reach up to your vision.

In the bottom circle draw how your current starting situation is for things in your vision e.g. what type of house do you have now, who owns it?

Step 3: Opportunities and constraints

On either side outside the road you will draw: insert at least 10 opportunities at the top of the road – the things which will lift you up if you fall down. The more opportunities you can think of, the easier it will be to advance. At least 10 constraints go under the road because these are the things that can drag you down. It is important to foresee and avoid them if possible. The things which are most under your control are placed nearest to the road. The things which you cannot control go furthest from the road.

Step 4: Target and milestones

Every journey starts with small steps. Your vision is a long term dream. Now you need to plan how realistically, given the opportunities and challenges, you can start to move.

Draw a circle immediately next to the vision and fill in how far you think you can get towards the vision in one year.

Then put three or four circles at key points where you expect to have something to show as measurable milestones along the road. Leave space in between the circles - that is where you will put the actions.

Step 5: SMART milestones and action plan

Now you are ready to fill in your milestones - in each circle you put in how far you need to get each time. Focus particularly on the first.

Then between each milestone you put in the actions needed to move from one to the next - revising the milestones and target if necessary. You will then track your progress over time, and adjust your drawing as needed to get as far as you can towards your vision.

Key notes for the facilitator

People draw individually but it is good for them to sit in informal groups - either according to their vision or if there are significant inequalities between participants, putting together those who have most difficulty in one group and the most advanced in another. This is to enable the facilitator to easily give necessary support to each, while those who have initial difficulties can encourage each other rather than feeling dominated. Those who are more advanced can move ahead quickly with more complex analysis to add to the discussion later. Men and women may need to be separated if one is likely to dominate the other. Sharing between the different levels will be encouraged as homework. Stress that everyone draws for her/himself and that they can discuss and learn from each other, but not copy someone else's road which may not be achievable for them.



Go through the participant instructions above step-by-step interactively from the side, inviting people to give examples on the flipchart at the front as people draw in individual notebooks/diaries. Go slowly. And do not touch the pen/marker yourself. Make sure everyone is engaged all the time - either through taking their own analysis further or helping others. When people have finished, they should start to share in their groups until everyone has finished enough to start the plenary. Focus particularly on identifying as many opportunities as possible and seeing if challenges can be turned into opportunities. The aim is detailed and inspiring analysis not artist drawings.

Training in micro-level advocacy

Advocacy is the process of working with, for and /or on behalf of clients to obtain services or resources that would not otherwise be provided. It is an ongoing process aimed at changing attitudes, actions, policies and laws by influencing people and organizations with power, systems and structures at different levels for the betterment of those affected by the advocacy issue. To introduce the training, participants need to be briefed on the importance of this training and the expected outputs. The facilitator must emphasise the need to have a common vision to be achieved through advocacy. The following steps are crucial when conducting micro-level advocacy.

Step 1: Concept of advocacy

- Introduce the topic by asking the learners to go through exercise one on “what is advocacy”?
- Let the learners share and discuss their responses in plenary.
- Conclude by summarizing the key points.

Step 2: Community concerns that need advocacy

- Through a brainstorming session, ask learners to identify community concerns which need advocacy and awareness (e.g. climate change, gender based violence, discrimination, access and control over reproductive resources etc.).
- Discuss these issues in plenary.

Step 3: Approaches and methods in creating community awareness and advocacy

- Ask learners to share, in plenary, their experiences of creating community awareness, lobbying and advocacy.
- Let them discuss the challenges encountered and lessons learnt.
- Discuss and agree on the best methods of carrying out community awareness, lobbying and advocacy.

Step 4: Community advocacy and awareness strategy

- In plenary, discuss the main steps of developing a community awareness and advocacy strategy.
- In groups, assign a task for learners to practice developing an advocacy strategy.
- Let them present, discuss and agree on best practices.

The GALS metrology can be used to advocate community service say clean water. The community can use the Vision Road journey tool to develop plans on how to achieve their vision based on analysis of their current situation, past achievements, and available opportunities and challenges. Create awareness on the problem among their colleagues and together develop an advocacy agenda.

Session 4: Off-farm enterprise development and management

Duration	1 day
Session Objective	To enhance community resilience to climate change through enterprise diversification and social relations.
Preparation	Identify groups/individuals with successful off-farm enterprises for learning.
Materials/resources	- Stationery - Refreshments - Facilitator
Session Type	- Presentations, plenary discussions and group work - Field work

Key learning points

- a) Off-farm diversification is key for resilience building

ACTIVITIES

Training on selected micro off-farm enterprises

Micro-enterprises provide off-farm employment and income for poor families, women, and disadvantaged groups in rural areas. Training on off-farm enterprises offers communities pathways to diversify products and services, organising producers into enterprise groups to help link them to markets and other services for strengthening micro-enterprises and improving community income. Although they require minimal capital, the requirements to start a micro-enterprise are nevertheless too high for the poor to afford. Therefore, micro-enterprise development requires thoughtful and careful planning.

The following steps should be considered when planning for micro-enterprises;

Step 1. Identify micro-enterprise activities or projects, set goals and identify target groups

- Set the goals of the micro-enterprise and a programme for its development.
- Identify where the operation will be located.
- Define and decide the target groups.
- Organise and mobilise identified target groups into interest groups.
- Agree on the process of developing the enterprise with the identified partners and set partner roles and responsibilities.

For the facilitator, it is important to understand the goals that the target groups have set for developing a micro-enterprise. Integrate these goals into the planning and development process.

Step 2. Select products and services and assess the markets

- Identify products and/or services. Consult community members through focus group discussions, key informant interviews and other methods and refer to useful reference materials such as books and websites when preparing the products/services list.

- Shortlist products and services. Narrow down the list to realistically possible products and services based on social, economic and environmental considerations. Social considerations include; community interest, gender, social equity, access, tenure, policy and institutional support requirements. Economic considerations include; technology and the requirements of the market. Environmental considerations include impacts on the environment of sustainable harvest limits, ecology standards, pollution, hazards and risks of producing the products, among others.
- Make a final list. Select the final products or services to develop together with the target groups. A sub-sector ranking table can be used to make a final list of around 2-3 micro-enterprise products and services. (For detailed methodology see Frank Lusby, Promotion of Commercially Viable Solutions to Sub sector and Business Constraints, March 2004.)

Step 3. Map and analyse the product value chain

- A value chain describes the many different activities required to bring a product or service through the different stages of production, transformation and delivery to the final consumers (Kaplinsky and Morris 2000).
- Value chain mapping draws a basic map of activities and actors or operators involved in producing and transforming the products and bringing them to the final consumers

Step 4. Design an upgrading strategy

- Developing a strategy or action plan to achieve the common goal/s set by the target groups is important in putting the micro-enterprise plan into operation.
- Together with target group and stakeholders, develop a vision and strategy for upgrading,. Tap into the opportunities or address the constraints in the value chain

Step 5. Make an enterprise development plan

Develop a business plan for the enterprise.

Step 6. Begin the pilot phase and build competency

- Mobilise financial resources to start the enterprise.
- Build the capacities of entrepreneurs and stakeholders by organising training programmes and exposure trips.

Field visits to successful micro off-farm enterprises

Field visits enable farmers to learn and share experiences amongst themselves. It is important to identify a successful local micro-entrepreneur who is ready to share their experience and know-how by training their peers. Make an exploration visit before taking the farmers for the visit.

Session 5: Climate information management and early warning

Duration	1 day
Session Objective	To establish farmer-led mechanisms for gathering, analyzing and utilizing climate information and early warnings for climate disaster preparedness
Preparation	Establish sources for climate information and dissemination strategies
Materials/resources	- Stationery - Refreshments - Facilitator - Transportation
Session Type	- Presentations, plenary discussions and group work - Field visits to climate information centers and meteorology

Key learning points

- Effective and reliable farmer led climate information is key for early warning, preparedness and responsiveness in case of a disaster.
- Indigenous and scientific knowledge need to be integrated for more effectiveness.

ACTIVITIES

Establishment of climate information centres

These are very crucial for providing climate related information to communities. Early warning strategies should be developed and applied with input from the vulnerable communities, including their local knowledge, needs, and priorities. The centres should be at community level and climate information is generated by Uganda National Meteorological Association local climate knowledge from the local community. A committee comprising of local level administrators and sector-specific experts from ministries of, Water and Environment, Agriculture and Health should be put in place to facilitate the development of the local mitigation strategies. The local experts also became “connectors/conduits” for the dissemination of the weather/climate information, with recommendations translated into the local language. Sector specific demonstration forums should be organized where each of the “connectors” could discuss sector specific climate recommendations, needs, priority and challenges.

Focus Group Discussions (FDGs)

FDGs are a good way to gather people from similar backgrounds or experiences to discuss specific topics of interest. The group of participants is guided by a facilitator who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves. The strength of FDGs relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exist in a particular community in terms of beliefs, experiences and practices. FGD sessions need to be prepared carefully through identifying the main objective(s) of the meeting, developing key questions, developing an agenda, and planning how to record the session. The next step is to identify and invite suitable discussion participants; the ideal number is between six and eight. The crucial element of FDGs is the facilitation. Some important



points to bear in mind in facilitating FGDs are to ensure even participation, careful wording of the key questions, maintaining a neutral attitude and appearance, and summarizing the session to reflect the opinions evenly and fairly. A detailed report should be prepared after the session. Any observations during the session should be noted down and included in the report.

Module 4

IMPLEMENTATION



Zero energy cooling chamber is appropriate for rural smallholder farmers to add shelf life to their perishable agricultural produce

Module Overview

This module includes processes to guide community level implementation of climate change resilient interventions. All the above modules are in preparation for the actual implementation which happens under this module. The module is structured in 4 sessions that systematically flow into each other. They are listed below.

Module Sessions

- Session 1: Demonstration
- Session 2: Farmer field learning and action research
- Session 3: Follow-up and Technical support
- Session 4: Community resource management

Objective of the Module

1. To ensure that the target beneficiaries holistically adopt the agreed upon CRAEM practices at household and community level for climate change resilience.

Duration of the module: Unspecified

Session 1: Demonstration

Duration	This will depend on the type of technology being demonstrated
Session Objective	To provide a reference point and center for practical learning and action research on climate resilient agriculture practices.
Preparation	- Good knowledge of locality and land tenure systems - Appropriate site for demonstration - Necessary equipments - Farm plan
Materials/resources	- Facilitators - Farm equipments - Transportation
Session Type	Practical/Field demonstration

Key learning points

- It important to have a management plan for the household farm and this should form the basis of its location.
- Technologies demonstrated should be appropriate to the local context, accessible and cost effective.

ACTIVITIES

Demonstration site selection

Selecting an appropriate site is important to ensuring that the demonstration farm achieves its intended objectives. Site selection could be done in the earlier stage of the Model (Module 2). However, it is important to revisit earlier decisions made to reflect on the feasibility of prior recommendations to incorporate new ideas and other emerging issues.

Site selection should be a primary mandate of the CRAEM committee in close consultation with the beneficiary community members. The role of the facilitator therefore is to give oversight support and guidance on how the process should be conducted to deliver the intended purpose. Below are some tips for consideration by the facilitator(s).

- Establish the land tenure and land ownership issues of the land to be used for demonstration. Ideally the land to be used for demonstration should have clear ownership and no disputes as this might jeopardize the establishment and its utilization.
- Establish the terms of use for the land. Ideally the land should belong to one of the beneficiaries. Other than establishing a demonstration for CRAEM, the more sustainable way would be requesting one the community members to offer his or her land to be transformed as a permanent demonstration for CRAEM. This makes managements easy. Alternatively, members should sign a Memorandum of Understanding (MOU) with the land owner.
- Accessibility: the appropriate location of the demonstration farm should be in an accessible place to enable as many people as possible to use the learning centres.
- Size: the appropriate size for the demonstration farm should not be too small to enable as many technologies to fit in an integrated manner with room for expansion. Similarly, the demo

site should not be too big as to ease its management. The appropriate demonstration should averagely be on the same size of the average landholding for smallholder farmers in the region/ community. This makes it more relatable to the local context.

Establishment of the demonstration farm

After proper site selection, establishment of the demonstration farm may resume. Other than establishing the practices and technologies on the identified site, the facilitator should try as much as possible to make the demonstration farm establishment process as empowering and participatory as possible for the beneficiary communities. Below are some tips to guide successful establishment of CRAEM model demonstration farm.

1. Ensure that beneficiary communities through their established leadership structures (CRAEM committee) take lead in the establishment.
2. Encourage the community to make reference to the identified community action plans with identified and prioritized CRAEM practices by the group.
3. If not already available, facilitate the drawing of a farm plan to ensure that all selected practices and technologies are put on the demonstration farm. Please emphasise inter-connectivity and complementarity of the different components. Also, reflect on how the technologies/ practices being put in place adequately respond to the climate change effects identified in the first stages of the model.
4. Encourage cost effectiveness and user friendliness of the technologies promoted so as to enable easy replication by community members.
5. Encourage own contribution both in kind and cash from the group or community beneficiaries, so as to ensure ownership and sustainability of the demonstration site and the model.
6. Active participation of group members should also be encouraged to promote practical learning about the various CRAEM practices.
7. Where farmers lack sufficient skills, an external facilitator could be outsourced to aid in establishment of more sophisticated technologies and practices. Use the opportunity to provide hands-on skills to the community members, more so the CRAEM Committee.
8. Involve Local Government and other key stakeholders. This will help sell the model and will enable the wider community to benefit from the demonstration farm.

Management of the demonstration farm

Management of the demonstration farm is a continuous process and should be the primary mandate of the host farmer and the CRAEM committee. For sustainability purposes and as earlier noted, the demonstration farm should not be a stand-alone but a farm owned and managed by a household with technical support from the CRAEM committee and facilitating organization so as to transform it into a centre of excellence for the community to learn from.

However, since it is for the benefit of the community and has a wider objective of demonstrating best practices to the community, it is important to come up with simple guidelines on how to manage the farm to ensure mutual benefit for all stakeholders. Clear guidelines stipulating roles, responsibilities and benefits for each party will enable the various stakeholders to give their input to

the establishment and management of the demonstration farm. Below are a few tips for consideration by the facilitator(s);

1. Jointly develop and agree on simple guidelines or terms of reference for the host farmer and CRAEM committee on management of the demonstration farm.
2. Agree on management of benefits especially learning fees that might be charged on learners outside the community that visit the demonstration farm. This is geared towards creating sustainability. However, if poorly managed it could lead to tension among the group which could otherwise be avoided.
3. Plan for periodic visits (at least quarterly) to assess management of the demonstration farm, identify any emerging issues and gaps and respond to them.
4. Try as much as possible (though reasonably) to put the demonstration centre to use so as to keep the host farmer encouraged to maintain it in good shape. Ensure good record keeping of all the activities undertaken at the farm especially the people visiting and learning from it.
5. Develop simple information materials to publicize the demonstration centres. Use of media could also help popularize the demos.
6. Plan for and provide incentive to the host farmer and perhaps the CRAEM committee depending on their level of involvement in management of the demonstration farm.

Session 2: Farmer field learning and action research

Duration	ongoing
Session Objective	• To equip target beneficiaries with practical skills and knowledge in climate change resilient practices
Preparation	• Mobilization • Farm equipment
Materials/resources	• Transportation • Reference • Stationery
Session Type	• Practical/Field demonstrations

Key learning points

- a) Learning takes place in the garden and should be participatory.
- b) Action research and experimentation of new ideas should be continuous.
- c) Respect for adult learners' opinions is key to successful implementation.

ACTIVITIES

Field days

Field days are part of the larger learning process for farmers and other stakeholders. There are practical sessions where farmers, extension staff and other stakeholders come together and share details of on- farm research and demonstration. In most cases, adaptive research trials are laid out

in farmers' fields and each plot subjected to different treatments. These trials are observed over time and changes recorded and comparisons made by both the farmers and technical experts.

On-farm demonstration projects should be shared during field days, along with presentations and hands-on demonstrations for farmers to learn how these practices can help improve climate change resilience.

Exchange visits

Exchange visits enable farmers from different regions to interact with and learn from each other; allowing them to view practical examples of successful integration of climate change resilient practices in farming communities like their own. Visits allow participants and hosts to focus time and attention on a topic, learn deeply, share ideas and assess the relevance of new approaches. Information comes alive, in dialogue, detailed responses to specific queries and in conversations enriched by the perspective of distance and difference. The chance to look behind the scenes, to get acquainted with real people and understanding their problems and achievements can create inspiration to keep working and launch new initiatives. The facilitator needs to ensure careful preparation in order to make the visit effective and avoid wasting the time of the visitors and hosts.

Session 3: Follow up and technical backstopping

Duration	ongoing
Session Objective	• To ensure successful and systematic uptake of Climate Resilient Agro-ecosystem practices among target community beneficiaries.
Preparation	• List of target beneficiaries • Action plans from trainings conducted • CRAEM farm sketch map
Materials/resources	• Stationery • Transportation • Facilitator • Refreshments
Session Type	• Field work and plenary discussions

Key learning points

- Technical backstopping is key towards ensuring quality uptake of CRAEM in totality as opposed to adoption of few technologies and practices.
- It is important to build resident capacities within the community to conduct technical backstopping sustainably.

ACTIVITIES

Review meetings

This is very crucial for delivering project status to stakeholders, refreshing on the major bullets of the project vision, reaffirming stakeholder commitment to the vision (or identifying any emerging issues with the vision), cross-pollinating with other projects and supporting functional groups.

What to do before the stakeholder review

- Determine a convenient time and location for the meeting with stakeholders. If they are technical experts from different organizations, try to put the review on the agenda of a regular national working group meeting or another similar meeting. This will help to ensure good attendance and quality comments that experts usually provide in these settings.
- Send stakeholders a draft of the materials and the creative brief. Add a note that requests them to focus on technical accuracy. The creative brief will provide information about the purpose of the materials, their intended audiences and barriers addressed. Have copies of the creative brief available at the stakeholder review.
- Prepare a list of questions that stakeholders might ask and draft the answers. Practice responding to these questions in front of your colleagues.

The key elements of an efficient review process are the following:

- One person is the meeting champion. He/she is responsible for driving the meeting, keeping it on time, and enforcing the correct process.
- Each project manager gives a short presentation of his/her project's status in front of his/her project management peers, executive management and function group management.
- Dialogues of short questions, clarifications and short discussions are allowed (and encouraged). Longer discussions are taken off-line as recorded action items.
- Attendance by executive management, functional group leaders and other stakeholders is mandatory. Absentees can send a representative who can speak for the absentee.
- Team members can attend at their discretion.

Community follow-up visits

After a learning activity such as a training and farmer field learning visit, participants acquire new knowledge and skills that they need to translate into practice. Follow-up is a way to accompany learners from being recipients of learning activities to actively utilizing these new skills and knowledge and ultimately being active agents of change in their own environments. After training, participants develop action plans that specify how they expect to implement the learned skills.

Technical support involves a variety of mechanisms established to provide information and assistance to participants following a training. This support often includes reference materials and additional information on training topics in written or electronic form. Technical support may also include access to in-house experts or advisors who are available to answer trainee questions and help solve problems with applications. Sometimes trainees meet with or have access to consultants or other outside advisors.

How to provide follow-up support

The kind of follow-up support depends on the needs of learners and the objectives of the initiative. Effective forms of follow-up support include:

- **Mentoring programmes** which pair learners with more experienced counterparts.
- **Coaching programmes** to maintain momentum and motivation.

- **Communities of practice** for ongoing peer support.
- **Refresher courses** including in-person trainings.
- **Technical assistance** to help adapt learning to specific environment.
- **Help-desks or established focal points** for ongoing access to resources and advice.
- **Toolkits and other related information materials** for continued reference.

Session 4: Community resource management

Duration	1 day
Session Objective	• To sustainably utilize community resources and restore degraded ecosystems for increased resilience
Preparation	• Community resource and vision maps • Mobilization of key stakeholders
Materials/resources	• Stationery • Transportation • Facilitator • Refreshments
Session Type	• Presentations, plenary discussions and field work

Key learning points

- a) Community resource management is a holistic approach and requires involvement of various stakeholders that may not be primarily the organization's target group

ACTIVITIES

Multi stakeholder engagements

A stakeholder is a person (or group) who is responsible for making or implementing a management action, who will be affected by the action, or who can aid or prevent its implementation. Stakeholder involvement is more than just holding a public hearing or seeking public comment on a new regulation. Effective stakeholder involvement provides a method for identifying public concerns and values, developing consensus among affected parties and producing efficient and effective solutions through an open and inclusive process. Managing that process requires some attention to the logistics and synergies of creating and operating a team of diverse people pursuing a common goal.

Why involve stakeholders?

If you are responsible for developing and implementing a climate change management program, you need support from relevant stakeholders—those who will make decisions, those who will be affected by them and those who can stop the process if they disagree. Involving stakeholders.

- Builds trust and support for the process and product.
- Shares responsibility for decisions or actions.
- Creates solutions more likely to be adopted.

- Leads to better and more cost-effective solutions.
- Forges stronger working relationships.
- Enhances communication and coordination of resources.

Multi stakeholder engagements should be periodic though the frequency should also depend on the issues at hand and availability of resources to hold such engagements. A key function for such engagements is generating action plans for sustainable management and restoration of degraded community resources that are key to building resilience of community livelihoods.

Another key function is follow up on execution of commitments within the action plan by the various stakeholders to ensure that the intended targets are met and devising new strategies to overcome the challenges that might emerge in the course of action.

Community Field engagements

Direct field engagements are complimentary to the multistakeholder engagements. They involve direct activities such as watersheds and agro-ecosystems implemented by communities to restore and sustainably manage their community resources.

This activity involves mobilizing communities, local leaders and other stakeholders to undertake environmental conservation related activities in the identified areas that are degraded so as to reverse the trend and enable the ecosystem to function better for improved community resilience. Some of the activities that can be considered during these practical engagements include;

- Tree planting in degraded communal lands (including community tree nursery establishment and management).
- Improved rangeland pasture management.
- Farmer managed natural regeneration to restore natural vegetation specifically trees.
- Establishing soil and water conservation structures on hill slopes to curb on water erosion.
- Wetland demarcation and restoration activities.

It is important to note that the success of such engagements requires wider community involvement of all stakeholders. The process should be spearheaded by the local leaders and opinion leaders (religious leaders, traditional leaders among others).

Module 5

INFLUENCING ENGAGEMENTS



Soil and water conservation practices such as contours and mulching can conserve moisture in the soil to support crops during drought

Module Overview

This module seeks to empower local communities to actively engage their local leaders and other duty bearers on building community resilience to climate change. The module guides the implementing organisation on the process that can be used to prepare communities to engage with duty bearers and establish engagement platforms to build consensus on what needs to be done and how as well as monitor the outcomes. It is also under this module that a critical mass is built around issues of climate change through mass awareness creation. The module is structured in 4 sessions as listed below.

Module Sessions

- Session 1: Development of community influencing strategy
- Session 2: Mobilization and awareness creation
- Session 3: Influencing engagements
- Session 4: Follow-ups on engagements

Objective of the Module

1. To influence duty bearers to provide services and policy provisions that support climate change resilient practices

Duration of the module: 4 days

Session 1: Development of community influencing strategy

Duration	1 day
Session Objective(s)	To provide direction for effective and collective influencing engagements
Preparation	- Mobilization of stakeholders - Clear understanding of any on-going advocacy engagements on which to build - Understanding of the duty bearers and others affected by the issue in the locality - Facilitator identified
Materials/resources	- Refreshments - Stationery - Competent resource person
Session Type	Presentations, plenary discussions and group work

Key learning points

- The strategy should be simple to be understood by the community and specific to the issues affecting successful attainment of the community climate change resilient vision
- Influencing engagements may adopt one of the various community-led empowerment and influencing models and tailored to address climate change related issues. For example neighborhood assemblies by CEW-IT and Farmer Advocacy Consultative Tool (FACT) by TRIAS among others.
- Influencing engagements should be more proactive, less confrontational and focused on issues rather than attacking personalities. Building harmonious relationship is key for continued constructive engagements.

ACTIVITIES

Consultative engagements to identify issues for influencing

Consultative engagements make take any shape depending on the local context and resources available to undertake them. The key issue is to ensure that views are gathered from various categories of people within the community on climate change related issues that require influencing of duty bearers to take action. Below are some questions that could guide the community to identify issues for influencing.

- Within our community, what practices are accelerating the rate of environmental degradation and increasing climate change effects (altering micro-climate)?
- What could be done collectively by the community and/ or local authority to improve the current situation?

Stakeholder mapping

After identifying the issues for influencing, the next important step is to map the various stakeholders that need to be engaged. Stakeholders are primarily those that are affected by the issue(s) identified in one way or another and those with the capacity to cause change on the status quo of the issue(s)

at hand.

Proper and timely stakeholder mapping is a key ingredient to successful and proactive influencing engagements. Effective influencing is one that's done by the right people, to the right people and with a clear motive.

Stakeholder mapping could be in form of brainstorming sessions with community members to identify the various potential stakeholders. After that, follow up visits can be made to the various categories of identified stakeholders to identify their stake/ interest and level of influence to change the issue.

The process should be able to prioritise the stakeholders for engagement based on the above 2 parameter (power and interest) and categorise the kinds of engagements with them for better results.

- Powerful and interested stakeholders should be engaged more regularly and turned into allies for change. These could be used to influence the powerful and less interested stakeholders.
- Powerful and less interested stakeholders should be engaged in a more cautious manner, providing them with information on the magnitude of the issues. Effort should be made to understand their view point and try to modify engagements in response to their views without deviating from the issue that needs to be changed.
- Less powerful and interested stakeholders should be less engaged since they have little to offer to change the status quo. However, they should be provided with information and rallied along to generate a critical mass.
- Less powerful and less interested stakeholders may be availed with information where possible but not necessarily engaged in the influencing process as this may be a wastage of resources.

Drafting and review meetings for the influencing strategy

After a clear understanding, consensus on the issues and identification of stakeholders, the next activity is convening a meeting or series of similar meetings to draft an influencing strategy. This guide does not go into details of providing a particular format for the strategy since these are many and the facilitating organisation may choose one that is most suitable for the community. However, below are a few issues for consideration while facilitating a community advocacy strategy.

1. Ensure simplicity: please note that this is a community document to be used not shelved. The strategy should therefore be very simple and easy to use. The issues within the community strategy can be captured in a more complex institutional influencing strategy for higher level influencing.
2. Clearly state the intended objective of the influencing strategy. The strategy should state what it intends to address on the specific issues identified (desired change).
3. State the specific actions to be undertaken to attain the desired change, the intended target audience and timeframe.
4. Cost the advocacy strategy. The strategy should not be too ambitious since the resources may not be locally available. The planned actions should match the available resources.

Session 2: Mobilization and awareness creation

Duration	1 day
Session Objective	• To build a critical mass of informed community members that can effectively engage duty bearers
Preparation	• Mode of dissemination agreed on • Key people to disseminate the information and feedback mechanism identified
Materials/resources	• Refreshments • Funds
Session Type	• Community dialogues, role plays and media engagements

Key learning points

- a) Critical mass is key to successful advocacy.

ACTIVITIES

Committee meetings to plan, develop and package information

Prior to mobilization and awareness creation, it is important for the committee to plan for the mobilization engagements and develop the information to be used in the process. Since most of the broader engagement plans such as the advocacy strategy are already in place, this meeting is intended to synthesize the available information to identify the key message to be disseminated for mass awareness creation and rallying the people behind the cause. These meetings should have fewer participants; preferably the CRAEM committee and the group management committee.

As earlier emphasized, the plans developed should be cost effective and appropriate to rally people (community members and other stakeholders) to engage in influencing processes to support initiatives for building community resilience to climate change.

Community dialogues

These dialogues are intended to further create awareness of community members on climate change related issues in the area that require influencing processes to improve the status quo. The dialogues are also intended to provide a platform for different stakeholders to share their views on issues for possible engagements.

The process of organizing community dialogues is usually easy and the facilitator needs to rely on his or her experiences of doing similar events. Below are a few issues for consideration.

- The venue for these dialogues should be as convenient as possible to allow good participation
- Ensure that issues for discussion are clear and easy to understand.
- Stakeholders need to be notified early to ensure good attendance.
- Presenters and other session facilitators should also be identified and notified in time to ensure their availability.

Media engagements (community radio and local newspaper)

Media engagements are key for relaying information widely to the community for awareness creation and rallying people to common issues that need to be addressed. Community radios are the most effective means of mass awareness creation and should be capitalized on. The media engagement strategies should be derived from the advocacy strategy and should therefore not be a stand alone plan. The lead team should ensure that;

- They have appropriate and accurate information to be shared; with facts and evidence packaged in an attractive way.
- The right person, someone with good communication skills should be identified to share information on the media.
- They establish good relationship with media personalities to ensure continued and fruitful engagement. One off media engagements may not be as effective.
- They are opportunistic. Identify incidences and events that can be rallied upon to magnify the issue at hand. For example, holding media events on thematic events such as World Environment day and tailoring the message to the event theme.
- They know the appropriate time when the target audience is listening in or watching.
- They are mindful of the available resources when planning media engagements. The planned engagements should be affordable to the community and facilitating organisations.

Session 3: Influencing engagements

Duration	1 day
Session Objective	• To provide a multi-stakeholder platform for dialogue and consensus building on climate change resilient advocacy issues. • To get commitments from duty bearers on advocacy issues to be addressed.
Preparation	• Mobilization of key stakeholders and receiving confirmation of participation • Advocacy issues identified and packaged in advance through position papers
Materials/resources	• Advocacy materials • Refreshments • Transportation • Stationery
Session Type	• Meeting

Key learning points

- a) Advocacy engagements should be pro-active and constructive

ACTIVITIES

Community dialogues (village parliament/ neighborhood assemblies)

This activity is intended to create a platform for engagement between the various stakeholders,

more so community members or their representatives and local leaders to discuss their concerns and agree on possible strategies of addressing them. Dialogues should neither be intended to point fingers at one another nor name and shame each other. Rather, they should be a leveled platform that is forward looking on addressing the issues at hand. This however does not mean that we should keep a blind eye on what is going wrong but rather focus on how to make things better.

The discussions within the community dialogues should be issue and evidence based such that practical and effective strategies are generated moving forward. Success of any influencing is based on the quality of engagement. It is therefore very important for the facilitator to ensure that this is done well. Below are some issues to consider when preparing for community dialogues;

- Ensure that community members are well mobilised and briefed on the issues of discussion before the dialogue. Remember local leaders respond to numbers.
- Prepare local leaders as a way of creating a soft ground for the community members during the dialogues.
- Ensure that issues of discussion are well researched with relatable facts from within the community.
- Be mindful of current strategies used by Government, Local Government or any other stakeholders in addressing the issues being discussed.
- Identify a representative with good communication skills to relay the information on behalf of the community.
- Make dialogues less of presentations and more of discussions so as to generate a way forward.
- Communities/ groups should be empowered to generate and share an issue paper.
- Endeavour to capture commitments made and devise strategies for follow up by committee representatives.

Session 4: Follow-up on engagements

Duration	1 day
Session Objective	• To ensure that commitments made by duty bearers are implemented to the required standard.
Preparation	• Be aware of the commitments and timeframe. • Be aware of the existing programs by Government and relevant actors. • Committee/taskforce in place.
Materials/resources	• Advocacy strategy • Position papers • Transportation • Funds • Refreshments
Session Type	• Meetings and dialogues

Key learning points

- a) Building good relations with duty bearers through non-confrontational engagements makes follow-up easy

ACTIVITIES

Follow up engagements with key stakeholders

These engagements are not very much different from the above only that these are much smaller and are focused on the key issues that emerged from the broader dialogue(s). The follow up engagements may take different forms, either formal or informal depending on the context. The primary objective is to follow up on the commitments made by the various stakeholders and strengthening relationships among actors for further engagements.

The follow up engagements should be timely when the stakeholders are still mindful of the issue(s) discussed. They should be more open to allow objective feedback and re-strategizing where things don't go as planned. Follow up engagements can even be done inform of a simple phone call or a drop in office on appointment to discuss the issue at hand. Much as aggressiveness is a key attribute to achievement, the follow ups should not be monotonous as this may frustrate the local leaders and other stakeholders being engaged. The facilitator should therefore keenly study the environment to establish what is appropriate.

Follow up engagements could also take the shape of neighborhood assemblies where an issue is followed through and local leaders or any other responsible stakeholders are invited in a follow up community dialogue to give feedback on the progress of commitment made.

Module 6

MONITORING AND EXPERIENCE SHARING



A simple compound garden with a variety of crops to boost household and pupils' nutrition

Module Overview

The module focuses on taking stock of results and learnings generated from implementation of the module and ensuring cross learning among various actors for increased uptake and sharing of best practices among stakeholders. The module is structured in 3 major sessions which are listed below;

Module Sessions

Session 1: Documentation and dissemination
Session 2: Farmer-to-farmer experience sharing
Session 3: Monitoring and Evaluation

Objective of the Module

To capture learnings and widely disseminate best practices

Duration of the module: Unspecified

Session 1: Documentation and dissemination

Duration	Unspecified
Session Objective	To compile and widely disseminate the Climate change resilient best practices
Preparation	- Be aware of communities with good experiences worth documenting. - Be clear on the methodology to be used during documentation
Materials/resources	- Recording equipment - Stationery - Transportation - Refreshments - Promotional materials
Session Type	Field work, documentation and review meetings

Key learning points

- Farmers need to be involved in the documentation process.
- Documentation should focus on the successful practices.

ACTIVITIES

Organize writeshop to document community best practices

A write-shop can simply be described as a “workshop” for writing. It is a kind of workshop where beneficiaries are mobilized by technical persons to gather, share and write stories that bring out the intended message in the best way possible. Such foras could be organized by the organization implementing the CRAEM model to share and capture their own experiences. The organization may choose to organize one major writeshop; bringing together many community members and other stakeholders or mini writeshops at community level to gather first hand experiences which are later refined into good case stories. These stories could be shared widely to inspire other people to adopt the CRAEM model and/or use them as resource mobilization tools to expand the organization reach with the model.

Development of video documentary

A video documentary is in many ways the best way of capturing and disseminating community experiences since the viewers are able to see what exactly is being done by the community practicing the CRAEM model and be inspired to replicate in their own communities or initiatives.

Where resources for developing video documentaries are available, it is advisable that the organization outsources a competent team to develop the documentary. The organization should however plan to equip staff with skills and simple equipment to capture short videos and stories of change as they emerge since resources may not necessarily be available to conduct big video documentary projects.

Running a documentary on television

Though this activity may not be a make or break for the model implementation, it would add value especially on creating mass awareness on community initiatives for building resilience to climate

change and may attract a lot of potential future partnerships and/or replication of the model.

Since this initiative may be rather costly, it is important to establish good relationships with the television media houses since some maybe willing to air it for free if it is of good quality and can add value to their educational programming. It is therefore important for organizations implementing the CRAEM model to plan for such engagements since communities may not be in position to undertake such by themselves.

Run a radio program

Similarly, organizations implementing the CRAEM model should plan to engage radio stations to disseminate their work on climate change resilience and more specifically on the model achievements. Radios are the most utilized form of media especially in rural communities. Therefore, planning for radio programmes or at least appearing on the radio could be of great value to the model and the organisation itself.

Press releases

Use of print media could also be explored especially within the supplements on thematic days such as World Environment Day and World Food Day when print media houses offer discounted rates to run feature stories. This helps in creating visibility of the model at community and organizational level.

Please note that, much as the engagements add value and should be planned for, they are dependent on resource availability at organizational level, how you strategise to cease emerging media related appearance opportunities and the kind of relationships you build with the media houses.

Session 2: Farmer-to- farmer experience sharing	
Duration	1 day
Session Objective	• To enhance practical learning and knowledge sharing among farmers for wider replication of best practices
Preparation	• Be aware of existing learning needs and best practices.
Materials/resources	• Transportation • Meals and refreshments • Stationery
Session Type	• Field visits, exhibition/field days/open days

Key learning points

- a) Farmers learn best from the experiences of their fellow farmers.
- b) Farmer-to-farmer experience sharing could be structured or not structured at all. Just informal continuous learning which also needs to be captured.

ACTIVITIES

Exposure/exchange visits

Exposures and exchange visits should be organised to facilitate learning and experience sharing among farmers and other stakeholders. Such visits need to be organized well to achieve the intended objectives. Below are some aspects to consider while organizing a learning visit.

- Select the right participants for the exposure. If the process is not well managed, such an event could be filled with participants that are not the most suited to participate. You should therefore ensure that the selected participants are in position to transfer the learnt information into practice.
- Closely related to that, participants should be facilitated to generate action plans from what they have learnt, with the ability to put it into practice. This should be followed up.
- Consider distance of participants and that of the learning site. As much as possible, identify potential learning sites that are not very far from the location of participants so as to save on costs and time during travels. Contexts may also be different for the different regions. Therefore, the closer the better. However, if not possible then the best learning site should be identified to deliver the intended learning objective.
- Ensure that the number of participants is manageable. Ideally, the number of participants on each learning visit should not be more than 35. Otherwise it will be a crowd.

Experience sharing sessions

Experience sharing or peer learning sessions could also take any form depending on resource availability. Experience sharing sessions usually involve more than one CRAEM model practicing group to share their experiences on implementation of the model including the achievements, challenges and how they were able to overcome them.

Unlike learning visits which may be one off events targeting specific people to learn and replicate best practices, experience sharing events should be ideally regular, at least once a year for practicing groups to share their experiences on resilience building and socio economic welfare improvement. Farmer field days or farmer family learning days are one classic example of experience sharing events that could be adopted with the CRAEM model. Below are some issues for consideration when organizing experience sharing/ learning sessions;

1. The facilitator must agree on the schedule with the practicing community to enable timely preparations and regularity of the event. Similarly, the experience sharing events should be rotational among the practicing groups.
2. The experience sharing events should be theme based, with each year having a different theme. This should guide the preparation by the host group to ensure that the learning objective is achieved as much as possible.
3. The experience sharing events should be as cost effective as possible. One strategy of making this possible is holding the events at farmers' households or other community places that could possibly host the events at little or no cost.
4. Much as experience sharing events primarily target CRAEM practicing community groups, they should also involve wider community members and other stakeholders to learn about climate change resilient agriculture practices.

Session 3: Monitoring and Evaluation

Duration	1 day
Session Objective	To periodically take stock of project experiences and use lessons learnt to inform the implementation process for future interventions.
Preparation	- Monitoring & Evaluation plan in place - Mobilization of the stakeholders
Materials/resources	- Monitoring & Evaluation templates - Transportation - Refreshments - Stationery
Session Type	Field visits and plenary discussions

Key learning points

- The monitoring process should be participatory and result/learning oriented.
- Monitoring and evaluation should be an ongoing process, not only limited to this stage of the model.

ACTIVITIES

Monitoring visits

Monitoring visits should be regularly conducted, preferably on a quarterly basis by the facilitating organisation to periodically track the model implementation progress at community level and generate learning to inform ongoing and future interventions. Besides the M&E visits undertaken by the facilitating organizations, the community based CRAEM committees should be encouraged to regularly follow up fellow farmers within their groups.

The facilitating organisation and more specifically the staff responsible for M&E should ensure that the monitoring visits are not fault finding missions, but a space for experience sharing and getting objective feedback based on the set milestones.

Having baseline information against clearly defined change indicators can help simplify the monitoring process and ensure that only the necessary information is generated. Monitoring visits should include visits to the actual farms to establish the actual climate change resilient practices established and changes being realized.

Focus Group Discussions (FGDs)

FGDs can be held synonymously with the monitoring visits. They are organized in form of a meeting to share more details on the community experiences in implementing the CRAEM model. These also enable capturing of case stories for further expounding and sharing.

FGDs should not have very many participants otherwise they will be more or less like experience sharing sessions or dialogues. They involve about 8 to 12 people who share more details about the issue at hand. The discussions should be guided by a checklist which must be informed by the model objectives and more specifically what is being monitored.

Module 7

REPLICATION/ SCALE-OUT



Drip irrigation technology is appropriate to small and medium scale farmers with access to favorable credit

Module Overview

This module focuses on scaling out the model intervention beyond the primary target of the initial project. The module introduces mechanisms that can be used to plan for systematic out-scaling of the model intervention as opposed to letting it happen by itself. It involves establishing peer learning strategies for cost effective and sustainable out-scaling of the model. The module is structured in 3 sessions as listed below;

Module Sessions

Session 1: Mapping of the interested stakeholders
Session 2: Developing community peer learning structures
Session 3: Knowledge sharing and follow-ups

Objective of the Module

1. To widely promote CRAEM and its systematic uptake by communities

Duration of the module: 3 days

Session 1: Mapping of the interested stakeholders/ groups

Duration	1 day
Session Objective	To identify relevant and interested groups/institutions willing to adopt the model.
Preparation	Have an inventory of stakeholders that participated in the experience sharing
Materials/resources	- Refreshments - Transport - Stationery
Session Type	Meeting

Key learning points

- Need to regularly take note and document stakeholders and groups expressing interest in the model during earlier stages of CRAEM implementation.

ACTIVITIES

Stocktaking and selection meeting

This meeting is intended to identify community members that have perhaps been exposed to the CRAEM model and have expressed interest in adopting it. Also those that may not have been exposed but their vulnerability warrants the need for a CRAEM intervention.

After identifying all the potential groups, the next and most important stage is to select those that will be taken up during the scale out phase. Below are a few issues for consideration while selecting groups to be taken up.

- Proximity:** it is important that you prioritize groups that are closer to each other so as to increase the number of farmers within a community practicing CRAEM. This will ensure wider community transformation. This is also a cost effective strategy as opposed to spreading widely and thinly.
- Available resources for scale out:** the number of groups to be taken up should be informed by the available resources to effectively facilitate such a process. Organizations should plan for what they can afford. Much as CRAEM is a relatively low cost and community-led process, it still has cost implications on practicing organisations and primary groups which need to be put into consideration. Availability and willingness of community peer educators to reach out is one resource that also needs to be put into consideration.
- Vulnerability assessment:** most vulnerable groups or communities are the most in need of the CRAEM model and should be given more priority when selecting scale out groups.
- Organisation:** the selected farmers for scale out should ideally be organized in groups as this eases the outreach process and follow ups. In an event that farmers are not in groups and yet very vulnerable, plans for organizing them into groups should be top of the agenda. The implication will be that the scale out process will most likely take longer than usual.

Preliminary visit to the selected groups

After selecting the community groups to be targeted, the next important activity will be a preliminary visit to the groups to establish a few facts including; their organisation, vulnerability to climate change risks, interest in the model and planning for initial model undertakings.

Preliminary visits should be undertaken together with farmer leaders (CRAEM committee) who will be at the forefront of undertaking scale out activities.

Session 2: Developing of community peer learning structures

Duration	1 day
Session Objective	• To provide sustainable community-led learning mechanisms for replication of CRAEM
Preparation	• Need to be knowledge about the group members that have successfully implemented the CRAEM and demonstrated capabilities of training others
Materials/resources	• Refreshments • Transportation • Stationery
Session Type	• Meeting

Key learning points

- a) Need to ensure holistic uptake of the model in order to attain the desired results.
- b) Selection of the peer educators should be voluntary and community-led.

ACTIVITIES

Community meetings

Community meetings are intended to provide the primary groups implementing the CRAEM with an opportunity to plan for scale out and own the process. Much as the facilitating organisation plays an oversight role for the scale out phase, it is important that the process is community owned. Community meetings are one way of ensuring community ownership and sustainability of the scale out initiative.

It is also within the community meetings that peer educators are identified and selected for the scale out. Selection of peer educators should be based on the following factors;

- Their demonstrated abilities to pass on knowledge to other farmers
- Their level of understanding of the model and the various climate change resilient agriculture practices. This should be based on their adoption rate of the practices promoted.
- Availability and willingness to participate in the peer learning process. Peer learning should largely be a voluntary process and the peer educators' role should therefore not be imposed on anyone.

Refresher trainings (TOTS) of selected peer educators

Once the peer educators have been identified, it is important that they are refreshed and re-tooled about the CRAEM as a whole and the basic facilitation skills needed to pass on the model to other farmers. This training should not be detailed but just to refresh the peer educators with basic knowledge of the entire model. The senior facilitator should labor to explain each stage of the model in a little bit of detail while also referring to the CRAEM facilitator's guide.

Developing simple peer educator guides

After refresher training, another meeting should be organized with the peer educators to develop simpler facilitators' guides translated in their local languages. This is very important since the more detailed facilitators guide for the organizations may not be practical and easy to use by the community peer educators.

Developing peer educators' guides also ensures relevance to the local context and quality control of the model since the process of developing the guide will be overseen by the facilitating organisation.

Session 3: Knowledge sharing and follow-ups	
Duration	1 day
Session Objective	• To facilitate effective dissemination and passing on of skills to the wider community.
Preparation	• Selected list of the targeted community. • Peer educators guide. • Mobilization and dissemination plans.
Materials/resources	• Refreshments • Transport • Stationery • Incentive for peer educators
Session Type	• Meetings and field visits • Practical on-farm trainings

Key learning points

- a) Knowledge sharing should be voluntary and embedded within the community (group) plans in order for it to be sustainable. However, small incentives should be given to motivate and enable facilitators to reach out to new group.
- b) Provision of incentives should be dependent on availability of resources and a clear understanding of what motivates peer educators.

ACTIVITIES

Field visits by peer educators

Peer educators should be facilitated to undertake field visits to selected community groups to share about CRAEM. The peer educators should take the selected groups through all the stages of the model but most importantly the initial stages that involve capacity building and generating action plans.

The number of visits should be determined by the need at community level and the size of the target group. However, this should be structured around model phases; at least one visit per phase should be ideal. Since peer educators live within the community, this should not be a costly process. Peer educators could be facilitated with some small allowance for meals and perhaps a token of appreciation for their time where resources allow.

On-farm practical training by peer educators

After the planning stages are complete and CRAEM practices have been identified for scale out by targeted community groups, it is important to organize practical on farm trainings with selected groups to equip their own identified process leaders with practical skills for implementing the various selected practices for climate change resilience building.

The practical trainings could be held at the selected farm that would later be transformed into the group demonstration. If the community is much closer to the primary groups that already have their own demonstration, there might not be need for a new demonstration farm and training could be held in the already existing demonstration farm(s).

Follow-up and technical support by community champions and organizational staff

As was the case in the training phase, follow ups are very important for new groups to ensure that CRAEM implementation is going as planned and any identified capacity gap is attended to by a more competent resource person. Follow up technical support can be undertaken either by the organisation staff or by the peer educator or even both depending on the magnitude of the issue being followed up and availability of resource persons.

Follow ups are not one-off activities. Rather, they are continuous and sometimes based on the emerging needs in the community. The visits may also be scheduled or may be on call depending on the need. Both the scheduled and unscheduled visits are equally important. Follow up visits also help in strengthening relationships and trust between the facilitators and the target group/community.

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About PELUM Uganda

Since 1995, PELUM Uganda has been working to improve the livelihoods of small-scale farmers and the sustainability of rural communities, through the fostering of ecological land use management. We share skills and knowledge about good practices and techniques, through a broad network of like minded organisations; undertake research and demonstration projects; and advocate for policies that better support small-scale farmers

PELUM Uganda is part of a 12-country-strong association of civil society organisations in eastern, central and southern Africa.



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